

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., MARCH 1902.

WHOLE NUMBER, 178.

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Always Read this Notice.

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

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EDUCATIONAL REVIEW,
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INTERESTING reading will be found in our advertising columns this month.

Pictou County Teachers' Institute will meet at Pictou, N. S., March 25th to 27th.

THE PAPER ON Time Table Difficulties in Ungraded Schools in this number of the *REVIEW* contains many useful suggestions for the many teachers who find trouble in adjusting the work of classes. Miss Folkins has evidently solved many of the difficulties.

EVERY school should have a copy of the Canadian History Readings. It is a great help in teaching Canadian history and for supplementary reading. Published by the *EDUCATIONAL REVIEW* and sent post-paid for one dollar.

MR. KIDNER's third paper on Cardboard Work will be found in this number. The series grows in interest and value to teachers. A few copies of the January

and February *REVIEW*, containing Mr. Kidner's first articles may still be had by applying early. Price 10 cents each.

HIS HONOR Lt.-Governor Snowball and Mrs. Snowball visited the Grammar School, Chatham, recently, and were accorded a hearty reception by teachers and pupils. In reply to an address made to him by the pupils congratulating him on his appointment to the governorship, his honor made an effective reply impressing upon them the advantages of the school privileges which they now enjoy, especially in the fine new building which has just been erected by the public spirited citizens of Chatham.

AN OTTAWA despatch states that the Hon. R. W. Scott, Secretary of State, has received word from the imperial government asking for the services of forty properly qualified Canadian lady teachers to proceed to South Africa to take charge of the Boer children in the concentration camps. The engagement is for a year. The passage of the teachers there will be paid. Once there they will receive rations and house or tent accommodation as the climate and other conditions permit. The salary mentioned is £100 sterling. At the end of the year they will receive free passage back to Canada if they so desire. The teachers are to proceed to Cape Town as soon as the required number has been received. The standard of qualification is a normal school certificate. Of the number, twenty will be secured in Ontario and twenty in the other provinces.

The calendar of the Summer School of Science for the Atlantic provinces has just been issued and is full of interest for the students who may attend. The approaching session, the sixteenth of the school, will be held at St. Stephen from July 22nd to August 8th, and promises to be most largely attended and interesting. A happy choice was made in the selection of St. Stephen, the centre of an energetic business population on the borders of the St. Croix, with the picturesque beauty and historic memories that cluster around that river, and the opportunity that the region affords for studying natural history. The ease with which the city can be reached, the fine electric car service that unites it with

neighboring towns, and the reputation for hospitality enjoyed by its citizens should attract a large gathering. A copy of the calendar, giving particulars of the educational advantages of the school, with information about board and travelling expenses, can be obtained by addressing the secretary, Mr. J. D. Seaman, Charlotetown, P. E. I.

Teachers' Obligations.

We notice in a recent number of the *Orillia (Ont.) Packet*, a somewhat lively discussion that took place at a meeting of the school board of that city over the violation of a teacher's engagement. The teacher, in question, had been appointed to a position, but unceremoniously deserted her post at the end of a week without giving notice, and put in a claim for salary for that time. The board appears to have discussed the matter in an impartial spirit, making due allowance for "home sickness" and other extenuating circumstances on behalf of the young lady, but took strong ground against the "impression among teachers that while they could hold a board to its agreements they were free to go or stay as they chose."

Our attention has been recently called to a laxity of obligation on the part of some teachers who are much nearer than the province of Ontario. One of these cases as reported to the *REVIEW*, is as follows: A teacher engages with a board of trustees to take a school, and arranges to meet the secretary at a certain place on a certain day. He fails to appear, and the trustees and school are kept waiting for two or three weeks, without hearing from the teacher, only to find that he has accepted a position elsewhere. The other cases referred to, are fortunately not so aggravated as this, but they call for measures from the proper quarters to suppress promptly an evil that should not be allowed to exist for a single day. If young teachers are ignorant of the nature of an obligation they should be made aware of it. If there are others, and we trust they are very few, who would wilfully violate an obligation for their own immediate advantage they should be made to feel that such conduct is altogether too serious to be passed over lightly.

There is plenty of food for thought and entertainment in the *March Canadian Magazine*. The famous Indian Juggernaut is described, and some of the popular fallacies concerning this festival are explained away. The making of Pemmican, or Sun-dried Meat, is described and illustrated. Professor John Cox, of McGill, writes on Commercial Education from a new point of view, while three writers give their views and much information concerning the movement for Territorial Autonomy. There are the usual bright stories and carefully-edited departments.

Two Interesting Books.

THE WINSLOW PAPERS—1776-1826. Edited by W. O. Raymond, M. A. Printed under the auspices of the New Brunswick Historical Society by the Sun Printing Company, St. John.

This is a volume of over 700 pages, containing about 650 letters and documents, and covering a period of nearly fifty years. The "Winslow Papers," from the late Judge Edward Winslow who was the largest contributor to the series, shed much light upon the attitude of the Loyalists in the American Revolution, the circumstances of their settlement in these provinces, and the early history of New Brunswick. The prodigious task of the Rev. Mr. Raymond, who selected from the great mass of the original collection the material which forms this important volume, and his sagacity and judgment in editing the series, are worthy of all praise. By his diligence and careful work—a labor of love—the historical annals of Canada have been enriched by an important volume, a treasure to the student as well as a memorial to Loyalist forefathers.

IN THE ACADIAN LAND: NATURE STUDIES. By R. R. McLeod. Published by the author. Cloth. Pages 166. Illustrated.

Here we have the thoughts of everyday life and the charm of home surroundings—the farm, the field, meadow and forest—put into a delightful little volume of prose. The author is well known to Acadians. In his busy life, as the earnest man of affairs or the reverent student and lover of nature, he has always found leisure to pen words of counsel and encouragement to his fellow workers; and to help by word and deed to advance the interests of this country. May his tribe increase!

Mr. McLeod dedicates the volume to his wife; and the instincts of the lover of home are everywhere apparent in his work. The scene of his reflections and descriptions is not any Mecca of tourists, but a quiet bit of country on the Molega Road, in Queen's County, Nova Scotia. "A very commonplace stretch of road," he says, "but in passing over it several thousand times, in all seasons and in all weathers, it became more charming,—more to be seen and learned, and admired." If it is the description of a bit of woods, we feel that a lover of trees is speaking to us; if a gold mine or ledge, the wonders of earth building and the skill of the Great Architect are unfolded before us; if the innocent inhabitants of brook or meadow or forest, we, too, feel the desire to study them and make them the companions of our walks. Everywhere there is some object for reflection and study. Even the "Lunch at the Brookside" is untasted, so wonderful are the mysteries of the teeming life around him.

FOR THE EDUCATIONAL REVIEW.]

NATURE STUDY AND SCIENCE.

BY JOHN BRITAIN, NORMAL SCHOOL, FREDERICTON.

Lessons on the Forms of Water.

EXPERIMENT 1.—Melt a piece of ice by the heat of a stove or of a spirit lamp.

Discussion.—The change of a solid, as ice is, into a liquid by heat is called *fusion*. Find some solids which require a higher temperature than ice to fuse them—some which fuse at a lower temperature—some which cannot be fused at all.

EXPERIMENT 2.—Boil a little water in an open test tube or, better, in one the cork of which has a short, open tube passing through it. Let the children observe the cloud which forms above the mouth of the tube, and see that this cloud begins and ends in nothing *visible*, and that it disappears entirely when the source of heat is taken away from the water below. (The water may be boiled on the stove in a small kettle with a narrow spout.)

Discussion.—Of what was the little cloud made?

What state must the invisible water, which filled the tube between the cloud and the boiling water, have been in?

The *unseen* water, from which the cloud was formed, was in the state of a *gas*.

When liquid water is changed into the gaseous state by heat, the liquid is said to undergo *evaporation*.

When water is in the invisible gaseous state it is called *steam*.

Show whether there is any steam in the air of the school-room or in the air outside of the school-house. (This may be shown by feeling and tasting the liquid which gathers on the outside of a glass vessel containing a freezing mixture of snow or pounded ice and common salt.)

What became of the cloud when it disappeared?

Show whether steam—real steam—can be *seen*.

EXPERIMENT 3.—Boil as before some water in which salt has been dissolved, and catch the steam, before it becomes a cloud, in the lower half of a double egg-cup, the upper half of which contains a mixture of ice or snow and salt. Allow the liquid drops formed from the steam to fall into a saucer set below. Taste and feel this liquid.

Discussion.—How did you expect that the liquid in the saucer would taste?

How do you explain the fact that it is tasteless?

What did the heat first change the water into? Then what did the cold change the steam into?

The change of a gas or vapor into a liquid by cold is called *condensation*.

Instead of saying that the water was evaporated, and then condensed, we may use one word to denote both changes, and say that the water underwent *distillation*. The water which dropped into the saucer is called *distilled* water.

How can water in which sugar is dissolved be separated from the sugar?

If your drinking water contained substances not good for your health, how might you purify the water?

Find whether water distilled from a mixture of alcohol and water contains any alcohol. Explain.

EXPERIMENT 5.—Pour a little liquid water into a tube and immerse the tube in a freezing mixture. When you find that the water has become solid, warm the tube, and drop the ice out.

Discussion.—The change of a liquid into a solid by cold is called *solidification*. In the case of water, it is called *freezing*.

Mention several forms of liquid water with which you have met. (Ice, snow, hail and frost may be mentioned, and their obvious differences pointed out).

In what state were these forms of water just before they became solid?

What caused the cold by which they were rendered solid?

In what parts of the earth are ice and the other solid forms of water rarely or never seen? Why?

In what *three* states have you found water existing?

In which one of these states is water *invisible*?

In which of these states is water *dry*? (The pupils will probably conclude that water is dry in the solid state, as ice, etc.; dry in the gaseous state, as steam; and that it feels wet only in the liquid state). Argue, from examining the artificial cloud at the mouth of a tube or kettle in which water is boiling, that the clouds in the sky are composed of minute particles of *liquid* water.

