

PAGES

MISSING



COMPOSITION DAY

—From a Painting by Jean Geoffroy

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., AUGUST, 1912.

\$1.00 PER YEAR

G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia.

THE EDUCATIONAL REVIEW.

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

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

CONTENTS:

Editorial Notes	31
Editorials	32
The N. B. Educational Institute	32
The Summer School of Science	34
A Superintendent of Rural Schools	35
Courses of Study	36
Centennial Anniversaries of the War of 1812	37
The Warblers	39
Botany for August	40
How to Treat Flowers	41
For the Little Folk	42
First Letter Prize	45
Wake up the Preachers	46
Answer these Questions with the Name of a Fish	46
Current Events	46
School and College	48
Recent Books	50
Recent Magazines	51

NEW ADVERTISEMENTS:

J. & A. McMillan, p. 1; A. & W. McKinlay, p. 30; The Greater St. John Exhibition, p. 30; Mt. Allison Institutions, p. 51; N. S. Provincial Educational Association, p. 52; Acadia Seminary, p. 53.

THE EDUCATIONAL REVIEW is published on the tenth of each month, except July. Subscription price, one dollar a year; single numbers, ten cents. Postage is prepaid by the publishers, and subscriptions may begin with any number.

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

If a subscriber wishes the paper to be discontinued at the expiration of the subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired. It is important that subscribers attend to this in order that loss and misunderstanding may be avoided.

The number accompanying each address tells to what date the subscription is paid. Thus "302" shows that the subscription is paid to Aug. 1, 1912.

Address all correspondence to

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

The full programme, corrected to date, of the Nova Scotia Educational Association, will be found on another page.

Many appreciative letters have been received by the REVIEW during the past few months, and its subscription list corresponds to this appreciation. It is a delight to make a paper that receives so many tokens of approval.

Before the next number of the REVIEW is published our teachers will have begun their work for another year, all, we hope, eager for their work, refreshed and improved by their vacation. The REVIEW wishes them, one and all, a good year's work with many rewards and plenty of courage and persistence to overcome their difficulties.

The REVIEW's supplement picture will be of interest to those children who have struggled with compositions. But one is inclined to think that composition is no longer disliked by children. Teachers have a way of making letter writing or story writing a pleasant task without calling it a composition.

The School is the name of a new monthly educational magazine, to be devoted to the interests of elementary and secondary education in Canada. The members of the staff of the faculty of education of the University of Toronto have undertaken the publication of this magazine, and the first number will be issued about September 1st. Subscription, \$1.25 a year; single numbers 20 cents.

The fourteenth annual convention of the Canadian Forestry Association will be held this year at Victoria, B. C., on September 4, 5 and 6. Sir Richard McBride, Premier of British Columbia, and members of his government are taking a personal interest in the convention, which will deal with questions affecting the forestry of that province as well as of the rest of the Dominion. The fare to Victoria will be one first class fare; return free, with slight increase for going or returning by way of the Great Lakes. The Canadian Forestry Association has done much to stir up people in all parts of the Dominion in regard to the preservation of our forests. This worthy object entitles it to support. The membership fee is only one dollar a year, and this entitles one to all the publications of the Association as well as to attendance and voting at annual meetings.



Concerning the Payment of Expenses.

A Gloucester County, N. B., correspondent writes to the REVIEW complaining of the injustice of requiring teachers to attend courses of physical and military training at their own expense. He thinks the government should pay the expenses. The tone of our correspondent's letter scarcely warrants its publication in full. The government seems to be doing its part when it provides accommodation and instructors to carry on this work which has become a part of the educational policy of every province of the Dominion. The teachers themselves, with very few exceptions, have entered with enthusiasm into these plans for the improvement of themselves and their schools. When one considers that they are willing to devote a part of their vacation and of their small salaries to attendance at Summer Schools, physical training classes and other means for their improvement he is filled with hope that the education of the country is in the hands of a devoted band of teachers, whose self-sacrifice and independence of character make them willing to bear certain present deprivations in view of ensuring for them better chances of preferment and consequently better salaries in the future.

A Question of Promotion.

A correspondent in Lunenburg County, N. S., asks: "Is it wise to allow high school pupils who have not succeeded in obtaining the grade for which they tried at the Provincial Examinations to enter the grade higher the next school year?"

No answer can be given to this, that will suit all cases; only a knowledge of the capacity, temperament, health and capability of the pupil can decide. Of course where the examination shows that the pupil does not know the work of the lower grade, he or she is severely handicapped by promotion to a higher grade, and the work of that grade is hindered by one or more pupils so advanced unless the teacher or some other instructor can devote time to the assistance of the backward ones.

Our correspondent intimates that it is the custom to advance pupils who have failed in the examinations to attain a higher grade. Her experience proves that this is unwise. So it is, unless the judgment of the teachers of the grades in question decides that the pupil or pupils have ambition and the qualities to accomplish the larger task.

The N. B. Educational Institute.

The twenty-fourth meeting of the Educational Institute of New Brunswick was held at Fredericton, June 26, 27, 28. There was a large attendance of teachers, the enrolment exceeding four hundred.

Fredericton looked beautiful in its summer foliage and blossom, and the weather was all that could be desired.

The opening address of the president, Dr. W. S. Carter, Chief Superintendent of Education, was interesting and valuable from the practical nature of the topics discussed. He made a feeling reference to his predecessor in office, Dr. Inch; and the Institute, at a later session, as a token of their sympathy and appreciation, elected him a life member, and likewise tendered to him and ex-Supt. Dr. Crocket, the hearty greetings and good wishes of the members assembled. Dr. Carter regretted that the increased government aid to schools had not been met with greater local effort. Teachers are scarce in spite of the fact that over three hundred are graduated every year from the Normal School. A few local licenses have been issued. Speaking of the generous pensions awarded to teachers in this province, he hoped that a disability clause would be inserted in the Act, allowing a certain proportion to those compelled to retire because of disability. The Institute, at a later session, passed a resolution asking the government to add such a clause. But to secure this Dr. Carter thought that the teachers themselves should contribute. Reference was made to the new text books recently introduced and to the importance of having a flag—the Union Jack—floating from the school house on every fine day on which the school is in session. Compulsory attendance is admirably carried out in St. John, Moncton and Fredericton, but to improve educational conditions it should be enforced in our towns and villages. The school trustees of any district may now authorize medical inspection and the establishment of a school savings bank. Dr. Carter urged teachers to be careful in keeping their agreements to trustees. For breaches of faith, a teacher is liable to have his or her license suspended or cancelled.

Speaking of our needs, the Superintendent said that we should pay out more money to improve salaries and to secure better and more sanitary school houses. Our schoolrooms should be clean. They should have pictures in them. There should

be a better observance of Arbor Day. There should be a broader culture; more patriotism, especially of the kind that teaches that our own Province is the best place to live in. "Cannot you stir up more public spirit in improving conditions in this respect," he said.

Various other valuable suggestions were made in the course of this very practical address—the need of a four-year high school course; a more equitable assessment, especially for country districts; an increased county fund; greater facilities for industrial education; the opportunity for students to get a knowledge of Latin and Greek. In conclusion, he advised the teachers to read the excellent essays on *Duty and Discipline*, by Lord Meath.

Dr. H. V. B. Bridges, principal of the Normal School, gave an instructive paper on Rewards and Punishments, in which he quoted largely from eminent teachers and from his own experience. The paper was discussed by W. A. Cowperthwaite, M. A., of the Moncton High School, after which Principal C. J. Mersereau and Dr. W. C. Kierstead of the U. N. B., discussed A Study in Mental Development with a View to the Solution of School Problems.

At the public meeting, on the evening of the 26th, Dr. David Townsend, of Jordan Memorial Sanitarium, delivered an address on Tuberculosis, in which he very clearly pointed out the nature of this disease, to which one-fourth of the deaths between fifteen and thirty years of age are attributable, and showed the methods of treatment and prevention. He remarked that people prone to the disease should live largely in the open air, and should sleep in rooms constantly ventilated. In its early stages it is curable. The first necessity is to put one's self absolutely in the care of a competent physician. It is not necessary to leave home, except to get better attendance. A change of climate is not generally required. Like all diseases, its prevention is the important factor in the fight against it.

Dr. G. G. Melvin, of St. John, spoke on Medical Inspection of Schools, which is now permissive in New Brunswick. Dr. A. B. Atherton followed with a few brief suggestions. He said that the best preventive of disease was a good, healthy constitution. Schools should have ample playgrounds attached to them. Careful parents made a great mistake when they allowed their boys to wear overcoats which overheated their bodies and was the source of colds. Another cause of disease and weak diges-

tion was the eating of candy, pies, cake "and such trash."

During the evening, Mrs. W. S. Carter and Dr. H. V. B. Bridges sang solos, which were listened to with evident appreciation.

Dr. D. W. Hamilton opened the second day's proceedings with a paper on School Gardens, in which he gave the history and outlook of this valuable adjunct of our educational work. Inspector Meagher said there were thirteen school gardens in his inspectorate, and that through the efforts of Dr. Hamilton and the excellent *Nature Study Leaflet* prepared by Inspector Steeves, much was being done in practical nature-work. The paper was further discussed by Inspector Steeves, Dr. G. U. Hay, Dr. H. V. B. Bridges, Principal G. J. Oulton and by Chief Supt. Carter.

Mr. Fletcher Peacock, director of Manual Training and Household Science, gave an address in which he spoke of the importance of these subjects in the nation's welfare. Inspector O'Blenes also referred to their usefulness in the school and the home. Mr. Jas. A. Starrak read a paper on Manual Training which was discussed by Dr. H. S. Bridges.

W. J. S. Myles, principal of the St. John High School, read a paper on the Disability Clause in the Pension Act, in which he urged the desirability of an allowance to teachers who have taught twenty, thirty or thirty-four years, if they were prevented from continuing their work by reason of physical disability. He was followed by Mr. R. E. Estabrooks, of Woodstock, who said that any argument that can be used in favor of a pension act can be urged with equal force in favor of a total disability clause.

