

# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XIV. No. 11.

ST. JOHN, N. B., APRIL, 1901.

WHOLE NUMBER, 167.

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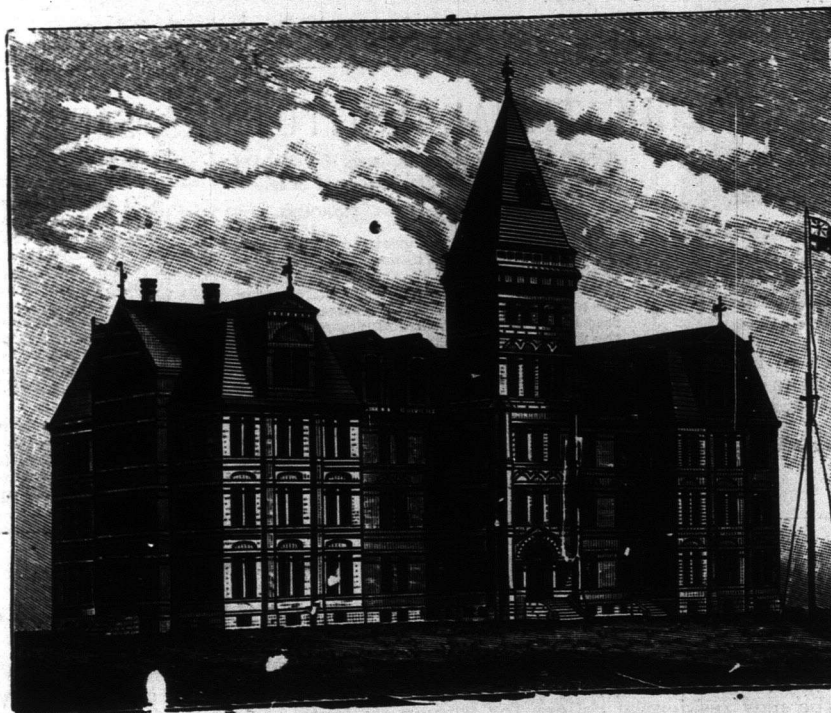
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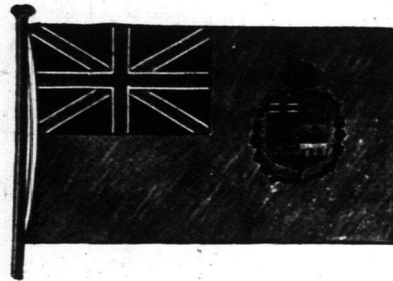
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Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., APRIL, 1901.

\$1.00 PER YEAR.

G. U. HAY,  
Editor for New Brunswick.

A. McKAY,  
Editor for Nova Scotia

## THE EDUCATIONAL REVIEW.

Office, 32 Wellington Row, St. John, N. B. (Telephone No. 1209.)

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SUBSCRIBERS who have sent the back numbers of the REVIEW asked for in February have our thanks. The value of the numbers sent have been credited to them on their subscriptions.

THE advertising pages of the REVIEW this month contain much that will interest our readers.

It looks as if Arbor Day should come in April this year.

Look out for Empire Day number of the REVIEW. It will be issued May 10th.

THE death of His Lordship Bishop Sweeny, for forty years the head of the Roman Catholic church in the St. John, N. B., diocese, removes a notable figure, one who was loved and revered by his own people, and who held the esteem and confidence of all classes and denominations. His successor is the Right Reverend T. Casey, D. D.

THE University of Chicago has just taken over the Chicago Institute, which it will incorporate with itself as a school of education. There is already available an endowment of \$1,000,000. The building for the new school will cost \$325,000, and it will be one of the greatest schools for the training of teachers in America.

THERE are two thoughts which arise on reading on another page of the action of the citizens of Truro in regard to the new academy building. First, that these citizens have put themselves on record as a public spirited and progressive body; second, that they have recognized the services of their teachers by publicly giving them credit for good work. That is right. Too often death or resignation is waited for before placing a proper value on the labors of faithful teachers.

