

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XV. No. 8.

ST. JOHN, N. B., JANUARY, 1902.

WHOLE NUMBER, 176.

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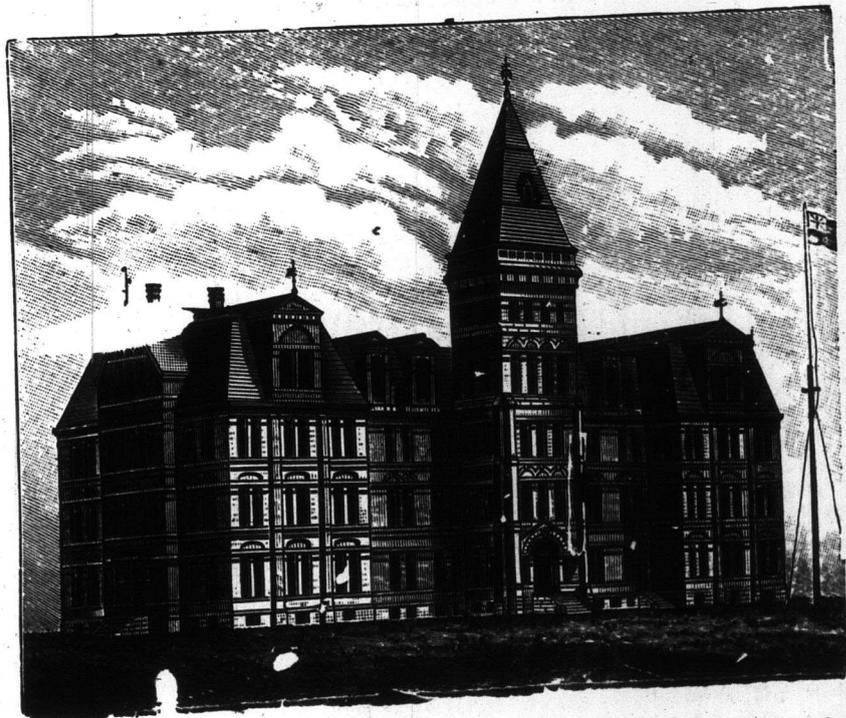
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EDUCATIONAL REVIEW,
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We wish all our readers a happy and prosperous New Year.

THE question of University Consolidation has again become a live one in the Atlantic Provinces; and this time it is Kings College that has taken the initiative, heartily seconded by Dalhousie. A central university at Sackville or Truro or Wolfville, properly organized and drawing support and students from the three provinces, would mean very much for advanced education. Our small colleges have done a great work in the past with limited resources. Now they are unable to meet the requirements for that scientific and technical training which the young people of these provinces so urgently need. Our students are compelled to seek it abroad, with the result that few of these return to their native country. Let us have the fullest discussion of this important question.

THE EDUCATIONAL REVIEW Teachers' Bureau, which has been in existence only a month, has succeeded in placing teachers in positions at good salaries. There are many other good positions vacant, and the demand for teachers is far greater than the supply, which may show that a reaction has set in.

A correspondent in another column draws attention to the state of manual training in Prince Edward Island, and we are glad to acknowledge that THE REVIEW in its last issue failed to award proper credit for what has been done there. We shall be glad to hear from our correspondent again.

THE last number of *Acadiensis*, beginning the second volume, is an attractive and unique contribution to magazine literature. The illustrations embrace several very beautiful original designs. The literary and historical articles are full of interest, notably the one on Literature and Nature, by I. Allen Jack. Its happy reminiscent vein and the charming naturalness which always distinguishes the writings of Mr. Jack, make this contribution one that will find many appreciative readers who will rejoice that a long period of suffering has not dimmed his intellectual vigor, and that the Nature which he has always loved so well has to him lost none of its freshness and interest.

IN this number Mr. T. B. Kidner begins a series of articles on cardboard work as a preliminary or related work to manual training. Mr. Kidner has solved the difficulty of introducing manual training into the public schools. He has shown that every school at a trifling expense may realize the benefits that result from some form of handwork. We hope that his clear and admirable introduction may arouse the attention of thoughtful teachers.

THE article on Place-names by Prof. Ganong in another column will create, it is hoped, a wide interest, because it shows the results of painstaking and accurate observation, combined with the spirit of research. This spirit, once awakened among teachers and pupils, will be productive of good results, not only in local history but in the investigation of other questions of a local nature. Prof. Ganong, in future articles, will seek to reveal the origin of local names of Nova Scotia and Prince Edward Island. We commend the method of his accurate work to the attention of teachers.

Rejoicing in One's Citizenship.

At the complimentary banquet tendered to the Hon. Senator Ellis by the citizens of St. John on the completion of his forty years' service as editor of the *Globe*, that gentleman took occasion to review, in a most interesting manner, the trials and rewards that had come to him as a citizen. Among other things he said, worthy of remembrance, was that he rejoiced in his citizenship, words that must have started thought in the minds of his hearers who warmly applauded the sentiment.

A man doing his duty cheerfully from day to day, entering into every duty that his public and private life demands of him, encouraging others by earnest and well directed effort, doing his best to mould public opinion wisely, has a right to rejoice in his citizenship.

It is a significant fact that a good citizen, who has thus done his part faithfully and well to build up the city in which he has lived and to advance its interests, furnishes a more striking object lesson than volumes that might be written on good citizenship.

Teachers' Salaries.

There is a plaint in this month's REVIEW—and we have all heard it before—that the average salaries of teachers are wretchedly low. Writers in the press and speakers at the various teachers' institutes have told us so, and the facts support their assertions. There are many districts in these provinces—and these not the poorest—which pay their teachers less than one hundred dollars a year, exclusive of the government allowance. What a miserable pittance!

Then there is the complaint, too well founded, we fear, that some teachers in their eagerness to get employment, underbid their fellows in striving for positions. This is one of the worst features in the case, and so long as it exists no real advance can be made to better salaries, nor improvement in the condition of teachers.

Teachers should throw aside their apathy and indifference and unite to make their influence felt. The leading teachers who hold good positions and are in receipt of good salaries should show the way in this movement. Teaching can never be looked upon as a profession until teachers themselves respect their calling and are willing to make some sacrifice in its behalf.

THE CANADIAN ALMANAC, published by the Copp Clark Company, Toronto, is almost indispensable to everybody. Its full figures of the recent census, its information on topics Imperial and Canadian, the great array of facts which it presents, make it a most useful and reliable guide. The price in paper covers, 416 pages, is 25 cents.

Manual Training in P. E. Island.

THE EDITOR EDUCATIONAL REVIEW:

Dear Sir,—Instead of being behind hand in the matter of manual training, Prince Edward Island was one of the first to take advantage of the provision made by Sir William Macdonald for its introduction into Canadian schools generally. At Charlottetown a manual training department was opened in Queen Square school, October 1st, 1900; arrangements being made to teach 300 boys weekly.

In January, 1901, another manual training school started in the Prince of Wales College, Charlottetown, for the benefit of the students; and, a few days later, yet another was opened at Summerside for day scholars to the number of 200 weekly, as well as a class for school teachers on Saturday mornings.

At the present time, December 1901, the state of manual training in Prince Edward Island is as follows: *Charlottetown, Prince of Wales College.*—Weekly classes for 180 students and 40 school teachers.

Queen Square School.—Classes for 200 boys weekly.

Summerside.—Classes for 200 boys and 20 school teachers weekly.

The teaching of the above is in charge of three qualified teachers, brought from England for the purpose; and within a few weeks it is intended to open another manual training school at some place, probably Georgetown or Souris, in the eastern part of the Island, of which a Canadian trained teacher will take charge.

Trusting the above few facts will remove the grounds for charging our province with not being alive to the importance of the great educational movement now in progress, seemingly allowing an unusual chance munificently placed within its reach to pass on unheeded, and promising any further information will be given, or questions answered with pleasure,

I am, sir, faithfully yours,

J. D. COLLIER.

Charlottetown, P. E. I., Dec. 30th, 1901.

A Boston schoolboy had failed on the sums in division the teacher set and was told that no one could get along in life without being able to divide readily. This he seemed to doubt, and said his aunt knew how to divide and yet had not been to school. "How is that?" said the teacher.

"My aunt has eight children," he said, "and she doesn't like to favor one above another. She was at the market the other day, and she bought eight apples for them, one apiece; but when she got home she found she'd lost one apple. All the same, she divided the apples so as to give each child the same number."

The puzzled teacher finally asked: "Well, how did she divide the seven apples so as to give each of the eight children an equal number?"

"She made apple sauce."

BUSY WORK.**DRILL ON THEM.**

The following is a list of words misspelled in a recent examination for teachers' license in New Brunswick. In the same papers, "seen" and "done" were occasionally found doing duty for "saw" and "did." The use of "learn" instead of "teach" in such sentences as "I learned him how to do," and the use of a plural pronoun referring to such antecedents as "one," "each," "either," were altogether too common. Thorough and frequent drill, with examples of correct speech, should rid our schools of such barbarisms, and make good spelling a habit:

Subtraction, knew, badges, until, judgment, sense, misspelled, preceding, there, political, sympathetic, temperament, illusions (for allusions), necessity, principle, patience, emergency, omitted, off, pronunciation, right, chose, proper, dealt, discipline, sentence, aisle, column, accent, interval, behave, divisible, consecutively, performed, temporarily, coming, occurred, suggest, symbols, forty, permanent, excellent, exercise, esteem, organization, government, vigilant, practice, (noun), too, similar, advice, acquainted, sensible, advisable, perseverance, thoroughly, emphasis, lengthening, competitions, monitors, committed, rebel, unnecessary, operations.