Major Outhit, of Halifax, organizer and inspector of the military and physical training work in the schools, gave an address in which he spoke of the benefits to body, mind and spirit of a well conducted system of physical training.

Mr. J. L. Stewart, of the Chatham school board, was called upon, and made a brief and pleasant address.

The following were elected members of the executive committee: H. H. Hagerman, Dr. H. S. Bridges, G. J. Oulton, Ruth Thurber, J. F. Alexander, P. G. McFarlane, Edna Golding, J. A. Starrak, W. J. S. Myles, Dr. B. C. Foster.

Inspector Meagher was chosen without opposition the representative of the Institute to the University Senate. There was some discussion favor-

ing the advisability of allowing others than graduates of the University of New Brunswick to be nominated for this position.

On the suggestion of Miss Stella T. Payson, of St. John, a contribution from the members was taken for a teacher who, on account of age, was in rather straitened circumstances, but who was not qualified for the pension. The contribution amounted to \$129. The lady belongs to Inspector Meagher's district. Mr. Meagher and R. E. Estabrooks thanked the Institute and assured the members that the gift would be accepted as an appreciation of the members for one who, by ill health, is unable to continue in her profession.

The Montessori System of Primary Education was described and its main features explained by Mrs. J. M. Lawrence, St. John.

A paper on Civics, by Mr. R. B. Wallace, Chief Clerk of the Education Department, was read.

Premier Flemming and Provincial Secretary McLeod addressed the Institute on the last afternoon of the session, both of whom expressed their cordial interest in education and in those who were carrying it out. Hon. Mr. McLeod said that the government had recently added \$65,000 to the expenditure for education, and would increase the grant when the resources of the province justified it.

The following were elected members of the textbook committee: Dr. H. S. Bridges, H. H. Hagerman, G. J. Oulton, Effie Barlow, Alice M. Hea and Dr. H. V. B. Bridges.

Summer School of Science

The twenty-sixth session of the Summer School is now over, but not its influence; the enthusiasm engendered this year was more marked than at previous sessions.

The situation of the school was pleasing alike to the students of the three provinces. Yarmouth gave to them a hearty welcome. The cordial reception given at the first meeting was an index of what followed; special Sunday services in decorated churches, receptions and various smaller social affairs.

This school has a splendid staff of officers and instructors, and to their teaching ability and personalities is due the large class attendance.

Botany is coming more to the front each year, and during the time that Mr. DeWolfe was the instructor, its popularity was constantly on the

increase. The large class of 175 this year was a testimony that the teaching of Mr. DeWolfe had gone abroad in the land. The presentation of the subject by Mr. Guiford B. Reed, B. Sc., was not along the former lines but seemed none the less popular. The force exhibited by the growing plants occupied much time, and very interesting experiments with apparatus that any teacher could make, proved the truth of the statements made in the class. Drawings quickly done, illustrated all parts of the lectures, though Mr. Reed frankly confessed not to have been a pupil of Prof. Hagerman. Mounting of plants was an important feature of this year's work.

Field and laboratory work in Geology, Zoology, Botany and Agriculture, taught observation and made the work agreeable as well as profitable.

In Chemistry, Physics and Physiology, laboratory work has been followed with the keenest interest.

Literature came next to Botany in the size of the class, but not less in interest. President Starratt said that in three weeks he "could not teach literature but only an appreciation of it." The music and rhythm of Chaucer has begun to sink into the consciousness of the students; and a very thoughtful class found that "Maud" was not "a horrible poem," but one of beauty and rare sweetness even though "The red-ribb'd ledges drip with a silent horror of blood."

Book II of "Palgrave's Golden Treasury" (omitting Milton) and "As You Like It," occupied not only an hour a day in class, but many hours out of class. A number of Yarmouth ladies, members of the Kritosopian Society belonged to this class.

All the other classes registered below one hundred, but were well filled. With drill still being taught very few could take more than three additional subjects. Enthusiastic reports have come in from each class showing the kind of teaching that had been given.

The high reputation of the school has been kept up in the evening lectures. Mr. Howard H. Cleaves, N. Y., and Mr. E. Chesley Allen, Yarmouth, have created in some cases, and in others fanned to a flame, an interest in Birds. Dr. G. U. Hay and Dr. A. Marshall Perrin, Boston, carried their listeners, in imagination, to England and Africa. Some future session of Summer School will miss some of this year's students for these lectures have created in many "a travelling mania."

The important subject of Forestry was brought to the notice of the School by Mr. J. B. Whitman, Deputy Commissioner of Crown Lands, Nova Scotia; and Mr. J. D. Seaman gave an evening's pleasure in the discussion of "The Cultural Value of Literature."

Such an account of lectures would lead the reader to suppose that only work went on, but other pleasures were enjoyed—boating trips down the Harbor to the Tusket Islands, Bay View and Markland, automobile rides, bowling and basketball at the Y. M. C. A. during the wet days.

Each year the Associate Secretaries do more to spread abroad the doings of the School and to feel a certain responsibility for the success or failure of it.

As the cost of securing and retaining efficient instructors is becoming more difficult each year, the management determined to secure permanent yearly grants of at least \$1,200. The term of office of both President and Secretary was made five years instead of one.

The following prizes were awarded at the close of the session:

LIST OF SCHOLARSHIPS AWARDED AT THE CLOSE OF THE SUMMER SCHOOL OF SCIENCE, YARMOUTH, N. S.

L. Anne Steeves.....	\$100	Awarded by C. H. Cohen.
Bessie A. Babbett.....	20	" T. Eaton Co.
Letha S. Allen.....	20	" Mr. Schofield.
Agnes Waring.....	20	" W. H. Chase & Co.
Annie E. Crowell.....	20	" G. U. Hay.
Mrs. L. N. Seaman.....	20	" Rt. Hon. R. L. Borden.
Hazel Mellican.....	20	" St. John Globe.
Lewis H. Coldwell.....	20	" Sir Frederick Borden.
Gladys M. Marsters.....	20	" H. W. Sangster.
James Larkin.....	20	" Hon. Senator Yeo.
Evelyn Snell.....	20	" Willard M. Kelly.
Mary F. Bell.....	20	" Rt. Hon. R. L. Borden.
Jennie M. Wood.....	20	" Hon. J. D. Hazen.
Louise J. Eddy.....	20	" Dr. McNichol.
Jane W. Hopkins.....	10	" S. B. Chute.
Elizabeth Wilson.....	10	" St. Stephen School Board.
Eleanor DeWolfe.....	10	" A. Friend.
R. B. Masterton.....	10	" Hon. G. H. Murray.
Ronald M. Lewis.....	10	" R. H. Kennedy, M. P. P.
Herbert B. Vickery.....	10	" J. W. Margeson, M. P. P.
Olivia M. Maxwell.....	10	" J. T. Tweeddale, M. P. P.
Eurella Fulton.....	10	" Hon. A. E. Armstrong.
Clara B. Hebb.....	10	" L. A. DeWolfe.
Ellen Hanna.....	10	" Lunenburg School Board.
Eva Ella Rafuse.....	10	" Miss M. Hewitt.
Bessie D. Maxwell.....	10	" Jas. C. Torey, M. P. P.
F. L. Allen.....	10	" J. L. Ralston, M. P. P.
Alonzo Styles.....	10	" Mrs. W. M. Kelley.
M. Louise Scovil.....	10	" Miss G. Mabel Cann.
Chester A. Pugsley.....	10	" Edward Allen.
May T. Davis.....	10	" R. S. Crawford.
Carrie L. Andrews.....	10	" J. W. Grant.
Lue Saunders.....	10	" A. W. Eakins.
Elizabeth Adama.....	10	" J. F. Ehrgott.
Janie F. Paget.....	10	" Senator Baird.
Della I. Sissin.....	10	" G. L. White.
Mary W. Wylde.....	10	" Liverpool School Board.

Mercer Judson.....	\$10	Awarded by D. Nicholson.
Primrose Elliott.....	10	" " Annapolis School Board.
Myrtle Soper.....	10	" " Hon. J. K. Kennedy.
Viva M. Ring.....	5	" " Geo. S. Taylor.
Harrison F. Lewis.....	5	" " Porter & Robbins.
Mary Adams.....	5	" " Cain Bros.
Vincent McNeill.....	5	" " Yexas.
Kathleen Davies.....	5	" " Dr. Egerton S. Allen.
Bessie M. Fraser.....	5	" " Pius Michaud, M. P. P.
Mary G. Coy.....	5	" " Kirk Bros.

SPECIAL PRIZES FOR LETTERS.

1st. Miss May F. Bell.....	\$5	Awarded by the T. Eaton Co.
2nd. Primrose Elliott.....	3	" " L. E. Prowse.
3rd. Frances Allen.....	2	" " L. E. Prowse.
4th. Laura Kenney.....	2	" " A. J. Vickery.

SPECIAL PRIZE IN LITERATURE.

1st. Frances Allen.....	Awarded by A. J. Vickery.
-------------------------	---------------------------

A Superintendent of Rural Schools.

According to an article in the July *American Magazine*, Eli M. Rapp, superintendent of rural schools in Berks County, Pennsylvania, has made his county schools a model for the country. His essential idea is that farm children should be educated for the farm. After reporting the various improvements which Mr. Rapp has instituted the author of the article goes on to say:

"There are many other ways in which Superintendent Rapp has endeavored to improve the rural schools of the county, but none has aroused as much interest as the Boys' Agricultural Club and the Girl's Domestic Science Club. All over Berks County boys and girls are to be found wearing the emblems of these two organizations, one reading 'Boys' Agricultural Club of Berks County,' with the words 'Better Farming' in the centre, and the other 'Girls' Domestic Science Club of Berks County,' surrounding the motto 'Better House-keeping.' Each year these clubs have an exhibition at Reading which is a miniature county fair. The boys show vegetables, field crops and poultry in prize contests, while the girls display dainty products of the needle as well as bread, pies and other articles.

"One effect of these contests has been to stimulate the interest of the parents in better farming methods and to increase their respect for the rural school and for agricultural training in general. In some instances the boys have been able to grow better crops than their fathers ever have produced. Moreover, the farmers and their boys have been brought into closer relationship and have come to understand each other better."

