

# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XVIII. No. 4.

ST. JOHN, N. B., OCTOBER, 1904.

WHOLE NUMBER, 208.

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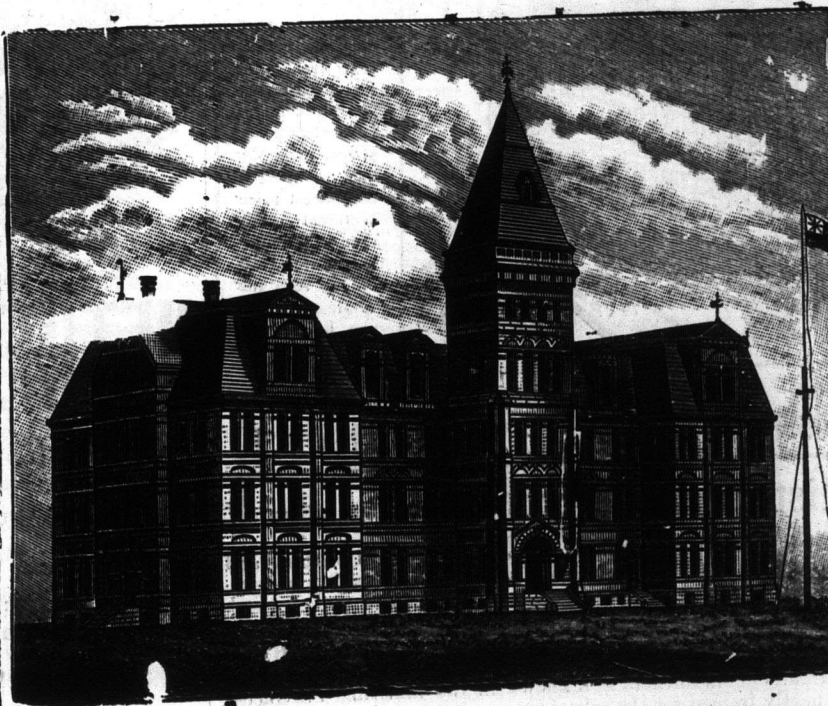
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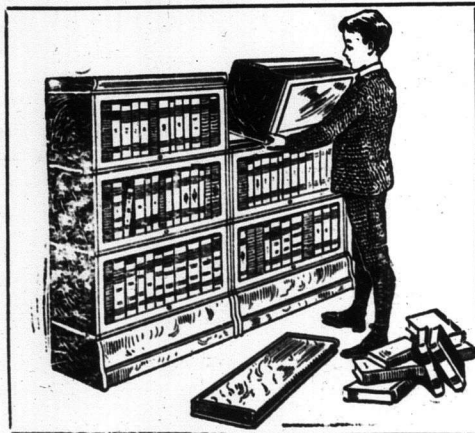
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SOME features of the weed competition of New Brunswick school children at the recent exhibition at St. John, N. B., was as interesting as they were remarkable. Most of the plants were mounted and labelled with great taste and neatness, and the specimens in general were very complete. Dr. Fletcher, the Dominion entomologist and botanist, who acted as judge, and awarded the prizes, says the collection was the most complete and interesting that he had yet seen on exhibit in Canada.

THE Amherst Daily News referring to the division of the island of Cape Breton into three

inspectoral districts, instead of two as formerly, calls attention to the need of revision of district number ten, embracing Cumberland and a part of Colchester under charge of Inspector Craig. The News thinks that the Council of Public Instruction did wisely in increasing the number of inspectors in Cape Breton, but adds: "In number three district which the council deemed necessary to divide to lighten the work of the inspector, there were in 1903 only 249 schools, while in number ten there were 278. Again in number three district there were only 249 teachers employed while in this district there were three hundred." The same paper adds that the work of inspectors has increased greatly during the past few years owing to correspondence and clerical work, and that it is absurd to expect that the work of inspection can be done efficiently, instancing the case of Mr. Craig, four months of whose time is devoted to office work, leaving him about one and twenty days to visit nearly three hundred schools.

THE Mount Allison Ladies' College, Sackville, celebrated on the 4th and 5th of October the fiftieth anniversary of its foundation. There were many and hearty congratulations from its many friends, present and absent, and wishes that this vigorous institution may enjoy even greater prosperity in the years to come than in the past. Under the able management of Principal Borden it starts out on the second half of the century with the prospect of eclipsing all its past records.

Nature study is not a study of leaves, bugs, and birds' nests. Nature study is a study of nature—a study of the fairy worlds of astronomy, geology, including their history. And today, with the magic key of evolution, we are able to unlock secrets in these wonderful realms that were never dreamed of in the past. If boys and girls all along through the primary and grammar grades could be stirred by occasional glimpses into the marvelous miracles of nature going on everywhere around them, there would be far fewer of them give out before arriving at the high school.—Howard Moore, Chicago.

### Is this a Delusion?

In a selected article, entitled, "Popular Delusions," which appeared in the EDUCATIONAL REVIEW for September, I find the statement: "The earthworm does not rain down."

Are you quite sure? I have a strong opinion that if he does not "rain down," he sometimes *snows down*. I once saw earthworms by the hundred lying on top of some inches of snow. They were frozen stiff when I first saw them; but it was a thawing day, and in a little while they were crawling on the snow. It is easier for me to believe that they had come down in the snow squall of the previous night than that they had come up through the still frozen ground. Is there any other way of accounting for their presence in this case?—W.

Our correspondent's observation is very interesting, and so far as it goes a valuable scientific observation. Dr. J. Stafford, at present of McGill University, reports from Canada as many as ten species of earthworm, representing four genera. It is a pity the exact species of worm seen in such abundance on the snow was not determined. Were it a species whose life history is well made out, we might be better prepared to account for its presence on the snow under the circumstances. Mr. Marshall contributed to the Nova Scotian Institute of Science an account of what was thought to be a shower of worms at Middleton, N. S., in the spring of 1890. His sketch may be found on page 56 of the Proceedings of the Institute, Volume I of the Second Series, Part 4, Session of 1893-94. The species was not determined in this case either. Were the eggs of the worms borne on the breeze until they were not only hatched but grown to respectable maturity without browsing on terrestrial food before they fell in the rain, it would be very wonderful indeed. But that all this growth should take place in the chill empyrean of winter on no better culture bed than a bottomless cloud would be more marvelous still. These incidents show that there are many natural history facts not yet observed, although some progress has been made since the days of the agnostic naturalist who wrote the history of Job.

Cannot our teachers and pupils be on the lookout for such occurrences and send preserved specimens of the worms to some authority for identification? And cannot we also study the natural history of such organisms so as to determine their whole life history accurately? In the meantime any further exact accounts of such phenomena will be gladly received by the editor for communication to a naturalist who is engaged in this department of zoology.

A. H. M.

### ENGLISH IN THE LOWER GRADES.

#### Letter Writing.

BY ELEANOR ROBINSON.

(CONTINUED.)

The importance of training in the writing of informal notes, spoken of in my first paper, is dwelt upon by a writer in the October number of *Harper's Bazar*, who says:

Few girls seem to be aware of one serious deficiency in their social training (possibly because it is so widespread), their inability to write a correct and graceful note. It is really sad and disheartening to receive from girls who have had every advantage notes such as an upper servant might be expected to write—the handwriting unformed, the matter ill-expressed, and the spelling by no means always above reproach. The long and delightfully written letters of the last century are gone forever. We may lament the fact, but cannot help it. Life is too busy and crowded to admit of hours devoted to correspondence, but notes come in a different category. It takes no more time to write a good note than it does to write a poor one. It is all a question of knowing how, and then taking pains. One stumbling-block to the modern girl seems to be the ending of her note. She is very apt to sign herself "Sincerely," or "Truly," utterly ignoring the "Yours," which is essential to grammar as well as to grace of expression. . . . It is not easy always to say just where to draw the line between the "Yours truly" of a business note, and the "cordially yours" of a friendly note, and the again more personal touch of "Sincerely yours." However, a little thought will decide such cases as they arise. Oh, that a philanthropic millionaire would endow a chair for "social training" at one of our women's colleges and make the writing of notes an important feature of the course!

It is not necessary for me to give rules for the forms of letters and notes as they are to be found in all text books on composition. These rules have been prescribed by custom, and are, for the most part, founded on practical convenience or courtesy. I shall, however, draw attention to certain points on which mistakes are often made.

I am often asked whether "My dear Miss Smith," or "Dear Miss Smith" is the more formal address. I was taught, when a child, to use the possessive pronoun only when writing to relatives or intimate friends, and I remember a case in point from one of Miss Charlotte Yonge's stories. The heroine is writing to a friend of years' standing, once her lover, from whom there has been a long estrangement. She hesitates how to address him. "My dear Owen" was too intimate; "Dear Mr. Sandbrook," too formal. She decides on "My dear Mr. Sandbrook," as indicating the proper degree of



friendliness. Robert Louis Stevenson writes: "My dear Henrietta," to his cousin; "My dear Colvin," to one of his dearest friends; but, "Dear Mr. Archer" to an unknown correspondent. The American use is different. A modern text-book on composition says:

Contradictory as it may seem, fashion in America has determined that to write "Dear Mr. Stevenson" indicates a greater degree of intimacy than "My dear Mr. Stevenson." One may write "My dear Mr. Stevenson" to a comparative stranger; not to "Dear Mr. Stevenson."

"In America," here means "in the United States." I do not know that Canadians have set up any fashion of their own in this matter, but the underlying principle of the English distinction seems to me more sensible, consisting, as it does, in the idea of appropriation expressed by the "my."

A common mistake of unpractised letter-writers is that of beginning a letter with excuses for writing at all, and closing it with apologies for leaving off. "I thought I would write to you," "Having a short time to spare, I take my pen in hand," etc., "I cannot think of anything more to say," or "I must stop, as the mail will soon close," or "Dinner is ready." Some of these statements are uncomplimentary, and all are unnecessary; but young people sometimes find it hard to write a letter without using them, or their equivalents. If the letter is considered as a means of giving pleasure to the receiver, and not as an irksome task to be accomplished with as little trouble as possible, such ungracious expressions will not occur to the writer.

Some people seem to think that the use of the pronoun "I" is to be avoided, and so make awkward, jerky sentences without any subjects, as: "Went to the Exhibition on Tuesday. Saw several people I knew. Got caught in the rain." Do not write, any more than you would talk, exclusively about yourself; but remember that your friend, if she cares to hear from you at all, wants to know about your doings and thoughts, and the mere omission of the pronoun will not make your letter any less egotistic.

Comparatively few people attend to paragraphing a letter properly. It is very important in a business letter, and convenient in a friendly letter, to have different topics treated in different paragraphs, so that if the reader wants to refer to what has been said on any particular subject, he need not read the letter all through to find it.

The complimentary close is a stumbling-block to many. Sometimes we find a close like this:

"Hoping to see you soon,  
Believe me,  
Yours sincerely."

The word "hoping" agrees with the "I," which should form the subject of the sentence. A correct expression would be:

"Hoping to see you soon,  
I remain."