In what state was the water of the clouds just before it became visible?

What supplied the heat which changed the liquid water on the earth into the invisible gaseous water (steam) from which the clouds are formed?

What caused the cold (absence of heat) by which the invisible water of the air was condensed into visible clouds?

Questions for March.

(Answers to all or some of these questions should be sent to the editor of this department by April 15th.)

1. Notice whether the evergreen or the deciduous trees grow any in March. Give proofs based on your own observations.

2. What wild birds did you see in March? Give some characteristic of each by which you knew it from other birds.

3. Find, by immersing the bulb of a thermometer in some slush—snow and liquid water mixed—taken from the street or field, the temperature of this mixture on a warm day in March or early April. How much is the temperature of the slush below that of the air? Find when the temperature of the water which is mixed with the snow begins to rise, and why it did not rise before.

4. Find the length of time from sunrise to sunset, and from sunset to sunrise on March 21st. Show the work. Notice whether the sun is directly over your head when you go out at noon on that day. In what direction would you have had to travel so that the sun would have been directly over your head at noon? How many degrees would you have had to travel? Reduce your answer in degrees to miles.

FOR THE EDUCATIONAL REVIEW.]

Studies in the Place-Nomenclature of New Brunswick.

No 2.

BY W. F. GANONG.

ON THE REVIVAL OF GOOD PLACE-NAMES WHICH HAVE BECOME EXTINCT.

To everyone interested in these provinces, it must be a cause of regret that so many of the place-names given in recent years are trivial or unattractive. Our older place-names are generally euphonious and appropriate, for they are the product of a process of development by which the unfit have been dropped, and the awkward have been modified by use to a more pleasing form. But the newer names, often hastily given by persons not interested in local nomenclature, are frequently dictated by some trivial circumstance or convenience of the moment, and thus may lack all the qualities of good place-names. These qualities are well-known. They are *melody*, or a well-balanced succession of pleasing, easily-pronounced sounds, *dignity*, or freedom from incongruous or commonplace associations, *individuality* or distinctive application to but a single place, and *historic appropriateness* or a connection with the past history, or some special feature, of the place to which the name is applied. That so many of the newer names, notably settlements, post offices and railroad stations, lack these qualities is the more to be regretted inasmuch as we have available many good place-names formerly in use, but now, because of various historical vicissitudes, extinct. Many of these could be revived to the enrichment of our place-nomenclature and to the ad-

vantage of our local history. It is the purpose of the present paper to bring together some of the best of such names for New Brunswick.

Our extinct place-names fall into two classes, those of Indian, and those of Acadian and early English origin. Of Indian names, very many are available, but, as a rule, they need much modification, especially simplification, to bring them into forms useful to us. This can be effected by applying to them precisely the same principles of modification which have brought our many Indian names now in use from their original cumbersome and difficult pronunciation into their pleasant and familiar form. This, however, demands much critical study, which I hope later to give to it, and for this reason I have included in the list below only a very few of the more prominent extinct Indian names. As to the Acadian and early English names, all that appear to me useful, from the present point of view, are contained in the list below. There is yet another source from which many good place-names may be drawn, that is from those of men who have been prominent in our history, and a few of this kind are included in the list below.

The names which follow seem appropriate for the naming of new, or the re-naming of old, parishes, settlements, post offices, railway stations, or even large private estates. It is, of course, desirable that they be applied as near to the original localities as possible. If further information about any of the words is sought, it may be found in most cases in the Monograph of the Place-Nomenclature of the Province of New Brunswick, published by the Royal Society of Canada in Volume II, (1896) of their transactions

CHARLOTTE COUNTY—

- Altrie. A title of the grantee of Marischal Keith Barony.
- Barclay. Boundary Commissioner who aided to save Grand Manan to Great Britain.
- Bellevue. Original name (1785) for the town of Beaver Harbor.
- Catherlough. Proposed owner of Grand Manan in 1764.
- Chartier. Seignior of 1695 covering St. Stephen.
- Conosquamcook. Indian name of St. Andrews.
- Kikmarnock. Name for the head northeast of Ministers Island, given by an early settler.
- Latreille. Early Acadian resident of Passamaquoddy, and former name of Indian Island.
- Marischal Keith. Name of the Barony granted on the east side of the mouth of the St. Croix by Sir William Alexander in 1625.
- Morristown. Name for St. Stephen in 1784.
- Oldham. Grantee of St. George (part of parish) in 1707.
- Perigny. Seignior of Grand Manan in 1695.
- Razilly. Grantee of the Passamaquoddy region in 1632.
- St. Aubin. Seignior of Passamaquoddy in 1684.
- Warrington. Settlement on Campobello on north shore of Harbor de Lute in 1770.
- Wisamkanis. Indian name of the Lepreau.

ST. JOHN COUNTY—

- Conway. Township of 1765 in Lancaster (and Westfield).
 Joibert. Seigneur in 1672 of region covering western part of Simonds.
 La Tour. Well-known for his association with the St. John.
 Martignon. Seigneur in 1672 of region covered by Lancaster (and Westfield).
 Menaguessh. Indian name of St. John.
 Parton. Abbreviated form of Parr-town, name of St. John 1783-1785.
 Soulanges. Seigneur in 1672 of part of Simonds and Westfield.
 Villebon. The well-known governor, of the Acadian period; he died at St. John in 1700.
 Windham. Pre-Loyalist name of Sheldon Point.
 Winslow. Hon. Judge Edward Winslow, very prominent in early New Brunswick.
 Woolastook. True Indian name of the St. John River.

KINGS COUNTY—

- Alwington. Old name of the Coffin estate at Nerepis.
 Amesbury. Township covering parts of Springfield, Norton (and Johnston).
 Boishebert. Name of the old fort at mouth (north side) of Nerepis.
 Breuil. Seigneur in 1686 of Rothesay and Hampton.
 Emènic. Indian name for islands at the head of Long Reach.
 Olmaston. Another name for Amesbury.
 Pescaboc. Indian name for Belleisle Creek.
 Plenne. Seigneur in 1695 of Rothesay and Kingston.
 Robicheau. Acadian settlement at mouth of the Belleisle.
 St. Denis. Seigneur in 1672 of Greenwich.

QUEENS COUNTY—

- Amiquanis. Indian name of Spoon Island.
 Cheminpic. Indian name of Salmon River.
 Chofour. Acadian settlement just below Gagetown.
 Eagles Nest. Name for the hill below Worden's (east bank), in Acadian Period.
 Heatonville. Large estate in Cambridge granted 1774.
 Mettise. Indian name of Grimross Islands.
 Nodectic. Indian name of the small stream opposite the Eagles Nest.
 Opsketch (or Obscache). Indian name of the Gaspereau.
 Spryhampton. Large estate in Canning granted 1774.
 St. Castin. Seigneur in 1689 of part of Wickham and Cambridge.
 Villera. Acadian settlement at Lower Gagetown.

SUNBURY COUNTY—

- Freneuse. Seigneur in 1684 of both sides of the river from Grimross to near Fredericton.
 Goldsborough. Large estate (Pre-Loyalist) in Burton.
 Morrisania. Large estate (Pre-Loyalist) in Lincoln.
 Mount Pawlett. Large estate in Sheffield, granted in 1774.

YORK COUNTY—

- Aucpac. Corrupted often to Oak Park. Indian name of the Springhill district.
 Bellefond. Seigneur in 1690 of part of Queensbury, Prince William and Dumfries.
 Belvisor. Former estate near Sheogomoc.

- Cleoncore. Ancient name for Eccles Island (next below Harts); an early Seigneur.
 Francfort. Township of 1765 covering parts of Douglas, Bright and Queensbury.
 Kousaki. Indian name (abbreviated) of Grand Lake.
 Newton. Township of 1768 covering parts of St. Marys and Douglas.
 Oanwells. Island above Meductic Falls.
 Osnaburg. Name first proposed for Fredericton.
 Phyllis (creek). Ancient name for Garden's Creek, above Fredericton.
 Sainte Marie. Applied by the French to the region about the mouth of Keswick.
 Sandon. Indian corruption of Sainte Anne, applied to Harts Island.
 Soulanges. Seigneur in 1676 of St. Marys, part of Douglas and Kingsclear.
 St. Joseph. Name of the French fort at Nashwaak.
 Vilrenard. Seigneur in 1697 of parts of Kingsclear, Douglas, Bright and Queensbury.

CARLETON COUNTY—

- Cleoncore. Seignior (Clignancourt) in 1684, along the St. John.
 Estcourt. British Surveyor of the International Boundary in 1843.
 Gyleston. Proposed in honor of John Gyles, Indian captive at Meductic, 1689-1698, author of a valuable book on these Indians.

VICTORIA COUNTY—

- Chicunipe. Indian name of Grand Falls.
 Colebrooke. Name of the town at Grand Falls.

MADAWASKA COUNTY—

- Lushington. The arbitrator who, in 1851, established the present boundary between Quebec and New Brunswick.
 Ourangabena. Ancient Indian name for lakes on the St. Francis.
 St. Valier. The missionary bishop who visited Madawaska before 1688.

WESTMORLAND COUNTY—

- Beaubassin. Acadian name for Cumberland Basin and Fort.
 Beausoleil. Prominent French resident on the Petitcodiac before the expulsion, in 1755.
 La Valliere. Seigneur in 1676 of the region including the Isthmus of Chignecto.
 Linoville. Seignior of 1697 covering Shediac.
 Panacadie. Indian name for Halls Creek.
 St. Claude. Ancient name for Baie Verte.
 St. Paul. Seignior of 1697 covering the Cape Bauld district.

ALBERT COUNTY—

- Villieu. Seigneur of the Shepody region in 1700.