COMPOSITION.

(1) Write two sentences about a minute, an hour, a day, a night, a week, a month, a year. (2) Tell how old you are, where you live, and how long you have lived there. (3) Tell something pleasant about some one in your home. (4) Tell something about every animal at your home. (5) Tell something pleasant about three playmates.

Write abbreviations for postmaster, captain, dollar, bushel, peck, minute, pound (weight), lieutenant-colonel, general, sergeant, barrel, quart, degree, account, colonel, postscript, barrels, gallon, foot, example, pound (money) the square root of 16.

Write in full the words for which the following are abbreviations: Sr., Dr., e. g., Xmas, 14th inst., Mt. Hood, Jr., Cr., D. V., C. E., Y. M. C. A., 12th ult., Mr., MSS., 10th prox., P. O. order, Sandwich Ids., C. Fear.

Contract the following to a telegraphic dispatch of not more than ten words: "I will be home on the late train this evening. I find it impossible to see your brother. Meet me at depot."

Mr. and Mrs. John Smith live in Detroit. Their home in that city is called "Willow Dale." They wish to have Mr. and Mrs. William Johnson spend an evening with them. Write a formal note of invitation, dating it May 2. The invitation is for May 10, 6 p. m. —Exchange.

[For the EDUCATIONAL REVIEW.]

NATURE STUDY AND SCIENCE.

BY JOHN BRITAIN, NORMAL SCHOOL, FREDERICTON.

High School Chemistry.

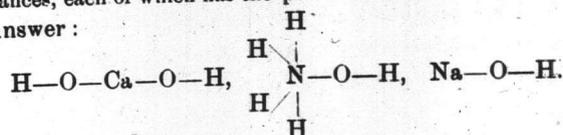
In the December number of THE REVIEW an attempt was made to show from some examples how pupils might be led to infer most of the reactions which occur in their experiments from a close and thoughtful observation of the qualities of the factors and products. Their arguments should be based directly upon the experiments, and be steadied by such generalizations as their limited experience has enabled them to draw. When at the last the reaction is expressed by an equation, the number of molecules of each of the substances which appear in the equation must be decided by the pupil from the valences of the elements and compound radicals. These valences must be taken as given by chemists; yet the method of finding them should be shown in at least one case.

The theory of valence should be illustrated by writing the graphic formulas of the compounds met with in the laboratory work. This exercise will aid the understanding as well as the memory.

We will now consider the answers to two more questions from the matriculation paper for 1901.

Write the ordinary and graphic formulas for three substances, each of which has the power to turn red litmus blue.

Answer:



The candidate might, of course, choose three other bases. Salts, such as carbonate of soda, which have a basic reaction, would also be accepted.

(a) Mention two compound radicals, both univalent, but one positive and the other negative.

(b) Tell *why* you believe these these two radicals to be univalent, and *why* you regard one as positive and the other as negative.

(c) Name and formulate an acid which contains the negative radical, and a salt which contains the positive radical.

Answer: (a) Ammonium (NH_4) and the nitrate radical (NO_3),

(b) The former unites with one atom of the univalent element chlorine to form a molecule of ammonium chloride, and must therefore be univalent itself. NO_3 unites with one atom of hydrogen to form a molecule of nitric acid, and is therefore univalent. I think ammonium is a positive radical because like a metal (*positive* element) it unites with OH to form a base, and with negative elements to form salts.

NO_3 , however, unites with H to form an *acid*, as the *negative* element chlorine does. Since NO_3 thus

acts like a negative element, I regard it as a negative radical.

- (c) Nitric acid, HNO_3
Salt—ammonium chloride, NH_4Cl .

The last question in the paper requires some knowledge of the commonest ores of iron. The High School Course in New Brunswick includes but little of the chemistry of the metals, but that little should not be slighted. The few ores referred to in the text can be easily obtained. They should be examined by the pupils and submitted to easy tests to bring out their more obvious properties.

Questions for January.

1. Where are the absent wild birds? Why do you think so?
2. Consider whether the toads and frogs went away to another country. Why do you think they did or did not? Give your reasons for thinking they are alive or dead—as you believe.
3. Where are the insects which used to be so abundant in the fields and woods? Where do you think they come from in the spring? Give reasons for your answer.
4. How many toes are there on each foot of a cat? What is the shape of a cat's toe-nails (claws)? Find whether you and the cat can, at will, move your toe-nails without moving your toes.
5. Find whether a cat can see as well, or better than you, and whether she can smell better. Give proofs.
6. Make a drawing (a) of a cat, and (b) of a cat's claw.

Exercise in Spelling.

The following words have been taken at random from a list of words misspelled, most of them frequently, in the papers on Elementary Science in the Normal School entrance examinations. Any teacher who will give these words as a spelling exercise will probably learn something more about his pupils. The examiner in elementary science hopes, especially, that pupils who intend to take the Normal School entrance examinations will learn these words thoroughly, and thus save him much trouble and their own credit: Separate, soluble, pistil, flies (often misspelled flys), staminate, pistillate, dissolve, affect (to act upon), effect (result), lose, occurrence, property, perform, carpel, specimen, specimens, crystallize, calyx, similar, varieties, hematite, magnetite, preceding, science, metallic, liquefy, aster, radicle (of an embryo), disappear, tendency, boundaries, genus (and its plural, genera), corolla, stalk, occur, pollen, pollinate, gases, phenomenon, phenomena, quartz, evaporate, invisible, embryo, perhaps, caustic, piece, receptacle, occupies, volume.

For the EDUCATIONAL REVIEW.]

January Talks.

By MRS. S. B. PATTERSON.

The college man, who, in an animated description, said that he "clim" a tree, had enough rules of grammar at his finger-ends, but it would have been of infinitely more value to him to have had the correct word on the tip of his tongue. Facility in correct speaking must come through long practice, and teachers need to be constantly on the alert in the matter of language training. Habits of carelessness formed in childhood are not easily broken, and in later life one is often tripped up by the unconscious use of some error impressed by common usage in early home life.

This matter has been referred to before in these pages, but will bear repeating, for we need reminding that language lessons must be "here a little, and there a little" to be truly effective, much being done in an informal way leading to the easy use of good English in every day speech. While the children enjoy the pleasure, after vacation, of describing their Christmas good times, little hints may be given now and then as to correct expression of ideas. Show sympathy with them in their enjoyment, and review the Christmas songs and stories, for although Christmas is gone, it has not yet become a thing of the past for the children; its halo is still over them.

We hear people saying "A Happy New Year,"—what year is this? What was the name of last year? What does the name mean? (Something may be done here towards laying a foundation for the future teaching of history, leading the children to think back over their own lives, so gaining a broader idea of the passing of time.)

—How many Christmases can you remember? What did you do on those different days? Can your mother remember Christmases when she was a little girl? Can your grandmother remember still farther back? Once, long ago, it was just one year since Jesus was born, then two years, three years, ten years, twenty years, one hundred years, etc. Can you count one hundred? Now it is nineteen hundred and two years since Jesus came. How many months in a year? Can any one name them all? We have now not only a new year, but a new month also.

This would be a good time to start a blackboard calendar in some space not specially required for other work, merely drawing the vertical and horizontal lines, and letting the children fill in the days one by one as they come. Draw the vertical lines long enough to serve for the whole month, as in the illustration given

below, but do not draw horizontal lines for more than one week at a time, as the children may get confused. The days from January first until the first school day after vacation may be filled in by the children as they may suggest, but after that the character of the weather each morning should decide the marking for the day. For example, a yellow mark may indicate a fine day, and a white mark a stormy one. On Mondays the children who remember what kind of days Saturday and Sunday have been may mark them. Days of special note may be indicated in ways suggested by the children, such as a square filled with little dots to represent a snowstorm, or a tiny flag to show the twenty-fourth of May. If sufficient blackboard space is available, the months need not be erased but kept for future reference, so that in May, for example, the children can find out how many Sundays there were in March, or what the weather was on St. Valentine's Day; which months had the most days, which the most fine days, etc.

JANUARY, 1902.

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The Children in the Cold Country.

Snowstorms, frost, ice, cold winds, short days and long nights, how would we like to live in the far north with the Eskimo children? Where is the north? Let some child walk to the north wall of the schoolroom, then let some one else tell what houses they would pass if they went out-doors and continued the journey northwards. If we went far enough we would come to the cold country where they have snow and ice all the year round.

The people there must do without wood, for it is too cold for the trees to grow. Let the children think of many things made of wood which we have and which the Eskimos must do without. Describe the houses, made of blocks of ice or of stone, giving black-board illustrations to show more clearly the long, low entrance through which one must creep to enter the house. After we get in what do we see? No tables, or chairs, or bedsteads—only a broad, low stone seat, extending

along the wall, serving as a bed or table or seat as required. Then, in the centre of the one room, the strange-looking lamp, which is all they have for heat and light!