Another error is that of beginning a note in one person and changing it in another, as:

"Will Mrs. Smith be kind enough to send Mary home at five o'clock and oblige  
Yours truly."

These are serious mistakes in grammar, but even teachers make them.

The close should be in keeping with the salutation, whether it be formal, respectful, friendly, or affectionate. "Yours truly" should be confined to business letters; it is too curt for friendly correspondence. Choice among other forms is a matter of degree of intimacy and personal taste. I see that the writer in *Harper's Bazar* considers "Cordially yours" less personal than "Sincerely yours," while I have always thought that the first expression filled a place between "Sincerely yours" and "Affectionately yours."

Care should be taken to fold a note or letter and place it in the envelope in such a way that when taken out and unfolded it will at once be in position to be read. Lastly, the address should be accurate and full. It is almost incredible how many letters go to the Dead Letter Office because of incorrect, incomplete, or illegible addresses, or, harder still to believe, no addresses at all. I have heard that some people think it a compliment to receive a letter with an address that omits street and number, implying that they are too well known to need a detailed direction, but such a tribute to vanity may well be neglected in consideration for mail clerks and postmen.

Keep a little box, with a slit in the cover, on your desk. Give to each pupil some small slips of paper, on which they are to write every incorrect expression heard at recess, on the playground, or when they are not at school, if you wish to break up bad habits as quickly as possible. The slips are to be dropped into the box, some time during the day. The language lessons are heard, in this case, late in the school day. At that time the box is opened, the slips read by the teacher, and corrected by the class.—*Normal Instructor.*

ALWAYS place on the black board each morning a choice quotation to be memorized.

### NATURE STUDY—No. III.

#### How to Mount Plants.

In a recent number of the REVIEW some useful directions were given for the collection and drying of plants. It is important, for the proper preservation of plants, that they be mounted and labelled with neatness. Often this is done with so little regard for neatness that the labor is lost. In this number we give some excellent suggestions from Mr. W. T. Macoun, horticulturist, selected from a late number of the *Ottawa Naturalist*:

There is considerable art in the mounting of plants, and much individual taste may be shown. Plants should not, however, be mounted with the main purpose of making them look attractive on the paper. Where possible, flower, fruit and root should be shown on the one sheet of paper, but never more than one species; and, if the flower only is obtained the first year, space should, if possible, be left for the fruiting plant.

The standard size of mounting paper is  $11\frac{1}{2} \times 16\frac{1}{2}$  inches. There are many grades of white paper, and, if the collector can afford it, it is wise to get it good, the kind known as Bristol-board being very satisfactory. Good mounting paper may be obtained from Mr. F. W. Hodson, Dominion Live Stock Commissioner, Ottawa, at 50 cents per hundred sheets. With experience, plants can be mounted quickly and neatly; but, when beginning this work, the greatest care should be taken, as otherwise one is liable to daub the paper with glue or not get the specimens firmly fastened. Chase's and Le Page's liquid glues are very satisfactory for mounting, but both of these preparations should be diluted with vinegar before using. To mount most plants, place the specimen on blotting paper, under side up, then hold the specimen with one hand, and with the other glue the stem, leaves and flowers, or fruit; then, pick the specimen up, turn it over and place it on the mounting sheet in the position it is to go; now take three or four newspapers, and with them press the specimen down with a gliding movement of the hand. If one is expert and can mount rapidly, three or four specimens may be mounted and then placed under a light weight, it being very important to have the weight as large or larger than the sheet, so that the specimen will be pressed evenly; but, if one is only beginning to mount, it is wise to put each specimen as mounted under the weight. A large book placed on a sheet of heavy paste-board makes a very good weight. Plants which are not easy to handle, such as delicate ferns, may be laid on a clean sheet of blotting paper, under side up, and the glue applied as before; but, instead of lifting the specimen, take the mounting paper and lay it on top of the specimen and then press it. In order to make specimens with large stems more secure, strips of thin gummed paper about one-eighth of an inch in width are used to hold the plant. This paper may either be bought prepared or be gummed by covering it with mucilage, which is let dry and the paper then cut

into strips as needed. The gummed paper is usually made as wide as the mounting sheet, as some collectors hold down the grasses and carices with long strips of gummed paper, rather than attempting to glue them. Many collectors, however, use only small strips of gummed paper only an inch or an inch and a half in length.

Each mounted sheet should be neatly labelled with a white paper label about  $2 \times 4$  inches, and on it should be written the name of the species, the date of the collecting, the collector's name, the habitat and place where the plant was found growing, and the date. The label is glued to the sheet at the lower right hand corner, but only attached lightly at the outer end so that it can be readily removed if necessary. If labels are not used, the required data should be neatly written on the sheet. When collecting each specimen, it is important to write the name of the plant, if known, the place where it was collected, and the date, on a piece of paper which is kept with the specimen until the regular label is written. It is not a good practice to trust to the memory, as after a season's collecting one cannot remember all the particulars. Plants of each genus are kept together in what is known as a genus cover, which is a folded sheet of strong paper, a little larger than the mounting sheets ( $12 \times 16\frac{1}{2}$  inches); and, for the outside of the genus covers, genus labels may be obtained on which is written the name of the order and genus to which the plants belong. The label is attached to the lower left hand corner. The genera should be arranged in botanical sequence in a cabinet, which should be kept closed to prevent injury from dust and insects.

In placing the plant upon mounting paper care should be taken that both the under and upper sides of leaves should be shown. In the case of ferns, if only one side can be shown, it should be the under side; but except in the largest specimens, two fronds may be mounted on one sheet, one showing the under and the other the upper side.

As a rural teacher, who has many years of experience at her back, I have many difficulties brought before me by my young and inexperienced colleagues; none, however, more frequently than this: "What shall I do for opening exercises?" As a change in this matter is often desirable, I will give an expedient I tried last winter. Beginning with the oldest pupil and going down two or three grades, I assigned one morning for conducting the opening exercises to each pupil. In this I gave them full liberty. I took my place in the back part of the room, giving my desk to the one in charge. The pupils enjoyed it, and it was surprising to see what really good work could be done in this way. Of course this would not do as a regular thing, but as an innovation it was a success.—*School Education*.



**Common Fall and Winter Birds.**

BY E. C. ALLEN, YARMOUTH.

Winter has only begun his southern march across the northland, but the great fall migration of the birds has been in progress for weeks. The swallows, anticipating his coming, have formed their bands and departed. The warblers are hurrying southward, making only short stops here and there to glean a little food from among the fading leaves. At the very time of writing (September 24), the faint "chip" of myrtles, magnolias, black-throated-greens, and redstarts, can be heard from among the ornamental trees about the town. The sparrows and finches will soon follow; but many of these will stay with us, braving the lessened severity of winter as it is in our latitude.

Among this class will be found the crossbills, a few of which breed among the stunted spruces along our own coast line, but the greater part of which breed in the north and come to us throughout the fall and winter. The crossbills are among the most showy of our birds during these seasons. The males have reddish bodies, the red being much brighter on the rump, and have almost black wings and tail. In the colouring of the females the red is replaced by dull yellow. These birds are almost invariably found in the tops of coniferous trees, where they are using their odd crossed-bills to extract from the cones the hidden seeds. Another mark which will help in identifying them, is the rather short, deeply notched tail. We have two species of crossbill,—the American (*Loxia curvirostra minor*), which seems to be the more common species and has a dull red body with plain blackish wings; and the white-winged crossbill (*Loxia leucoptera*), the body of which is much brighter, (almost pink), and which has two distinct broad white wing-bars.

One should not confuse the crossbills with the pine grosbeak, (*Pinicola enucleator*), a bird very much like the crossbills in colouring, but nearly twice their size, being nearly as large as the robin. The grosbeaks are almost sure to be seen after the first real winter snow-storm. The mature males have some shade of red nearly everywhere, brighter on the head, breast and rump. The females and immature males are grayish bodied birds washed with dull yellow on the head and rump. Both sexes have two white wing-bars, and most of the larger wing feathers edged with more or less white. They are usually found feeding upon the berries of the English hawthorn or our native mountain ash. These are

birds of the far north, although a pair may be occasionally found in our forests during the summer months.

Every observer of our winter visitors has doubtless seen flocks of small, dusky-bodied birds with indistinct white wing-bars, and a wash of olive-yellow on the back and under parts, busily at work picking the seeds from thistles, docks and other herbs that rear their withered stalks above the snow; and many a young bird-lover has despaired of ever finding the name of the wearers of these dusky coats. The difficulty lies in the fact that this bird, the American goldfinch (*Spinus tristis*), is usually described in his summer dress, in which he has a beautiful canary-yellow body, with black crown, wings, and tail. A few of the goldfinches breed here late in the summer and it is then that we may hear the canary-like song of the male, but in the fall large numbers of them appear from the north, in their sober winter dresses, and feed about our open pasture lands till spring. They may often be seen flying from thicket to thicket, with their well-known undulating flight, always uttering their loud "p, p, pip, pip." After alighting, a sweet "cheep" uttered with a rising inflection is another characteristic note.

The little pine siskin (*Spinus pinus*), is much like the goldfinch in its notes, flight, and manner of feeding. It is a dark, very much streaked bird, and when in flight shows patches of pale yellow at the base of the wings and tail. The siskins go in very large, noisy flocks, and may often be found feeding on patches of bay-berries.

The very severe winter of 1903-4, will be remembered among bird observers for the great numbers of snowflakes, or white "snow-birds" (*Plectrophenax nivalis*), which took refuge in our province. The great amount of white in their plumage, and their habit of feeding in the streets like the English sparrows, make them so well known that a description is unnecessary. No other member of the family to which it belongs has near as much white in the plumage, particularly in the wings and tail.

Among the other northern refugees may be mentioned the following: The vesper sparrow (*Pooecetes gramineus*), which may be said to resemble a song-sparrow with a junco's tail; the redpoll, (*Acanthis lunaria*), a very small brownish sparrow, with a bright red crown, and showing a little red on the breast and rump; and the horned or shore-lark, (*Otocoris alpestris*), a brownish-backed, white-bellied, ground-feeding bird, found in flocks about old fields and plowed land, and distinguished by the black marks on the sides of the head and the black crescent across the breast.

## Manual Training—Its Place in the Public Schools.

(Under the Direction of the M. T. T. Association of Nova Scotia)

By A. H. MacKAY, LL. D.

At a very short notice, during a very busy week, I am asked to answer the question involved in the headline above; and the editor confines me to the limit of a page on account of the space already engaged for the October issue. I therefore briefly make the following notes:

Public school routine work may be conceived as divisible into two categories, (1) mental training, and (2) manual training. For full mind development there must be a corresponding development of the body through which the mind manifests itself. As the hand is the chief working organ of the body, manual or hand training is well taken as the general term for such education, which in its widest scope includes all bodily habits as well as the control of the muscles of the hand in exact obedience to the correct conceptions of the trained mind. Experience has amply proved, what might be readily inferred, that apart from the practical utility of manual training, its simultaneous progression with mental training aids powerfully the soundest and most effective mind culture; and in some cases it appears to be the only effective introduction to any mind culture possible.