KENT COUNTY—

- Belair. French name for place on the Cocagne River.
 Chauffours. Seigneur in 1684 of the Buctouche and Richibucto region.
 Duplessis. Seigneur in 1696 of the Cocagne region.
 St. Lumarie. Cartier's name for the head of Northumberland Strait—the part between North Point, Cape Wolf, Richibucto and Escuminac.

NORTHUMBERLAND COUNTY—

Chacody. Indian name of Barnabys River.
 Fronsac. Seignior in 1687 of Newcastle and Alnwick.
 Howardville. Old town at mouth of Cains River.
 Minaqua. Indian name of the Northwest Miramichi.
 Pactuema. Indian name of site of Bridgeton.

GLOUCESTER COUNTY—

Denys. Governor of all the North shore from Cape Breton to Gaspé, 1636 to 1670; had settlements on Shippegan and at Bathurst.
 Esperance. Cartier's name for the North Point of Miscou.
 Esnault, or Enaud. Seignior of Pokemouche in 1693.
 Gobin. Seignior of Bathurst in 1690.
 Le Clercq. The Recollet missionary who labored in this region about 1675 to 1680.
 Medisco. Indian name of place near Petite Roche.
 St. Catherine. Early French name for Bay Chaleur.
 St. Charles. Ancient mission on Miscou or Shippegan.
 St. Peters. Old name for Bathurst.
 St. Pierre. Seignior of Miscou, 1719.

RESTIGOUCHE COUNTY—

Iberville. Seignior in 1690 of the region at mouth of the river.
 St. Joseph. Early name for the Restigouche.

FOR THE EDUCATIONAL REVIEW]

English Literature in the Lower Grades.

SIR WALTER SCOTT.

"The Chase." N. B. Reader, No. 4, p. 214, and "Young Lochinvar," p. 240.

These selections from Scott illustrate his power of telling a story, and especially a story of adventure, in verse, with a rapid, brilliant motion that at once attracts the attention and holds it to the end. It has been said of him that his song "is like a Scotch river, hasty and buoyant, flashing its dark, clear waters under the trees and over the rocks, with here a deep sunny pool, and there a waterfall, never weary, incapable of a pause." The children should be helped to get the story as a whole and to feel the swiftness of its motion before taking up the details. It might be best for the teacher to read the selections over to them first, without any pauses for explanation. Other passages suitable for reading to a class, and illustrating the same qualities, are: "The Sending of the Fiery Cross;" "Lady of the Lake," Canto III, stanzas 12-19; and "The Ride of William of Deloraine;" Lay of the Last Minstrel," Canto, I, stanzas 22-31.

"The Chase," as given in the Reader, is abridged from the first nine verses of the first canto of "The Lady of the Lake." The teacher should be familiar with the parts left out, and use them to explain the course of the stag.

The selection falls into seven divisions, which the pupils should make for themselves. In the swiftly moving story there is no pause for description, but note the suggestiveness of the second line and the fourth.

What pictures do they call up before us? How is the time of day expressed? To what is the stag compared? See how his freedom is emphasized in the first few lines. Describe his changed bearing at different stages of the chase. With whom is our sympathy? Note the suspense and the surprise in the twenty lines beginning:

"The Hunter marked that mountain high."

Compare the lines,

"With one brave bound the copse he cleared,
 And stretching forward free and far,"

with

"While every gasp with sobs he drew,
 The laboring stag strained full in view,"

with reference to sound as well as sense.

Find examples of alliteration.

The places mentioned are in Perthshire, between the rivers Forth and Earn. Glenartney is a valley running southwest and northeast with Ben Voirlich on the north, and Uam-Var (pronounced Ua-Var) on the south.

"That mountain high,
 The lone lake's western boundary,"

is Benvenue, and "the lone lake" is Loch Achray.

The "Trosachs" (*rough* country) is the name given to the region round Lochs Katrine, Achray and Venachar. The stag went first south, then west.

Beamed frontlet. The beam is the main trunk of a stag's horn, which bears the antlers.

"Dogs of black St. Hubert's breed."

"The hounds which we call St. Hubert's hounds are commonly all black. These are the hounds which the abbots of St. Hubert have always kept some of their race or kind in honor or remembrance of the saint, which was a hunter with St. Eustace."

The Noble Act of Venerie, 1611. "Whinyard"—a short sword or large knife used in hunting.

"Shrewdly" here means severely, sharply.

"The quarry"—The hunted animal.

"Brake"—A thicket.

"Woe worth the chase"—Evil be to the chase.

"Amain"—Violently, with full force.

"Down came the storm and smote *amain*
 The vessel in its strength."

—*Longfellow.*

A class who are studying word-formation will be interested in *adown*, *amain*, *alight*, *laggard*, *dastard*.

"Scaur"—The steep face of a cliff.

"Galliard"—A lively dance.

Among selections from Scott suitable for memorizing are: "Where shall the Lover rest?" from "Marmion." "Proud Maisie is in the wood," from "The Heart of Mid-Lothian." "The Coronach," from "The Lady of the Lake." "Waken Lords and Ladies Gay," "Nine and Twenty Knights of Fame," and "Rosabelle," from "The Lay of the Last Minstrel."

For the EDUCATIONAL REVIEW.]

Cardboard Work — No. 3.

By T. B. KIDNER.

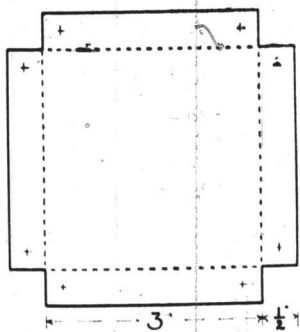
(All rights reserved.)

The next few exercises introduce a rather important principle, the "development," or unfolding, of solids.

The first examples consist of small articles formed by the building up, or putting together, of some of the figures with which the children have become familiar in the earlier exercises. The mental process accompanying this work involves, first, the *analysis* of the article to be made, and then its *synthesis*. From actual perception of the development the mind is led to form a mental conception of the finished object, and the reasoning powers are stimulated and developed. Bearing this in mind, the drawing should always be of the "development" of the object, that is, the various parts laid out flat. The drawing of the completed article would involve principles of perspective or projection, far too difficult at this stage.

EXERCISE 9.—A pin-tray. Commence by showing the children a completed model, and then lead them to see that the tray is composed of a square with an oblong on each side. Demonstrate by unfolding the model and laying it out flat before them, and then proceed with the drawing. Draw first a square of three inches edge, producing the sides a little beyond at each angle. On each of these produced portions measure carefully half an inch, and then draw the oblongs. If the mere drawing were the objective, it would, of course, be easier to draw a four-inch square and measure in on its edges to obtain

Ex. 9. A Pin Tray.



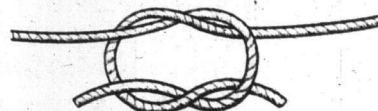
the inner square. This is not recommended, however, as it does not follow the mental process of unfolding the tray involved in the method of drawing as suggested. It will be noticed that the lines where the card is to be folded are indicated in the drawing by "dotted" lines, as they are usually termed. As these consist, however, of a series of short lines, and not dots, the term is somewhat of a misnomer. They require careful drawing to look neat—regular spacing and regular length of "dots" only being attained after some practice.

With the drawing before the child, the piece of card can be marked and cut out. Care must be taken to cut out the square corner bits cleanly and evenly. Before

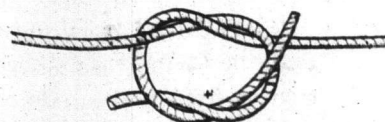
bending up the sides it is well to take a sharp pencil and score a fine line on the card, using a good amount of pressure. This will naturally assist in getting an even bend, care being taken to bend *away* from the line. The point of the scissors is sometimes used for scoring, but a sharp pencil does the work quite as effectually, and is safer to use than the open scissors. It is a great help in bending if the smaller portion of the card be held flat on the desk *under the ruler*, while the larger piece is turned up. Care must be taken though, to keep the edge of the ruler exactly on the line of fold.

Next, the holes should be punched, and the corners tied with a neat "square" knot, known to sailors as a "reef" knot, using coarse crochet cotton. A diagram is given of the proper method of tying this knot, also of the wrong way, which produces a hybrid variety, known to nautical men as a "granny" knot. A piece of stout cord is useful for demonstrating to the class the method of tying.

A Square Knot



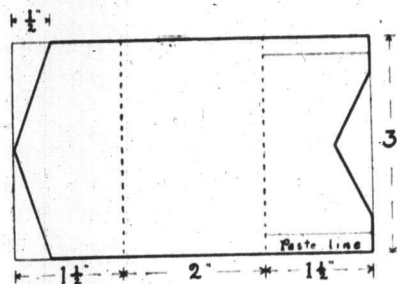
A "Granny" Knot.



Note the difference in the turn at *

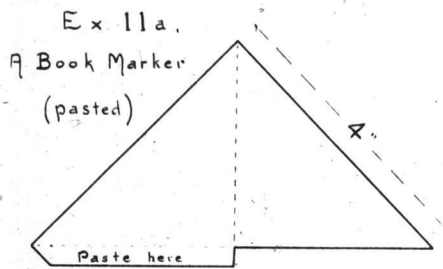
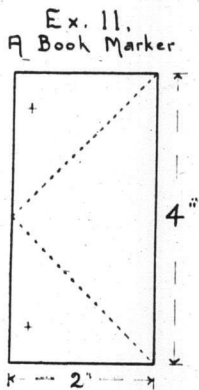
EXERCISE 10.—A stamp case. In this exercise the oblong is first drawn; then the cross lines for bending; then the point of the flap and the indentation in the front piece. Cut out and fold on the dotted lines, ready for fastening together. For this exercise a little good paste is needed. For large classes it is best to make some, either of starch or flour and water. Beat the starch or flour to a stiff batter with a little cold water, then pour in boiling water, stirring vigorously the while, until it thickens. If, however, only a small number of children are involved, a ten cent tube of photo paste will last a long time. Squeeze a little out, about the size of a pea, on a slip of waste card, and serve one to each desk. A brush is not necessary; the best instrument for putting on the paste is a wooden toothpick. A thin, even film

Ex. 10. A Stamp Case.