But see, the mother and children are going out doors and must be wrapped up warm to keep Jack Frost from biting them. What have they to put on? Thick woollen dresses, mittens, over-stockings? No, they cannot have anything made of wool, for they have no sheep in that country. The talk about fur will lead to a description of the animals to be found there. Why are polar bears white? Refer to animals in our own country that change color with the season. The Eskimos are very glad to get the fat meat of the bear to eat, and his thick fur coat to keep them warm. Their children have no candy or raisins or cakes. They like to play ball sometimes. What are their balls made of? Think of all the materials used for balls in this country—wood, yarn, rubber, cloth, glass, etc. None of these can be had there. What then? A round stone might be found, but I think they use a round bone for a ball and a flat bone for a bat.

Sometimes the father has to travel quite a long distance. Can he go by train? What could he give his horse to eat if he had one? Describe the sled and dogs; not one poor little dog to haul a heavy boy, such a team as we sometimes are sorry to see here, but a team of dogs trained and strong enough to carry their load easily.

How long are the nights in that far away cold country? Tell of the long months in which the sun is never seen, and of the great rejoicing of the people when, at last, one day he peeps for a few minutes above the horizon, and then, after a time, stays day and night for months.

Interest the children in the Arctic explorers of the present day, Nansen, Peary and others. All this ground is not supposed, of course, to be covered in one day, or two; the hints given are merely suggestions thrown out for a series of talks, accompanied by drawings and pictures if possible, and on which some number work and reading lessons may be based.

Johnny's First Snowstorm.

(Selected from "Rhymes and Tales.")

Johnny Reed was a little boy who never saw a snow-storm till he was six years old. Before this he had lived in a warm country, where the sun shines down on orange-groves and fields always sweet with flowers. In the winter *there*, rain falls instead of snow.

But now he had come to visit his grandmother, who lived where the snow falls in winter. And Johnny was standing at the window when the snow came down.

"Oh mamma!" he cried joyfully, "do come quick and see all these little white birds flying down from heaven?"

"They are not birds, Johnny," said his mamma, smiling.

"Then, maybe, the little angels are dancing, and losing their feathers! Oh! do tell me, what it is: is it sugar? Let me taste it," said Johnny.

But, when he tasted it, he gave a little jump, it was so cold.

"It is snow, Johnny."

"And what is snow, mother?"

"The snowflakes, Johnny, are tiny drops of water that fall from the clouds. But the air through which they pass is so cold, it freezes them; and they come down turned to snow. In the summer, here, it is two warm for snow; but the winter is very cold."

As she said this, she brought out an old black hat from the closet.

"See, Johnny, I have caught a snowflake on this hat. Look quick through this glass, and you will see how beautiful it is."

Johnny looked through the glass. There lay the snowflake like a lovely little star.

"Twinkle, twinkle, little star," he cried in delight. "Oh! please show me more."

So his mamma caught several more. They were all beautiful; yet no one was shaped like another.

The next day Johnny had a fine play in the snow; and when he came in, he said, "I love snow; and I think snowballs are a great deal prettier than oranges."

English Literature in the Lower Grades.

(New Brunswick Reader, No. 4, Page 16.)

THE CHARGE OF THE LIGHT BRIGADE.

This poem should be taught in connection with the story of the deed that it commemorates. A detailed and vivid account of the Balaclava charge is to be found in Kinglake's "History of the War in the Crimea."

The most interesting comments on the poem are some of the facts connected with its appearance, and some of its author's sayings on the subject. We are told that Tennyson wrote "The Charge of the Light Brigade" in a few minutes, after reading the account of the action in the *Times*. The account contained the phrase "some one has blundered," and this phrase suggested the metre of the poem. The poet said afterwards of the charge, "A blunder it may have been, but one for which England should be grateful, having thereby learnt that her soldiers are the most honest and most obedient under the sun."

In the summer of 1855 he heard that a chaplain of the Society for the Propagation of the Gospel had written home to the society saying, "The greatest service you can do just now is to send out on printed slips Mr. Alfred Tennyson's "Charge of Balaclava." It is the greatest favourite of the soldiers—half are singing it, and all want to have it in black and white, so as to read what has so taken them." Tennyson himself had 1000 slips printed and sent out to the soldiers with a little note in which he said, "If what I have heard be true they will not be displeased to receive these copies from me, and to know that those who sit at home love and honour them."

A man who had been in the charge, was in hospital at Scutari, months afterwards. He was in very low spirits, and the doctor said he must be roused, to shake off his illness, but nothing seemed to interest him, until some one sitting near him, read aloud Tennyson's poem. The man opened his eyes and began at once to give a spirited description of the terrible ride. Then he asked to hear the poem again. A few days afterwards he was well enough to leave the hospital, and the doctor murmured, as he gave him his discharge, "Well done, Tennyson."

This is one of the "Songs of England" that all our children should know by heart. They should be asked to name other poems which celebrate brave deeds, and the question might be raised, Why is it well "to crown with song the warrior's noble deed?" They will see that in this poem, as elsewhere, it is not merely courage or victory that the poet glorifies, but the spirit of simple obedience and devotion to duty.

NOTE ON *In Memoriam*, VI., 5-6.

"Ye know no more than I who wrought
At that last hour to please him well,
Who mused on all I had to tell,
And something written, something thought;

Expecting still his advent home:
And ever met him on his way
With wishes, thinking, here to-day,
Or here to-morrow will he come."

A correspondent asks for help for his literature class on these stanzas.

The connection of these stanzas with those immediately preceding is very close. The mourner has been offered the commonplace comfort that loss is common. This turns his thoughts to others whose loss may be like his in that they do not know of it. A father may be drinking his son's health, a mother may be praying for her sailor boy, while those absent ones are dead or dying. So the poet says "You know no more of your loss than I did of mine, when at the very hour my

friend died I was working to please him, thinking of all I had to tell him, of what I had thought and written; I was constantly expecting his home-coming, and following him on his journey with wishes as I thought, 'He will be in this place to-day, in that place to-morrow.'

But ready-made paraphrases are unsatisfactory, and if a class of mine were in difficulties over this passage, I should remind them that Arthur Hallam died suddenly in Vienna, on the 15th of September; that Tennyson had a letter from him dated September 6th, and that he did not hear of his death until the 1st of October; also that Tennyson was in the habit of sharing his plans and his most intimate thoughts with this dearest friend. I should suggest that both "whos" in the first verse refer to the writer, that "something written," and "something thought" are in the same construction as "all I had to tell," and that "still," in the second verse, has the same meaning as in Salanio's speech in "The Merchant of Venice," Act I, Scene 1:

"I should be still plucking the grass."

and as in "In Memoriam," XLI, 1.

E. ROBINSON.

For the EDUCATIONAL REVIEW.]

Studies in the Place-Nomenclature of New Brunswick.

No 1.

By W. F. GANONG.

A few years ago the present writer published in the Transactions of the Royal Society of Canada a work entitled "A Monograph of the Place-nomenclature of the Province of New Brunswick," in which the attempt was made to explain the origin of all the principal place-names of the province. Since the publication of that work some points there left uncertain have been settled, new facts have been discovered, and advances have been made in our knowledge of the subject in other respects. It is now proposed to offer, from time to time, the results of these newer studies to the readers of the REVIEW.

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SUNBURY.

Sunbury is now the name of a county of New Brunswick. The word was first used in this connection April 30, 1765, when the Governor and Council of Nova Scotia resolved "that St. John's River should be erected into a county by the name of Sunbury," but no hint is given as to a reason for the name. Later in the same year (October 31, 1765,) it was applied also to a township in what is now York County, including the present site of Fredericton. On May 24, 1770, the county was given more definite, though equally extensive, limits; and when, in 1785, the new Province of New Brunswick was divided into counties, the name was retained for the same county which now bears it, its application to that particular county being determined, no doubt, by the presence in it of Maugerville, the principal settlement of the former County of Sunbury. The origin of this important name has hitherto eluded all investigation. My monograph treats it as unknown; Mr. Raymond (in his "Chapter on Names,") does not suggest an origin, while Mr. Johnson (in his "Place-names of Canada,") surmises that it may have been suggested by Joshua Mauger (for whom Maugerville, in

Sunbury County, was named) with the village of Sunbury, near London, in mind. This, however, is merely a guess, and there has been no fact to connect Sunbury County with Sunbury village near London, the only place of that name in Great Britain. It is, however, a well known fact that innumerable places in America now bearing the same names as places in England are so named, not for those places directly, but in honor of men prominent in public affairs in whose titles those names occur, or who in some other way have been associated with the places. With this custom in mind, I long tried to find a connection between some of the men prominent in England or Nova Scotia in 1765, and Sunbury near London. But all efforts were in vain until I looked up the name of the Secretary of State in charge of colonial affairs at the time Sunbury County was erected. I found that it was the third Earl of Halifax, the same for whom the city of Halifax, in Nova Scotia, was named. He was a great friend of the colonies and much in favor with the Nova Scotia government at that time. His biography in the great "Dictionary of National Biography" gave no further light, but I happened to notice that his father, the second Earl, was Earl of Halifax and Viscount Sunbury. Turning now to Doyle's "Official Baronage," I found that the third Earl was also Viscount Sunbury, bearing this title, apparently, before he succeeded to the earldom. He was also ranger of Bushey Park, which borders the village of Sunbury towards London, and he appears to have had a villa at Sunbury. There can be no reasonable doubt, therefore, that the Nova Scotian government wishing to honor the respected Secretary for State, and, finding his principal title already pre-empted in the naming of the City of Halifax, applied his second title to the extensive county erected on the St. John, whence the name has descended directly to us.