As the mental training given in the public schools is not especially adapted to any one, as against the other, of the numerous professions or occupations necessary, so the manual training work is not intended for the benefit of any class of people or specific kinds of employment, although the limitations of economical school work may confine us to the use of materials suggesting the introductory stages of certain trade or technical schools.

The manual training of our public schools under present conditions is not intended to be specialized into trade schools, or even into the more generalized technical schools. It is intended merely to prepare our young people to enter directly into employments not requiring difficult specialized skill, or into professional schools such as medical, theological, law, business, agricultural, engineering, technical and other colleges; or into trade schools in which a special muscular habit has to be developed so as to become precise, rapid and semi-automatic; or into apprenticeships. It is valuable, also, for the student who is to take a university course.

The manual training subjects already introduced,

or authorized to be introduced into all our schools as far as possible, are briefly as follows:

*Writing*, introduced on account of its utility for correspondence and record, is also useful in training the muscles of the (with us) right hand into a definite habit of controlled motion.

*Drawing*, introduced mainly on account of its adaptation to the development of the more varied control of the muscles of the hand, so as to enable it to execute the idea clearly defined in the mind with precision. It thus shortens the training course of those entering any trade school or trade requiring manual deftness. But both the freehand and the mechanical drawing of our course have also very great directly utilitarian advantages sufficient, as in the case of writing, to justify their introduction into every school.

The generally recognized *kindergarten* work of our schools is the ideal for the primary grade. This ideal should, however, be carried through all the higher grades; only the character of the manual work should be correspondingly advanced. *Clay-modeling, cardboard work, Sloyd wood work, sewing, knitting, and school-gardening* have already been tried in many schools with success. School boards and teachers are not only allowed, but are recommended to introduce them wherever the conditions allow of their proper co-ordination with the other essential subjects of the school course.

*Domestic Science* is the term used in Nova Scotia to denote a group of subjects involving mental as well as manual training, all of them of prime importance in every household. A provincial grant of \$300 can be earned by a school which has the prescribed equipment and a sufficient number of pupils—about fifty—above grade V of the public school course. These conditions, however, confine such courses to the larger centres of population—to town and city school sections mainly.

*Mechanic Science* is the term used to denote a group of tool-using arts, similarly conditioned as domestic science, except that the grant may reach \$600, provided the pupils are about one hundred. The work has hitherto been confined mainly to wood work and the necessary drawing and the cognate natural history. But it is expected to develop in the more favorable localities into metal work, etc., especially when a number of the pupils have completed the present regular courses. The new and more advanced work will be undertaken by those who have previously passed through the more elementary work, which as it does not begin until the pupil is in grade VI, may be undertaken when the



pupil is in the high school. Thus it is expected that a distinctively high school course may eventually be developed.

In rural, village and superior schools which cannot support a full equipment, it is recommended that at least one bench and the accompanying tools should be provided in a class room, where a few of the pupils may be encouraged to work in rotation under the occasional direction of the teacher or with a pupil already partially instructed. In rural sections the many special duties of a boy on his father's farm, already gives him a variety of manual accomplishments. This to some extent may explain the greater power displayed as a scholar by the rural pupil, for the time he attends school, than the town boy without such exercise.

Apart from the tonic and alterative effect of manual training on the minds and bodies of pupils, the practical or immediate utility of the acquisition, and the specific culture or remote utility of the power thus gained, a valuable sentiment is being created in favor of the manual and industrial arts. It dignifies labor in the eyes of the young and old. The result will be more skilful and intelligent labor. The rank and file as well as the captains of industry will become more cultured and more influential. The clerical professions will become less crowded with the unfit, will have fuller and better employment, and will also become more happily disposed than under other conditions. All this can be fairly expected from the all round training of the pupil—the training of the head and the hand. It will then be easier also to properly train the heart.

When Meyer Rothschild, founder of the great banking house in Franfort, Germany, died, he left something better than wealth—an example that has become a tradition in this noted family. He also left precepts. Among them were the following:

“Carefully examine every detail of your business.”

“Be prompt in everything.”

“Take time to consider, but decide positively.”

“Dare to go forward.”

“Bear troubles patiently.”

“Be brave in the struggle of life.”

“Maintain your integrity as a sacred thing.”

“Never tell business lies.”

“Make no useless acquaintances.”

“Pay your debts promptly.”

“Shun strong liquors.”

“Employ your time well.”

“Do not reckon on chance.”

“Work hard.”

### Manual Training in New Brunswick.

The success of the manual training movement having led to a demand for some simple forms of hand-and-eye training which shall be applicable in schools where, from a variety of causes, a regular manual training equipment cannot be installed, the following scheme has been prepared by the director of manual training. The early stages of the course outlined will also serve as a preliminary to the woodwork and household science in the schools where these subjects are taken:

N. B.—The “stages” are not intended to correspond exactly with the school grades, although in many cases it may be found advisable to adopt such an arrangement for the lower grades. The scheme is chiefly suggestive, but will be found to afford a basis of experiment for teachers who are without experience of the subject, and may be useful as a guide for those who have already essayed some work in this direction.

Stage I(a) *Constructive work*.—Paper-folding — simple objects.

(b) *Free cutting*.—Familiar objects.

(c) *Colour study*.—Cutting and joining stars in six standard colours.

(d) *Constructive work and cutting out*.—Folding of picture frames and cutting pictures to fit.

Stage II(a) *Constructive work*.—More difficult paper-folding.

(b) *Free cutting*.—Familiar fruits and vegetables.

(c) *Colour study and design*.—Pattern making and mounting in six standard colours.

(d) *Colour study and design*.—Pattern making and mounting in tints and shades.

Stage III(a) *Constructive work*.—Drawing with ruler; cutting out, pasting and constructing articles in stout paper.

(b) *Free cutting*.—Leaf studies.

(c) *Colour study and design*.—Designing, cutting and mounting patterns in three colours or tones.

Stage IV(a) *Constructive work*.—Cardboard construction, involving drawing with instruments, pasting, tying, etc.

(b) *Colour work*.—Designing, cutting and mounting patterns to fill triangles, rhombs and other polygons.

(c) *Colour work*.—The decoration of the constructive work, with crayons, water-colours or coloured papers.

Stage V(a) *Woodwork or domestic science, or constructive work* in thick cardboard, involving binding, gluing, covering and decorating the surfaces of the articles made.

(b) *Simple bookbinding*.—Construction of portfolios, music cases, book covers, etc., of simple materials and design.

Stage VI(a) *Woodwork or domestic science, or cardboard work.*—The construction of the type forms of solids.

(b) *Cardboard work.*—The application of cardboard cutting to the study of descriptive geometry—sections, interpenetrations and developments.

Sufficient "handwork" is provided by the foregoing schedule for about nine of the public school grades. In each section the work is intended to be associated with drawing, and affords opportunities for the practice of freehand, free-arm drawing, ruler work, mechanical and mathematical drawing, crayon-work, brush work and design.

Illustrations of the different sections will be available shortly, but for the information of teachers it may be noted that sections

Stage I (a), (c) and (d) and stage II (a) are kindergarten paper folding exercises.

Stages I(b), II(b), III(b) the "free-cutting" exercises, consist of preliminary practice in cutting out pictures from magazines, advertisements, etc., and then the cutting out, from plain wrapping paper, of various articles as indicated in the schedule.

Stages II (c), II (d), II (e), IV (b), IV (c), involve the use of "coated" papers, and afford good opportunities for original design and the study of colour.

Stage III(a) is a preliminary to cardboard work proper, squares of stout "manilla tag" paper being used. Accurate measuring, drawing and cutting are involved, and neatness of manipulation necessary in the pasting and fastening of the models.

Stage IV(a) is the course given in the REVIEW from January to June, 1902.

Stage V(a) (alternative) is the course given in the REVIEW from November, 1902, to April, 1903.

The woodwork and domestic or household science are the courses given in the schools regularly equipped for manual training in these branches.

T. B. KIDNER,

*Director of Manual Training.*

Approved.

J. R. INCH,

*Chief Supt. of Education.*

Fredericton, N. B.

During the year I have found the REVIEW a constant help and inspiration to do better work. To the many young teachers who are now entering upon their work for the first time. I can say that the REVIEW has many features that make it particularly valuable, and no progressive teacher will be found without it.—B.

### The Heavens in October.

The bright skies in October—continuing to increase in glory through the winter months—should give us the wish to know more of the stars, to see the changes from night to night, and note the revolutions of the heavenly bodies. How many have made out, with small opera or field glass, the face of the "lady in the moon," or have sought out the double stars in the heavens, or have learned to distinguish fixed stars from planets and have followed the latter in their course through the season?

Teachers who tell their pupils something about the stars help to brighten some of the monotony of country life and give these pupils and others an interest in their surroundings. The following, adapted from the *Scientific American*, will help the star-gazer for October:

We may begin our survey of the sky this month by going out about 9 o'clock on any clear evening in the middle of October, facing south, and looking up about two-thirds of the way from the horizon toward the zenith. The constellation directly before our eyes will then be Pegasus. Its characteristic feature is a large square or second magnitude stars, which has now nearly reached the meridian. A number of stars on the right also belong to the constellation. Below this is the extensive but inconspicuous Aquarius, south of which, and in line with the western side of the great square of Pegasus, is a solitary bright star, Fomalhaut, in the otherwise unimportant constellation of the Southern Fish.

West of Aquarius is Capricornus. The bright object in this constellation is the planet Saturn. It contains no very bright stars, the most conspicuous ones being a little pair to the right of Saturn, both of which appear double in a field-glass.

From the northeastern corner of the great square of Pegasus, a line of stars of about the second magnitude extends to the left, parallel to the Milky Way. The first two of these are in Andromeda, and are both of some interest. The second in order—Gamma Andromedæ—is a fine double star, whose green companion is again divided by powerful telescopes into a close pair in rapid orbital motion.

The first of the two—Beta Andromedæ—serves as a pointer to one of the most interesting objects in the heavens—the Great Nebula of Andromeda. This can be seen, even with the naked eye, as a faint patch of light on the line from Beta Andromedæ through the faint star to the northward, produced about as far again. With a field-glass it appears as a dull patch of light, very different in appearance from the neighboring stars.

Farther to the left, beyond Andromeda, is Perseus—a group of fairly bright stars in the Milky Way—and lower still is Auriga, with the brilliant star Capella.

The planet Jupiter is by far the most conspicuous



object in the southeastern sky. The small triangle of stars above it marks the head of Aries. The lower southeastern sky is occupied by Cetus—a very large but rather uninteresting constellation. A polygon of stars below Jupiter marks the monster's head and its body extends a long way to the westward, including one conspicuous star, which stands very much alone about 30 deg. west of Fomalhaut.

Taurus is near the eastern horizon, with Aldebaran just risen, and the Pleiades higher up.

Following the Milky Way west from Perseus, we first reach the familiar zigzag of Cassiopeia, pass next through the scattered stars of Cepheus, and so reach Cygnus—a constellation full of interest. Its brightest star—Alpha Cygni—is remarkable for its enormous distance from us. The most careful measurements fail to show any sensible parallax, and we conclude that the star is so remote that its light must take hundreds of years to reach us, and that it is probably thousands of times brighter than our sun.