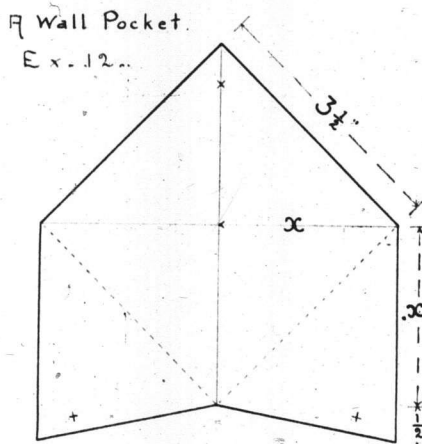


can be laid on with it, and the desk, fingers and work, kept clean. It is best to draw a line as a guide for pasting, one quarter of an inch from the edge.

No. 11.—A book marker. Another exercise based on the oblong. The children can be led to see that the corners, when folded about the dotted lines, will meet. Punch the holes and tie with a bow. If funds admit, "baby" ribbon is much more effective than the cotton for this.

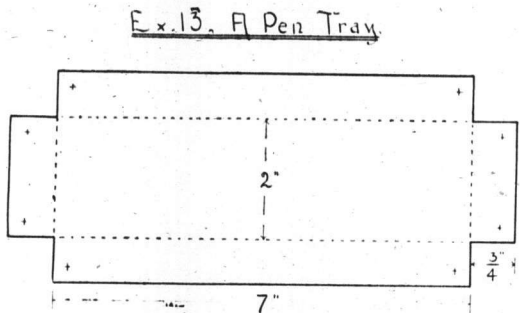


No. 11a.—An alternative form of the book marker is made by pasting, instead of tying. The development is given and explains itself.



No. 12.—A wall pocket. The book marker is folded to meet and lay flat. This exercise has similar flaps, but they must be more than half a square, or the wall pocket will not hold anything. Draw the square to form the back first. Then draw a diagonal, and at each end a line at right angles to it. On these measure half the diagonal, plus half an inch. Join to the corner of the square, mark the position of the holes, and the drawing is complete.

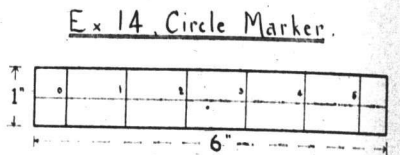
EXERCISE 13.—A pen and pencil tray. This is similar to the pin tray, but the greater length renders the cutting



more difficult. After bending and tying the corners it will be found that the sides have a tendency to curve outwards sometimes. This is because the card

has not been bent *well beyond* the right angle in the first place, which would have prevented it springing out afterwards.

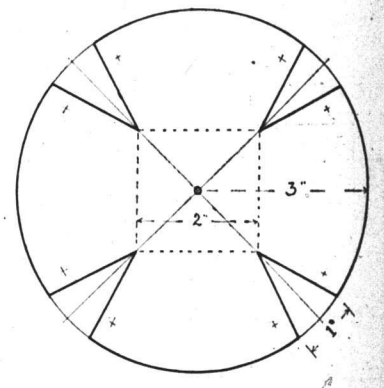
EXERCISE 14.—A circle marker or radius card. Several of the succeeding exercises will necessitate the drawing of a circle. The lack of compasses need not be a bar to this, as fairly effective work can be done by means of a strip of card and a common pin. Cut



out a strip six inches by one, and divide as shown in the drawing. Number from 0 to 5, and pierce a hole at each division with the pin. To draw a circle, place the pin at 0 and the pencil through one of the holes at the proper distance required. Then stick the pin firmly into the paper or card, and draw the circle.

EXERCISE 15.—A candy basket. The circle marker will be required in this exercise, and a short talk on the properties of the circle should be given. The centre, radius and diameter should be defined in a simple way,

Ex. 15. Candy Basket



such as by saying that the circle we are going to draw is six inches in diameter. The children will readily see that the distance *must* be measured through the centre, and that the radius is exactly half the diameter.

Commence the drawing by describing a circle of six inches in diameter. Then draw a line one inch away from the centre and build up upon it the square of two inches edge to form the bottom of the basket. Next, draw the diagonals of this square, producing them to cut the circumference of the circle. By measuring half an inch on either side of the points where these lines touch the circumference, the shape of the triangular pieces to be cut out is obtained.

The consolidation of rural schools is in the air. It is becoming epidemic. It is growing in favor. It needs only to be investigated to commend it to all persons interested in education. It is not a craze or a fad. It has been under examination for many years. It has been subjected to close scrutiny from every conceivable point of view. The practical tests applied to it have confirmed the good opinion of its friends and have convinced the doubtful. It is in successful operation in twenty states. *Minnesota School Education.*

Suggestions for Teachers of Primary Grades.

BY MRS. S. B. PATTERSON.

"Is there any sugar mine?" This was the rather startling question asked recently by a bright child of over six years of age. Her teacher, before replying, turned to the class and repeated the question, presently adding another to it, viz., "Where does sugar come from?" But, to her surprise, silence reigned; not one of the class of over thirty children volunteered a reply. Amongst the different thoughts that now flashed across the teacher's mind was this comforting one, the spirit of inquiry was abroad, the small girl had felt free to ask her question, and the whole class was in touch with the subject. Under such circumstances it was no small pleasure to the teacher to be able to gratify the children's desire for information.

But some person may suppose a case in which the unexpected question is one which the teacher cannot answer. Will this not prove fatal to the interest in the subject, or embarrassing to the instructor? Not necessarily so. On the contrary, it may be so treated as to benefit all concerned. If the question is one which can be answered by some one, but not by the teacher, it would be wise for her to say frankly that she does not know, but that the answer is worth finding out. Then, let her leave no stone unturned until that answer is found by herself, or by one of the children, and given to the class. If, on the other hand, the question is beyond man's ken, it should be so stated. It may be a surprise to the children to find that the grown-up folks do not know everything, but the knowledge of this fact will serve to increase their reverence for God, while it need not lessen their respect for their elders. On the contrary, the tendency will be to increase a feeling of good fellowship between teacher and pupils.

It should, perhaps, be stated that the above question on sugar was asked at the close of a series of short talks on mines. Coal, iron, gold, silver, and a few other things, made familiar to the children by common or occasional use, had been discussed; and, on this particular morning the class had been surprised by hearing a description of a salt mine. This, no doubt, suggested the possibility of the sugar mine. And the question in turn suggested to the teacher the desirability of getting better acquainted with the children individually, so as to be able to adapt herself more readily to their needs.

Two sugar-maple trees were the centre of attraction for a few days last spring to the children of a certain school. The trees were tapped and the sap gathered, tasted, boiled down and tasted again until it was finally

declared to be like maple syrup. To be sure, the boiling process was conducted under difficulties; the stove in the schoolroom was not suitable for the purpose, and an oil-stove was brought in, but that smoked. So the sap had to be taken home by the teacher and boiled down there. The result in this case was quite satisfactory, which fact fully repaid for the trouble, which, after all, was very little.

If there is a sugar-maple in the vicinity of the school-building (and if there is not one be sure to plant some next Arbor Day), the smaller children, at least, should be allowed to gather sap from it, and should learn something by experience, if possible, of the making of maple syrup and sugar. The method is simple. Bore a small hole in the tree and insert beneath it a little spout or hollow piece of wood or tin. Drive a nail into the tree and on it hang a tin kettle to catch the dripping sap. When enough has been gathered have it boiled down either at the school or at home. Some mother might be found who would allow it to be boiled on her kitchen stove; possibly one could be found who would allow a class of children to watch the process.

Let the children taste the sap as it comes from the tree, and while it is being boiled, as well as when reduced to syrup. Awaken their interest by telling them of the food stored away by the tree in the autumn for its needs in early spring. Its buds, which they should examine, will soon be waking up from their long winter's sleep, and will be needing food before the rootlets can get it from the cold, hard ground. So the mother-tree has laid by plenty of nourishment, and the warm spring sunshine gets it ready for use.

Ask the children if their own mothers have not similar work to do. Does the mother wait until morning before she makes any preparation for her children's breakfast? When they wake up hungry does she start off to the shop to buy meal for porridge, or bread to make toast? Meal, flour, coffee, eggs, etc.—all are stored away in the pantry long before, so that only the cooking is left till the morning. And the mother likes to have enough and to spare for others, like the tree that stores away such abundance of food that we may take some of the sap without fear of robbing the buds.

The Maple Tree's Surprise.

Selected from "In the Child's World."

When David Wylie went to live in the country, he did not know which way to turn, there was so much to see and so much to hear. He coasted on the snow and skated on the ice, and watched the winter birds, and helped to feed the horses and cows and hens and chickens. Just back of the house was a grove of maple trees, where he liked to play when the snow was not too deep.

In the midst of this grove was a small log house. David often asked his papa what this house was for, and papa always replied, "Wait until spring, and you shall see; those big maple trees have a surprise in store for you!"

One morning in early spring, when the sun shone very warm, and the snow was beginning to melt, papa said: "David, after breakfast you will find me at the log house;" then he hurried away. David soon finished his breakfast and started off in great haste, but stopped short at the first maple tree, for there hung a bright, shining tin pail. He wondered how it came there, and started to take it down when he saw that it was hanging on a spout, which was driven into the tree-trunk. From the spout was trickling something which looked like water as it "drip, dripped" into the pail below. As he looked about, he saw that every tree in the grove had one, two, or even three pails hung on spouts! This must be the surprise, but what was it for?