WICKHAM.

Wickham is a parish in Queens, one of those originally established in 1786. This name hitherto has been about as puzzling as Sunbury, and all attempts to find any connection between it and either of the Wickhams in England have failed. The original law of 1786 thus describes its boundaries: "southerly by the lower County line, westerly by the river St. John, to the lower bounds of Lieutenant Colonel Spry's Lands, northerly by a line running from the said lower bounds of said Land north, fifty-four degrees east," etc. Colonel Spry here mentioned obtained from the Nova Scotia government, in 1774, extensive grants just adjoining the Parish of Wickham as established in 1786; much of this land was, however, escheated for non-fulfilment of conditions

after the coming of the Loyalists in 1783, though such lots as were actually occupied by his tenants were left to him. I happen to have in my possession a number of leases of these lands let by him to tenants before 1783, and in them he is described as from Titchfield, Southampton Co. (Hants), England. Turning to a detailed map of England, I discovered that Titchfield in Hants adjoins Wickham, which is about four miles distant. Now, when the original parishes in New Brunswick were named in 1786, many of the new names were given in memory of the former homes of residents prominent in the respective parishes. Examples are found in Hampstead, Lancaster, Saint Marys, Pennfield, and probably others. I believe, likewise, that the name Wickham was given to this parish from its association with Colonel Spry, perhaps because it adjoined his estate in New Brunswick, as his estate at Titchfield adjoined Wickham in England, or for some closely allied reason. My efforts to obtain more exact information about Colonel Spry's estate in England through biographical dictionaries, guide-books to Hants, inquiry of the postmaster at Titchfield, etc., have, however, all failed.

DUNDAS

Dundas is the name of a parish in Kent, given in 1826. In the "Monograph" I suggested that it was probably given in honor of Viscount Melville, First Lord of the Admiralty, whose family name was Dundas, though I could not find any reason why he should thus be honored in New Brunswick. I have since discovered, however, that the family name of the wife of Sir Howard Douglas, then New Brunswick's very efficient and extremely popular Governor, was Dundas, and I have no doubt the name was given in her honor. The name Douglas had been given to the parish two years before in honor of Sir Howard himself, who is commemorated also in Douglastown, Douglas Harbor, perhaps in Douglas Mountain, and in the extinct Howardville, a town laid out but never settled, at the mouth of Cains River.

WELDFORD.

The name Weldford was given to the parish of Kent in 1835, but I was myself entirely unable to ascertain its origin. Mr. I. Allen Jack, however, informs me that the word is known to have been made up by combining the names (in part) of the two members of the House of Assembly from Kent in that year, Messrs. John W. Weldon and John P. Ford. The journals of the House of Assembly confirm the statement that they were the members for that year. I have no doubt that this origin as given by Mr. Jack is perfectly correct.

For the EDUCATIONAL REVIEW.]

Drawing.

The ability to draw is a necessity for the artisan who would excel, a delight for the man of culture, and a very great advantage to every one. It is a language that can be read and understood by everybody. Within the range of its application it is capable of conveying the idea intended with great fidelity and impressiveness. A knowledge of mechanical drawing and designing is absolutely necessary for the successful prosecution of nearly all the industrial arts. In the common schools of Germany the teaching of drawing for three hours a week is obligatory. In Scotland, under the new code, and in England, also, drawing takes rank with reading, arithmetic and writing as one of the four compulsory subjects. Drawing is one of the best means at the disposal of the teacher for the training and testing of the powers of observation. The habit of accurate observation is one of the best that can be formed in early life; for by its means the stock of elementary perceptions, which supply material to the reasoning and imaginative faculties, is greatly increased, and the possessor's whole future intellectual life is greatly enriched. The pupil who would draw well must carefully note the object as a whole, the relation of the parts to each other, and more minutely each part in itself. It need scarcely be pointed out that pupils who have formed this habit have a great advantage in many school studies, such as spelling, writing, science, etc. The ability to draw well and to understand drawings is particularly useful in all nature studies. The creative imagination, trained in designing, illustrating and pictorial composition, reacts beneficially in the learning of literature, history, and especially geography.

Drawing is important as the principal instrument which we possess for the developing of the sense for the beautiful in form and in color. The study of beautiful pictures, and of the history of art is helpful; so is the direct knowledge of nature in all her diversities of form and varying moods, but practical art work is necessary to bring out into clear relief our notion of beauty and make them of practical utility. An eminent art director tells that two days' work at a block taught him more of wood engraving than the previous reading of several volumes had done.

Drawing in the schools means improvement in the homes. A schoolroom, attractive with color and good pictures, will tend to awaken in the pupils a sense for the beautiful, which they will try to realize wherever their influence extends. It is desirable, necessary indeed, that every teacher should be able to utilize the language of drawing as a mode of expression in general

teaching. There are various subjects in which a simple sketch would greatly assist the pupils in obtaining a clear idea of the object under discussion. A sketch made by the teacher is much more valuable than a printed illustration, because it is possible to emphasize at the right place. A few lines on the blackboard is often more effective than a lengthy verbal explanation.

The education department of England directs that the teachers must be so trained as to have "freedom and skill in using chalk on the blackboard for the purpose of making drawings or diagrams useful in illustrating an object lesson," and "that students training for this exercise should cultivate a bold and free style of drawing."

Young children, in beginning to learn to draw, should be allowed to make the crude outline pictures in which they delight. They should be allowed the use of colors. Repetition used for making borders and simple designs should be followed by much drawing from familiar and interesting objects. Type forms, shading and practice in perspective should come in gradually at the later stages.

The subjects of study, for which the great majority of children show a genuine interest, are those best suited to their particular stage of development at the time. Shakespeare says:

"There goes no profit where is no pleasure ta'en,
In brief, sir, study what you most affect."

We all know how difficult it is to teach a child unless he is interested, and what rapid progress he makes when his attention is thoroughly aroused.

The teaching of drawing may be facilitated if it is correlated with other studies. For example, if the lessons in science or natural history are carefully illustrated they will make a much deeper impression, and at the same time drawing will be taught incidentally and most effectually, for the pupil's desire to express his ideas clearly will act as a stimulus to accurate representation.

A. MCKAY.

Two little people who couldn't agree,
Were having a tiff, and were "mad as could be;"
They looked at each other in silence awhile,
Till a sudden glad thought made one of them smile.
Said she, "Say, you're not very mad are you, Bessie?"
"Well—no—" said the other, "nor you, are you, Jessie?"
"Then let us make up," little Jessie suggested.
"Well—you be the one to begin," Bess requested.
But that didn't suit. So the tiff lingered still,
While the small-sized disputants were claiming their will,
When—what do you think brought at last sunny weather?
Just this: they agreed to—begin both together.

—*Training School Advocate.*

FOR THE EDUCATIONAL REVIEW.]

Cardboard Work.

The time is past, I think, when the necessity for some form of "Handwork" needs to be insisted on as a part of education. The principle has been accepted and adopted throughout the world of school life, and from the kindergarten of the infant schools to the university laboratory, we can see it in practical operation. Kindergarten "occupations," manual training, nature study, school gardening, laboratory work in chemistry and physics, are but indications of the great change which has come over our ideas in the last decade or so as to the functions and methods of education. Everywhere amongst leaders of educational thought has it been seen that the truest way of training and developing the powers of the child is to use its natural "self-activity" as a means of culture and growth. In other words that they should *do* and *find out* for themselves.

With this reform, as with reforms in general, there have been many difficulties in the way, some of them apparently insurmountable, but the movement is steadily and surely advancing and making friends for itself all along the line. The permanence of the kindergarten ideas and methods has long been assured, and the later developments of their principles are gradually and generally extending and developing. Perhaps the most striking illustration of this has been in the movement both in Europe and on this continent for the establishment of manual training schools for the older boys. In these, by means of practical work in drawing, wood-work and metal-work, the pupils' powers are brought out, his hands trained to do and his eyes to see, at the bidding of a trained mind behind them. France, Germany, Sweden, Denmark, the United Kingdom, Australia, and the United States, have all adopted the principle and established manual training schools as an integral part of their educational systems. In Canada the idea is steadily gaining ground, and the magnificent object lesson given by Sir Wm. Macdonald's beneficent scheme bids fair to produce the best results. Before many years have passed, it is hoped that few Canadian towns will be without manual training schools of woodwork on lines of those now in operation in the principal centres of population. This particular form of manual training is, however, not so easily adapted to the smaller schools for several reasons. Chief of these, perhaps, is the difficulty of obtaining teachers able to give the necessary instruction in the manual training room and also fitted to carry on the ordinary work of the schools. In the large centres of population special teachers are employed for manual training instruction alone, and for many years to come this would seem to be the best way for towns and cities. Woodwork is, however, by no means

impossible for even small country schools. By means of short courses of instruction at vacation schools, teachers can obtain some insight into the work, and attain some facility into its processes, sufficient in many cases for them to attempt it themselves in a small way with a few scholars at a time. The question of equipment for woodworking is a somewhat serious one, though, and the cost of an outfit would often debar a teacher from undertaking it in a poor section, however much he or she might desire it. Notwithstanding these drawbacks, woodwork is gradually spreading to the rural schools in those countries which were the pioneers in this branch of educational work; for of all the mediums of practical handwork in schools, wood is decidedly the best. It is clean, cheap, and easily obtained, and fulfils the conditions of educational requirements better than any other material.