Below Cygnus, in the Milky Way, is Aquila, marked by the bright star Altair, with a fainter one on each side. North of this, and west of Cygnus, is the still brighter star Vega, in Lyra.

Hercules is below this in the northwest. Draco lies between Hercules and the pole, and Ursa Major is low on the northern horizon.

#### THE PLANETS.

Mercury is morning star. Venus is evening star in Libra and Scorpio. She is gradually getting farther from the sun, but is still south of him, and hence inconspicuous, because she sets so early—about 6.30 p. m. on the 15th. She is still 140,000,000 miles from us, and is only one-quarter as bright as at her best.

Mars is morning star in Leo. At the beginning of the month he is quite near Regulus, and moving slowly southeastward toward Beta Virginis. He rises at about 2.30 a. m. on the 15th, and within a few minutes of this time all through the month.

Jupiter is in Aries, and is in opposition on the 18th. He is visible all night long, and is the most conspicuous object in the sky.

Saturn is evening star in Capricornus, crossing the meridian at 8.30 on the 1st and 6.30 on the 31st.

Uranus is evening star in Sagittarius, setting at about 8.30 on the 15th.

Neptune is morning star in Gemini, and crosses the meridian at about 4.30 a. m. on the same date.

If a book is worth reading, it is worth buying. No book is worth anything which is not worth much; nor is it serviceable until it has been read and re-read, and loved, and loved again; and marked, so that you can refer to the passages you want in it, as a soldier can seize the weapon he needs in an armory, or a housewife bring the spice she needs from her store.—*Reed.*

#### Good Breeding in the School.

The visitor's knock at the door of the third grade brought a boy of ten to the door. He bowed, gave her a chair, the teacher silently acknowledged her presence, and the work went on without a ripple of disturbance. A bird lesson was in progress—it was long before nature study came into the schools. The teacher, seated on carpeted platform, had just lifted a dove from a basket of stuffed specimens beside her. Her dress was plain, tasteful, without frills or furbelows, save a touch of real lace at the neck and wrists. Calm, self-possessed, she talked to the class in a low, cultured voice, as she might have talked to favorite visitors. They told her, unquestioned, what they knew of the birds, as completely absorbed in the lesson as if life held nothing else at that moment. If two began to speak at once, each paused and signalled the other to go on. A girl in class dropped a pencil, a boy picked it up and gave it to her without the slightest consciousness in manner, and the girl's "Thank you" was not considered whispering. The visitor asked herself, "What is this something that makes this school unlike any I have ever seen?" Simply that everything went on as in a well-bred home, where politeness and courtesy were considered essential to correct living. Why not? Yet where had she ever seen it before in a schoolroom? Ay, the novelty of it was the pity of it. At the close of recitation, the teacher met her with a deference and cordiality that warmed her heart. A class then went to the blackboard without confusion and helped each other to crayon and eraser, as occasion called for, with habitual politeness. She looked at the room itself. Neat, tasteful, inviting, without cheap ornamentation; a few good pictures; a drawing, under a dainty silk flag, in one corner of the blackboard; a crayon picture of a magnificent lion in another; a table of choice flowers, and everywhere simplicity and a touch! Recess time drew near. The visitor waited to see the children leave the room—that was always a test. No marching, no parade, no word of caution from the teacher, no anxiety on her face. The children went to cloak-rooms quietly, naturally; and they walked straight—no slouching. The larger boys and girls were seen helping the smaller ones to dress. "Excuse me," "I beg your pardon," were heard more than once, when the contact was a little close. They walked quietly down the stairs—no filing, no tramping. The teacher didn't watch them. There was not a particle of strain or stilt anywhere in the half-hour the visitor stayed.

She went direct to the principal. "That teacher," said he, "is the daughter of the richest man in the village, and teaches school only because she wants to. She has had every opportunity for study and travel. The pictures and articles of luxury about the room came from her home, and she is constantly changing them. Her heart is in her work, and I consider myself a lucky man to have her. I have parents come to me again and again to have their children kept back in that room a year for the sake of the influence and the training. But it is hard to find an excuse to do that, because her work is never behind the grade. That woman believes that to teach children politeness and courtesy is just as necessary as to teach them arithmetic and geography. She believes the schoolroom should have all the good breeding of a refined home. And how she carries it out! Her influence is felt in every room in this building, and even in the play-ground. She doesn't talk much, never shows any signs of superiority; but she will wash a boy's face and brush his hair in a way that never offends the boy a particle. But she doesn't have to wash the same face twice. Oh, she's a wonderful woman! If the children who have been in her room should live a hundred years, they wouldn't live long enough to be glad enough for what she has done for them."

Now will the teachers who have read so far, and are ready to exclaim, "Well, *she* was rich and had everything. We can't all be like that!"—will they pause a minute and consider? What quality did that teacher possess which could not be acquired by any bright girl who was the daughter of a day-laborer and who had never left her native town? The suitable, inexpensive, tasteful dress is within the reach of every teacher—the real lace not essential. The low, cultured voice—did that follow because her father had a large bank account? The refinement of manner, the exquisite sense of the fitness of things—were these the result of living in an expensive house? Her estimate of the value of good breeding in the training of children—what relation did this sustain to stocks? "But her study and travel abroad—surely these must have given her culture." Yes, travel and superior opportunities for study are fine things for any woman—teacher or not—but do they always make what this teacher was—a lady, a gentlewoman, in the rare old-fashioned sense? Look around among the travelled people and see how many were made over into something finer by the travel—if they needed

making over at all. This teacher was *herself*; she radiated what she was, her children absorbed it, reflected it, and the result was a kindly, courteous, refined community inside a schoolroom.—  
*Adapted from Primary Education.*

### The Test of the Teacher.

The test of the teacher consists not in the number of pupils promoted from a given class at the close of the year, but in the quality of attainment reached by the pupils. Again, it consists not in the number of pupils who are naturally bright and alert and receptive, but in the success with which pupils who were below the fair standard, or were naturally slow and intractable, or even dull, have been interested, aroused, stimulated, held and advanced squarely up to the required standard. Neither is the teacher to be overmuch praised for success or blamed for failure in the application of experimental or specialized methods and devices. Success may mean only a superficial display, and failure may be due to the inherent worthlessness of the method or device. The result may be chargeable to the marked individuality of the teacher; for equally excellent teachers do not all succeed equally well with the same methods and devices. Otherwise there would be no distinctive individuality, but only a corresponding weakness in personality, fatal to success. It is quite the custom to close the school year with a general promotion of pupils based upon certain records and tests, together with a highly laudatory display of supposed progress. This custom seems to be essential to the standing of the teacher as well as to the reputation of the school,—so essential that much time and effort are devoted to securing the records and preparing the display,—so essential that the regular work of the school is interrupted and abridged,—so essential that the thorough and symmetrical training of the pupils individually is subordinated to the making of a record or the presentation of a performance,—so essential that, without it, the school is regarded at once as degenerate, and the teacher is deemed incompetent and is booked for early dismissal. So the great aim is to have the year close amidst a halo of glory and pride that insures the re-election of the teacher beyond a doubt, and possibly at an advance in salary. But how will the next year open? Will it be a repetition of last year's experience? Then, if you remember, the pupils who had



been promoted with great applause were suddenly found to be unaccountably deficient in ability to take up the work of the next higher grade, and to have lapsed into a woeful ignorance of what they had already received. Is the summer vacation too great a gulf to be successfully bridged? Nay, rather, is it not fair to affirm that there is an egregious fault in the aim of the year as practically set by parents, teachers and constituted authorities?  
—*Education*

### A Canadian Autumn.

Now hath the summer reached her golden close,  
And lost, amid her cornfields, bright of soul,  
Scarcely perceives from her divine repose  
How near, how swift, the inevitable goal;  
Still, still, she smiles, though from her careless feet,  
The bounty and the fruitful strength are gone,  
And through the soft, long, wondering days goes on  
The silent, sere decadence, sad and sweet.

Gray shocks stand peaked and withering, half concealed  
In far-off russet cornfields, where the dry  
In the rough earth, the orange pumpkins lie  
Full-ribbed; and in the windless pasture-field  
The sleek red horses o'er the sun-warmed ground  
Stand pensively about in companies,  
While all around them from the motionless trees  
The long clean shadows sleep without a sound.

Under cool elm trees floats the distant stream,  
Moveless as air; and o'er the vast warm earth  
The fathomless daylight seems to stand and dream,  
A liquid cool elixir—all its girt  
Bound with faint haze, a frail transparency,  
Whose lucid purple barely veils and fills  
The utmost valleys and the thin last hills,  
Nor mars one whit their perfect clarity.

Thus without grief the golden days go by,  
So soft we scarcely notice how they wend,  
And like a smile half happy, or a sigh,  
The summer passes to her quiet end;  
And soon, too soon, around the cumbered eaves  
Sly frosts shall take the creepers by surprise,  
And through the wind-touched reddening woods shall rise  
October with the rain of ruined leaves.

The teacher had finished reading the fable of "The Raven and the Swan," and was watching her eager listeners ponder the moral, reserving her own applications until she had heard theirs. She was beginning to think that the story would bear repetition, when the droll little gentleman of color, in the front seat, seemed to have grasped the idea.

"I could have told the raven that 'twouldn't do no good to try and wash the black off," said he, with emphasis.—*Primary Education.*

### A Common Need.

Have you ever carelessly walked among children when at play; or visited the homes of poor pupils? Does it not almost make you shudder to hear the language which is used? We may overlook the slang, which is learned today only to be forgotten tomorrow, but can hardly wink at these expressions, which we find in daily, yes, hourly use: "I ain't," "was you," "me and him," "her and I," "we was," "he don't," "it's her," "them things," "learn you," "hadn't ought," and others equally bad.

Think of the hours we spend teaching facts in arithmetic. Think, also, how little arithmetic is needed by the common people; really the four fundamental processes will fill all their wants. Do not think for a moment that the value of arithmetic is underestimated; there is a mental training which we get in arithmetic which comes from no other study. Yet when we remember that these boys and girls from poor families must take up life's duties in such a short time, is it not important that they should at least be able to express themselves in correct English?

Here are some exercises which I saw in a school of poor children. The teacher had the correct form of all the common, ungrammatical expressions placed on the board, and every day the children were drilled faithfully on the correct use of those expressions as they were on their multiplication tables. They were encouraged to talk freely. They told about their games and pets, described pictures, and reproduced their reading lessons. There were no interruptions from the teacher, yet she was noting the errors made by the children, and the next day they were asked to correct the sentences which she gave them. When they gave the sentence correctly it was placed on the board.

The teacher told me how pleased she was with a little incident which occurred after months of this common language work. A parent came to make a friendly call and remarked, "I am so glad you learn John grammar. Excuse me, Miss, John says we should say 'teach.' Now I am glad that you teach my boy grammar," and with a pleased laugh at her own correction, she went out.