Off he went to the log house; and there he found that his father had built a fire, and over the fire was swinging a great iron kettle. "Papa," said he, "why is the water running out of the trees? What is the kettle for? Why have you built the fire?" "Well," replied papa, "I am very busy, but here comes mamma, who can tell you all about it, while you watch the rest of us work."

Then mamma told him how the maple trees had been sleeping and resting all winter, and how the warm sunshine and soft spring rains had wakened them, and set the sweet sap running. "But the trees do not need all the sap," said mamma, "so papa has driven these spouts in, that he may catch some of the sap as it hurries through the tree-trunk. And what you thought was water was this juice or sap of the tree trickling into the pails." Just then up came two or three men with buckets full of sap which they had gathered from the tin pails; they poured it into the kettle, but papa first gave mamma and David some to drink. It tasted like water with a little sugar in it, and David didn't care for it at all.

They then watched the sap in the kettle as it boiled and bubbled away; and every little while papa skimmed it with a big spoon, till by and by it was clear. David said, "It smells like maple syrup!" and papa replied, "That's just what it is!" He next poured it into big pans and little pans, and middle-sized pans; and it looked thick and brown and sweet, and David knew that when it was cool and hard it would be maple sugar!

Then mamma said, "There are several kinds of maple trees, but only this kind gives us sugar. Now what do you suppose we call it?" David thought its name must be sugar-maple, and sure enough it was! And now he wonders if there are any other children whom the sugar-maple is waiting to surprise. — *F. E. Mann.*

The Great Freshet of 1854.

Extracts from a paper read by Miss Susie P. Fenwick at the Kings County, N. B., Teachers' Institute, Oct. 1901.

Where can be found a prettier stream than the Kennebecasis river, flowing through Kings County, widening out to form the bay of the same name, and finally flowing into the noble St. John. Yet, less than a century ago, this same pretty river was the cause of the greatest calamity which befell the early settlers of Kings County. This event has been called the great freshet of 1854. Kings County, along the river, was not very well settled, and the settlers were doing their utmost to clear their farms and construct the buildings and dwellings they required. They had had a beautiful summer, and their work was progressing rapidly.

On Saturday, November 11th, 1854, rain began falling, and for sixty hours continued to fall in torrents. The rivers and brooks soon began to increase in size and velocity. The Kennebecasis, where Apohaqui now stands, could not find an outlet for its surplus water on account of the thick woods which then grew down to the water's edge, consequently, the water backed up and became much deeper above, causing a general inundating of all the surrounding country. This caused the Millstream, a tributary of the Kennebecasis emptying into it, near Apohaqui, to do likewise, and consequently the farms of those persons settled along the margins of both streams were totally submerged. At twelve o'clock Monday night both streams had overflowed their banks and were rising at an alarming rate. An hour later the inmates of the houses nearest the streams were forced to seek shelter in the upper storey, or in some cases, to leave their homes altogether.

At the home of a Mr. Dobson, of Lower Cove, the mark may yet be seen about eight feet high on the wall, made by a canoe grating against it, which had been paddled through the doorway to the stairs to rescue the inmates from the second storey.

The wind blew a perfect hurricane, and the darkness could almost be felt, and still the rain kept on. The water continued rising, and above all these sounds could be heard the lowing of the cattle and the bleating of the sheep, as they realized their danger. At eleven o'clock Tuesday morning the storm had ceased, and the water began to fall. In a few hours the occupants ventured out to view the awful scene. The dead bodies of their cattle, sheep, swine and fowls lay on every side. Nearly all their grain and vegetables were spoiled, and the keen blasts of winter would soon be felt. All their fences were washed away, the foundations of their buildings greatly damaged, while some smaller buildings were missing altogether. It was the greatest catastrophe which ever befell the inhabitants of the parish of Studholm. Many incidents occurred which would provoke laughter, one of which might be mentioned. A well-filled hen-house, owned by Mr. Henry, was carried some distance down stream, but finally grounded on a small hill with water stretching out on every side. The occupants of the building could not have fully realized their exact position, for at the break of day the master of the roost was descried on the top of his little island home, flapping his wings and giving vent to a prolonged and joyful "cock-a-doodle-do."

Time-Table Difficulties in Ungraded Schools.

BY MISS MABEL FOLKINS.

When a teacher begins a term's work, one of her first thoughts is likely to be, "How am I to find time to teach all the required subjects." There is the problem of teaching eighteen or twenty subjects to half or nearly half as many classes. Many of these subjects may be taught incidentally or in connection with some other lesson, but even then we have an alarming number of subjects, each clamoring for a definite place upon the time-table.

We all have heard much and done much in grouping subjects and classes, and this can often be done with much advantage, especially for drill and review work. But there must be much individual work. In some subjects it seems to be absolutely necessary to explain or prepare and plan work for each one in the class. Also, some pupils require much more attention than others. Many children are willing to work while things go smoothly, but, at the first difficulty, become discouraged or careless, and must be helped out of their difficulties by the teacher. So many calls upon the teacher's time is all the more reason she should economize where possible.

In making out a time-table I have found it advantageous to drop three or four subjects for a time and concentrate attention upon the remainder of the curriculum. The children will begin the "laid over" subjects with greater zest because of the change, and the teacher will be much more likely to think of explanations and illustrations for four or five subjects than for twice that number. One economizer of time is substitution. Probably a lesson in explanation of a rule in arithmetic has been given, and if the next lesson were left until its proper place upon the time-table, much of the former work must needs be gone over again, and, consequently, much time lost. If, however, another arithmetic lesson is substituted for the subject next on the time-table, the arithmetic may be omitted altogether on the following day.

In plant study our plan is to examine a plant one day, usually before the close of the afternoon's session, and the next morning, with the previous lesson fresh in our minds, and with additional facts relating to the plant, which the children have gained outside of school, we go over the study of the plant again. A description is then written, examined, corrections made, if necessary, and this re-written in note books. This has taken a portion of one afternoon session, and probably a large part of the next morning's session, so some of the regular work for that day must be omitted. But I find that this plan gives much better results than if the work had been gone over in three or four shorter lessons given at stated periods.

Oral composition: The story of the reading lesson is to be told. This usually leads to many questions and corrections of answers, and there are two many subjects

to give this a stated place on the time-table. A good plan is to substitute one or more compositions for reading lessons.

Another time-saving device, and also an excellent review, is that of getting an older pupil to explain a problem for some one in the next lower grade. Children will often solve problems for others which they *think* they cannot do if the question is given at first to them. They dislike very much to be conquered by work given to a lower grade. After help is given in this way, I have heard pupils say: "Well, I have done questions like that before, but I never understood the work until now." In trying to make it plain to others, they get a much better understanding of it themselves. Some older pupils will also consider it a mark of confidence if called upon occasionally to hear a recitation. Besides saving time, this will sometimes have a beneficial effect upon the deportment of the pupil in charge of the class. Slate work can sometimes be examined by a pupil who has handed in a correct exercise, or has had his work corrected by the teacher. The examiner will see the necessity of neat and legible work.

Another difficulty which reveals itself more plainly as the term advances is that of maintaining equal proficiency in all the branches. For various reasons the pupils will make much more rapid progress in some subjects than in others; and usually as these subjects are the ones which they like best, or which their parents consider most important, this trouble is more serious than would at first appear. If the children do not get a reading lesson every day, some parents think they are learning nothing, even though they are already more advanced in that than in the other subjects. But where possible, I would either omit altogether, or give fewer or shorter lessons in those subjects in which the children are more advanced, and spend the added time where most needed.

One of the most important problems for the teacher is that of keeping younger children profitably employed while not in class. In fine summer weather they may spend some time out of doors, and, if their curiosity has been previously aroused by a few questions, they may learn much for themselves in their play. Most children enjoy paper folding, and will soon become very proficient in it. The drawing exercises in the first and second primers afford useful exercises. Both these exercises, however, require some supervision, else the work is done carelessly, and more harm than good results. Committing to memory short memory gems will often prove interesting. I have found this a profitable exercise for older classes as well. Give five or ten minutes, or longer, and then see how many have committed the passage to memory.

Another exigency which the teacher must provide for is, that some pupils will do seat work much more rapidly than others, and, consequently, have some spare time. If some provision is not made, this time will be worse than wasted. What would otherwise be home work may often be fitted in here, or if the children are allowed at these times to have access to a few books or magazines, much useful reading may be done, and this plan may also prove an incentive to rapid work.

CHILDREN'S PAGE.

THE NAUGHTY GREEK GIRL.

BY PROF. J. B. L. SOULE.

Miss Alpha, though she led her class,
Was yet a most unlovely lass;
She had a little sister θ ,
And she would often bang and β ,
And push and pinch and pound and
pelt her,
And many a heavy blow she δ ;
So that the kitten, e'en, would μ ,
When θ 's sufferings she ν .

This Alpha was so bad to θ ,
That every time she chanced to meet
her,
She looked as though she longed to η ;
And oft against the wall she jammed
her;
And oft she took a stick and λ ;
And for the pain and tears she brought
her
She pitied her not one ϵ ;
But with a sly and wicked eye
Would only say, "Oh fiddle ϕ !"

Then θ cried with noisy clamor,
And ran and told her grief to γ ,
And γ with a pitying ψ
Would give the little girl some π
And say, "Now darling mustn't χ ."

Two Irish lads, of ruddy cheek,
Were living just across the creek—
Their names, \omicron and ω .
The one was small, the other bigger.

For Alpha, so demure and striking,
 ω took an ardent liking;
And Mike, when first he chanced to
meet her,

Fell deep in love with little θ ;
And oft at eve the boys would go
And on the pleasant water ρ .

So when the little, hapless θ
 ν Alpha was about to β ,
She down upon the bank would ζ
And cry aloud, and shout like fun—
"Run, Mike! run, Mikey! \omicron !"

MORAL.

Have you a sister? Do not treat her
As Alpha did her sister θ .

A gold badge was won by a 15 year old member of
the *St. Nicholas* League, for the following poem.