THERE is much in this number that will help teachers to make Arbor Day interesting. The April REVIEW for past years will also furnish suitable articles. Bird Day is combined with Arbor Day, as birds and trees are closely associated. The day should not be allowed to pass without improvement being made in the school-room and grounds. Many of our school-houses, although the number is growing less each year, still stand out on the landscape with not a single tree or flower to relieve the bareness. Is yours of the number? Then resolve this year that it will be in the progressive list.

SYDNEY, New Glasgow, Pictou and many other towns of Nova Scotia are considering the importance of starting schools of manual training. This is well; and it shows a desire to profit by the generous plan of Sir William MacDonald in founding preparatory manual

training schools. But certain points should be carefully considered: Suitable rooms and equipment should be provided at the outset; none but properly qualified instructors should be engaged; and the regular work of the schools should not suffer when classes in manual training are drawn off. Such training only supplies a deficiency in our schools. It may form a part, and a part only, of school work.

The new science building of the University of New Brunswick, Fredericton, was formally opened on the 26th of March by Lieut.-Governor McClelan. Principal Loudon, of Toronto University, was present and delivered an address on Technical Education. The building is admirably planned and constructed, and will prove a great boon to scientific education in New Brunswick. The government has granted \$10,000 to free the building from debt. The highest praise is due to Professor Dixon for his untiring efforts in designing and bringing to completion this fine structure.

Most of our readers already know that the Summer School of Science for the Atlantic Provinces will meet this year at Lunenburg from July 23rd to August 9th. The broad view which this city commands of the Atlantic Ocean, the fine scenery in the neighborhood, and the opportunity it will afford for recreation and the study, to many, of entirely new phases of natural history, should draw the largest gathering the school has yet had. The district of Lunenburg and Queens will, it is confidently asserted, contribute one hundred and twenty-five teachers. The attractions of the school and place, not to mention the cool and invigorating ocean breezes, should draw twice as many more.

THE death of Charles Macdonald, for many years professor of mathematics in Dalhousie College, Halifax, has caused a wide-spread feeling of regret, especially among old students of the college. It is understood that Prof. Murray, of Cornell University, will be selected to fill the vacant chair.

A MARITIME Agricultural College is proposed, for which Nova Scotia is to supply the land, buildings and equipment at an estimated cost of \$50,000. The annual running expenses are placed at \$10,000, of which Nova Scotia is to contribute annually \$5,000, New Brunswick \$4,000, and P. E. Island \$1,000. A certain sum for each student outside of Nova Scotia would, it is thought, form a more equitable basis of maintenance.

MR. W. J. WILSON formerly principal of the Leinster Street school, St. John, has secured a permanent position on the Geological and Natural History Survey of Canada with an increase of salary. The REVIEW congratulates Mr. Wilson on his deserved promotion.

### The Care of School Libraries.

Will it be too much for you to give me a little information as to how school libraries are managed so as to insure care when teachers change? I am much interested, and wish to know some way, as I have already seen two good libraries scattered, and people are getting discouraged.—F.

It is feared that the loose management of school libraries, as the REVIEW has before pointed out, is not one that can be settled by advice in individual cases. It is a matter that the legislature or the board of education should deal with, as some of the books in school libraries are paid for from the provincial chest. It is certainly a matter calling for prompt attention. When teachers and public-spirited citizens, at a considerable sacrifice, expend effort and money to establish a library, the management should be on ordinary business principles, and such as to guard against loss and destruction. The state of affairs mentioned by our correspondent—and we believe it is equalled in too many other school districts—should not be allowed to exist for a single day. Apart from the waste of public money, the much graver ethical consideration comes in: These books have been destroyed or have come into possession of and are being retained by those who have no right to them. This is the result of pure carelessness and mismanagement; but the effect on the morals of the rising generation of the community cannot be good. The school library of the village should be managed with as much care and system as the public library of the large city. The methods adopted to preserve it and increase its usefulness should be just as much an object of concern to the community as the dissemination of intelligence by the books contained on its shelves.

In the Boston Public Library, as we are informed, boys and girls are trained in the management and supervision of a library. These are sent out afterwards to village and school libraries through the country to assist in properly organizing and managing them. We would suggest to our educational authorities the importance of employing the services of a person or persons properly trained to visit the district where a school library is in operation, and report upon it; next, to train some responsible persons in the community, as the older students of the school, how to manage it; and finally, make the trustees responsible for the library as well as for other school property, and require them to give a yearly report to the inspector as to its efficiency and management.