In poor families there is a great deal of "playing school," after school hours, and often the poor parent is a silent and appreciative pupil.—*Popular Educator.*

I believe there is much more moral instruction in the schools than most persons are aware of, and in many cases the instruction is of a high order and produces good results. That the schools are doing all that they are capable of doing in this direction I very much doubt; but that they are doing good work along moral lines, and that this work is increasing in efficiency in an increasing number of schools, I thoroughly believe.—*Supt. A. J. Jacoby, Milton, Mass.*

### A Nature Lesson.

Burdocks were troublesome. It was such fun to throw them and enjoy the discomfort of the playmates.

While picking them out of a little girl's curls one morning, I said to the children, "I know something that is fun if we had a great many of these sticky fellows."

Instantly there were volunteers to bring "a lot of them."

The next morning they came laden with baskets, boxes, and bags of the friendly burdock, their curiosity wide awake.

I placed them on paper plates and each child had all he desired. I requested them to make chairs, a table, couch and book-case for the room we had decorated the day before.

Soon they had forgotten the fun of throwing in the joy of construction.

When the work was done I said, "The thorn-apples didn't stick like this." "No," one little boy said, "and they weren't half as much fun." "They were prettier," said a little girl. "Are these seeds, too?" asked a bright little one, who had observed that all our work, these days, finally came to some such thing.

"Yes," I answered, "but I wonder why they stick so tight."

Many and amusing were the answers. Interest was intense, and I said, "Mother Nature needed help to scatter these seeds, more than the wind could give. She wished them to go far, off to the plains and into places where nothing else would grow. So they were given these sticky little coats. They stick to the fur and to the hair of the animals as they pass along, and are carried far away."

"Yes, and they pull them out with their paws, and they plant them," added an observing boy.

"They stick to our clothing as we walk in the woods and field, and we carry them into other places, thus helping to plant the seeds."—*Selected.*

Principal Orville T. Bright, of Chicago, recently made the following appeal for more practical instruction in the country schools: "Days and weeks are given to the greatest common divisor and to 4-story complex fraction monstrosities; but never a word about the soil, the growth of crops which make the farm life possible, or trees, shrubs and flowers so beautiful. The country school has undoubtedly been a considerable factor in the mighty exodus from the farms to the villages and cities. It is time a halt and about face be called in the great procession. The possibilities of comfort, freedom and health; of competence and happiness; of the dignity and beauty of labor as connected with farm life should be exploited in the country schools. Fill the curriculum with material having to do with country life, and give the business processes of city and village a rest. They need it, and so do the children."

### A Geographical Game.

A most interesting game, demanding a good knowledge of geography, together with a retentive memory, is played as follows: All the party present must be seated around the table and be provided with long strips of paper three or four inches wide, and pencils. One of the players must be selected as arbiter and timekeeper.

A letter is then decided on, say, for example, the letter B, and each person must write down on his or her paper all the places, rivers, mountains, lakes, etc., that she can think of as quickly as possible in a given time, beginning with that letter. Seven minutes is the time usually allowed.

The arbiter places her watch on the table in front of her and calls out "time's up" as soon as the seven minutes have elapsed. She then calls on the player seated on her left hand to read out the names on her list, and, as she does so, each other player, as well as herself, erases those names which they have also put down. Possibly all the names the first player has put down have to be erased, and do not count. The next player then reads out her list, and so on till all have read; the player who retains the highest number of names on her paper being declared the winner of that round.

Another letter is then selected and the game again proceeded with. It will be observable in playing this game that those who remember the names of the least known places are generally the winners, as they are less likely to be caught by finding duplicates of them on other papers.

This geographical game has frequently afforded great amusement as well as instruction to a merry party of young people during the long winter evenings.—*Am. Journal of Education.*

Writing on character building in the October *Delineator*, Mrs. Theodore W. Birney places above all others the following elements of character, "which go far toward enabling their possessor to achieve a lasting and legitimate success in life"—honesty, decision, punctuality and perseverance. Elsewhere she says: "The very foundation of character is sincerity—honesty and truthfulness are but other names for the same thing—and if parents continually set their children an example of insincerity, of what avail are sermons and maxims from their lips? In every way children fashion their conduct after that of the adults about them. Fortunate are the children whose training and environment are such as to establish habits of all the virtues, who are trained in habits of reverence, honesty, courtesy, etc. Habit is indeed 'ten natures,' and will stand by one under stress and strain that would weaken the average moral fibre; hence, it behooves us each day to see that uninterrupted habit has an opportunity to perform its marvellous work in the moral nature and in the wonderful brain cells which register with such unerring accuracy all that is said and done."



### Having Some Fun.

"Now, boys, I will tell you how we can have some fun," said Frank to his playmates, who had come together one bright moonlight evening for sliding and snow-balling.

"What is it?" asked several at once.

"You will see," said Frank. "Who has a wood-saw?"

"I have." "So have I," replied three of the boys.

"Get them, then, and you and Fred and Tom each get an axe, and I will get a shovel. Let's be back in ten minutes."

The boys all started to go on their several errands, each wondering of what use wood-saws and axes and shovels could be in play. But Frank was much liked by all the boys and they fully believed in what he said and they were soon together again.

"Now," said he, "Widow Brown, who lives in that little house over there, has gone to sit up all night with a sick child.

"A man brought her some wood today, and I heard her tell him that, unless she got some one to saw it tonight, she would not have anything to make a fire with in the morning.

"Now we could saw and split that pile of wood just as easily as we could make a snow-man on her door-step, and when she comes home she will be greatly surprised."

One or two of the boys said they did not care to go, but most of them thought it would be fine fun.

It was not a long and tiresome job for seven strong and healthy boys to saw, split, and pile up the widow's half-cord of wood, and to shovel a good path.

When they had done this, so great was their pleasure that one of them, who had at first said he would not go, proposed that they should go to a carpenter shop near by, where plenty of shavings could be had, and that each should bring an armful.

They all agreed to do this, and when they had brought the shavings, they went to their several homes, more than pleased with the fun of the evening.

The next morning, when the tired widow returned from watching by the sick-bed and saw what was done, she was indeed surprised, and wondered who could have been so kind.

Afterward, when a friend told her how it was done, her earnest prayer, "God bless the boys!" was enough of itself to make them happy.—*Sel.*

The school children at Berlin have been examined by health officers this year for the first time, and the results were astonishing. Ten per cent were found to be insufficiently developed either mentally or physically, to do the school work, and had to be sent home to grow for six months. Sixteen per cent were found to lack strength to study, owing to the debilitating effect of scarlet fever and other diseases, and five per cent were suffering from tubercular troubles.

### Monosyllabic Poem.

The following curious illustration of the power of short words in the English language, was written by Dr. Addison Alexander:

Think not that strength lies in the big round word,  
Or that the brief and plain must needs be weak;  
To whom can this be true who once has heard  
The cry for help, the tongue that all men speak,  
When want, or woe, or fear is in the throat,  
So that each word gasped out is like a shriek  
Pressed from the sore heart, or a strange wild note  
Sung by some fay or fiend! There is strength  
Which has more height than breadth, more depth  
than length.

Let but this force of thought and speech be mine;  
And he that will may take the sleek, fat phrase,  
Which glows and burns not, though it gleam and  
shine;  
Light, but not heat—a flash without a blaze.

Nor is it mere strength that the short word boasts,  
It serves of more than fight or storm to tell—  
The roar of waves that clash on rock-bound coasts,  
The crash of tall trees when the wild winds swell;  
The roar of guns, the groans of men that die  
On blood-stained fields. It has a voice as well  
For them that far-off on their sick-beds lie,  
For them that laugh, and dance, and clap the hand  
To joy's quick step, as well as grief's low tread,  
The sweet, plain words we learn at first keep time  
And though the theme be sad, or gay, or grand,  
With each, with all these may be made to chime,  
In thought, or speech, or song, or prose, or rhyme.

A good-sized scrapbook, with rough paper leaves, was placed upon the fireplace shelf in the school-room. Each Friday afternoon a "telling" of all that had been noticed out-of-doors was registered. Illustrations made at odd moments in school, or at home, were mounted with the written statements. This book was kept for a whole year, and was considered by the principal of the building as her best Christmas gift.—*American Primary Teacher.*

Dr. Edmund J. James, the newly elected president of the University of Illinois, has been granted leave of absence to visit the universities of Canada, and especially the university of Toronto, to examine and report upon the system of co-operation between the state universities and the denominational colleges.

In his report to the board of education, Dr. Edward Brooks, superintendent of public schools of Philadelphia, strongly endorses the working of the new rule of the board, under which capable pupils are promoted without having to undergo examination.

### Nature Study as a Preparation.

Among other things claimed for nature study is this—that it keeps alive, if not develops, the inborn curiosity that every child has for natural objects. Too often the inherent interest in nature, by not being cultivated at the proper time, is permanently dulled and cannot be aroused when the science subjects are taken up in the high school or college. Nature study should send to the upper grades a class of students who know the trees, the common plants, birds and insects, and who have learned enough to want to learn more about what they do in the economy of nature. Genuine love for nature aroused in the lower grades begets a longing and a liking for subsequent science. The trouble with much of our modern education is that it is not related to our daily life. Relate the pupil to his surroundings. Let him learn that there are other authorities beside text-books and the teacher's dictum. Teach the spirit of inquiry. Encourage by all possible and honest means the developing of self-initiative, in which most secondary pupils are deficient. Nature study has abundant ground work for all these things. Presenting elementary science under large headings in the lower grade is in strict accordance with the pedagogical principle of presenting the whole before the part.

I recently turned off the public highway in a Western state, drove into a vast hayfield, and followed a hay loader as it gathered up every wisp of hay in its round. Oh, the thoughts! Oh, the memories of days when one set of men raked into windrows, another set pitched on to the "rick," and we small boys raked after! Now the small boy drives a pair of horses, and one man on the load leisurely looks after the even bestowal of the hay as it comes up with the regularity of the sun in his course. And it is such a simple machine. The wonder is that every farmer did not invent it, and it can be hitched to any rick in a minute's time.