TO RUTH IN THE HARVEST-FIELD.

Would I had seen thee, maiden, gleaning there,
The morning sunbeams kissing thy fair face;
Had seen thee follow, distant but a pace,
The reapers with their rough and matted hair,
Their faces brown, their brawny arms all bare,
Swinging the sickle with a sturdy grace;
Had seen thee put the scattered ears in place,
In all thy golden burden not a tare!

Would I had seen the master gaze on thee,
The morn of love slow dawning in his heart;
Had heard the lark sing, as he soared above,
Filling the whole wide world with melody,
As all the wide, wide world was filled with love
Because, one day, thou simply didst thy part!

A correspondent, of a playful turn of mind, sends
the following:

How much wood would a wood-chuck chuck
If a wood-chuck could chuck wood?

He solemnly assures us that

A wood-chuck would chuck as much wood as a wood-chuck
could
If a wood-chuck could chuck wood.

Sugar Weather.

Selected from "*Youth's Companion*."

When snow-balls pack on the horses' hoofs,
And the wind from the south blows warm,
When the cattle stand where the sunbeams beat
And the noon has a dreary charm;
When icicles crash from the dripping eaves,
And the furrows peep black through the snow,
Then I hurry away to the sugar bush,
For the sap will run, I know.

With auger and axe and spile and trough
To each tree a visit I pay,
And every boy in the country-side
Is eager to help to-day.
We roll the backlogs into their place,
And the kettles between them swing;
Then gather the wood for the roaring fire
And the sap in pailfuls bring.

A fig for your arches and modern ways,
A fig for your sheet-iron pan,
I like the smoky old kettles best,
And I stick to the good old plan;
We're going to make sugar and taffy to-night
On the swing-pole under the tree
And the girls and boys for miles around
Are all sworn friends to me.

The hens are cackling again in the barn,
And the cattle beginning to ball,
And neighbors, who long have been acting cool,
Now make a forgiving call;
For there's no love-feast like a taffy pull,
With its hearty and sticking fun,
And I know the whole world is at peace with me,
For the sap has commenced to run.

MCARTHUR.

CURRENT EVENTS.

Subterranean lakes have recently been discovered in the arid region of Australia, known as the Eucla district. They lie about thirty feet below the surface, and contain an abundance of good water.

The decrease in the population of Ireland still continues. The census shows a falling off of nearly 250,000 in the last ten years. This loss is chiefly at the expense of the rural districts, and, as is the case in the eastern provinces of Canada and in the New England States, is largely due to the changed condition of agriculture, and not to political conditions.

By the new Uganda Railway, which starts from Mombasa, on the Indian Ocean, not far south of Aden, the great lakes of Central Africa are brought within fourteen days' journey of Bombay. It is proposed to relieve the over-population of India by planting an Asiatic colony on the shores of Lake Nyanza, where there is a long stretch of coast line within the British limits.

Miss Stone, the American missionary captured by brigands in Macedonia in September last, has been released on payment of a very heavy ransom by the United States authorities. The important fact in connection with the matter is that the brigands did not want the money for themselves, but for the Macedonian revolutionary committee. The Macedonians are said to be in sympathy with the kidnapping, thinking it a step towards freeing Macedonia from Turkish rule.

The Pope has entered upon the twenty-fifth year of his pontificate. Very few of his predecessors on the papal throne have ruled so long.

A new explosive, both smokeless and flameless, has been adopted by the British government, to replace the present smokeless powder. With it, the firing of a gun will give no clue to its whereabouts. The newest instrument of warfare, however, is a Norwegian invention that does away with the use of explosives in gunnery. The motive power is electro-magnetism; and the shot leaves the gun silently, with greater force, it is said, than if impelled by gunpowder.

With newly invented water-walking shoes, a man has started to walk down the Danube from Linz to Vienna, a distance of one hundred miles.

On the admission of Arizona, New Mexico and Oklahoma as states, for which bills are now before the United States congress, the number of those United States will be forty-eight.

Prince Henry, of Prussia, who is now making an official visit to the United States as the representative of his brother, the German Emperor, is meeting with a very cordial and demonstrative reception from our republican neighbors. His journey includes a brief visit to Canadian territory, at Niagara Falls, where he crossed the boundary to see the cataract from the Canadian side. Canadian troops furnished a guard of honor on the occasion, and he received a formal welcome on behalf of the Canadian government.

The isthmian canal to be constructed by the United States government may possibly take neither the Panama nor the Nicaragua route. A third route, called the Mandingo route, is proposed; its promoters claiming that it would be shorter and easier to build than either of the others, would require no locks, and would have fine terminal harbors, which are lacking in the case of the other routes.

The people of Wilkesbarre, Pa., have been celebrating the one hundredth anniversary of the discovery by one of their townsmen of the fuel value of anthracite coal.

The Canadian government has decided upon the enlargement of Banff National Park. At present it measures about twenty-six miles by ten. At this session of parliament, it is thought, the boundaries will be extended to take in at least ten times the present area. It is the intention to have in the park specimens of every wild animal known as being native of Canada. At present it contains thirty-one buffalo, with a number of moose, deer and elk.

With 32,000 farmers engaged in its cultivation, Canada exported last season 45,000,000 bushels of wheat. More than half the wheat-producing lands of North America are in the Dominion, and, as yet, we have only touched upon the fringe of our great wheat belt. The output of last year was so large as to overtax the shipping facilities of Canadian ports. The rapid development of the wheat district demands new terminal facilities in the Atlantic Provinces, as well as new or improved freight routes from the west.

A new device for railway signals is a powerful electric light on each locomotive, to be used not only for illuminating the track ahead, but also thrown vertically into the air. This vertical shaft of light can be seen for a long distance; and it will be possible for approaching trains, by its use, to locate each other while still miles apart. By the use of colors, the shaft of light may be made a means of conveying signals of distress or other messages.

The heaviest loss that the British forces have met for more than a year was in an engagement near Klerksdorp, in the Transvaal Colony, on February 25th. The British losses, in killed, wounded and prisoners, were over six hundred. In addition, the Boers captured two guns. The successes, therefore, are not all on the British side; but within the next three days, over six hundred Boers were either killed or taken prisoners, including among the captives a son of General DeWet. The number of wounded must have largely increased the enemy's loss.

The total population of Newfoundland by the late census is 220,249, including 3,634 residents of Labrador. This is an increase of nine per cent in the last ten years.

It is expected that ten thousand immigrants will come from Great Britain to Canada within the next three months, unless the new plans of the home government for settling the South African colonies may attract the settlers thither.

SCHOOL AND COLLEGE.

The Advanced Department of Somerset, Kings Co., N. S., school, taught by Miss Annie M. Bishop, has raised, by means of a social, the sum of \$30.00 with which to purchase apparatus to aid in the study of physical science.

On February 14th a concert was given by the pupils of Debert Village, Colchester County, N. S., school under the direction of their teacher, Miss Eva McCully. The amount raised—\$18—will be spent for a flag and flag-pole for the school.

The many friends of Mr. Thomas A. Leonard, who for some years was a public school teacher in New Brunswick, will be sorry to learn that he accidentally had his skull fractured in Toronto on March 3rd in falling off a train. There is a hope of his recovery. Mr. Leonard was in attendance at the convention as a representative of the Acadia College Y. M. C. A.

At a social held in Head East Bay school, Cape Breton Co., the sum of \$48.50 was raised. This amount is to be applied to the painting of the schoolhouse, the purchasing of several desks and the improvement of the school grounds.

F. G. Morehouse, teacher at Masstown, N. S., with the help of the young people of that place, held a concert and pie social on the 28th ult. and raised the sum of thirty-five dollars, which will be used in procuring blackboards and other equipment for the school.

The Misses Myrtle I. Fowler and Nettie Beairsto, of the Lakeville, Carleton County schools, have recently purchased a fine fifteen feet Dominion Ensign flag, also a globe and other school requisites from the proceeds of a school concert held Christmas night. These teachers expect to have a picnic and patriotic programme on the school grounds next Empire day, when the new flag will be hoisted for the first time over the new two storey school building of that place.

The schools at Hillsboro and Albert, Albert Co., have lately made additions to their chemical apparatus.

A valued correspondent at Oxford, N. S., writes: "We are getting along in school very well this year. I find numbers of good suggestions, and some excellent articles bearing on our work in the REVIEW. I notice a marked improvement in the paper lately. I hope you may continue to realize the desire of your heart in making the EDUCATIONAL REVIEW of untold benefit to the teaching profession of the Atlantic provinces.

A correspondent at Hampton, N. B., writes: The manual training articles in the REVIEW are very timely. I have found a few lessons in cardboard work greatly increase the interest in our school exercises. Mr. Brittain's lessons have been a great aid in our nature work. In fact there is no article in the REVIEW that I would like to see omitted.

During the month of February we have heard of the following teachers who have secured for their school sets of apparatus and minerals for use in Nature Lessons: Bertis L. Colwell, Evans, Queens Co., N. B.; Edward S. McQuaid, Point Wolfe; Miss A. B. McAfee, Tennant's Cove; Miss E. Maude McAdam, Woodstock; Miss Eva Annett, Meductic, York Co. Miss Annett writes: "We have no cabinet, but there is a small room off our school room which is not used. In this room we have put an old fashioned desk in which, after we had cleaned it, we have arranged the apparatus and minerals. To-night I had the good fortune to find a key which would lock the door of the room, so now I know the apparatus will not be meddled with. My boys are going to make trays and stands for the tubes."

'ROUND TABLE TALKS.

D. J. M. I.—(1) Which thermometer would be more suitable for school purposes, a Centigrade or a Fahrenheit?

(2) Please name a book on Practical Mathematics which you think would be a good "help" along with Eaton's Practical Mathematics for Grade XI of the Nova Scotia high school course, and which would give a clearer explanation of some chapters than the one named above.