There are many earnest and thoughtful teachers, however, who, for several reasons, are not able to undertake this form of work, but who are, nevertheless, desirous of taking up some sort of training for the eye and hand, in their schools. Various materials have been tried for this purpose—paper, wire, clay, cardboard, thin metal, leather, etc., but of these, cardboard seems to fulfil the conditions better than most of others. First, perhaps, from the teacher's point of view, is the fact that cardboard cutting and modelling does not require any long or special training on his part. With a little practice the necessary skill is easily acquired. Second, that it requires very few special appliances, and these of the cheapest description. Third, its range is very great, it being suitable for children of eight or nine years of age up to students of advanced solid geometry, and even crystallography. It can, therefore, be well graduated—a very important consideration. Fourth, it can and should be associated with the ordinary drawing of the school. Drawing, when thus directly associated with some concrete object, becomes a real and living means of expression, much more so than when mere forms are reproduced by the pencil alone. Fifth, it develops the constructive ability in a very marked way, and through this the powers of reasoning by step-by-step deductions. Sixth, it is clear, and its operations involve neatness and accuracy. Seventh, the materials are easily obtained, and are quite inexpensive. Many other points in its favor will suggest themselves after a short trial, but two more must be mentioned here, namely: *it has stood the test of practical experience*, and, best of all, *the children like it*. What this last means every teacher knows; given that, and almost any subject under the sun becomes comparatively easy.

In the hope, therefore, that they may prove of ser-

vice to some teachers anxious to find some way of introducing handwork into their schools, the following articles have been prepared. The course indicated is one that has been successfully taught, but it must be borne in mind that it is a suggestive one also. In handwork, as in other forms of education, cast iron rules and rigid methods cannot be universally applied. If, however, the good, old timeworn rule of teaching, "To proceed from the known to the unknown," be kept in mind, many exercises will suggest themselves, and many expressions of the underlying principles will be found. The subject will be looked forward to as a welcome relief by teacher and pupils alike, and, to the children especially, the joy of "doing" will appeal.

The time devoted to it need not be great; from one to one and a half hours weekly will be quite sufficient. If, as sometimes is the case even in the best regulated schools, the attendance is weak on, say, Friday afternoons, it will be found to be a great incentive to regularity to take it at that time. Children do not like to miss the practical lesson.

Perhaps it is scarcely necessary to say that in every exercise, or "model," the teacher attempts with the class should have been made first by him, and should be shown to the pupils before they commence.

Throughout the various stages of the subject the practical work should be preceded by the making of the drawings. In the early stages these should be made step by step by the teacher on the blackboard, but later a rough sketch, with the dimensions placed on it, will be found sufficient; that is, after the technical difficulties of making a good "line" drawing have been surmounted by the pupils. The ability to "read" a hand sketch, and to make a finished drawing from it, thus cultivated, is of great value educationally as it is also from the purely utilitarian standpoint of after life. The drawing is, of course, almost wholly mechanical, and involves careful accurate measuring and marking throughout. It is generally desirable to make the drawings first in a book, and then to copy them on to the cardboard ready for cutting, but they are sometimes made on the card direct from the blackboard. The former plan is to be preferred, for the children can then compare their practical work and test its accuracy by laying it on the drawing when completed.

The course, as it will be outlined, may be divided into three portions. The first will consist of work in very thin cardboard, and in a few exercises, stout paper. It will involve cutting with scissors, tying with cotton cord, tape or ribbon, and a little pasting. For the second portion, thicker cardboard will be used, and the cardboard knife introduced for cutting. Binding with

strips of cloth, linen, paper, etc., will also be practised, and many useful articles made. The third portion will consist chiefly of the construction of geometrical solids and type forms from the analysis of their "development;" that is, the unfolding of their enveloping faces. For the rural school, with few appliances, this latter part is extremely useful. Many models can be constructed which are of the utmost value in geometrical and perspective drawing, and also in the teaching of form to the younger scholars.

Dealing with these portions in their order, our first consideration must be the appliances and materials necessary for the elementary work. The instruments required are: (1) A 12 inch flat rule for each child; these need only be such as are generally to be found in all schools, costing three or four cents each. (2) A pair of small scissors for each child; good serviceable scissors can be obtained at \$2.50 per dozen. Even these, however, need not be purchased, for most children can bring a pair for one afternoon in the week. It is to be preferred, though, that the school purchase them if possible. (3) A few set squares, or "triangles," as they are sometimes termed. They can be obtained very cheaply—about four cents each. In class work it is generally advisable to use the two regular shapes, one with angles of 90°, 60° and 30°, and the other with angles of 90° and 45°. In distributing these the class monitors give the 45° squares to one pupil, and the 60° to the rest, and so on alternately round the class. (4) A fairly hard pencil, H or H H, with a flattened or "chisel" point for drawing fine lines. (5) A ball or two of crochet cotton, and, if funds will allow of it, some very narrow ribbon of assorted colours. The cardboard should be thin "Bristol" board, which is made in a variety of beautiful tints. By the hundred sheets it costs from one cent to two cents per sheet of 22½ by 28½ inches, but small quantities can be obtained from any reliable dealer.

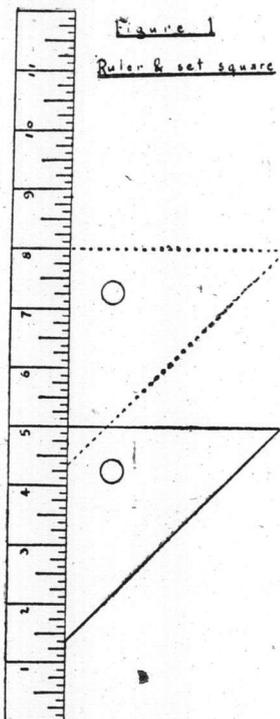
The opportunity for color study is worth noting and such colours as cherry, rose, canary, Gau-de-nil, pale blues and greens, geranium and salmon offer a good scope for the display of taste and cultivation of the colour sense.

For one or two of the exercises, common wrapping paper is used; this is, of course, obtainable everywhere.

The preliminary exercises consist of four or five plane figures, commencing with a square of three inch edge.

Exercise 1.—The drawing of this will involve a talk on the square and its properties and the making of a good line. The children should be led to describe a square and finally to evolve its orthodox definition. On no account should the definition be given straight

off by the teacher; it should be pieced together from the various answers and ideas of the pupils themselves. In this way, hand-work can be made a useful adjunct to language work, and as will be shown during the series, to many other forms of school work. The manipulation of the ruler and set square is a little difficult at first, but it is an excellent training for the left hand. Commence by drawing a



very faint line with the ruler from top to bottom of the paper. The chisel point of the pencil must be kept well into the angle formed by the edge of the rule and the surface of the paper, and a very light pressure used. Now comes the difficulty of holding the rule and set square so that the latter can be moved along the former to any desired point. The rule must be held firmly with the *little finger* and *thumb* of the left hand, thus leaving the fingers free to hold or move the set square along the rule. After getting this position, place the point of the pencil against one of the divisions of the rule and *slide the set square up to it*. This last is extremely important; the pencil should always be placed on the point and *the set square moved to it*, and not vice versa, if accurate results are to be obtained. By the aid of the set square, a faint line is then drawn at right angles to the first. Still holding the rule in the original position, place the pencil on a division of the rule three inches from the first, slide the set square forward to it and draw another line parallel to the second. Now measure off on these two lines the size of the square, and complete the figure. The portions of the faint lines forming the actual square should then be lined in with a firm but fine line. The accompanying diagram (fig. 1) will show the position of the ruler and set square in drawing lines at right angles.

The public schools can never do their proper and essential work in a democratic society, if the public school teachers, as a class, fail to command intellectual and social respect. Their social status is nearly as important as their educational efficiency. — *Atlantic Monthly*.

MEMORY GEMS.

Out of the bosom of the air,
Out of the cloud-folds of her garments shaken,
Over the woodlands brown and bare,
Over the harvest-fields forsaken,
Silent, and soft, and slow
Descends the snow.

LONGFELLOW—*Snow-Flakes*.

His breath like silver arrows pierced the air,
The naked earth crouched shuddering at his feet,
His finger on all flowing waters sweet
Forbidding lay—motion nor sound was there :—
Nature was frozen dead,—and still and slow,
A winding sheet fell o'er her body fair,
Flaky and soft, from his wide wings of snow.

FRANCES ANNE KEMBLE.—*Winter*.

When icicles hang by the wall,
And Dick, the shepherd, blows his nail,
And Tom bears logs into the hall,
And milk comes frozen home in pail,
When blood is nipped and ways be foul,
Then nightly sings the staring owl
Tu-whit ;

Tu-who, a merry note,
While greasy Joan doth keel the pot.

SHAKESPEARE—*Love's Labour Lost*.

Under the snowdrifts the blossoms are sleeping,
Dreaming their dreams of sunshine and June,
Down in the hush of their quiet they're keeping
Trills from the throstle's wild summer-sung tune.