I wondered how much of the educational machinery is like the old-time hayfield, and how much is modernized. How much of the time now required for school number work could be saved if all would do what some are doing by way of eliminating steps in the processes? How many of the steps in the routine of discipline could be abandoned? How much would be gained if we would just attach some simple principles to school life, and let it run itself while we watch it? I wondered as I saw this boy and man—the entire hayfield, horse—riding, if some nervous teachers would not be better off,—and their pupils also,—if they took life easier in school and out.—*N. E. Journal of Education.*

### Primary Seat Work.

1. a. Provide each child with a ruler.
- b. Teach them to know the inches on them.
- c. Have each child take a sheet of his blank tablet paper. Have him measure and mark with dots the inches on the *left* and *right* margins of the paper. Connect dots by straight lines drawn with ruler. This can be done in one period at seat.
- d. In the next period let him cut on the lines making paper strips.
- e. Next period let him paste them into link chains.
- f. Another day let him paste them into a *long ribbon*, by overlapping them carefully about half an inch.
- g. On this long ribbon let him write the numerals in Roman or Arabic; the alphabet, both in capitals and small letters; a memory gem, a spelling or phonic list. The length of the ribbon has a great charm for the maker.
- h. Let them paste these strips into frail fences, picket fences, gates, beds, chairs, houses.
2. a. Repeat exercise *c* in No. 1, but before cutting into strips turn the paper over, measure and mark the dots on the *upper* and *lower* margins, connect these by straight lines.
- b. Reverse paper. Cut into strips. Reverse strips and cut on the straight lines into one inch squares.
- c. Paste these squares together so that the corner of one square will overlap slightly the corner of the next square.
- d. When done fasten together into a crown.
- e. Get one inch colored straws of any kindergarten supply house or select straws from the field yourself. If you do the latter, select long nice clean straws. Tie in a package of about twenty-five and boil in water about fifteen minutes. While still wet and tied cut them into one inch lengths. If you wish to they are easily dyed by dipping them into weak colored ink or Diamond dyes.
- f. String on Saxony yarn or twine, first a paper square, then a straw, repeat alternately.
- g. These make pretty sash curtains or Christmas tree decorations.
- h. Rule a colored sheet of paper into one inch squares.
- i. On every other colored square paste a white square. This makes a pretty checker board.—*School Education.*

Great Britain and the United States will unite in a plan to rid the North Atlantic of the derelicts that are such a menace to shipping, causing the loss of ocean steamships from time to time. An old wreck, especially that of a lumber laden vessel, may float for years, and drift along the course of ocean vessels. Small war ships will be detailed, it is said, to find and destroy these wrecks; and for that purpose will make the United States and Canadian coasts and the west coast of Ireland their bases of action.



### Self-Reliance is a Good Teacher.

We often find that boys who have educated themselves in the country, almost without schooling or teachers, make the most vigorous thinkers. They may not be quite as polished or cultivated, in some ways, but they have something better than polish, and that is mental vigor, originality of method and independence. They do not lean upon their schooling, or depend upon their diplomas; necessity has been their teacher, and they have been forced to act for themselves and be practical; they know little of theories, but they know what will work. They have gained power by solving their own problems. Such self-educated, self-made men carry weight in their communities because they are men of power and think vigorously and strongly; they have learned to concentrate the mind.

Self-help is the only help that will make strong, vigorous lives. Self-reliance is a great educator and early poverty a good teacher. Necessity has ever been the priceless spur which has called man out of himself and spurred him on to his goal.

Grit is more than a match for almost any handicap. It overcomes obstacles and abolishes difficulties. It is the man who makes an opportunity and does not wait for it—the man who helps himself and does not wait to be helped,—that makes the strong thinker and vigorous operator.

It is he who dares to be himself and to work by his own programme, without imitating others, who wins.—*Success.*

People who would recoil from ordinary thieving or burglary are often flagrant offenders in a form of dishonesty closely akin. We joke about our own poor handwriting, and groan over our friends'. But how many hours of precious time were stolen yesterday, do you suppose, out of the life of persons who spent from twice to five times as long over the deciphering of letters as would have been necessary if their writers had been honestly careful instead of carelessly dishonest? Few persons look at the matter thus seriously, but that fact in no way lessens the moral responsibility of the offenders. A man who would not tolerate wasting another man's time will write him a letter that, from its illegible handwriting, destroys time and temper alike. Every one not a paralytic can, no matter how old, learn to write clearly. Every one has a simple duty to write clearly. If it is a question of my time or my neighbor's, whose should be spent? Verily, it would not seem irreverent to say that for every illegible word that men shall write, they shall give account thereof in the day of judgment.—*Sunday School Times.*

### Autumn Programme.

Long before Thanksgiving Day, all the beautiful autumn leaves have faded away, and the various fruit, vegetables, etc., which the children have collected, and cherished with a Thanksgiving spirit, have decayed; and by Thanksgiving you have very little left with which to decorate your room.

Why not, about the third or fourth week in October, when Jack Frost's paint brushes have given the world its most beautiful coloring, and the fruit and vegetables are so profuse, have an autumn programme. Not a Thanksgiving programme. But a simple little autumn programme. I have tried it several years to the infinite delight of both the children and parents. I arrange to have the room a mass of autumn glory; autumn leaves, goldenrod, asters, fruit and vegetables; autumn songs, short autumn memory gems; acting of some autumn story, as the Ants and the Grasshopper, The Wee Wee Man, Flight of the Birds, The Squirrels in the Tree.

Let each child wear a bunch of bitter sweet berries or mountain ash berries; and have some little ones, stationed at the doors to present the guests with an autumn bouquet and a pin.

With your hektograph print your invitations on Manila paper. Sketch a big oak leaf or maple leaf and on it write the invitation. If you live where you can secure birch bark, nothing could be prettier to write the invitations on than the bark.

Have the programme *very short and very good.* The parents will be sure to come again. When parents do not visit your school, something is the matter. This is one way to get into touch with them, so they will want to come to see your regular work. Try it.—*School Education.*

### Block City.

What are you able to build with your blocks?  
Castles and palaces, temples and docks.  
Rain may keep raining, and others go roam,  
But I can be happy and building at home.

Let the sofa be mountains, the carpet be sea,  
There I'll establish a city for me;  
A kirk and a mill, and a palace beside,  
And a harbor as well, where my vessels may ride.

Great is the palace with pillar and wall,  
A sort of a tower on top of it all;  
And steps coming down in an orderly way  
To where my toy vessels lay safe in the bay.

This one is sailing and that one is moored—  
Hark to the song of the sailors on board;  
And see on the steps of my palace the kings,  
Coming and going with presents and things.  
—*Robert Louis Stevenson.*

### Salaries of Character Builders.

One of the ablest sections of the admirable annual report of Supt. E. S. Dreher, of Columbia, S. C., takes up the question of teachers' salaries. It reads:

No efficient teacher will ever receive in this world a just compensation for her labors. Her services to the community cannot be reckoned in dollars and cents. No one can estimate the value of character and intelligence; morality and brains are priceless. For this reason, teachers should be well paid for their work; our schedule of salaries should be higher than at present.

After anxiously waiting for years for an increase of salaries, the announcement by the school board that the maximum salary of a grade teacher would hereafter be \$405 instead of \$300 as heretofore, was welcome news to our teachers. Although this is a gratifying increase, and is much appreciated by the teachers, a short example in division will show that a teacher who receives a salary of \$405 per annum has a per diem income of only \$1.11. This is what we pay our teachers for character-building! Ignorant laborers who dig dirt in the streets receive almost as much, while plumbers, bricklayers, and carpenters earn at least twice as much.

Our people do not yet seem fully able to appreciate the fact that the school-room controls the destiny of our country; when they do, our teachers will be paid salaries somewhat commensurate with the importance of their work. That we have made a start in this direction is encouraging, but a stop should not be made until the maximum salary of a grade teacher shall be \$60 a month for twelve months in the year.

I met Miss M—— at an association in Manitoba. A little woman, a young teacher, only eighteen months out of a short term normal school.

"What kind of a school have you?"

"A rural school."

"How far from the railroad?"

"Nine miles."

"How large a school?"

"Sixty-eight."

"Whew! All grades?"

"Yes, and all ages from four to seventeen, but I like it. It is my second school. My first was too small. Highest number six, lowest two. I was melancholy, lonesome, disgusted with life all the time. Then I saw an advertisement. 'Wanted, teacher for a large school, a normal graduate who wants enough to do. Pay \$500 a year, board \$90 a year.' That met my case exactly. I applied and got the position. I like it. It is hard work, but there's no worry. There is no chance for melancholy at B——."

Then she told me of the ways and means, the arts

and devices, she had to resort to. Think of it! A mixed school with sixty-eight pupils, but to hear her tell of it you would think it was the greatest fun on earth, and only fun. And I can believe it. There is no such fun as a lot of work to those who like it. Pity the one who does not like it.—*N. E. Journal of Education.*

The stronger the teacher's hold on the community the easier his school work. A father or a mother in five minutes' opposition to the plan of a teacher, can tear down more than the teacher can build up in a week. If the teacher has the hearty support of the parents, it is an easy matter to secure the co-operation and approval of the children. Without the support of the parents he is almost powerless, so far as lasting good is concerned with the children.—*F. E. Sanders, in Arkansas School Journal.*

An Englishman, an Irishman and a Scotchman walking along a country road on a summer's day talked of their favorite flowers: "Give me the red rose of old England," said the Englishman. "Give me the shamrock of ould Ireland," said the Irishman. "Na, na," said the Scotchman, "the flower of my country is the best. Ye may sit on the rose and the shamrock, but ye'll no sit lang on the thistle."

Professor William James, of Harvard, is well-known as good in repartee as in a lecture. Not long ago a sophomore thought he was extremely wise and expressed some atheistical views before Professor James. "Ah," said the professor, "You are a free thinker, I perceive. You believe in nothing." "I only believe what I can understand," the sophomore replied. "It comes to the same thing, I suppose," said Professor James.

A stunted child, educationally, is hideous, and yet there are teachers who deliberately dwarf a child. As soon as a child does anything fairly well, they are encouraged to do it over and over for the sake of enjoying the doing of it. No education is worthy of any teacher that does not inspire an aspiration to tackle other problems and difficulties daily.—*Primary Teacher.*

SPARE THE TREES. Many a delightful woodland path is spoiled by the thoughtless destruction of the trees which border it. The other day our attention was drawn to the cutting down of some beautiful trees on one of our prettiest drives. The reason assigned was "to dry out the road;" the effect was rob a beautiful drive of many of its charms. Woodman, spare the tree!—*St. Andrews, N. B., Beacon.*



**Nature's Te Deum.**

Deep in the woods I hear an anthem ringing  
 Along the mossy aisles where shadows lie;  
 It is the matin hour, the choir is singing  
 Their sweet Te Deum to the King on high.

The stately trees seem quivering with emotion:  
 They thrill in ecstasy of music rare,  
 As if they felt the stirring of devotion,  
 Touched by the dainty fingers of the air.

The grasses grow enraptured as they listen,  
 And join their verdant voices with the choir,  
 And tip their tiny blades that gleam and glisten,  
 As thrilled with fragrant fancies of desire.

The brooklet answers to the calling river,  
 And, singing, slips away through arches dim;  
 Its heart runs over, and it must deliver  
 Unto the King of kings its liquid hymn.

A shower of melody, and then a flutter  
 Of many wings: the birds are praising, too;  
 And in a harmony of song they utter  
 Their thankfulness to him, their Master true.

In tearfulness I listen, and admire  
 The great Te Deum Nature, kneeling, sings.  
 Ah! sweet, indeed, is God's majestic choir,  
 When all the world in one great anthem rings.  
 —*Sacred Heart Review.*

**Composition Work.**

Just the mention of a possibility of a "composition" being required of them is sufficient to produce a panic among the pupils of the average school, consequently, I have never mentioned the word to my pupils, yet am not at all dissatisfied with the work they accomplish in that line.