Courses of Study.

ELEANOR ROBINSON

Holidays are departing, and with them the opportunities for refreshment of mind and increase of knowledge that they bring. Perhaps Summer School has whetted our appetite for learning, and made us envy those who can give all their time to study, or those who live within reach of lectures, classes and libraries. We think ruefully how little we know, how far we are from having that "affluence of knowledge" which has been said to be a teacher's first requisite. And it is not only in order to gain knowledge that a teacher needs to be continually learning. To be meeting with problems which stretch our minds to their full capacity, to be making mistakes and blunders, to be finding out that the foundations of our knowledge are, perhaps, insecure, to be laying ourselves open to criticism and correction—in short, to be in the position of a pupil—will give a freshness of understanding and sympathy for our own pupils that can be gained in no other way.

Now, while these feelings are stirring us, and before we settle down to the routine of the school-room, is the time to make plans for our own study. Many ways will be found open to those who really have the will, and suggestions and information about a few of these ways may be timely.

I shall speak of first: Correspondence courses offered by universities, and leading, if desired, to a degree or diploma. Secondly, courses of study or reading, planned by competent advisers, who suggest books, and furnish more or less assistance to the student. Thirdly, some plans for forming reading clubs, and for private reading.

The University of Chicago takes the lead in the range and value of courses offered to home students. In the announcements for 1912-13, there are forty-six subjects, offered for correspondence study, and in most of these, one can choose from many courses; *e. g.*, twenty-six courses in English, thirty-one in Mathematics, twenty-seven in Latin.

In twelve of these subjects, instruction of high school grade is given. These courses are intended to meet the needs of students who wish to prepare at home for college entrance. For admission to the University of Chicago, all the preparatory work may be done by correspondence.

A certificate is granted for any course satisfactorily completed. College courses satisfactorily completed and passed by examination give credit

towards a degree, but no degree is granted for work done wholly in absence. A minimum of one year's work in residence is required for any degree.

No preliminary examination or proof of previous work is required of those who enter for correspondence study.

The formal courses are of two lengths. A "major" course has usually about forty lessons; a "minor" course about half that number. Work may be begun at any time.

From twelve to fifteen months is allowed to the correspondence student to finish whatever number of courses he undertakes, and extension of time will be granted upon good reason being shown. On the other hand a student is allowed to finish his courses as rapidly as is consistent with good work.

Every correspondence course is intended to be equivalent to the corresponding regular course. Each lesson contains directions for study, suggestions, and test questions. The answers to the questions and any theme work required are mailed to the instructor, who returns them with criticisms, suggestions, and explanations of difficulties.

Queen's University, Kingston, also gives instruction to non-resident students, and the work is made as nearly as possible identical with that taken up in the regular course.

Correspondence students may, if they choose, work continuously, as instruction is given during the summer, as well as throughout the regular sessions of college. They must, however, begin work either in October or May, and take the regular examinations in April or September, and work must be completed and sent in for correction at fixed times. For the winter session, October 21st is the last day for registration, and students are strongly advised to register not later than October 1st.

In order to obtain a degree, correspondence students must either (a) attend classes in residency for at least one full session, or (b) must attend four sessions of the Summer Schools, and there take classes in four different departments. The Summer School is held at the College for six weeks in July and August. Examinations may be taken at local centres in all the provinces. The centres in New Brunswick are St. John, Chatham, Fredericton and Campbellton.

If a degree is not desired, or the conditions for it cannot be fulfilled, a student who has done three-

fourths of the work required for a degree may obtain a University Diploma.

As to the expenses of these courses, only a general idea can be given. At the University of Chicago the entrance fee is \$5; each major course, taken singly, \$16; two such courses taken together, \$30, and three, \$40. Minor courses cost \$8 each, with no reductions. If three courses are taken simultaneously, the eighteen major correspondence courses required for a B. A. would cost about \$245.

At Queen's University the registration fee is \$10, and the fee for examination, \$10. The tutorial fee for each class is \$5, and there are small extra fees for examinations at local centres. The fees for each session would amount to from \$35 to \$50 or \$60, according to the number of courses taken. Students are advised not to take more than two or three courses simultaneously, unless they can give all their time to them.

Books, of course, add considerably to the expense of a college course. A good deal may be saved by getting second-hand books, which can always be got from booksellers in the university towns. Many of the large booksellers in Great Britain and the United States will send catalogues of second-hand books upon request. Text-books pay no duty, and even with postage added, second-hand books are cheaper than new ones. Care should be taken, however, to specify that books shall be in good condition, and of late editions.

It need hardly be said that the information given in this paper is not intended to be exhaustive. Full and detailed instructions can be had from the calendars of the respective universities. These will be sent in answer to requests made to The Registrar, Queen's University, Kingston, Ontario; or The Correspondence Study Department, University of Chicago.

A story is told of 'Hon. Geo. E. Foster that proves his command over an audience. He had risen to address a meeting eager to hear only Sir John Macdonald. Speaker after speaker had been silenced by groans and hisses. Mr. Foster faced the tumult. "Gentlemen," he said, "I want to tell you a story. When I was a small boy the only way my old mammy could get me to take medicine was to promise me a sugar-plum afterwards. Now, there's your sugar-plum—Sir John Macdonald—but you've got to take your medicine first." And they took it—and liked it.

Centennial Anniversaries of the War of 1812.

[No. II. of this series, intended for the June REVIEW, was unavoidably omitted from that number. It is placed here with No. III. for August, which will perhaps prove a greater convenience for teachers who wish to begin now and follow up the events of the war of 1812.

J. VROOM.

II.—The Declaration of War—The Invasion of Canada—The First Engagement—The Capture of Michilimackinac—The Repulse of the Invaders at the River aux Canards—The British Victory at Brownstown—The End of the First Invasion.

June 18.—Ill advised and ill prepared for hostilities, President Madison issued his proclamation of war against us on the nineteenth of June, 1812. He had then no choice in the matter, as both houses of Congress had adopted a declaration of war on the preceding day, the eighteenth of June; but he and his supporters had determined upon the measure months before, and it was rightly called Madison's war. The leading men of New England were opposed to war; and when tidings of the proclamation reached Boston, flags were put at half-mast on all the ships in the harbor. Years of hostile legislation, to which they were also opposed, had preceded the declaration of war. As far back as in 1807 an embargo act had been passed by the United States Congress, forbidding the export of certain goods to the British Colonies. An illicit trade of marvelous volume had sprung up at once along our border. To mention only the principal article, over one hundred thousand barrels of flour were shipped to Eastport in the summer of 1808, chiefly from other New England ports, to be smuggled into British waters and sold. Here it found ready purchasers, for it was needed, and we had no laws to forbid the importation. This trade, of course, came suddenly to an end when actual hostilities began. Disorderly strangers who had engaged in it disappeared from the border towns, and comparative peace and quiet prevailed; a quiet which, except for the petty depredations of privateers, remained unbroken along the eastern part of the boundary line throughout the first two years of the war.

July 11.—Preparations for the invasion of Canada had been made before the declaration of war, though they proved to be very inadequate; and the first invasion was made on the night of the eleventh of July, at a remote point on the western frontier, nearly opposite Detroit. The United States troops, under General Hull, were allowed to land without opposition, but they were carefully watched. The

general issued an amusing proclamation to the inhabitants of Canada, saying that he had come to protect them; and he seems really to have thought, as did many of his countrymen, that the Canadians would not attempt to defend themselves, and that Great Britain, at war with Napoleon who was then at the height of his power, would be quite unable to send them help.

July 16.—The first engagement with the enemy was at the River aux Canards, near Amherstburg, where one British soldier from the garrison was killed and another wounded in a skirmish on the sixteenth of July. They had been left as sentinels at a bridge, and contrived to maintain their station against the whole of the enemy's force until they both fell. This, however, was not the first bloodshed, for an Indian had been killed and scalped by the Americans on the preceding day.

July 17.—The first important event of the war was the occupation of Michilimackinac (now Mackinaw), by a small British force under Captain Roberts. Captain Roberts was the officer commanding a post near the Sault Ste. Marie. Learning on the fifteenth of July that war was declared, he determined to attack the fort at Michilimackinac before its defenders could be reinforced. At three o'clock on the morning of the seventeenth, he landed near the fort. At noon its little garrison had surrendered the place without firing a shot; and, though efforts were made to retake it, it was held until the close of the war. This gave the British full command of the entrance to Lake Michigan; and some of the Indian tribes who would otherwise have held aloof were probably influenced by this successful movement to join with the Canadians in defence of their homes.

July 18-25.—On three successive days, the eighteenth, nineteenth and twentieth of July, detachments sent out by General Hull from his encampment at Sandwich, opposite Detroit, were repulsed by the British at the River aux Canards. These were mere skirmishes, it is true, with small loss of life, but they helped to discourage the invaders. Still more discouraging was another encounter, on the twenty-fifth, when more than one hundred were defeated and pursued by twenty-two Indians of the Menomini tribe, and threw away their arms in their hurry to escape.

August 5.—Before the end of July, Colonel Proctor arrived at Amherstburg to take command of the British forces. Hearing that reinforcements

and supplies were on their way to General Hull, he resolved to intercept them. For this purpose he sent a detachment of his men across the river, into Michigan territory. On the fifth of August, a small party of Indians attached to his force, under the famous Shawnee chief Tecumseh, met at Brownstown, a few miles south of Detroit, a detachment of two hundred Americans sent out to escort and protect the supplies. The Americans were defeated, and the loss of their dispatches made it a serious defeat. Hull withdrew most of his troops from the Canadian side of the river, and sent a stronger force to re-open his communications; but that also failed. Though it repulsed the British at Maguaga on the ninth, it was still unable to break through their lines, and was obliged to return to Detroit.

August 11.—Cut off from his source of supply, his troops dissatisfied and mutinous, surrounded by hostile Indians and threatened by another British force which was fast approaching by way of the River Thames, General Hull, on the eleventh of August, recalled the few soldiers of his army that were still on Canadian soil; so in just one month from the time of its commencement, Hull's invasion was at an end. It had been worse than a failure. It was a positive injury to his cause.