(1) If the thermometer is to be used for no other purpose than to show the temperature of the room, Fahrenheit's thermometer would be the most convenient. But if a thermometer is needed for chemical experiments the Centigrade should be used. By its use the pupil will be familiarized with the metric system, and his knowledge of mathematics will be improved by the occasional necessity that will arise for converting Centigrade into Fahrenheit. The equivalent in each scale for blood heat, normal schoolroom temperature, etc., should be committed to memory.

(2) Goodwin's Course of Mathematics, by P. T. Main, Publishers, Deighton, Bell & Co., Cambridge, England. Somewhat expensive. Elementary Practical Mathematics, by Frank Castle. 3s. 6d. Publishers, Macmillan & Co., St. Martin's Street, London, W. C.

W.—Kindly publish the solution of the following exercises: Kennedy & O'Hearn's Academic Arithmetic, page 28, Ex. paper No. 5, Ex. 3; and page 44, Ex. 8, No. 10.

1.—A cistern is 20 feet long, 10 feet wide and 8 feet deep. What is the area of the bottom of a cubical vessel that will hold as much?

2.—If a grocer's scales give only $15\frac{1}{4}$ oz. for a pound, of how much money does he defraud his customers in the sale of 6 bbls. of sugar, each weighing 276 lbs., of 5 cents a pound?

1. $20 \text{ ft.} \times 10 \text{ ft.} \times 8 \text{ ft.} = 1600 \text{ cu. ft. solid contents of cistern.}$

$$\sqrt[3]{1600} = 11.7 \text{ side of a cube of equal area.}$$

$$(11.7)^2 = 136.89 \text{ sq. ft.} = \text{area of bottom.}$$

2. As $15\frac{1}{4}$ oz. : 16 oz. :: (276 × 6) = 1656 lbs.

$$= 61 : 64 :: 1656 : 1737 \text{ oz.}$$

$$(\frac{1}{4} \text{ oz.}) (\frac{1}{4} \text{ oz.}) \text{ lbs.}$$

$$1737 \text{ oz.} \div 16 = 81\frac{2}{3}\frac{1}{4} \text{ lbs.} \quad 81\frac{2}{3}\frac{1}{4} \times 5c. = \$4.07 +$$

A. J. S.—I am sending a bird which was found near Shanklin; St. John Co., this morning (February 10th). It was alive when found, but died shortly. I could not determine by my "Canadian Birds" what kind it is, and decided to trouble you with it.

The bird is the male of the Pine Siskin, or Pine Finch, an unusual one to be found with us in winter, although perhaps tempted to remain by the mildness of the season. Chapman, in his "Birds of North America," says: "This bird is rather erratic in its movements, and its presence or absence at any season can never be predicted with certainty. Found about coniferous trees."

W. E. B.—Please solve the following questions from the Academic Arithmetic :

1.—Page 111, Ex. 53, No. 8.—An empty glass bottle, weighing 6.66 ounces, is filled with olive oil weighing 7.32 ounces. What is the specific gravity of the bottle of oil?

2.—Page 112, Ex. 53, No. 13. A solid soluble in water, but not in alcohol, weighs 346 grains in air and 210 grains in alcohol. Find specific of the solid, that of alcohol being .85.

3.—Page 112, Ex. 53, No. 14. Find the specific gravity of a piece of wood from the following data : Weight of wood in air 25.35 lbs., weight of metal sinker 11 lbs., weight of wood and sinker in water 5.1 lbs., specific gravity of metal sinker 8.95.

4.—Ex. paper 39, page 123. Calculate the specific gravity of alcohol from the following data : Weight of flask empty 14.326 grains, weight of flask filled with water 29.654 grains, weight of flask filled with alcohol 26.741 grams.

1. $6.66 \text{ oz.} \div 3 \text{ s. g. of flint glass} = 2$, weight in water.

$7.32 \div .915 \text{ s. g. of olive oil} = 8$, weight in water.
 $(6.66 + 7.32) \div (8 + 2) = 13.98 \div 10 = 1.398 \text{ oz.}$

2. $346 \text{ grs. in air.} \quad 210 \text{ grs. in alcohol.}$
 $346 \text{ grs.} - 210 \text{ grs.} = 136 \text{ grs.} \div .85 = 160 \text{ grs.}$
 $346 \div 160 = 2.1625$.

3. Weight of wood, 25.35 lbs.
 " metal, 11 36.35 weight of both.

5.1
 Water displaced = 31.25

1.229
 11 lbs. $\div 695 =$ 30.021

.844
 $25.35 \div 30.021 =$

4. Flask filled with water, 29.654 grs.
 Weight of flask, 14.326

Weight of water = 15.328 grs.
 Flask filled with alcohol, 26.741 grs.
 Weight of flask, 14.326

Weight of alcohol = 12.415 grs.
 $12.415 \div 15.328 = .8099$

G. M.—Kindly analyze the following and parse words in italics : "Don't let *it be a matter between* you and me."

A simple sentence : Simple subject, (Thou) ; simple predicate, "do let ;" object, "it (to) be a matter between you and me ;" extension, "not."

"It" a pronoun, standing for "this affair," or some idea like it ; (to) "be" a verb in the infinitive depending upon "it." (This follows the Latin construction where a verb in the infinitive agrees with its subject in the accusative. The relation may be seen by making the sentence complex : "Don't permit that it shall be," etc.) "Matter" is nominative after the verb "to be." "Between" is a preposition.

When I entered my schoolroom one morning in June, 1899, I found a little robin there, which had flown in through a broken window. When it saw me, it appeared to be very frightened, and kept flying round the room as high as it could fly ; I opened the doors and windows thinking it would fly out, but it did not appear to notice them.

It was nine o'clock. I picked up the bell, and before walking to the door I rang it once quite loudly ; the bird flew a little lower. I rang it again ; it flew still lower. Again, and it dropped to the floor. I picked it up, went to the open window by which it entered, and let it go, when it flew away seemingly quite unhurt, and joined its mate in a field on the opposite side of the road.

I do not know whether or not the ringing of the bell saved the bird's life, but it looked like it. A. K. M.

Here (Chatham, N. B.,) during January and February we have frequently seen crows, partridges, moose birds, blue jays, wood peckers, black birds, sparrows, snow birds and chickadees. And the weather has, for a week past, been much like what we usually have during the first half of April. J. B.

RECENT BOOKS.

JEAN MITCHELL'S SCHOOL, a story by Angelina W. Wray. Illustrated. Cloth. Pages 244. Price \$1.25. Public School Publishing Co., Bloomington, Illinois.

It is seldom that an author is able to put the very heart of life into the straightforward narrative of ordinarily humdrum duties. To do this is the mark of genius. The public school is dear to the heart of all and many popular stories have been written in which the interest centres around the characters of teacher and pupil, but, from the Hoosier Schoolmaster down, all draw their dramatic movement from the relations outside of school life. In "Jean Mitchell's School," however, just the reverse is true. What of dramatic element there is in the every-day life in her school district appears only as drawn out by the most tenderly developed flow of human spirit in the school room. It was said to be the worst kind of a "hard school" before Jean Mitchell took it, but there is scarcely a break in her control of it from the first. How was it done? What was the power she used? No wizard charm, but a more wonderful sympathetic insight and patient careful watching for opportunity. What a deep yet simple drama it all is as the author has worked it out, individual by individual, and step by step.

COURS COMPLET DE LANGUE FRANÇAISE. Par Maxime Ingres de L'Université de Chicago. Cloth. Pages 314. Price, postpaid, \$1.62. The University of Chicago Press, Chicago.

The University of Chicago Press announces the publication of a new text book for the study of the French language. The author of the volume is Professor Maxime Ingres of the Department of Romance Languages and Literatures in the University of Chicago. Professor Ingres is an advocate of the theory that one must read and talk French in order to learn the language, and his book, therefore, is written entirely in French. As an instructor he has won a wide reputation, not only at Chicago, but at McGill College, and in the Atlantic provinces where he is well and favorably known. The book is designed for the use of individual students as well as a text book for classes and academies, colleges and universities, and in private clubs. The fine paper, large type and other excellent features of the book should win for it a deserved popularity.

LABORATORY EXERCISES IN ELEMENTARY PHYSICS. By G. A. Wentworth and G. A. Hill. 12 mo. Paper. Pages 32. Mailing price, 27 cents; for introduction, 25 cents. Ginn & Co., Boston.

This little manual contains the essentials for performing forty laboratory exercises in connection with the study of Wentworth and Hill's Text-Book of Physics. These exercises have been selected with a view to preparing the pupil for entrance examination by colleges where the candidate is required to pass the laboratory examination and present a notebook containing the record of his laboratory work.

ISOLATION IN THE SCHOOL. By Ella Flagg Young. 12mo., paper, 50 cents; postpaid, 55 cents. PSYCHOLOGY AND SOCIAL PRACTICE. By John Dewey, 12mo., paper, 25 cents; postpaid, 28 cents. THE EDUCATIONAL SITUATION. By John Dewey, 12mo., paper, 50 cents; postpaid 55 cents. The University of Chicago Press, Chicago, Ill.

These are three books issued by the University of Chicago Press. The series comprises six books, the remaining volumes to be issued later, and aims to effect the union of educational theory and practice in distinction from vague enthusiasm, loose exhortation, and abstract theorizing. It endeavors to bring the discussion of actual school practice to the test of the fundamental principles involved. These principles are stated in a simple and non-technical manner.

THE ANTIGONE of *Sophokles*. With introduction, notes and appendices. By M. A. Bayfield, M. A. Cloth. Pages 174. Price 2s. 6d. Macmillan & Co., London.

The difficulties presented to the student in the text of this play are so numerous that the editor has made his notes unusually full. These, the student will find, are industrious attempts to help him solve these difficulties.

SCOTT'S *Quentin Durward*, with introduction and notes. Cloth. Pages LXXXIV + 678. Price 2s. 6d. Macmillan & Co., London and New York.