By this plan the teacher would be relieved from the routine work of management or the responsibilities of ownership. This would be of special importance where teachers are frequently changed. But in all cases in country districts the teacher must be the guiding spirit in establishing these libraries, in choosing proper books, stimulating a taste for reading among all classes of the people, and in exercising a general supervision over the library and its management.

### Report of N. B. Schools.

The report of Chief Superintendent, Dr. J. R. Inch, on public school education in New Brunswick for the year 1900 is an interesting document, covering 200 pages. In comparing the attendance of the past with that of the previous year, it is found that there is not that improvement that we should expect, in number of schools in operation, the number of pupils enrolled and regularity of attendance. The causes assigned, in part, were the presence of an unusual epidemic in the northern section of the province, and a more than usual business activity which has affected the supply of teachers as well as the attendance of scholars.

There has been no material change in the salaries of teachers, except a small advance in the case of first class male teachers. The wealthier districts have not set the example of paying good, living salaries to teachers; and, Dr. Inch states, it is not unusual to find a higher salary paid in a district having a taxable valuation of \$20,000 or \$30,000 than one four or five times that amount. There is too much of an inclination to be satisfied with cheap teachers.

Of the teachers employed, twenty-one per cent. are men and seventy-nine per cent. women. A much larger percentage of teachers of the higher classes has been employed during recent years—a gratifying feature; but it is a pity that ratepayers do not appreciate their services in a tangible shape.

The attendance of pupils in high and superior schools has increased in the last ten years nearly 300 per cent.

The reports of the different inspectors are filled with interesting facts, from which we shall quote in the next number.

One excellent thought of the Chief Superintendent on Arbor Day is appropriate to this number of the REVIEW:

The educational influence of the surroundings of the school extends throughout the community and even to the casual passer by. What must it be upon the impressionable minds and hearts of the children who from day to day and year to year have before their eyes as a perpetual object lesson the bare and broken walls and ceilings of many school rooms, and the rough and forbidding grounds which surround the average country school? To make and keep the school home of the children attractive and elevating, requires constant thought and attention as well as a little labor and expense; but it pays in the increased happiness, refined taste and good morals of the little ones, and leaves to them a rich inheritance of the pleasant memories of school days.

### And there are Many Others.

"I enjoy reading the strong sensible articles in the REVIEW."  
R. E. H.

### An Explanation.

In the New Brunswick Legislature recently the EDUCATIONAL REVIEW came in for some attention and criticism at the hands of the members. To place the matter fairly before our readers, we quote from the official report of the debate "concerning school books:"

Mr. Hazen said that he would like an explanation from the government why certain text-books in the schools had been changed. \* \* \* The new geography is very unsatisfactory. The EDUCATIONAL REVIEW in a recent article condemns the geography in very strong terms, and claims that the book is written from an American standpoint, and that it is not equal to the text-book which it supplanted. The EDUCATIONAL REVIEW was, he believed, the organ of the school-teachers of the province. \* \* \*

Hon. Mr. Tweedie said that the EDUCATIONAL REVIEW is not considered as the organ of the teachers of the province, and more than that, he had information that the article referred to by the honorable leader of the opposition was published and paid for by a rival concern. He believed that the great majority of teachers are in favor of the change made in the text-books. There had been no change in the geography used in the schools for twenty-six years, and it would seem that a new book was desirable.

Hon. Mr. Hill said that the EDUCATIONAL REVIEW was not an organ of the school-teachers, but was merely a paper published by an individual. He would venture to say that not one-fifth of the teachers in the province take or read the REVIEW. With regard to school books, he would take the opinion of the chief superintendent of education and the chancellor of the university sooner than that of an anonymous writer in the EDUCATIONAL REVIEW.—Report, March 20, 1901.

The editor of the REVIEW immediately wrote to Hon. Mr. Tweedie, Premier of the Province, and to Hon. Mr. Hill, the following letters:

#### LETTER TO HON. MR. TWEEDIE.

St. JOHN, N. B., March 21, 1901.