III.—The Capture of Detroit.

August 16.—The name and fame of Sir Isaac Brock are inseparably connected with the war of 1812. He happened to be at the head of both the civil and the military affairs in Upper Canada at the outbreak of the war; and to his bravery and military skill we are indebted for the two most important victories of the first campaign.

He reached the western frontier to take command just as Hull had completed the withdrawal of his troops from the Canadian territory; and he found that unfortunate general shut up in Detroit with the men of his command, and virtually besieged by a much smaller force of British, who were now in their turn to become the invaders. Brock had less than eight hundred men, exclusive of his Indian allies. The latter, of whom about six hundred were then actually in the field, were somewhat uncertain in their numbers and their movements, and none the less formidable to their enemies because of that uncertainty. Opposite Fort Detroit where the river was about a mile in width, batteries were being erected from which an

effective fire could reach the fort. General Brock knew that he was needed at Niagara, and he resolved to force an engagement without delay.

On the fifteenth the batteries were completed. Hull's capitulation was demanded. He refused to surrender; and early on the following morning Brock advanced to the attack, his plan being to get around the fort and assault it from the landward side.

The place selected for crossing the river was two or three miles below the fort. It was a Sunday morning, calm and bright. The sound of firing could be heard in the distance, as the guns of the fort answered those of the battery on the Canadian shore. The armed vessel "Queen Charlotte" lay ready to protect the landing, if required, her gay flags hanging motionless; and the quiet surface of the river showed the ripples made by the movements of boats and canoes, for there were Indians crossing with the other troops, though most of them had crossed in the night. The landing was unresisted. The advance on the fort, which began immediately, was also unopposed. Before the fort was reached, cannon were seen to threaten the roadway, but they were not discharged; and, while Brock was preparing to storm the fort he was surprised by the appearance of a flag of truce with an offer of capitulation. In an hour the terms were all arranged, and the fort was formally surrendered at noon. The only British flag at hand was a small Union Jack, which a soldier had tied around him, but it answered the purpose. When it was raised above the fort, it betokened that Detroit, and all Michigan territory with it, had passed into British possession.

General Hull was condemned by his own people for yielding a strong position to an inferior force; but evidently his foes were not all without, and confusion and insubordination within the fort were to be considered. If the place could not be held, he did well to yield before the battle had begun.

Though the capture of Detroit was more like a summer outing than like a serious incident of warfare, it was yet one of the most important events of the war. Thirty-three cannon and two thousand five hundred prisoners of war were taken, almost without an effort. In the very boldness of the movement was its safety. Had it failed, had Hull been able to hold out until relief came, he would at least have been able to divide the British forces, with serious results elsewhere. But it succeeded, and Canada was saved.

The Warblers.

J. W. BANKS.

(Continued from the May number.)

The oven-bird (*Sciurus aurocapillus*), also called the golden-crowned thrush, is a tolerably common summer resident, arriving the second week in May. This warbler is rarely seen except on the ground, where he may be seen walking with a stately step, in a leisurely manner. His food consists of insects and grubs. The oven-bird is found usually in moist, bushy situations. It is shy and seclusive, and is never seen out of the shade of the woods. The beautiful song, heard only during the mating season, will long be remembered by bird lovers. The nest, built in the side of a mossy bank, is very ingeniously roofed over, with the entrance at the side, giving it the appearance of an old-fashioned oven, whence the name of oven-bird. The eggs are usually five in number, pure white, more or less thickly covered with reddish-brown spots and lilac shell-markings. Both sexes are alike: Back, uniform olive green; the crown with an orange-brown patch bordered with black stripes; breast and sides, pure white, thickly spotted with black. Wings and tail, like the back, unmarked.

THE WATER-THRUSH.

This beautiful songster (*Sciurus noveboracensis*) claims, rightfully, such a name by its fondness for the water, being most at home in the swamp, the bog and tangled brake. This warbler, like its near relative the oven-bird, has the same engaging habit of walking very prettily on the ground, with an occasional tipping of the tail, like a titlark. On one occasion, I saw in a rocky ravine, overshadowed by heavy spruce trees, moss-covered, and with curtains of water falling from shelf to shelf, a male and female water-thrush, relieving an otherwise gloomy picture. But the burst of song was loud, clear and melodious. He was telling in grand opera the "old, old story."

Upon the ground they build a very bulky nest of moss, mixed with leaves and dried grass, lining it with slender roots of the fern. Five eggs are laid, of crystal whiteness, spotted with different shades of brown and lilac. The sexes are alike; upper parts, dark olive-brown; breast, pale yellow, thickly and sharply spotted with black.

WILSON'S WARBLER.

Wilson's warbler (*Sylvania pusilla*) is a common summer resident, arriving the second week in May.

They are the smallest of the family, having some of the speed and dash of a fly-catcher. This little fellow proves himself to be a very useful member of a useful family. They inhabit moist situations, where young white birches abound. They build a very neat little nest on the ground, very cleverly concealed. Four or five pinkish-white eggs are laid, spotted with reddish-brown. The colors of this warbler are clear olive-yellow, the crown glossy-black.

Botany for August.

L. A. DEWOLFE.

At this season many plants have fruited. Teachers who were interested in flowers before vacation should try to recognize the same plants now by their fruits.

For example, the Meadow Rue, so common along streams and at the moist bases of wooded banks, is a good plant to observe. Notice the crowded clusters of hooked fruits, so much like the fruits of a buttercup. Do you think the Meadow Rue might be a close relative of the buttercup?

Practically every Buttercup bears a cluster of fruits—or "seeds" some prefer to call them. Many of the Meadow Rue plants, however, have no seeds; even though we are certain we saw the same plants in flower a month ago. How do we account for this? Did you notice, when they were in flower, that many of the flowers were *staminate*? Buttercups bear perfect flowers, but Meadow Rue is usually imperfect. Hence the absence of fruit in some plants.

If we had not seen the fruit, it might not have occurred to us that Meadow Rue was a *Ranunculus*. As a fact, however, it is. It has no petals, but like its brother, the Gold Thread, it has showy sepals. The detailed structure of its flower is much like that of a buttercup—though, superficially, they look very different. The garden Columbine and Larkspur also belong to this family. The Meadow Rue leaves are so much like those of Columbine that I have heard it locally called Wild Columbine. Do not let this name mislead you, however, for the Garden Columbine has "gone wild."

Bedstraw is also in good condition now. It grows in beds or tangled masses in the same localities as Meadow Rue. It sticks to one's clothing by the spines on its four-sided stem. The stem is too weak to hold itself erect. Therefore, it clings to alder bushes or tall herbs among which it grows. Our

common species have leaves in whorls of four or six. These plants are worth studying.

Associated with the foregoing are Jewel-weed, Enchanter's Nightshade, Water Horehound, various Mints, Skull-cap, Sedges, Rushes, Horse-tails, Sensitive Ferns, Tear-thumb, and many others. All these growing together, constitute one plant society: How many species can you find in this Water-loving Society? What families are represented? What are their distinguishing characteristics?

The Meadow Rue and Creeping Buttercup, which often grow together, are said to belong to the Crowfoot family. In the pond or slow brook nearby, possibly we can find the Water Crowfoot. The name Crowfoot has probably been given on account of the divided leaves of many species. *Ranunculus* is from the Latin name for the frog; because many species grow near frog ponds.

Botanists, as you know, give these families Latin names; but common people like common names. It is the custom, therefore, to use the common name of a typical representative of a family as its common family name.

The Water Horehound, Skull-cap and the Mints all have the same general flower structures. And since Mint is well known, all plants with its flower-structure belong to the Mint family. Notice the square stem. See also the four "seeds" in the bottom of the calyx cup, after the corolla has fallen. These peculiarities, together with the two-lipped corolla, make the family identification easy. The two-lipped corolla alone, however, is not enough, for the Butter-and-Eggs family has that. But it has not four "seeds" to the single flower.

Too many students draw inferences from one peculiarity in flower structure, without noting other details. For example, I have had students tell one Bedstraw belonged to the Mint family because it had a square stem. Others have told me it belonged to the Cress family because it had four petals. However, it belongs to neither. Compare the flowers of the three plants, to get three or four differences that would put them in different families.

In classifying plants, it is important to note not only the numbers of parts in the flower, but also the position of the calyx relative to the ovary, and the way different parts are joined or attached. Any botanical key is easily used if one has patience at first to learn its use. Try it.

Dozens of topics are suggested by the plants we found growing in this one wet place. Did you

examine the Jewel-weed? What is the significance of the dark green fibres running vertically through the translucent watery stem? Read about *fibro-vascular bundles*. Cut off a Jewel-weed near the ground and put it in a bottle of water containing a small amount of red ink. After a few hours, examine the stem. What do you infer? [If you do not know the Jewel weed, possibly Balsam or Touch-me-not will be more familiar names to you.]

The irregular orange flowers with the long spur suggest the question of why flowers are ever irregular. Read something on the subject of cross-pollination and then *observe*. How many petals has the flower of the Jewel-weed? The spur is on the calyx. Since that is orange-color, why is it not called the corolla? Notice how the flower-stalk turns under the leaf. Does the flower-sac hang open-side up or down? How will the flower-position relative to leaves suit for rainy weather? Do blueberry blossoms keep the rain out of their bells in the same way that the Jewel-weed does? Why should the rain be kept out anyway? In this connection look at the blossom of Garden Phlox. Do you know the effect of rainy weather in apple-blossom time on the apple crop?

I have suggested topics rather than plants. Use any plant under as many headings as you can. There is a reason for its color, structure, relative size of parts, size of the plant as a whole, arrangement of parts, roughness or smoothness, and anything else we can observe about it. Start the children to observe. That is the important work.

How to Treat Flowers.

"Yes," said the lady, who had just handed a bunch of jonquils across the fence to the little boy who had begged for some "to take to teacher, please," "yes, most children love flowers, but most children treat them barbarically, and half of them keep on doing so when they grow up.