Quentin Durward is undoubtedly one of the most interesting and fascinating of Scott's novels. Its slight variation from the course of history and its accurate representation of manners and customs of the time of Louis XI, of France, and Charles the Bold, of Burgundy, as well as its strong character sketches of these monarchs make it a masterpiece in historical novel writing. The great value of the present edition lies in its admirable introduction, containing a brief biography, and an outline of Scott's works, an analysis of the historical period referred to in the story, a summary of its contents, a map showing the wanderings of Quentin, and notes on the text—all presented in such a clear and well arranged manner as to be of the greatest service to the student.

From the same publishers (Macmillan & Co., London), we have received Scott's *Kenilworth*, in the same style of binding, a neat library edition, and with excellent, though less full, introduction and analysis. We heartily commend both books to the student and general reader.

A COURSE IN INVERTEBRATE ZOOLOGY. A Guide to the Dissection and Comparative Study of Invertebrate Animals. By Henry S. Pratt, Professor of Biology in Haverford College, Penn. 8vo. Cloth. xii + 210 pages. Mailing price, \$1.35. Ginn & Co. Boston.

This manual, for colleges and normal schools, contains specific directions for the dissection of thirty-four invertebrate animals. The directions are very full and have been arranged with great care to enable the student, in most cases, to work

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out a dissection with a single animal. The object of the course is to teach comparative anatomy, and this end is kept constantly in view.

AN INTRODUCTION TO CHEMISTRY AND PHYSICS. Vols. I and II. By W. H. Perkin, jr., Ph. D., F. R. S., and Bevan McLean, D. Sc., B. A., (Lond). Cloth. Pages 207 + 216. Price 2s. each volume. Macmillan & Co., London and New York.

This work is founded on the principle that sound methods of observation in gaining knowledge are of more importance than actual facts in chemistry and physics. At the same time the student must be sure of his facts before he begins to theorize. "Why is it," Charles II is reported to have asked, "that when you put a dead fish into a bowl full of water it runs over, but if the fish is alive it does not run over?" The aim of the course pursued in these books is to foster a diligent spirit of inquiry and the study of science as among the best means of culture.

R. D'ALISSAS' *Les Histoires de Tante.* With notes and vocabulary by the authors. Cloth. Pages 131. Price 1s. 6d.

A book of interesting stories, illustrated, in easy French, that will assuredly captivate every bright child.

THE TEACHER'S MANUAL OF COMPOSITION. Vol. I. Junior Course. By Robert S. Wood. Cloth. Pages 154. Price 1s. 6d. Macmillan & Co., London. Copp, Clark & Co., Toronto.

The book insists on, and is itself an excellent example of the earliest stages of instruction, of systematic varied exercises in oral as well as written English, to promote the accurate and intelligent use of the mother tongue.

PRACTICAL EXERCISES IN MAGNETISM AND ELECTRICITY. By H. E. Hadley, B. Sc. (Lond.) Cloth. Pages 232. Price 2s. 6d. Macmillan & Co., London.

The needs of pupils in science as well as technical students, who later are to take up some branch of electrical engineering, have been kept in mind by the author in preparing this book. The statement of general principles and their practical application are carefully indicated, and the illustrations are numerous and plain.

THE COW PEA is the title of the latest publication issued by the Experiment Farm of the North Carolina State Horticultural Society at Southern Pines, N. C. This book, neatly bound and illustrated in plain and concise manner, discusses the value and uses of this important crop, the Cow Pea. Every reader can get a copy free by writing to the Superintendent of Experiment Farm, Southern Pines, N. C.

We have received from the Minister of Education, Ontario, a copy of the Archaeological Report for 1901, a very interesting and suggestive record of new material and progress in archaeological and ethnological study for the past year. The report reflects credit on the work that is being done in Ontario, as well as on the industry of the accomplished leader in this field of research—Mr. David Boyle.

The department of Education at Cornell has issued its second Bulletin on High School Work and Administration. It consists of theses and bibliographies for a course of Friday lectures, given by prominent New York school men and by professors in Cornell University. It is mailed free on request.

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MARCH MAGAZINES.

In the March *Atlantic*, Frederick Atkinson sends from Manila a most instructive and convincing article on The Educational Problem of the Philippines; a vital topic of the new colonial administration, which is admirably supplemented by the accompanying paper of Charles A. Conant, who has just returned from the East, and discusses the economic conditions of the same islands. . . . The March number of the *Ladies' Home Journal* is an admirable example of a real "home" magazine. From the beautiful cover, by Mr. W. L. Taylor, to the very last page, it is replete with delightful fiction and interesting articles. . . . *The Outlook* in its March magazine number has no less than ten illustrated special features—certainly a good showing as to quantity in a magazine, which is also a weekly newspaper and devotes even in its "magazine numbers" large space to current topics, editorials and book reviews. . . . It is a mark of provincialism and lack of good form for people to walk arm-in-arm, says the March *Delineator*, or for a man to walk between two ladies: his place is at the outside of the walk.

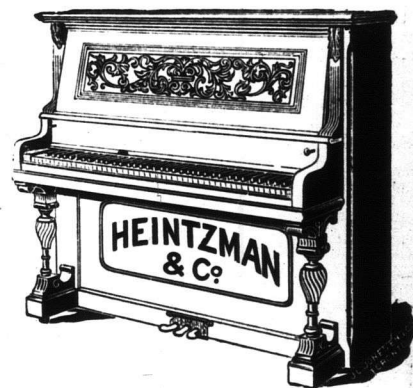
If a lady is very old or infirm and requires assistance, he may offer his arm; otherwise, it is unnecessary and is not the custom even after dark. A lady bows first to a man, as it is her privilege to take the initiative in such matters. If people meet several times during the day in walking or driving it is not necessary to bow each time, once is sufficient. . . . One of the most helpful features of the *Chautauquan* Junior Naturalist clubs is the correspondence carried on by the children. A child enjoys writing if he only has something to say. . . . In the *Century* an anecdotal paper of personal recollections of Tennyson is contributed by Captain W. Gordon McCabe, of Richmond, Va. President Gilman, of the Carnegie Institution, makes an authoritative statement concerning it. There are poems by Edward Markham, Winston Churchill, Edith M. Thomas, L. Frank Tooker, and others. . . . Besides the amusing long story in the March *St. Nicholas*, there are good shorter stories by Henry Holcomb Bennet, who tells of a newspaper-beat; Elizabeth Knowlton Carter, who has an unusually interesting boarding-school story; Pauline Jenks, who tells a clever fairy story for little folks; and Kate Milner Rabb, who shows a letter written to her while a child by Oliver Wendell Holmes—a charming letter worthy of a kindly poet.

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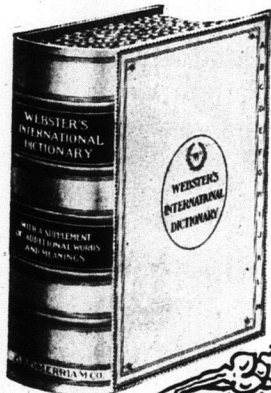
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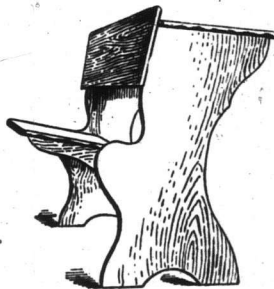
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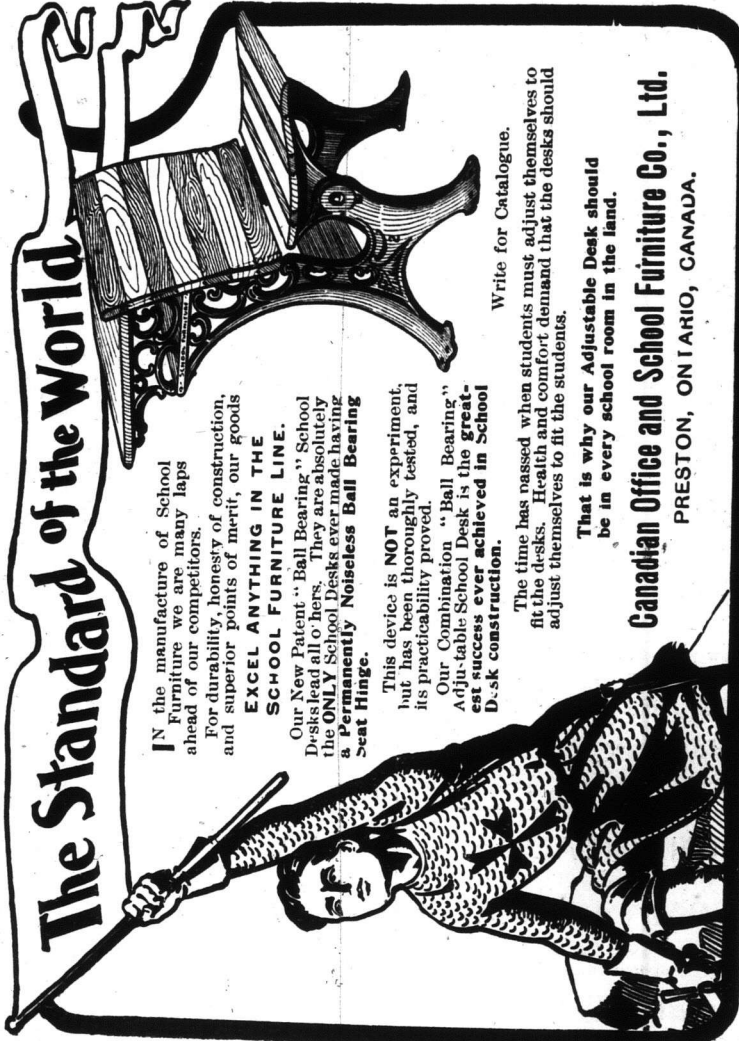
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