HON. L. J. TWEEDIE, M.P.P., Fredericton:

DEAR SIR,—In the morning papers of this date I notice a statement made by you to this effect,—that you "had information that the article referred to by the honorable leader of the opposition (an article which appeared in the EDUCATIONAL REVIEW of May, 1900, criticizing the new school geography), was published and paid for by a rival concern."

The "information" is not correct; and I can with confidence in your own sense of fair play ask you either to make public my denial or place this letter in the hands of the person or persons who gave you such information.

I have the honor, dear sir, to remain,

Yours very respectfully,

G. U. HAY.

#### LETTER TO HON. MR. HILL.

St. JOHN, N. B., March 21, 1901.

HON. GEO. F. HILL, M.P.P., Fredericton:

DEAR SIR,—If you are correctly reported in the St. John's papers of this date, you do the EDUCATIONAL REVIEW a great injustice. In your speech on the debate "concerning school

books," you make the statement that "not one-fifth of the teachers in the province take or read the REVIEW."

It is the more surprising to me that a gentleman of your well known fairness and respect for the rights and opinions of others should make this statement—which is as unfair to the REVIEW as it is to the public spirit and intelligence of our teachers. Nor could you have had any real data for the statement. Here are the facts: Nearly one-half the teachers of the province are subscribers to the REVIEW, and I have every reason to believe that more than one-half read it; for very often in graded schools, and in districts that are adjacent to each other, teachers take other educational journals, and an exchange is made. In the County of Charlotte, which you represent, nearly two-thirds of the teachers are subscribers to the REVIEW. In the city of St. Stephen, where you live, there are seventeen subscribers to the REVIEW, where there are only twelve teachers, some of these subscribers being probably from districts adjacent to the city.

The subscription books and mailing lists of the REVIEW are open to you at any time to verify these statements.

I have the honor to remain, dear sir,

Very respectfully yours,

G. U. HAY.

#### HON. MR. HILL'S EXPLANATION.

Hon. Mr. Hill arose to a question of privilege. He said that during the discussion on supply he had said in reply to a statement of the honorable leader of the opposition that in his (Hill's) opinion the EDUCATIONAL REVIEW is not taken nor read by more than one-fifth of the teachers of the province. He had to-day received a letter from Mr. Hay, the proprietor of the EDUCATIONAL REVIEW, calling attention to the statement which he made the other night, and in the letter Mr. Hay states that the EDUCATIONAL REVIEW is subscribed for by about fifty per cent of the teachers of the province. He (Hill) was glad to make this statement to the house, and to know that the EDUCATIONAL REVIEW was so widely circulated among the teachers.—*Report, March 22, 1901.*

FREDERICTON, N. B., March 23, 1901.

G. U. HAY, Esq., St. John, N. B.:

DEAR SIR,—I was glad to get your letter, as it gave me an opportunity of correcting my expression of opinion upon the floor of the house, which I took the earliest opportunity of doing, quoting the facts stated in your letter.

Yours very truly, G. F. HILL.  
Per G. M.

#### HON. MR. TWEEDIE'S EXPLANATION.

Hon. Mr. Tweedie arose to a question of privilege. He had stated the other day that an article which appeared in the EDUCATIONAL REVIEW for May, 1900, and which has been referred to by the leader of the opposition, criticizing the new school geography, was inspired and paid for by a rival concern. He had made this statement upon the authority of a gentleman on whom he thought he could rely, but he had received from Mr. George U. Hay, editor of the REVIEW, a letter denying it, and therefore he felt impelled to withdraw the statement and to express his regret that it had been made. He had no desire or intention to deal otherwise than fairly with the editor of the EDUCATIONAL REVIEW.—*Report, March 25, 1901.*

#### NOTE.

The official reporter telegraphs:

"To Hon. Mr. Tweedie's explanation of yesterday, concerning the EDUCATIONAL REVIEW, should have been added the

words: 'That the letter of Mr. Hay had only been received on Friday, and this was the first opportunity he had of withdrawing the statement of which Mr. Hay complained.'"—*Daily Newspaper Report, March 27, 1901.*

The remarks of the first speaker, Mr. Hazen, seem to imply that the criticism appeared after the text book had been adopted by the Board of Education. This is a mistake, as an editorial note in the same number of the REVIEW in which the criticism appeared will show:

The criticism on another page of the REVIEW on a proposed new text-book plainly points out faults which call for serious consideration before the adoption of the book.