First, let young pupils copy the words and punctuation of their favorite lessons. Call it "copying a story." Then let them write from dictation. Give them an abundance of such work. Then hang an attractive picture before them. Let them talk and question about it. Then require them to write a story about the picture. Look carefully after punctuation, capitalization and spelling; notice every good point and bestow a word of praise and appreciation whenever it is due. Do not pass over these steps too rapidly. The next one will consist in assigning a subject for a "story." Be sure the subjects are such as will prove attractive. "The Habits of the Gray Squirrel," "Why I Play Base Ball," "Five Great Men," are good to

awaken boyish imagination; and girls like such subjects as "The Walk to School," "The Days of the Week," "My Favorite Flower," etc.

When your pupils become proficient in these exercises, it will be perfectly safe to tell them they are writing "compositions," and they will glory in the fact of having vanquished this aged but formidable bugbear.—*Selected.*

**CURRENT EVENTS.**

No great event in the Japanese-Russian war has occurred since the great battle of Liao-Yang, in which, after terrible losses on both sides, the Russians were compelled to retreat to Mukden. After nearly a month spent in resting and calling up reinforcements, both sides are preparing for a renewal of the struggle near Mukden.

The Japanese are moving, as before, in three armies, from the south, east and southeast. There have been some sharp collisions of outposts, which have developed a good deal of strength in the attacking force. It is not generally believed that General Kuropatkin will give Marshal Oyama battle at Mukden, although the place is well fortified, but that, leaving a strong rear guard to obstruct the Japanese advance, he will fall back to the north upon the strong position at Tie pass, which is capable of an obstinate defense.

The siege of Port Arthur still continues, the stubborn resistance of the garrison being only equalled by the fierce attacks of the Japanese.

Mount Vesuvius is now in more violent eruption than at any time since 1872.

There is a cessation of hostilities between the Uruguayan insurgents and the government, and the insurrectionists are said to have accepted the government's offered terms of peace.

Work on the Simplon tunnel, the fourth railway tunnel under the Alps, mentioned some time ago as nearing completion, has been interrupted by tapping a spring of hot water, which raises the temperature of the air in the tunnel to an insufferable heat. Refrigerating appliances are necessary to enable the workmen to complete the tunnel.

The eighth session of the International Geographic Congress has held its meetings at different points in the United States during the past month. This is the first time the congress has met in the Western Hemisphere. One of the questions under discussion has been the adoption of an international standard time. It is hoped that Greenwich time may be adopted as the basis, as it is with our Atlantic standard and other standard times in North America; so that hours only will be involved in the

conversion of one time into another, the minutes and seconds being always the same.

The fighting in Santo Domingo, which placed General Morales at the head of affairs, has been followed by his election in due form as president of the little republic. His supremacy is, for the present, undisputed; and as he is a young and strong man there is fair prospect of a lasting peace.

The King of Italy has a son and heir, born September 15th, who will be known by the title of Prince of Piedmont.

The Interparliamentary Union, in session at St. Louis, passed a resolution calling upon the powers to intervene in the Russo-Japanese war. That such a resolution can have much effect is hardly to be expected.

The work of building a railway around the southern end of Lake Baikal is finished. This was a missing link in the great Siberian Railway, which is now complete, giving unbroken railway connection from European Russia to the Far East.

The control of the New Hebrides is rapidly passing into the hands of the French. More than half the European residents are now said to be French by birth or naturalization.

Col. Younghusband, the leader of the British expedition to Thibet, has succeeded in his mission and concluded a treaty which practically brings Thibet within the British sphere of influence. The flight of the Dalai Lama was regarded as an abdication, and the Tashi Lama, whose official rank was next in importance, was proclaimed by the Chinese authorities as his successor. The administration is carried on by a council of regency. The treaty, which awaits the approval of the Chinese government, binds the Thibetans to open three trading stations on the Indian frontier, and to pay an indemnity; and provides that without Britain's consent no territory shall be transferred to a foreign power, and no foreign power shall interfere in the internal affairs of Thibet, or construct roads, railways or telegraph lines in the country.

A movement has been made to raise a fund for the preservation of what remains of the old fortress of Louisburg, and to keep in memory the names of those who fell in the sieges of 1745 and 1758. It is under the patronage of His Majesty King Edward VII, and this is said to be the first occasion on which King Edward has become a patron of any colonial movement.

Thirty-four wells are now yielding petroleum in the New Brunswick oil fields; and oil has been found in paying quantities over as large an area as that of the Ontario oil fields. The present yield is in excess of that in Ontario, and it is claimed that the quality is better. It is proposed to build a refinery at Memramcook, to which the oil will be brought through pipe lines by gravitation.

A railway, something less than three hundred miles in length, will soon connect the Atlantic and Pacific coasts of Guatemala.

## TEACHERS' CONVENTIONS.

### TEACHERS' NORMAL INSTITUTE AT HAWKESBURY, C. B.

A gathering of teachers, which points to an important change in the conduct of local educational institutes, took place at Hawkesbury, C. B., during the week beginning September 26 and ending October 1. Over two hundred and fifty teachers assembled from the four counties of Cape Breton, and from the counties of Antigonish and Guysboro, for the purpose of taking part in a normal institute, organized for the purpose of demonstrating the best and most effective methods of teaching the subjects of the common school course. Teachers of known ability and skill, chosen from the schools of the six counties named above conducted lessons in the schools of Hawkesbury, while the teachers for whose benefit the demonstrations were given, occupied all the available space of the rooms listening intently and taking notes. Their earnest and eager attention, the closeness with which they watched the skill and method of each teacher and the effect upon the class, with the excellent order and system that prevailed, was in itself inspiring. It was no uncommon sight to see a class of children so absorbed in a lesson that they were entirely unconscious of the presence of spectators. The questions asked by the pupil teachers at the close of the lessons and the inspection of apparatus where used left no doubt of the genuineness of the interest.

In the afternoons the teachers assembled in the public hall to listen to papers and discussions on educational topics presented by specialists, or on subjects growing directly out of the work of the morning sessions. At least one public evening meeting was held, the hall being crowded to the doors, attesting the interest which the people of Hawkesbury and the visiting teachers felt in the discussion of educational questions, on which addresses were given by Attorney General Longley, Superintendent Mackay, Principal Soloan, Dr. McDonald and others.

The government of Nova Scotia showed its interest in the movement by a generous contribution toward the expenses of the C and D teachers who attended.

The vast amount of work and attention to detail required, threw a great responsibility on the organizers of the movement, Inspector Macdonald, the energetic and capable president, and on his co-workers, Inspectors MacKinnon and Phelan; but the impetus that will no doubt be given to educational work will be a sufficient reward to these gentlemen for their self-sacrificing efforts.

The REVIEW hopes to present to its readers in future numbers some of the special work of this excellently conducted institute.



## CHARLOTTE COUNTY TEACHERS' INSTITUTE.

The Charlotte County Teachers' Institute met at St. Andrews on the 29th and 30th September, C. J. Callaghan, vice-president, in the chair. Seventy-seven members were enrolled, including Inspector Carter and Judge Cockburn, chairman of the St. Andrews school board.

Miss Ethel I. Duffy gave an excellent lesson on manual training, and papers on bird study were read by Stanley Wilson and Miss E. DeWolfe, and on English composition by Miss Mary A. Hawkins and Goldwin S. Lord. These gave rise to an interesting discussion; a special day for bird study was suggested. A carefully prepared paper on the outdoor study of geography was read by Miss Scullin of St. George, and Principal Trueman of St. Andrews spoke of the importance of this subject.

Principal Wm. M. Burns, of Milltown, gave a lesson on eclipses of the sun and moon, illustrated by blackboard diagrams. Miss Ella Veazey, of St. Stephen, read a very practical paper on Primary Spelling, followed by a paper on the text book by C. J. Callaghan of St. George, which was supplemented by an address from Principal P. G. McFarlane.

The following were elected officers: Geo. J. Trueman, president; James Stanley Wilson, vice-president; James Vroom, secretary-treasurer; Miss Mary Scullin, Mrs. John McGibbon, W. M. Burns, additional members of the executive.

A pleasant feature of the institute was the invitation extended to its members from Sir Wm. Van Horne to partake of his hospitality at his summer residence on Minister's Island. This was accepted and the visit greatly enjoyed.

The public meeting in the evening of the 29th was well attended. Judge Cockburn occupied the chair, and addresses were delivered by Mayor Snodgrass, Inspector Carter, R. E. Armstrong, editor of the *Beacon*, Principal Geo. J. Trueman, Jas. Vroom and T. B. Kidner, director of manual training. The latter also favored the institute, at one of its sessions, with an interesting address on that subject and on domestic science for girls.

## ST. JOHN COUNTY TEACHERS' INSTITUTE.

The St. John County Teachers' Institute met in the hall of the high school building, St. John, on the 22nd and 23rd of September, the president, J. Frank Owens, in the chair. The attendance was a little over 200, including teachers from Queens and Sunbury counties, who availed themselves of the privilege of meeting with the St. John Institute. Dr.

Scott, of the University of New Brunswick, gave an address on the pendulum, followed by Supt. Dr. Inch.

At the second session the Institute divided for the first hour to hear papers and discuss the teaching of composition in grades one to eight. The excellence of the papers on this topic by Misses M. A. Nannary, Payson, Smith and Thorne led to an instructive discussion. During the second hour Mr. F. Lindsay Dykeman read a carefully prepared paper on arithmetic, which was followed by a general discussion, the trend of which was that there should be more drill in the schools on this subject.

A paper on spelling by Principal W. M. McLean led to a very spirited discussion. It was pointed out that there has been a steady improvement in spelling throughout the schools during recent years. Principal Thos. Stothart gave a well-arranged and practical address on plant life, followed by Miss Jessie Lawson, of the St. John high school, with a cleverly written paper on the teaching of English, and Principal Town read a thoughtful paper on English literature.

The following were elected officers for the ensuing year: J. Simpson Lord, president; A. Lindsay Dykeman, vice-president; Miss Annie M. Hea, secretary; H. V. Hayes and Miss M. A. Nannary, additional members of the executive.

At a meeting of the St. John County Teachers' Association, it was decided to affiliate with the St. John City Association, of which Mr. W. J. S. Myles is president. A meeting of the Queens County teachers was also held, and an association will no doubt soon be formed in that county.

## KINGS COUNTY, N. B., TEACHERS' INSTITUTE.

The Kings County teachers met at Hampton on the 22nd and 23rd of September, Mr. W. C. Jonah presiding. About seventy teachers were present. Suggestive papers on the relation of science to literature by Miss Minnie Colpitts, and a glimpse at the teaching profession, by Miss Ethel McCrea, were discussed by Inspector Steeves, John March, A. C. M. Lawson, and others.

A very pleasant part of the programme was the nature-study excursion to Smithtown, a pretty village on the Hammond river, about five miles from Hampton. After spending nearly two hours in the field, the teachers adjourned, by special invitation, to the public hall, where a generous welcome and ample refreshments awaited them.