HARRIET PRESCOTT SPOFFORD—*Under the Snowdrifts*.

These winter nights against my window-pane
Nature with busy pencil draws designs
Of ferns and blossoms and fine spray of pines,
Oak-leaf and acorn and fantastic vines,
Which she will make when summer comes again—
Quaint arabesque in argent, flat and cold
Like curious Chinese etchings.

T. B. ALDRICH—*Frost-Work*.

Fourth, eleventh, ninth and sixth,
Thirty days to each affix ;
Every other thirty-one
Except the second month alone.

Common in Pennsylvania among the Friends.

A minister of a rural parish in Scotland observed one of his flock shooting a hare on the Sabbath.

When catechising day came around, he questioned him as follows :

"John, do you know what a work of necessity is?"

"I do," said John.

"Well, do you think shooting a hare on a Sunday a work of necessity?"

"Certainly," said John.

"How do you make that out?"

"Weel, you see, meenister, it micht be awa' on Monday," was John's canny reply.—*Spare Moments*.

CURRENT EVENTS.

The Women's Historical Society of Toronto requests all the women of Canada to wear violets on January 22nd in commemoration of the death of Queen Victoria.

The Canadian commissioner at the Glasgow exhibition is delighted with the success of Canada's exhibits, and mentions as a sample of the advertising the dominion has received, a statement in the *London Times* that the Canadian exhibit alone was worth a journey to Glasgow.

Sir William Macdonald's munificent plans for the improvement of rural schools will soon be put into operation. New buildings for the training of teachers from the different provinces will be erected at Guelph, Ont.; and several persons who have won international reputation for their knowledge of plant and animal industries, soil investigations and entomology, have promised co-operation.

The first year of the twentieth century now belongs to the records of the past. The important events include the death of the good Queen Victoria, and the accession of His Most Excellent Majesty, King Edward VII, the death of President McKinley, and that of the Ameer of Afghanistan; the royal progress of the Duke of Cornwall, now Prince of Wales, through the principal parts of His Majesty's dominions beyond the seas; the opening of the first parliament of united Australia, and the termination, at least for the present, of the anti-foreign outbreak in China. While these occurrences are memorable, another has quietly taken place in the closing days of the year which may almost be regarded as marking a new era in civilization. Signor Marconi, experimenting with wireless telegraphy at St. John's, Newfoundland, received electric signals across the Atlantic from Cornwall, England, a distance of 1740 miles.

Guglielmo Marconi was born in Italy in 1874; but now makes his home in England, where most of his wonderful electric discoveries have been made. In 1890 he first succeeded in sending a message across the English Channel. He has decided to establish at some point in Cape Breton the necessary plant for the transmission of wireless telegraphic messages across the ocean; and the work will be commenced with the least possible delay.

It is difficult for one who is not an electrician to understand the principle of the Marconi instruments. The electric current sent out from the transmitter may be compared to rays of light. The delicate receiving apparatus is sensitive to these vibrations which are known to electricians as the Hertzian waves. These waves pass not only through the atmosphere, but through many solid substances as well; and, indeed, some scientists believe it is an open question whether Signor Marconi's transatlantic message was transmitted through the air, as he supposes, or through the solid earth.

The temporary arrangement between Great Britain and France, in respect to French treaty rights on the shore of Newfoundland, expired with the close of the year. It is not yet known what course will be adopted for the future.

The 26th of June has been fixed as the date of the King's coronation. The premiers of Canada and Australia will be present, and probably also the governors of the several Canadian provinces and Australian states; and colonial troops will take part in the display. The government of New Zealand will, of course, be represented; and it is proposed to take advantage of the opportunity thus afforded for an intercolonial conference.

The red dragon of Wales will, for the first time, appear as a badge in connection with the royal arms in the coat-of-arms of the new Prince of Wales. Welsh members of parliament wish to see it also inserted in the royal standard.

The first train over the Uganda railway has reached the shores of Lake Victoria Nyanza, thus connecting with the East African coast the great series of inland waters of Central Africa, which correspond with the Great Lakes of Canada. This railway was begun six years ago. It is a little less than 600 miles in length, and opens up a very rich country.

Christian missions have been wonderfully successful in Uganda. Where there was but one church ten years ago, there are now 700; and the number of converts has increased from 200 to 30,000 in the same time.

A step towards the abolition of slavery in German East Africa is the publication there of a decree enabling slaves to purchase their freedom.

A number of sharp encounters with the Boers have marked the progress of the war in South Africa during the past month; and, while the British losses have been in some cases comparatively heavy, the Boers have lost several of their leaders, including Commandant Kritzinger, who was taken prisoner on the 24th. The Boers have lost fifteen thousand men during the past year, and it is believed they cannot hold out much longer.

Major-General Howard, of the United States army, summing up the lessons which other nations may learn from the war in South Africa says, among other things; "Every day's news shows the folly of continuing warfare after so complete a settlement by arms. The Boers gave the challenge. The English accepted the challenge and conquered. Since the capital, Pretoria, fell into British hands, there has been no valid excuse for prolonging guerilla warfare."

Captain Mahan, of the United States navy, takes the same view of the situation, saying that the war properly terminated with the fall of Pretoria, when the organic society and government of the Boer republics ceased to exist. The latter concludes that by the development of imperial purpose, the strengthening of imperial ties, the broadening and confirming of the bases of her sea power, the increase of military efficiency, and the demonstration of her capacity to send and to sustain 200,000 men on active service for two years 6,000 miles from home, Great Britain has gained much in prestige by the South African war.

The people of the Danish West Indies are protesting against the proposed sale of the islands to the United States, but their wishes will probably not be considered.

Times have changed since governments were held to "derive their just powers from the consent of the governed."

The danger of war between Chili and the Argentine Republic over a long standing boundary dispute is apparently over for the present, and the boundary is to be settled by arbitration.

There is another war cloud in South America. To enforce certain claims against Venezuela, Germany is making a naval demonstration in the Caribbean Sea, and will probably blockade Venezuelan ports. The despatch of United States battleships to the scene of the disturbance is at once an indication and a source of danger.

The new treaty with the United States respecting the Isthmian canal, having met with the approval of the senate at Washington, now goes into effect, and the United States will have full control of the interoceanic canal, whether it follows the Nicaraguan route or that at Panama. It has not yet been shown that in return for this concession the United States will agree to Canada's wishes to submit the Alaskan boundary dispute to arbitration.

The new regiment of Canadian Mounted Rifles will sail from Halifax for Cape Town about the middle of this month.

TEACHERS' CONVENTIONS.

CARLETON COUNTY INSTITUTE.

The twenty-fourth annual session of the Carleton County Teachers' Institute was held at Woodstock on Thursday and Friday, Dec. 19th and 20th, President G. H. Harrison in the chair. Eighty-five teachers enrolled. In interest and excellence of the papers and discussions the meeting was one of the most successful ever held in the county. Chief Supt. Dr. Inch and Inspector Meagher were present and contributed very largely to the interest of the proceedings. The following papers were read: On the Teaching of History and Geography, by Mr. Jos. Howe; the History of Education in Carleton County, by Mr. D. W. Hamilton, A. B.; On Nature and Science, touching on the study of agriculture, birds, plants, minerals and chemistry, by Mr. Leon H. Jewett; Our Schools from the Standpoint of the Parent, by Rev. Jas. Crisp; The Teaching of Fractions, by Mr. A. P. Davis. The discussions on these papers were practical and spirited. The trustees and citizens of Woodstock were excellent hosts and entertained the visiting teachers at a conversazione on Thursday evening, at which music, addresses, refreshments, helped to while away a few very pleasant hours. The following officers of the Institute were elected for the current year: President, N. F. Thorne; Vice-president, Miss Helen Page; Secretary, G. Hugh Harrison;

Additional Members, D. W. Hamilton and Miss Nettie Bearisto.

Woodstock was decided upon as the next place of meeting to be held about the last of September, if the teachers of Victoria County join with the Carleton institute.

ANTIGONISH AND GUYSBORO COUNTIES INSTITUTE.

The credit of reviving the Antigonish and Guysboro Counties Teachers' Institute, which has not met for some years, is due to the energy and influence of Inspector A. G. Macdonald. The institute was re-organized on the 19th December at Antigonish, and for two days the teachers of these counties held a series of meetings which cannot fail to produce excellent results educationally and to stimulate to fresh exertions the large body of teachers—something over one hundred—who assembled there. The faculty of St. Francois Xavier College freely placed their services at the disposal of the Institute, and largely contributed to its success; as did the Superintendent of Education, Dr. MacKay, who entered, with his customary enthusiasm, into the discussions of subjects before the Institute, and delivered an earnest and forcible address at the public meeting on the evening of the 19th.

From the excellent report contained in the columns of the *Antigonish Casket*, the following points of special interest are mainly condensed: In the paper of Mr. M. J. Rogers, of Pomquet, on How to teach English Reading in French Schools, the writer had found it a good plan to devote special attention to a couple of bright pupils, whose example the rest could copy more easily than they could that of the teacher. Mr. D. P. Floyd introduced a resolution which passed unanimously, that all persons applying for teachers' license be tested in reading before the deputy examiners at the time of the regular scholarship and teachers' examinations.