"Did you notice how that boy first clutched them as close as possible in a hot little fist, then fished a bit of twine out of his pocket and tied them almost tight enough to cut the stems in two? Well, when he gets them to teacher—I know her; I've visited her school—she'll stick them just as they are, string and all, into a fat vase with a thin neck where some wilted pink apple-blossoms and a sprig of scarlet geranium are already. They will all be squeezed together, wretched and unbeautiful, but nobody will notice anything wrong.

"Yet if someone who knew separated the in-harmonious colors; released the pinched stems; arranged the sweet things separately in anything, however simple, that was unpretentious and gave them room—plain tumblers would serve—and then pointed out the difference in effect, those children would see it in an instant.

"It is the Japanese who are truly civilized in their treatment of flowers. They make the arrangement of them a fine art in which people receive instruction as they would in music or painting. We smile at the idea, yet it is charming, and quite sensible and practical besides.

"People who won't give proper usage to the flowers they pick, ought never to pick flowers. Neither ought flowers to be picked haphazard for the mere sake of picking when people have no place to use them to advantage afterwards. That's floral ethics—elementary ethics, too—and beyond that there is room for any amount of taste, talent or genius in dealing with flowers.

"No one who ever saw Celia Thaxter's little parlor at the Isle of Shoals in its full glory of a score to a half-hundred vases of flowers, all exquisitely harmonious in grouping and arrangement, could doubt there was room for genius in this daintiest of all dainty arts; or that Mrs. Thaxter, gifted as she was in verse, was a greater poet in flowers. Few could hope either to attain or give time so fully to practice an art like hers. But we can all make beginnings.

"Often 'teacher' can point out the way. Occasionally she does so, but not so frequently as she might. It is worth remembering that the more understandingly children love the loveliness of flowers, the less likely they are to injure trees, pull overhanging shrubs, pilfer gardens or uproot and exterminate wild flowers.

"If we could import a Japanese flower instructor to teach once a week in our public schools and vacation classes I should hope for marked improvement in manners and morals as well as art."—*Sel.*

Every time you say, "I can't," you lessen your own power and weaken your confidence in your own ability. Every responsibility shirked, every right endeavor given up takes from the vigor of your manhood or womanhood. The "quitter" has no reputation with others, and soon loses standing with himself.

For the Little Folk.**Just A Common Dog.**

The first time Evelyn saw him was on the great steamer when she and her brother Charlie and mamma and papa were all going on a summer holiday. He sat on a box in a corner of the main deck, a cord tied round his neck, his tail drooping mournfully, his eyes longingly glancing about for release. Evelyn patted his head while the purser told her the story of Dandy.

He was just a tramp dog, and stole passage on the boat in the boldest way. But this was his last trip. A despoiled lunch basket, some hidden chicken bones, and Dandy's look of bland, disinterested content had told the whole shameful story.

Evelyn looked ruefully at the stubby yellow coat. "If he were a prettier dog, I'd like him myself; but he is awfully homely. His nose is like a pug's, his ears like a water spaniel's, his coat like a collie's and terrier's mixed, and his tail like a setter's. He's a terribly mixed-up dog. But I like his eyes."

So it was to his big, honest eyes that Dandy owed his nice new home; but once given the chance, he won the love of his little mistress for the whole "mixed-up" dog. Together they romped the beach at Ottawa Park, dashing over the bluffs and through the glens on wonderful tramps of adventure; and at night in the little cottage a yellow figure lay on guard just at the foot of Evelyn's cot.

"You cannot take that dog home with you, dear," was mamma's verdict. "I won't have such a queer looking animal about the house." Dandy knew all about it, and he licked his faithful little mistress's face lovingly when her tears fell on his ugly head out in the woods.

It was their last day together, and Evelyn meant to make the most of it by visiting all the old haunts. Over the hills they ran, until all the cottages were passed. Over the edge to the cliff was a narrow path, and down this Evelyn tripped until she saw the place where she wanted to rest. Then breathlessly she tugged, slipped, and floundered through the warm sand until it was reached. It was a fine lookout point, a cave that some boys had dug in the hillside and then deserted.

"I wish you were a girl and I were a dog, Dandy," said Evelyn wistfully, "so we could be chums. I've seen ever so much uglier dogs than you, dearest; but mamma—"

There was a queer sliding, crushing sound, a hail of pebbles and sand, a great heavy thud, and then darkness.

"Dandy," gasped Evelyn as she rolled to the far end of the cave away from the deluge, "we're just corked in, O dear me!" The tears tumbled in a riotous toboggan slide down the pink cheeks, and the brown curls were bent to the dust in sorrow.

Dandy fully appreciated the danger of the situation, but he did not cry. He licked the bowed head and he sniffed carefully on all sides, then went straight to business. Pretty soon all that the spiders and ants heard was Evelyn's sobs and a soft, quick scratch, scratch, scratch, scratch, as Dandy's big paws dug steadily at the sand.

The sun lay like a great ruby on the water, when a black nose poked itself out of the mass of sand that had loosened and fallen in an avalanche before the cave, the dirty paws followed, and the owner darted off headlong for Evelyn's cottage.

"Dandy alone!" cried Mr. Chester when the staunch little dog bounded to the hammock and barked. "Something's wrong, I'm afraid, mother." Dandy tried to tell with his tail how true a guess it was, and before the ruby sun had dipped into the western waves he was guiding papa and brother Charlie to the cave.

It was a tedious work digging with sticks, hands, anything at the sand; but Dandy pawed and barked cheerfully, and the work went on until finally brother Charlie crawled through and handed out a frightened, dirty, tearful little girl to papa's arms.

"Dan—Dandy left me, papa," she sobbed. "Well, Dandy never shall leave you again, daughter," said Mr. Chester, patting the dog's rough yellow head. He's a hero, and even I had to learn the lesson from a dog that a rough coat does not make a cur."

Evelyn's eyes opened wide. "Why, papa! How did you know where I was?"

"Dandy did it all," said papa earnestly. But the hero never blushed; he merely wagged his tail. Perhaps it meant just as much.

A Seeming Contradiction.

"It's queer, I admit," said Harold to May,
 "But I'm telling you what I have seen,
 Ask the gardener. William—a minute, I say!
 Aren't blackberries red when they're green?"

—G. M. L. Brown, in *St. Nicholas*.

The Little Nut.

A little brown baby, round and wee,
With kind words to rock him, slept under a tree;
And he grew and he grew, till—I'm sorry to say—
He fell right out of his cradle one day.

Down down from the tree, a very bad fall!
But this queer little fellow was not hurt at all;
Now sound and sweet he lies down in the grass,
And there you will find him whenever you pass.
—*The Art Literature Readers, Book Two. Canadian Series. The Educational Book Co. of Toronto.*

A Funny Teacher.

There was a funny teacher man,
As wise as he could be;
His name was Solon Solomon
Methuselah McGee.

He had a class of animals,
He stood them in a row;
And to each one he daily taught
Just what he ought to know.

He taught the cheetah not to cheat;
The lion not to lie;
The gadfly not to gad so much,
The spider not to spy.

He taught the jellyfish to jell,
The adders to add right,
Taught centipedes to earn a cent,
And sunfish to shine bright.

Ah, yes, he was a worthy man;
The animals avow
That had it not been for his school
They'd all be dunces now!

Four Less Eight.

I've grown so big I go to school,
And write upon a slate,
And say, now, two and two make four,
And four and four make eight.
And eight less four is four, you know,
And four less eight is—wait!—
I'll put it down,—oh dear! oh dear!
Now, what is four less eight?
—*The Art Literature Readers, Book Two.*

The Butterfly's Wings.

Where do the little butterflies
Get all their coloured wings?
They really look like flowers to me,
The pretty little things!

I know they flit from flower to flower,
And this they do with ease,
And for their wings I think they take
The petals of sweet peas.

A Little Step-Saver.

How many, many steps each day
Does mother take? Do tell me, pray.
If you should try to count them all,
The number would be far too small.
'Tis hardly fair to ask you to,
'Tis something you cannot do,
Those ready feet go here and there,
From room to room, and up the stair—
For mother must go everywhere.

But let me tell you of a boy
Who proved himself his mother's joy.
He was not very big and stout,
But quickly he could run about.
The steps he saved I cannot tell—
I only know he did it well.
Upstairs and down he trotted gayly,
And briskly ran on errands daily,
Took messages when he was told,
Brought kindlings in when days were cold.

The morning paper ran to bring,
And answered, too, the postman's ring.
If asked to drop his play awhile,
He did the errand with a smile;
He saved his mother's steps each day,
And did it in a pleasant way.

Now, here's a work that all may do.
A single step is small, 'tis true,
But little steps by little feet
May really do a service sweet,
If steps enough the children take,
With willing hearts, for love's dear sake,
And tired grown-ups will repeat
A blessing on the ready feet.

What flower does the honey bee,
Seek the wide field over,
Fragrant, dewy, fresh and sweet?
Why, clover, sweet white clover.

"Father," began the son of a physician the other evening, "I want to ask you something. I want"—
The doctor laid down his evening paper and answered his son. "What do you want to know, my son?" he inquired kindly.

"Which has more legs, one pig or no pig?"

The father frowned and picked up his paper again. "I didn't know that you wanted to ask me a silly thing like that," he said, irritably. "One pig, of course."

"No, he hasn't" the youngster chuckled. "A pig has four legs, and no pig has six legs. See?"

And the physician laid down his paper again and started to puzzle it out.

Suppose.

Suppose you lived in a little green house
Where the sun shone through the roof,
And over your head a canopy spread
With light for the warp and woof,
While a mother-bird cuddled you under her wing
Whenever a leaflet stirred,
Suppose—why, don't you suppose you'd be
As happy as a bird?

Suppose you lived 'neath the sunny sky
In the meadows far and wide,
And drank of the stream and nibbled the grass;
And skipped by your mother's side,
And cooled your feet in a babbling brook
Where your woolly playmates swam,
Suppose, now—don't you suppose you'd be
As happy as a lamb?