In the evening a public meeting was held in the agricultural hall, Hampton Village, presided over by Inspector Steeves. Addresses were delivered by Dr. Inch, Rev. C. D. Schofield, Mr. T. B. Kidner,

Principal D. W. Hamilton and others. The subject of a consolidated school for Hampton and the outlying districts received considerable attention from several speakers. An interesting paper on domestic science was read by Miss Margaret Black.

At the second day's proceedings papers were read on Latin in schools, by A. B. Maggs, M. A.; on geography, by F. S. Small; on hindrances in teaching and how to overcome them, by Miss Hattie Smith; and the closing paper, by Miss Catherine C. Robinson, on how to make life in a country school more congenial to teacher and pupil alike. The papers, all of which were excellent and to the point, were discussed in a spirited manner.

Principal Cormier, of Hampton, ably presented the claims of the N. B. Teachers' Association, and through his influence many of those present became members. Mr. T. B. Kidner, director of manual training for the province, was present, and gave an excellent address. A creditable exhibit of work done in some of the schools of the county was shown, and received much praise.

The following officers were elected: President, D. W. Hamilton; vice-president, Miss Mabel Curran; secretary-treasurer, C. M. Kelly; additional members of the executive, Miss Mary Allen and Miss Hattie A. Smith.

[Reports of other institutes will appear next month.]

### SCHOOL AND COLLEGE.

The Provincial Association of the Protestant teachers of Quebec will meet in Montreal, October 20, 21, 22.

The University of New Brunswick opened on October 3rd with a large attendance of students. The Freshman class numbers about thirty.

L. A. Corey, of Petitcodiac, N. B., has taken charge of the superior school at Hopewell Hill, in place of Aaron Perry, who resigned to accept a position in British Columbia.

The salary of Dr. Frank Allen, recently appointed to the chair of physics in the University of Manitoba, is \$2,500, not \$2,000, as stated in last month's REVIEW. We are always glad to record a notch higher in salaries, and for this correction are indebted to the *North-West Review* of Winnipeg.

Miss Eunice D. Bartlett, of Oak Bay, N. B., has resigned her school to enter college for a year. It is well for teachers when they feel the need of more knowledge to take a year off and go to college. It pays.

The following teachers have been selected from Nova Scotia to attend a three months' session at the Macdonald nature-study school at Guelph, Ont.: Miss Agnes Spencer, Great Village; Miss Winnifred Moses, Belmont; Miss Maude A. M. Brennan, Old Barns; Miss Bertha G. Oxner, Brookfield; Miss Carrie M. Hall, Middleton; Miss Margaret C. Spurr, Annapolis. The first four are from the Macdonald school garden sections, near Truro. The last

two are from the Macdonald consolidated school at Middleton.

Scholarships to the value of fifty dollars each have been awarded to the above named teachers, who will also have their travelling expenses to and from Guelph paid out of the Macdonald rural school fund at the rate of five cents a mile. The tuition will also be at the cost of the Macdonald fund. Two male scholarships of seventy-five dollars each are yet to be awarded.

Mr. H. W. Menzie, principal of the Tatamagouche schools, N. S., led the province in the A examinations this year.

The Edge Hill School for Girls, at Windsor, N. S., has opened after the vacation with an attendance of ninety, the largest in its history.

Dalhousie University opened September 14th with a large attendance of students. Mr. T. C. Hebb, Ph. D., a graduate of the university, was appointed to the chair of physics, in place of Professor Dixon, who has been made chief of the new school of civil engineering.

Miss Bessie Smith, recently teacher of the domestic science school in Windsor Academy, has been appointed to a similar position in the Pictou Academy at an increased salary.

Aaron Perry, M.A., recently principal of the Hopewell Hill, N. B., school has gone to Kamloops, B. C., to become principal of the schools there, at a salary of \$1,300.

Mr. Percy Bailey, who taught last term at Moore's Mills, N. B., is attending the University of New Brunswick.

Mr. Graham P. Morse is principal of the Guysboro academy for the present year.

Forty-five engineering students of the University of New Brunswick are in camp at Stanley, York County, under the charge of Professor Brydone-Jack. They have an excellent equipment to undertake survey and other work, and the advantages thus offered to the students are very great.

Charles D. Richards, B. A., is principal of the superior school, Fredericton Junction, N. B., with Miss Mary A. Davis in charge of the primary department.

Mr. Will Whitney, teacher of manual training in the Milltown, N. B., schools, took a special course of nine weeks at the Cornell University summer school during vacation.

Francis Walker, M. A., of St. John, N. B., has been appointed to the chair of classics in the Canada Western College at Calgary.

Acadia Seminary, at Wolfville, N. S. has opened with nearly one hundred pupils in residence.

Dr. Geo. R. Parkin, commissioner of the Rhodes' scholarships, writes as follows from London, August 30th: "The examination connected with the appointment of the Rhodes scholars for the year 1905 will be held throughout Canada about the middle of January next, and that the committees of selection or universities making appointments will be expected to furnish to the trustees the names of the selected scholars during the month of April. Many of the Oxford colleges complete their entrance lists for October during the summer term, and in order that the scholars may be entered at the various colleges, with due regard to



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their own preference, it has been found necessary to fix upon these earlier dates for examination and election."

Acadia University will make the appointment to the Rhodes scholarship in Nova Scotia for 1905. Intending candidates should communicate at once with President Trotter. Mt. Allison has the nomination of the New Brunswick Rhodes scholar for 1905, Laval the Quebec, and Queens the Ontario. In Manitoba the Provincial University has a scholarship each year.

The Truro County Academy has re-opened with the largest attendance in the history of the school. There are 193 students, 15 being in the A class, 46 in B, 52 in C, and 80 in D.

**BOOK REVIEWS.**

**MODERN ARITHMETIC.** In two volumes, for elementary and advanced work. By Alexander McIntyre, B. A., vice-principal of the normal school, Winnipeg. Cloth. Pages 245 and 331. Prices, 40c. and 50c. Geo. N. Morang & Company, Toronto.

What impresses one most on reading these books is the terse and simple explanations used, and the many and well-

chosen practical illustrations which follow. Mr. McIntyre has made his books on arithmetic *interesting*, because, combined with the logical exactness of his explanations, there is somehow a literary finish to them that gains the attention of old as well as young arithmeticians. Glancing through each book, it seems to be largely made up of problems. No definitions stand out in full face or italic at the head of paragraphs to proclaim that this is a textbook. Somewhere, however, through the explanatory paragraph, or at the end, the suggestion comes to you that you have a definition and one that will stick. He has carried out very well what he promises in his preface. "To present the subject in such a manner as to minimize any temptation on the part of the teacher or the pupil to reduce the subject to mechanics." The publishers have done their work admirably in regard to substantial binding, well printed pages and clearness in the few illustrations used.

**SELECTED POEMS.** Edited with introduction and notes by H. B. Cotterill, M. A. Paper. Pages 55. Macmillan & Company, London.

This book contains certain poems of Gray, Burns, Cowper, Moore and Longfellow, with notes and sketches of the life of each poet.

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**MACHIAVELLI AND THE MODERN STATE.** By Louis Dyer, formerly assistant professor in Harvard University. Cloth. xix+163 pages. Mailing price, \$1.10. Ginn & Company, Boston.

This book consists of three lectures delivered at the Royal Institution of London—The Prince and Cæsar Borgia, Machiavelli's best known work, Machiavelli's Use of History, and his Ideal of Morals.

**ANALYTIC GEOMETRY, PLAIN AND SOLID.** By Albert N. Candy, Ph.D., professor of mathematics in University of Nebraska. Half leather. 258 pages. Price, \$1.50. D. C. Heath & Company, Boston.

This differs from other texts in the subject chiefly in the recognition of the close interrelation between the elementary branches, algebra, analytics and calculus. In the solid geometry portion, theory is developed more fully and examples are more extensive, both in number and character, than in most elementary books.

**PHYSIOGRAPHY: An introduction to the Study of Nature.** By T. H. Huxley; revised and partly re-written by R. A. Gregory, professor of astronomy, Queens College, London. Cloth. Pages 423. Price 4s. 6d. Macmillan & Company, Limited, London.

Huxley's book on this subject has long been accepted as a standard. The present work is made more attractive by a series of three hundred illustrations, which increase the value of the book without sacrificing its scientific character. The original volume was based on a course of lectures on the Thames and its basin; and after showing how this local text could be made the subject of a comprehensive analysis, Huxley remarked that an intelligent teacher would have "no difficulty in making use of the river and river-basin of the district in which his own school is situated for the same purpose."

**A SOURCE BOOK OF ROMAN HISTORY.** By Dana Carleton Munro, A. M., University of Wisconsin. Cloth. Pages 267. Price \$1.00. D. C. Heath & Company, Boston.

This book is of interest to the student of history because it contains selections from the most credible Roman writers which cover the early history and the chief phases of political and social life in the rise and fall of Roman power. Particular prominence is given to the study of sources upon the last century of the Republic, the early Empire, and Christianity and Stoicism. The book is supplied with numerous illustrations from originals.

**BACON'S ADVANCEMENT OF LEARNING, Vol. I.** Edited by Professor Albert S. Cook, of Yale University. Cloth. lvii+145 pages. Mailing price, 80 cents. Ginn & Co., Boston.

Many English classics have been edited as if every student of English were a thoroughly equipped scholar in Latin and Greek, needing only to be reminded of parallel passages in the ancients, and quite capable of translating them at sight. In the present edition, the quotations from the ancient tongues are all relegated to the foot of the page, and their place in the text is supplied by as adequate a translation as possible.

**ELEMENTS OF MECHANICAL DRAWING.** By Gardner C. Anthony, A. M. Revised edition. Cloth. Illustrated. Pages 160. Price, \$1.50. D. C. Heath & Company, Boston.

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ELEMENTARY WOOD-WORKING. By Edwin W. Foster, Instructor in Shopwork and Drawing in the Manual Training High School, Brooklyn, New York. Cloth. Pages 133. Ginn & Company, Boston.

This book is designed to meet the wants of students of the advanced common school and high school grades. Part 1 describes the tools used in elementary benchwork, and Part 2 deals with wood, describing its texture and how it is manufactured into lumber, with a somewhat detailed study of trees, thus correlating benchwork with nature-study. The pages are models of clearness in regard to type and illustrations.

MARITIME SINGLE ENTRY BOOK-KEEPING. Card. Pages 45. Kaulbach & Schurman, Halifax, N. S.

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## OCTOBER MAGAZINES.

The October *Delineator* is a many-featured number, containing, in addition to a complete survey of the autumn fashions, entertaining fiction and special articles of wide interest. For young people are provided stories and pastimes that amuse as well as instruct, and the domestic interests are treated thoroughly and practically....The *Canadian Magazine* for October is a progress number, noting the great advances made by Canada during the thirty-seven years since Confederation. The Progress of Higher Education for Women, by Hilda D. Oakley, is an excellent article. The general features of the number consist of historical and biographical articles, short stories and a summary of current events....An article in the *Atlantic Monthly* on the Japanese Spirit, contains much new and enlightening information about Japanese nature, environment, and ancestor worship. There are entertaining and instructive papers on political and other topics, stories, poems, literary papers and reviews.

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