Mr. Jas. Connelly outlined the advantages of the metric system, and a resolution was passed asking the Council of Public Instruction to equip schools with the metric weights and measures. Teachers' Salaries was the subject of a paper by Mr. Alfred Fraser, principal of the Sherbrooke school. The low scale of salaries is due partly to the large number of untrained novices who, year after year, enter the field prepared to teach for what is offered them. All should receive normal training. The government might advance to the teachers the amount required to take a normal course, to be repaid in five annual instalments. Teachers should not underbid each other.

The discussion on this paper resulted in the passing of a resolution recommending that the class of teachers

to be employed by any section depend upon the property valuation therein, and that all who receive licenses hereafter be normal trained.

Miss Helen Smith, of Pirate Harbor, solved the question of teaching music in schools in a terse and vigorous fashion: The teacher who could sing, but did not know tonic sol-fa, could easily learn it; the teacher who knew the tonic sol-fa, but could not sing, should have no difficulty, for in any case one should not sing with the pupils; while the one who neither could sing nor knew music, might have a friend in to teach it.

Lee Russell, B. Sc., of the Normal School, outlined a course of nature lessons from materials easily obtained in every locality. Mr. T. R. Richards, Principal of the Canso High School, read a paper on First Lessons in Botany, urging that pupils be encouraged to do work, take notes, and make drawings. Mr. D. F. McLeod, Principal of Guysboro Academy, showed how experiments in physics can be performed at a small cost. He exhibited a balance his pupils had made, even to the weights, the total cost of which did not exceed fifteen cents. Miss Dechman, of Canso, taught Addition and Subtraction to a class of beginners by means of pictures of objects.

Mr. T. B. Kidner, Director of the Macdonald Manual Training School, Truro, showed the advantage of manual training in schools, but owing to the expense of maintaining it, a substitute is desirable. (In this and future numbers of the REVIEW may be found Mr. Kidner's articles illustrating cardboard cutting).

Dr. Hall, of the Provincial Normal School, read a paper on the teaching of Geography. He gave valuable hints regarding map-drawing, the use of maps, the study of surroundings, etc.

SCHOOL AND COLLEGE.

The experiment of a summer session under the direct management of the university authorities has proved a decided success at Cornell. In the first place the growing attendance for three years has shown that there is a real demand among teachers for genuine summer work of university grade. In the second place the ablest professors have shown an increasing willingness to forego a part of their vacation to do this work. The same tendencies are seen at other universities, as at Columbia, Chicago and California. According to the Cornell announcement for 1902, some fifty instructors offer over ninety courses, which cover a wide range of subjects.

Mr. A. W. L. Smith, of Truro, who has had charge of the Mahone Bay school, has been appointed to the principalship of the Annapolis Academy.

Mr. H. C. Henderson, A. M., formerly teacher of the Andover Grammar School, and afterwards in the Fredericton High School, spent his Christmas vacation among friends in New

Brunswick. Mr. Henderson has spent nearly three years in study at the Chicago University, where he is now completing his course for Ph. D. He has devoted special attention to pedagogy, and his experience and qualifications eminently fit him for normal school work.

Dr. Anderson, Chief Superintendent of Education in P. E. Island, has been making a tour of the western portion of that province, examining the schools and delivering public educational addresses. He deploras the too frequent changes of teachers and the low salaries, but reports that teachers, on the whole, are doing faithful and efficient work, especially in the primary schools.

Owing to the efforts of Inspector McCormac and Professor Collier, Director of Manual Training, a thoroughly equipped school will be opened in Kings County, P. E. Island, during this month. This will be a great boon to the people of the County, and another advance made by the people of the Island in manual training.

Two books were selected by the committee for the reading course of Gloucester County Teachers' Institute for the current year, one literary, the other educational, namely: 1st, Ruskin's "Sesame and Lilies," English Classic Series, Nos. 176 and 177. Mailing price, 24 cents for both. (Maynard, Merrill & Co., New York). 2nd, Landon's "School Management," Price 50 cents. (C. W. Bardeen, Publisher, Syracuse, N. Y.)

Of "Sesame and Lilies," it would be superfluous to speak words of commendation. Of the other work, it may be said that it is written by Joseph Landon, Lecturer on School Management in the Training College, Saltley, England. It gives a general view of education, embracing the intellectual faculties, organization, discipline and moral training. Mr. Edward O'Brien, B. A., has been appointed to conduct an examination upon these books at the next meeting of the Institute.

Ernest Fairweather, a pupil of Digby Academy for the past three years, now in the A class at Pictou, led in the Grade XI Provincial Examinations last year with an aggregate of 962, which is 142 in advance of any other candidate of that grade. The same pupil led the previous year also in Grade X with an aggregate of 881.

The Junior Rhetorical Exhibition which marks the closing of Acadia University for the Christmas vacation, took place on the evening of December 17th in College Hall. The speakers were J. Austen Bancroft, W. Andrew White, Pearl W. Durkee, Laurie Cox, Claude L. Sanderson, Leslie O. Loomer and Miss Etta G. Philips. The addresses were interspersed with music.

The Executive of the Provincial Teachers' Institute of New Brunswick met in Fredericton on the evening of December 26th and outlined a programme for its next meeting, which will be at Fredericton during the last week in June. A proposal before the committee to meet at St. Stephen during the session of the Summer School was not considered favorably.

Mr. Samuel A. Worrell, principal of the Fairville, N. B., Superior School, has resigned his position to enter upon the study of law. He is succeeded by Mr. Angus Dewar, recently principal of the Riverside, Albert County, school,

The closing of the school for vacation at Debert Village was celebrated by a Christmas tree. One of the large boys was Mr. Santa Claus. Miss Eva MacCulley is teacher.

Dr. H. S. Bridges, superintendent of schools, St. John, N. B., and principal of its high school, recently received a flattering offer to go to South Africa and organize the schools of Pretoria. In a letter to the school board of St. John, Dr. Bridges offered to remain if his salary was raised to \$2,400, an increase of \$400. This offer was accepted by the board.

The graded school at Debert Station, N. S., of which Miss Allie Lynds is principal, held a concert and social on the evening of December 17th. The sum of \$25 was raised, which goes toward buying maps, chemical apparatus, etc., for the school.

Miss Emma A. Smith has procured a supply of minerals and apparatus for teaching elementary science for the use of her school at Intervale, Westmorland County. A cabinet for apparatus has also been provided.

The school at Scribner's, Kings Co., N. B., has purchased, with funds raised by a concert, a set of apparatus for use in nature lessons.

Miss Agnes Lucas, teacher at Musquash, St. John County, and one of the most advanced and skilful pupils of the Macdonald Manual Training School in New Brunswick, has created such an interest in the work in her district that she will have equipped at the beginning of the year three benches. She has had the active assistance of Surveyor-General Dunn, one of her trustees, and Principal MacCready has taken a deep interest in her efforts. It was largely through his assistance that Prof. Robertson was induced to furnish the benches to the district.

At Bain's Corner, St. John County, the fine school grounds have been fenced and the house painted by the exertions of the teacher, Miss Katie McPartland, assisted by all the residents of the place. Miss McPartland has left the mark of her energy upon every district in which she has taught, and recently, in conjunction with Miss Hannah Floyd, teacher at Fairfield, the adjoining district, by means of a school concert, the sum of \$42 was raised, which it is proposed to divide between the schools and begin a school library in each. At Bain's Corner it is hoped that some experimental gardening will be attempted in the spring.

The prizes of \$10 and \$5 given last year to the schools in the island parishes of Charlotte County, N. B., for the greatest amount of improvement to school grounds and premises, as determined by the report of the inspector, have been again offered by Mr. F. A. Holmes, of Eastport, Me. Mr. Holmes was a former resident and teacher of Charlotte County, and his example is worthy of imitation by others.

Miss Margaret S. McNabb, at Fair Haven, and Miss Lizzie Knight, at Letete, both in Charlotte Co., have, by very successful school entertainments, been able to purchase Webster's dictionary, flags, maps and slate blackboards for their schools.

Miss Millie McCann, who has done so much for Lawrence district, Charlotte County, and all others in which she has been engaged, has retired to the regret of all.

One of the most progressive school boards in the Province of New Brunswick is that of Sussex. It has maintained a fine staff of teachers for several years, attracting students from neighboring districts. Under the principalship of Mr. Brodie and his associate teachers a higher degree of efficiency than ever may confidently be expected, and the school board is planning to replace the present school building with a more modern and commodious structure, suited to the wants of this growing and ambitious town.

The programme of the annual meeting of the Farmers' and Dairymen's Association, to be held at Fredericton during the last week in January, promises to be an exceedingly interesting one. In addition to Prof. Robertson, Prof. Fletcher, Prof. Shutt and others, there will be several speakers new to Maritime audiences, among them Prof. W. J. Kennedy, of Iowa, Prof. Ruddick, of Ottawa, Alex. McNeil, a prominent Ontario fruit-grower, and Simpson Rennie, winner of the gold medal for the best managed farm in that province.

Inspector Carter will, in as far as may be possible, visit the schools in the following order during the term: The ungraded schools on the mainland of Charlotte County in January and February. Schools in St. John City (south and west) in March and first half of April. Schools in St. Andrews, St. Stephen and Milltown during second half of April. Ungraded schools in St. John County during May; and in June the Island parishes of Charlotte County.

'ROUND TABLE TALKS.

S.—How far up the St. Lawrence River does the tide run?
The tide is barely perceptible at Three Rivers.