Suppose you swung on a slender stem
Where your sister roses hung,
With a graceful nod for each passing breeze,
But a heart where the dewdrops clung,
And a burning cheek like the crimson streak
That fair in the sunrise glows,
Suppose—ah, yes, I suppose you'd be
As sweet as—a blushing rose

But I suppose your mamma knows
A secret sweeter by half.
If she should hear she'd fold you close
And answer with a laugh.
She'd say, "Why, here's my singing bird,
My precious little lamb,
My sweetest rose"—and you would say,
"I'm nicer as I am."

"Can any little boy," asked the new teacher,
"tell me the difference between a lake and an ocean?"

"I can," replied Edward, whose wisdom had
been learned from experience. "Lakes are much
pleasanter to swallow when you fall in."

How To Be Cheerful.

"Think happy thoughts!
Think always of the best.
Think of the ones you love, not those whom you detest;
Think of your victories, not your failures here;
The smile that pleased, not of the hurtful sneer;
The kindly word, and not the harsh thing spoken;
The promise kept, and not the promise broken;
The good that you have known and not the bad;
The happy days that were, and not the sad.
Think of the rose, and not the withered flower,
The beauty of the rainbow, not the shower.
Think happy thoughts!"

The National Education Association held its annual convention in Chicago during the week ending July 13th. Edward T. Fairchild, superintendent of schools for the State of Kansas, was elected president. He was opposed by Miss Grace C. Strachan, a district superintendent of schools of Brooklyn, New York. Miss Strachan's friends urged support for her on the ground that a woman should be president of the association in alternate years. The women elected Mrs. Ella Flag Young of Chicago in 1910, they said, and last year consented to the election of a man, and it was now the turn of the women again. The association, however, accepted the recommendation of the nominating committee, which favored Mr. Fairchild by a majority of twenty-eight. Resolutions were adopted favoring woman suffrage, uniform marriage and divorce laws, a national university, industrial training in the public schools, and a thorough investigation by the national Bureau of Education of the needs of the schools in the city and the country.—*Youth's Companion.*

That immortal hymn, "Lead Kindly Light," was composed and first sung on an orange boat becalmed on the Mediterranean seventy-nine years ago. John Henry Newman, afterwards Cardinal Newman, stricken with fever and very despondent, was on board the craft, which "like a painted ship upon a painted sea" lay off the Island of Caprora. It was to cheer himself and help drive from the mind thoughts of dire things, that the sick man composed, within an hour or two, the words and air of "Lead Kindly Light." He read it to the idle sailors, and then hummed the tune, and the English seamen on board soon caught it. The date of the composition of the hymn, June 16, 1883, was the turning point in Newman's career. He became a leader in the Oxford Movement in England, in 1845 went over to the Church of Rome, and eventually became a Cardinal.

Hopeless.—"Allow me to congratulate you."

"What for?"

"Oh, for just anything—the sunshine, the blue skies, the fact that you are up and about. Isn't that something?"

"No!"

"Then congratulate me for not having a disposition like yours."—*Birmingham Age-Herald.*

First Prize Letter.

YARMOUTH, N. S., July 27th, 1912.

MR. STARRATT,

President Summer School of Science.

DEAR SIR:—Allow me to congratulate you and your co-workers on another successful session of the Summer School of Science. To attend this school once means to be its friend forever and to desire to be present at every session; which, however, is an impossibility while the average teacher in the average community is classed with the day laborer, as far as salary is concerned.

What does the school mean to me? More than I am able to tell on paper,—re-creation, enthusiasm, new associations, ideas and friendships, new ideals, opportunity for uninterrupted study, and lots of fun thrown in to spice all the other ingredients.

In the first place, the school is a movable institution, giving the opportunity, which can be found in no other way, of visiting the various places of interest in our provinces. If the teacher has sailed from St. John to Fredericton, she can make her pupils see the grand old city of the Loyalists, the matchless beauty of the river, the graceful elms and pleasant situation of New Brunswick's capital. Yarmouth will live in our memories as a city of beautiful hedges and homes and delightful people. We know more geography and history, as well as geology, botany and kindred subjects, and can make our pupils feel that these are real, live things obtained from nature, not from musty books. And this word is the keynote of our school. It is *alive*, the instructors are alive, and one never sees a more wide awake and earnest gathering of students. Their interest in all the classes is very noticeable.

In the second place, we are brought into contact with the best teachers in the country, those who are willing to make sacrifices in order to improve themselves. If it be true that our characters are influenced by all whom we meet, then surely we want to meet the best people, and I know of no better way than by attending the sessions of the Summer School. Frequently, teachers say, "I am not clever enough to win a scholarship," or "I am too old to go to school with so many boys and girls." To such we say, "You need the school most of all; these boys and girls will profit by your experience. In some things you can be their teachers, and they will rub away some of the ruts into which, as teachers, we are so apt to fall." Again, scholarships, (although so numerous through the generosity of our good friends), are not the loadstone that draws teachers here. There would be just as many in attendance were no such rewards offered. The benefits received here cannot be paid for in money, or its equivalent. For instance, it is impossible to put a money value on the matchless hospitality of Yarmouth's citizens, on pleasant holiday associations, or on the life friendships formed here. No one is working only for scholarships. To quote a few remarks overheard one morning: "I know certain subjects well and could make good marks on them, but I am taking those subjects about which I

know absolutely nothing." And that young man voiced the sentiment of the whole school. A spirit, not of rivalry but of helpfulness, is everywhere evident.

Just here comes a suggestion. Many are working too hard, just because they did not understand conditions. Four, or even three scientific subjects, with their corresponding field and laboratory periods, mean seven or eight hours of hard work every day. If this were made clear in the calendar, there would be fewer tired teachers at the end of the three weeks.

Listening to the readers during the literary periods, one was delighted with the large number of pleasing voices. As teachers we must use our voices constantly, and too many are tired out at the end of the day, simply because they do not know how to use this wonderful gift correctly. A valuable musical instrument is not used carelessly or allowed to remain untuned, but many teachers are compelled to leave the profession for this very reason. Why could the Summer School not have a department in elocution, where suggestions for the proper use of the vocal organs could be given as well as expression in reading?

In a few days nearly three hundred teachers will be leaving Yarmouth, carrying with them most pleasant memories, and a new enthusiasm for nature study which is bound to be infectious. Each can influence at least three or four other teachers; and that means that the school reaches, directly and indirectly, a thousand teachers and forty thousand pupils.

Is the Summer School of Science worth while? Most assuredly it is, and its friends hope to see it go on from strength to strength until our government is compelled to recognize it and the work it does. Surely the teacher's work is invaluable, to the little child the most precious thing in the world. Then for how much longer will our best teachers be permitted, *forced* to leave the country? We trust the day will soon come when our work will receive the recognition it deserves.

With best wishes for the continued success of the School.

Yours very truly,

MARY F. BELL.

William Dean Howells, the famous novelist, enjoys the public confidence in an unusual degree. It was doubtless on this account that a New York promoter recently offered Mr. Howells the presidency of a new mining company, at a salary of \$25,000 a year.

"But sir," Mr. Howells protested, "I know nothing about mining or finance."

"Oh, that makes no difference," the promoter replied. "We won't expect you to do any work. We only want to use your name, you know."

But Mr. Howells shook his head.

"No," he said, "no, I must decline. If my name is so well worth using, it must be equally well worth protecting."

Wake Up the Preachers.

It was my privilege recently to spend a day with a State Country Life Commission and enjoy their earnest, courageous, sensible discussion of the problems which the rural community presents today. After several hours of detailed consideration of all phases of country life, each member of the commission stated in a single sentence what he considered the greatest need. No two had the same idea. They were all significant, but one which had great force was: "Wake up the preacher."

There seems to be no question but that all too much of the preaching to which those who attend church in the country listen is out of date in every respect. Illustrations need to be from the life and reading of today. The focus needs to be upon the needs of 1912, and of their own country. The Bible needs to be read as though it was written for the New World. Truth needs to be applied to our own day. Mythology and the classics should be given a rest.

A country preacher must realize that he is, or should be, the one to minister to that community, and he must think in units broad enough to include all local interests. He must, above all else, work hand and glove with the teacher. He will do little on Sunday unless he knows the children through the week. Teacher and preacher must have a common purpose and must be in close touch with each other's work.

If the church loses out in the rural districts, its loss will be a greater blow to the church than it realizes, but it will also be a serious matter for the school and for the nation. No preacher should be tolerated in the country church simply because there is nowhere else for him.

The country school is beginning to get as good a teacher as the city school. This will soon be absolutely and universally true. The preaching must match the teaching or there will be no preaching.—*Journal of Education.*

Red has always been a favorite military color. Its employment dates from the time of Lycurgus, the Spartan, who commanded his army to be arrayed in red tunics in order that new recruits might not be dismayed at the sight of blood. Its first use in the British army dates from 1526, when the yeomen of the guard were dressed in red.

Answer these Questions with the Name of a Fish.

In the entertainment department of the *July Woman's Home Companion*, appears the following: A seashore party should be held on the veranda, if it is broad and spacious. When the guests arrive, each one is given a little booklet made from white note-paper, to which you have added a cover of sea-green. On the inside, the following questions should be neatly written, the guests being asked to supply the answers with the names of fishes:

1. What fish is astronomical in its taste?—Starfish.
2. What fish is the bad boy acquainted with?—Whale.
3. What shell-fish completes a doily?—Scallops.
4. What fish would you serve as a desert?—Jelly-fish.
5. What fish comes from the dairy?—Butterfish.
6. What fish would you take on a hunting trip?—Dogfish.
7. What fish is the most valuable?—Goldfish.
8. What fish would arm a soldier?—Swordfish.
9. What fish is always under your foot?—Sole.
10. What fish is always in a bird-cage?—Perch.

Next, each guest is provided with a small card, four inches square, and asked to make a graphic illustration of some well known sea-tale. *Afield and Afloat*, *The Red Rover*, *Captains Courageous*, *Water Babies*, and *Treasure Island* are only a few titles which may be illustrated.

The refreshments for this occasion were a genuine fish supper, and the place-cards were small paper boats of green paper.

CURRENT EVENTS.

Their Royal Highnesses, the Governor-General and the Princess Patricia, are at present visiting the Atlantic Provinces. The Duchess of Connaught, who is recovering from her recent illness, will take no part in official functions for some time to come.

The census figures show the total population of Canada to be a little over seven millions, and the increase in the last ten years less than two millions. The rural population has increased in British Columbia, Alberta, Saskatchewan, Manitoba and Quebec; but has decreased in Ontario, New Brunswick, Nova Scotia and Prince Edward Island. The urban population has increased in all the provinces, but has fallen off in the Yukon Territory.

By the recent extension of its boundaries, Quebec has become the largest of the provinces, having a total area of more than seven hundred thousand square miles. Ontario is now second in area; British Columbia, third; Manitoba, fourth; Alberta, fifth; Saskatchewan, sixth; New Brunswick, seventh; Nova Scotia, eighth; Prince Edward Island, ninth.

The grain crop of the western provinces will be larger this year than ever before. It is now about ready for harvesting, and fifty thousand men are needed in the harvest fields.

The principal legislatures of the British West Indies, including British Guiana, but not including Jamaica, have ratified the agreement with Canada providing for a mutual

trade preference of twenty per cent. as against foreign countries. Jamaica will not, at present, come into this reciprocity agreement, fearing that its trade with the United States would suffer. The congress of Chambers of Commerce of the British Empire, which recently met in London, favoured not only this trade compact, but also a close political union between the West Indies, Canada and Newfoundland; and it adopted a resolution in favour of preferential trade within the Empire, which is now the announced policy of the opposition in the British Parliament.

The Premier of Canada and members of his Cabinet who went to England to consult the British Government in respect to the naval policy of the Dominion, were most cordially received wherever they appeared in public. Our Premier's request that Canada shall be represented in the councils of the Empire will, if it is granted, mark an epoch in the history of the British Empire—one might almost say in the history of the world. Just what the Canadian Government will propose to parliament will not, of course, be known until parliament meets. It is known, however, that the danger of the outbreak of war with Germany is very great, and that more ships are needed. Over three hundred ships of war, perhaps the strongest fleet the world has ever seen, gathered at Spithead for inspection by the Lords and Commons of the British Parliament and the Canadian ministers; but the German fleet has of late been increasing more rapidly than ours, and is still increasing.

The British Government, which now owns all the telegraph and telephone lines in the United Kingdom, will soon have its own wireless telegraph around the world. There will be six stations erected by the Marconi Company; one in England, one in Australia, one in India, one at Port Said, and probably one in South Africa and one at Hong Kong. We have already one at Glace Bay, and there will probably be another on the Pacific Coast. These stations will be fortified, and in time of war will be solely under government control.

For nearly a hundred years—to be exact, for eighty-three years—there has been an understanding between Great Britain and the United States of America that the Panama Canal, when it was built, was to be open on equal terms to all the nations of the world. By the Clayton-Bulwer treaty of 1850, this was definitely stated; and the two governments entered into an equal partnership of control, with equal rights as to traffic, in any canal that might be constructed between the two oceans. By the Hay-Pauncefote treaty, at present in force, Great Britain waived her rights to control, allowing the United States to build and control the canal on condition that the canal should be free and open to the vessels of all nations on terms of entire equality. A bill before the United States Senate, by which it is proposed to discriminate in favour of United States shipping, has called forth a protest from the British Government; and the Premier of Australia has notified the Home Government that the Commonwealth joins in the protest.

The International Geological Congress, which held its last meeting in Sweden, will meet this month in Toronto.

It is expected that nearly every civilized country in the world will send delegates to this congress. The principal topic of discussion will be the world's supply of coal.

Captain Mikkelsen, the Danish explorer who started in 1910 to cross Greenland, has been rescued after terrible hardships. He and his only companion had been waiting the appearance of a vessel for over eighteen months, and had given up all hope of rescue. They found the records of an earlier explorer who had perished in the Arctic wilds.

When the new Persian railroad is built, it will be possible to go from London to India in eight days.

A woman has been elected to sit in the Diet of Bohemia, and the courts have confirmed her right to the seat.

There are so few flies in Bavaria that they cannot be regarded as a pest. This is due to the extreme cleanliness of Bavarian cities.

Pneumatic tires are now made of chemically treated and compressed paper. They are strong, elastic, waterproof and cheap.

A new explosive, twice as powerful as dynamite, and much safer to handle, is called imperialite.

In France it is proposed to place a heavy tax upon unsightly bill boards, and upon the land on which they are erected.

In the Olympic games, which have taken place this year at Stockholm, the American athletes won high honours. A Sac Indian from the Carlisle Indian school, proved himself the best all-round athlete in a competition which was open to the world. The walking match was won by a Canadian; and a South African was first, and another South African second, in the great Marathon race.

The Turkish ministry has announced in the Chamber of Deputies that it will enter into peace negotiations with Italy, but the military leaders, who have been demanding a dissolution of parliament, may not agree to the terms of peace.

The revolutions in Cuba and Mexico are practically at an end, though there are still bands of rebels in the field. The Mexican authorities are taking extraordinary measures for the suppression of brigandage, but there is no group of rebels or brigands that can well be called an army, nor sufficient unity of purpose to make the uprising any longer serious. In Nicaragua there is a new rebellion that seems to threaten the overthrow of the government.

The efforts of Yuan Shi Kai to form a new ministry in China are opposed by the National Assembly, and there is talk of a military dictatorship, from which the southern part of the country would possibly secede to form a new republic.

The Emperor of Japan, who has ruled his country for more than forty years, died last week and was quietly succeeded by his son. It is not expected that the change of rulers will make any serious change in the foreign relations of Japan. The new emperor, whose name is Yoshihito, is highly respected by his people.

Ex-President Roosevelt, having failed to secure the nomination of the Republican party at Chicago, a new

party has been formed to nominate him for the presidency. The Republicans have nominated President Taft, and the Democrats have nominated Governor Wilson, of New Jersey.

The bubonic plague has appeared in several of the islands of the West Indies. Stringent measures are being taken to prevent its introduction through the Atlantic ports of the United States.

Fifty-nine nations have been invited by our government to attend the International Dry Farming Congress at Lethbridge, Alberta, next October.

Severe earthquakes have caused loss of life and property in Mexico and in Peru.

A delegation from Bristol, England, with the Lord Mayor as the leading representative, will attend the Cabot celebration at Halifax on the 14th and 15th of this month. H. R. H. the Duke of Connaught will be present, and, as Governor-General, will probably receive the gifts that they bring; which include a reproduction of the flag given to Cabot when he set out on his famous voyage of discovery.

SCHOOL AND COLLEGE.

Mr. C. Robbins has been engaged as principal of the schools in Lakeville, N. S., for the coming year.

Mr. G. W. Dill, the efficient principal of the Hantsport school, has been wielding the birch for forty years in the Provinces of New Brunswick and Nova Scotia.—*Truro News*.

At the Dominion Interscholars Shooting Competition, which took place at Ottawa, July 15th, the Halifax Academy won first place. The following is a list of the contestants and the scores: Halifax Academy, 240; Ottawa Collegiate Institute, 237; University School, Victoria, 232; Renfrew Collegiate, 231; Highfield School, 223; Ashbury (first team), Ottawa, 220; St. Alban's School, Brockville, 216; Ottawa Collegiate Institute (third team), 213; Ashbury (second team), 207; Bishops College, Lennoxville, 197; Highfield (second team), 197; Victoria School, Quebec, 186; Queens School, Charlottetown, 171; Sherbrooke High School, 153.

Principal R. B. Masterton, of the Centreville, N. B., Superior School, becomes principal of the Chipman, N. B., school, succeeding Mr. M. G. Fox, who retires.

Mr. Chas. W. Wood, formerly of the Middleton and Annapolis schools, has been secured as the first teacher of manual training for the Windsor, N. S., schools.

Dr. T. W. Powell, President of King's College, Windsor, who is attending the congress of universities in London, has been made an honorary D.C.L. of Aberdeen University.

Mr. Wm. M. Burns, B. A., has been appointed principal of the Model School, Fredericton, in succession to Mr. John E. Page, now teacher of classics on the High School staff of that city.

There are five vacancies in the Amherst schools to be filled next school year, and already there are over forty

applications for the positions. This does not look as if there was a scarcity of school teachers.—*Truro News*.

F. C. Squires, A. M., of Bath, succeeds Mr. R. L. Simms as principal of the Florenceville Consolidated School.

Professor Pattison, of Acadia College, has resigned the chair of English History, which he has held for three years, to go to the University of Utah, Salt Lake City. His departure is a great loss to the institution, as he was a teacher of uncommon power, and greatly liked and respected by the faculty and students. Professor Pattison and his charming wife have made a large circle of friends in the town who greatly regret their departure.

Miss L. Olive Sipprell, daughter of E. M. Sipprell, St. John, N. B., has completed the course in education at the University of Toronto, and has been appointed teacher in charge of the out-of-doors school for anæmic and tubercularly inclined children, which is being tried in Toronto for the first time this summer.

The Yale University Commencement lists this year contained the names of several Acadia University men. Gordon Payzant Barss, '06, received the degree of Doctor of Philosophy, doing his major work in Physics; Frederick Shand Goucher, '09, received the degree of Master of Arts, and Fred Margeson Bishop, Cyril Durrant Locke, and Clair Willard Robinson, all of the Class '11, received the degree of Bachelor of Arts. The last three named upheld the traditions of Acadia men who have gone to Yale. Mr. Bishop and Mr. Locke made marks of 3.51 and 3.56 respectively, equal to 87.75 and 89 per cent. In addition, both were elected to the honorary societies of Sigma Xi and Phi Beta Kappa, the open sesame to which is scholarship. Mr. Locke was awarded a Fellowship and Mr. Bishop an assistant's position for next year, each equal to \$400.

Mr. Earl Smith, of Brockway, York County, has been appointed principal of the Milltown, N. B., High School.

Mr. G. H. Harrison, recently principal of the Grammar School, Bathurst, has been appointed principal of the Chatham, N. B., Grammar School.

The Kent County, N. B., Teachers' Institute will meet at Richibucto, October 3rd and 4th.