M. R.—Analyze the following:

"This above all—to thine own self be true;
And it must follow, as the night the day,
Thou canst not then be false to any man."

This occurs in the speech of Polonius in Hamlet. Referring to the beginning of it, we find that the main sentence is "See thou character (or imprint) these few precepts." "This (precept) above all" is therefore the object of the verb "character" and the clauses that follow "all," and which do not present any difficulty in analyzing, are in apposition to "precept," the object of "character."

L. L. W.—Will you kindly give me the names of any books on primary methods and exercises which you can recommend?

Picture Language Cards (30 cents); Woodhull's Easy Experiments in Science (40 cents); Gladstone's Object Teaching (15 cents); Hoffman's Kindergarten Gifts (15 cents); Seely's Grube Idea in Primary Arithmetic (24 cents); Sinclair's First Years at School (60 cents). We have selected these from a listed number. They can be obtained from E. L. Kellogg & Co., Educational Publishers, New York.

[Answers to other questions will appear in the February REVIEW.—EDITOR.]

RECENT BOOKS.

STORIES FROM ENGLISH HISTORY. Edited and adapted by H. P. Warren, principal of the Albany Academy, N. Y. Pages 482. Cloth. Price 80 cents. D. C. Heath & Co., Boston.

Beautiful in binding, printed page and illustration. It treats with marked literary skill the important events and characters of English history from the time of Cæsar to Queen Victoria. The stories have been arranged in historical sequence and grouped in their proper relations, and particular attention has been paid to those events and characters which have influenced America.

SYNOPTICAL FRENCH GRAMMAR, with material for Free Composition, being Part II of French Language and Grammar. By J. M. LaNos, Halifax, N. S. A. & W. Mackinlay, 1901.

This book has the essentials of French grammar arranged very clearly. The printing, and the varied types are excellent. It does not pretend to give everything; but it gives a great deal, and finds room for the regular verbs in full—in the old-fashioned way, much the easiest and best for beginners. Of the irregular verbs the primitive tenses are given. There are no exercises, but there are little passages of verse for recitation. The spirit of the whole book is against grammatical pedantry and against inversion of the common sense order which does not begin by overloading pupils with rules.

Therefore, let no teacher begin by making any pupil learn off this book first; but let the pupil hear French, and read French, and refer to this book, and gradually master it. Like all grammars its use or its abuse will depend on the master.

Some of the sensible modern reforms as to complicated genders are noted.

But why, if French reforms itself, does it not get rid of the absurdity of plurals in *x*, and of the unlikeness between such verbs as *acheter* and *jeter*?

As to the list of vowel sounds, *les, mes, mai, plaie*, should not be given as equivalent to "é" in "café."

And not only *en* final (after *é, i* or *y*) is pronounced as *in*. Consider *viendrai*, and *fiendrai*.

The rule for liquid vowels would certainly mislead those attempting to pronounce by rule. 'Let *ye* be heard,' is all very well—provided the learner understands, indeed, what sound is suggested—in *bataille, fille*. But he will certainly stick fast

gurgling in *billard, ocillet*, etc., if he tries to carry the *ye* through these not ending in *e*.

On p. 3, *monstruous* is a misprint; so is "nu tête" on p. 16.

On p. 16, also, *Miss* is given as a translation of *Mademoiselle*. But there is no English equivalent for 'Mademoiselle.' And Miss So and So certainly would look angrier, if any one held responsible for his English dared to say 'you look angry, *Miss*.'

W. F. P. S.

CICERO'S PRO ARCHIA. By G. H. Nall, M.A. Pages 94. Price 1s. 6d. Macmillan & Co., London. The Copp, Clarke Company, Toronto.

This little book, published in the *Elementary Classics* series, contains a useful introduction, notes and vocabulary, to this, one of Cicero's masterpieces. The text is in the main that of M. Thomas, which is based on a new and thorough collation of the valuable *Codex Gemblacensis* at Brussels.

GLÜCK AUF. By Margarethe Müller and Carl Wenckebach, professors of German in Wellesley College. Cloth. xxiii + 235 pages. Mailing price, 85 cents.

"Glück Auf" (Good luck to you) is the name of a beginner's German reader just issued from the Atheneum Press of Ginn & Company (Boston). In this work complicated constructions and difficult idioms have been avoided throughout, the mastery of a vocabulary being considered a task of sufficient difficulty for a beginner. The central idea of this book is to introduce even the beginner to facts, ideas, and sentiments which are in close relation to German life.

CAMEOS FROM ENGLISH HISTORY (England and Spain). By the author of *The Heir of Redcliffe*. Cloth. Pages 419. Macmillan & Co., London. The Copp, Clark Company, Toronto.

This is one of the most popular and readable of the series of *Cameos from English History*, by Charlotte M. Yonge, and is an excellent book for school libraries and supplementary reading.

GAMES WITH MUSIC. By Lois Bates, author of "Kindergarten Guide," etc. Cloth. Pages 427. Longmans, Green & Company, London. The Copp, Clark Company, Toronto.

The writer of this little book would utilize the games played by children to teach and enforce those truths that help in the building of good character; so many of the songs and games emphasize lessons of kindness, cleanliness, good manners, etc.

An exceedingly valuable and interesting historical series.—*Halifax Wesleyan*.
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JANUARY MAGAZINES.

The January *Atlantic* opens with a preamble On Reading the *Atlantic* Cheerfully; a delightful invocation, the sense and humor of which will commend themselves to all readers. Miss Johnston's story, Audrey, continues with ever-increasing power and interest. There are other noteworthy contributions which make up an excellent table of contents. . . . *The Century* for January (New Year's number) is not less interesting than its two predecessors. In the Year of American Humor there is a group of contributions. The Gentlemen of the Plush Rocker, by Mrs. Ruth McEnery Stuart, is a unique study of the negro; Ellis Parker Butler, author of *The Reformation of Uncle Billy*, succeeds in playing a new tune on an old string in *Eliph Hewlitt, Castaway*, a story of a book-agent; James Whitcomb Riley contributes half-a-dozen character poems, entitled, *A Few Neighbor Children*. . . . In *St. Nicholas* for January there is, beside the long story for this month, an interesting series of articles, including Books and Reading, Nature and Science, *St. Nicholas League*, the Letter-Box and the Riddle-Box, drawings, photographs, stories, sketches, etc. . . . At intervals during the past few years the editor of *The Ladies' Home Journal* has attacked the "cramming" and "pushing" systems so prevalent among the schools of this country. Each editorial given to this subject has brought hundreds of letters, most of them not only acknowledging the wrong, but adding, as well, strong and sad proofs to the statements made. In the January issue of *The Journal* the editor's page is occupied by brief excerpts from sixty-eight of them. Here is one of the sixty-eight: "Our poor little boy, just previous to his passing away, went into a delirium of fear that he would not get his 'marks.' His dread was something pitiable." . . . *The Outlook* is a weekly newspaper and monthly magazine in one and under one subscription price. Its Magazine Number for January has eight illustrated articles, two stories (one by Sarah Orne Jewett) a carefully written history of the week's doings and many book reviews. There are full-page portraits of new political figures of prominence, articles of anecdotal biography, a most entertaining instalment of Edward Everett Hale's *Memories of a Hundred Years*, and much else of permanent value. . . . A large number of men and women, partly from the necessity of outdoor life, but largely under the fascination that grows on one when brought into close touch with nature, have become actual tillers of the ground—some as a source of health and pleasure, but vastly more with a view of making money. The field is still open, and

the demand for first-class productions exceeds the supply. Gardening for Profit in the January *Delineator* covers this phase of industry very fully, going into the subject of flower culture and the raising of vegetables in complete detail, with hints as to shipping, packing and the developing of patronage. . . . During the fifty-eight years of its existence this sterling weekly magazine, *Littell's Living Age*, has steadily maintained its high standard. It is a thoroughly satisfactory compilation of the most valuable literature of the day, and as such is unrivalled. As periodicals of all sorts continue to multiply, this magazine continues to increase in value; and it has become quite indispensable to the American reader. To all new subscribers for 1902, the publishers offer free the seventeen weekly issues for the four months September to December, 1901, inclusive, until the edition is exhausted. Intending subscribers should hasten to avail themselves of this generous offer. The Living Age Co., Boston, are the publishers. . . . Professor Goldwin Smith discusses *The Public School Question* in the January *Canadian Magazine* characterizing our present system as mechanical and inflexible. He thinks voluntary schools might be grafted on our present system with some advantage. The Hon. L. G. Power, Speaker of the Senate, discusses our Military System, and advocates the enrolment of all citizens in the volunteer force, with a shorter, unpaid drill season. He bases his suggestions on the experience of Nova Scotia before Confederation. . . . In the *Chautauquan* the department of Chautauqua Junior Naturalist Clubs, conducted by John W. Spencer, of Cornell University, is devoted to the Improvement of School Grounds, while Martha Van Rensselaer, in the Chautauqua Reading Course for Housewives, discusses *A Rural School*.

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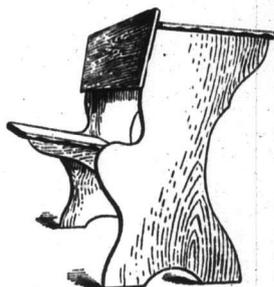
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