Mr. R. E. Fstabrooks, who has been teaching in the High School, Woodstock, N. B., has resigned his position and is going into business in Sackville.

Mr. Frank H. Blake, principal of the Norton N. B., Superior School, has resigned to take a position in the civil service. He was presented, at the closing of the school, June 28th, with an address and travelling bag, by his pupils and associate teachers.

Principal Lay, of the Amherst Academy, celebrated the twenty-fifth anniversary of his services in the schools of Amherst, Wednesday afternoon, June 26th. The day was marked by a gigantic school picnic, which was attended by over two thousand school children and fully fifteen hundred of the parents and "grown-ups" of the town, many of whom had been scholars of Principal Lay in former years. At the close of the happy afternoon's proceedings, Principal Lay was presented with a purse of gold from the teachers and scholars of the town.

HALIFAX LADIES' COLLEGE

(IN AFFILIATION WITH DALHOUSIE UNIVERSITY.)

- I Residence:**—The College Residence in charge of the Headmistress and a thoroughly trained House-mistress is conducted on the principles of a refined and cultivated home.
- II The Collegiate Course:**—This course prepares the pupil for the Universities and admits to Dalhousie and McGill Universities without further examination.
- III Special Courses:**—Special Courses of Instruction are arranged for in English and English Literature, French and German, Mathematics, Domestic Science, Elocution, Stenography, Fine Arts, Music, etc.
- IV Music:**—The Conservatory of Music in connection with the college provides instruction in all branches of music by teachers of the foremost rank, from the Fletcher Music Method for children to the degree of Bachelor of Music from Dalhousie.
- V Elocution:**—The School of Expression also connected with the college gives an extensive and thorough training in this useful art.
- VI Date of Re-Opening:**—The college re-opens Wednesday, 11th September.

For Calendars and Information Address:

REV. ROBERT LAING, - HALIFAX, Nova Scotia.

Miss Mary Archibald, of Wolfville, has been appointed supervisor of domestic science in the Halifax, N. S., schools.

Mr. F. G. Morehouse, A. B., for some years the efficient principal of the Springhill, N. S., schools, has been appointed principal of the Amherst, N. S., Academy.

Mr. E. S. Archibald, Professor of Animal Husbandry and Farm Superintendent of the Agricultural College, Truro, N. S., has been appointed to a similar position for the Dominion, with headquarters at Ottawa. He has been succeeded at Truro by Professor L. S. Stevenson, B.S.A., a graduate of the Ontario Agricultural College, Guelph.

Mr. Hugh P. Bell, B. Sc. (Dalhousie), has been appointed to a position on the staff of the Lunenburg, N. S., Academy.

Rev. Dr. Howard P. Whidden, a graduate of Acadia and McMaster Universities, has been appointed President of the Baptist College, Brandon, Man.

Mr. Norman S. Fraser, B. A., has been appointed principal of the Sussex, N. B., High School, succeeding Mr. Geo. N. Belyea, B. A., resigned.

Mr. Raymond Barss, B.A. (Acadia), and Ph.D. (Yale), has been appointed to a position on the staff of the Massachusetts Institute of Technology.

Mrs. Mary E. Smith, B. A. (Dalhousie), of Truro, N. S., has been appointed teacher of Mathematics and Latin in the Ottawa Ladies' College.

Nearly three hundred students attended Nova Scotia Normal College, at Truro, last year. The closing exercises were held June 26th.

Mr. J. C. Pincock, M. A., recently of the Moncton, N. B., High School, and now of the Mechanical High School, Winnipeg, was married in July to Miss Olive Haviland

Stothart, of Chatham, N. B. The REVIEW extends its congratulations.

The REVIEW extends its congratulations to Mr. G. N. Belyea, late of Sussex, N. B., High School, on his marriage to Miss Myrtle E. Brown, of Salisbury N. B.

Mr. John E. Page, B. A., principal of the Model School, Fredericton, N. B., has been appointed to the high school of that city to succeed Mr. C. M. Lawson who has accepted a position in the St. John High School, taking the place of Mr. S. A. Worrell who assumes the principalship of the Victoria School of that city. Mr. W. H. Parlee, principal of the latter school, becomes principal of the Centennial School, St. John, in place of Mr. Henry Town, who has been superannuated.

Professor John Laird of Edinburgh, has been appointed to the chair of Philosophy in Dalhousie University, to succeed Dr. Robert McGill, recently made chairman of the Dominion Government Grain Commission. Professor Laird is a scholar with an unusually brilliant record.

There were one hundred and thirty-nine candidates who took the New Brunswick University Matriculation Examinations in July. Of these twelve passed in the first division, forty-three in the second, thirty in the third, forty-two in the third conditionally, while eleven failed. The following are the names of those who passed in the first with the names of the schools at which they studied, and the marks made by each out of a possible 1,000: Esther I. Clark, Fredericton Grammar School, 861; John H. Palmer, Gagetown Grammar School, 855½; Dyson W. Wallace, Fredericton Grammar School, 855; Alvah G. Good, Fredericton Grammar School, 836; James Harold Manning, St. John Grammar School, 834½; Charles Ross Smith, Moncton Grammar School, 826; Fred Gordon Green, St. John Grammar School, 822.

RECENT BOOKS.

There is a growing desire among Canadian schools for suitable supplementary reading. The Educational Book Company of Toronto has recently met this wish by the publication of a series of readers which, for suitability of reading matter and wealth of illustration, it would be difficult to excel. *The Progressive Road to Reading*, Books I-III, are filled with stories attractively told and illustrated, consisting of legends and folk-tales of real literary value, and sparkling with life and action. If one will take the opportunity to read the stories of Book I to some little folk of his acquaintance, he will find how absorbed they will become in the recital. The child is soon inspired to read for himself the classics of childhood.

The *Art Literature Readers*, Books I-III, are based upon the attempt to relate art and literature to education. Here we have the choicest literature joined to the reproductions of the most famous artists. Each author's and artist's work has been grouped in order to emphasize his personality, and give the child an opportunity to read a connected story of his life. We might dwell more on the contents of each book, but it is sufficient to say that they will prove a delight to children, and lead to that close association between art and literature which, begun in childhood, will ripen into greater zest and appreciation in later life. (The Educational Book Company of Toronto.)

Regional Geography: The World is an attractive book, clearly printed with an abundance of half-tone illustrations. The subject is treated in an interesting way. The book deserves to be well known among teachers. Throughout the volume stress has been laid on the main differences in structure, relief, climate, and on the influence of these physical facts on the scenery of countries and the life of the inhabitants. All through the text the descriptions are varied with characteristic sketches of races, peoples, the *fauna* and *flora* of the different countries, and other noteworthy matters. Altogether it is an excellent book for the right study of geography. (Cloth; pages, 360; price, 3s 6d. Adam and Charles Black, Soho Square, London, W.)

In *Fine and Industrial Arts in the Elementary Schools*, Professor Walter Sargent discusses drawing, design, and constructive activities, points out the relation of each subject to industrial education, and presents a plan for coherent progression through the grades. The standard of attainment for each grade is suggestively treated. There are specific problems and many drawings. No other book discusses more clearly the function of the fine arts in the elementary schools or gives better assistance to teachers. (Cloth; pages, 132; price, 75 cents. Ginn and Company, Boston, Mass.)

A late edition of *Palgrave's Golden Treasury* has just been issued by Messrs. Ginn & Company, of Boston. In order that this anthology may serve in more personal ways as a survey of English poetry, a biographical account of each writer has been furnished, with the circumstances of the composition of each poem, when those circumstances are of peculiar interest. A somewhat extended introductory essay explains the general principles of the

lyric, as distinguished from other literary types, with particular attention to the kinds of lyric found in this collection. There is also a biographical sketch of Palgrave, the original editor of the anthology. (Cloth; pages, 466; price, 50 cents. Ginn & Company, Boston.)

The *Introductory American History* presents to pupils of the sixth grade a clear, connected account of the history that preceded the discovery of America, showing in a very simple way the heritage that this country started with. The knowledge of old world civilizations is essential if the learners of history are to have a proper perspective for their later study. There are emphasized three or four lines of development in the world's history leading up to American history proper. First, there was the movement of conquest or colonization by which the ancient civilized world, originally made up of communities like the Greeks and Phœnicians in the Aegean and Eastern Mediterranean Seas, spread to southern Italy and adjacent lands. The Roman conquest of Italy and of the barbarian tribes of western Europe expanded the civilized world to the shores of the Atlantic. Within this greater Roman world new nations grew up. The migration of Europeans to the American continent was the final step. The book is the outcome of a plan for the better study of history in elementary schools, and cannot fail to win the consideration of teachers. (Cloth; pages, 264; price, 60 cents. D. C. Heath & Co., Boston.)

In the little book, the *Elementary Quantitative Analysis*, the requirements are met of the London University Intermediate Science and Arts and similar examinations. The methods used in finding the quantitative composition of a substance are investigated. A considerable number of problems are given and brief instructions for their solution are used. These form an effective test of the student's work. (Cloth; pages, 122. The University Tutorial Press, London.)

Man and His Conquest Over Nature is a book intended to supplement the text-books of geography. It aims to supply the kind of information which teachers wish to put before their scholars, but which they find difficult to obtain in a condensed and readable form. The secret of success in teaching geography is to make it interesting, and in this book the teacher has a ready means of doing so. (Cloth; pages, 183; price, 2s. Adam and Charles Black, Soho Square, London, W.)

In *Philips' Explanatory Five-Class Arithmetics* there is abundant scope for practical and oral work. They are graded on a progressive system. There are numerous simple illustrative diagrams, with clear print and bold distinct figures. Teachers' books with full notes and hints accompany the set, which consists of seven books in paper covers. Books 1, 2 and 3, price, 2s each; Books 4-7, 3s each. (Geo. Philip and Son, 32 Fleet Street, London.)

A series of laboratory test Cards, for the convenience of science students for first, second and third years. The price of each is 1s. (The University Tutorial Press, London.)

Messrs. Ginn and Company, Boston, announce that Frye's *Leading Facts of Geography*, reviewed in the June number of this paper is also published in two volumes, for the convenience of those who prefer a two-book course.