We make this explanation because the REVIEW has never shown such a lack of courtesy to the Board of Education as to criticize unfavorably a text book immediately after its adoption without waiting for time to test its merits or demerits.

For the REVIEW.]

#### A New Academy for Truro.

At a recent meeting of the ratepayers of the town of Truro, N. S., the sum of \$30,000 was voted for the erection of a new academy. It was pleasing to note that although a large sum of money was being voted upon for other civic purposes, the citizens were almost unanimous in voting the money for the academy. In fact many citizens were of opinion that a much larger sum should have been asked for. It must have been exceedingly gratifying to the teachers of the Truro schools to hear the many glowing tributes paid to their excellent services by the citizens of the town, and that at a time when they were being asked to tax themselves for a large sum of money for school purposes. In all the discussion there was nothing but the highest praise for the excellent work of the schools. It is the intention of the school board to erect a large brick and stone building for academy purposes. The building will be thoroughly up-to-date, and will contain chemical, physical and biological laboratories, as well as lecture rooms and class rooms. Truro academy has a staff of eight teachers and an attendance of about 250 students engaged in high school work proper. The MacDonald Manual Training School, the gift of Sir William MacDonald, is affiliated with the academy, and open to all students free of cost. The Board of School Commissioners has established an excellently equipped domestic science department, open to all students free of cost. Including these two departments, the academy has a staff of twelve teachers, a number not yet reached by some of our colleges. Truro justly lays claim to be the most progressive educational centre in the province, and they are justly entitled to be so regarded. The County Academy, the Provincial Normal School, the MacDonald Manual Training School, and the School of Domestic Science, the School of Agriculture, together with a Business College and Conservatory of Music, give Truro the standing almost of a university town. Com.



## Object Lessons and Nature-Study.

BY JOHN BRITAIN, NORMAL SCHOOL, FREDERICTON.

### Trees in School.

The trees will soon awake from their long winter sleep, and stimulated by the energy radiated from the vernal sun, burst into flower and leaf. Do not let this wonderful and beautiful transformation pass, with all its opportunities for teaching, almost unnoticed by your school.

For it is certainly true that in this land of forests and of schools, a great number of the children are growing up unable to recognize any but a few of our native trees and shrubs. And of the few they can name, their knowledge is extremely limited and superficial. The leaves of the trees, their flowers, their fruits, their *habits of life* are practically unknown.

Two lessons on the willow are outlined in this article. But of course you cannot give the time required for these lessons to every tree. Branches should be brought in from the fields and groves and set about the school room in jars or bottles containing a little water. Attach to these branches cards upon which are written a few carefully selected questions. Encourage your pupils to find during their spare minutes, by examining the branches and observing their development, the answers to these questions. Fresh branches may be brought in from time to time.

By watching the trees out of doors, the children will learn that many of our trees and shrubs blossom before the new leaves appear—that in some the flowers and leaves appear together—while in others, the leaves precede the flowers. Ask the young observers to notice whether the leaves are small when they first appear, and gradually grow larger, or whether their blades are full grown when they first expand. Then the development of the fruit should be watched, and what parts of the flower enter into it should be determined.

### TWO EARLY SPRING LESSONS ON A WILLOW.

Each pupil is supplied with a short willow branch, bearing leaf-buds and yellow catkins in full bloom.

1. What do you miss on this willow branch?
2. Find how last year's leaves were arranged. How did you find out?
3. What do you find on the willow branch?
4. What kind of buds do you see?
5. What became of the large buds (which we saw on the willow early in April) with both waterproof and fur coats? Where are the coats?
6. Take off one of the yellow catkins and shake it or press it between your fingers.

7. What have you thus found out about these yellow catkins?

8. Pull one of them in two and find what the soft hairs grow on.

9. Bend back with a pin or knife-blade one of the brown scales and then another, and find what grows close above each.

10. Show whether all the stamens in the catkin, belong to one flower or not.

11. How many stamens are there in each single flower?

12. What parts of a complete flower are absent in each of these?

13. Why is each single flower called a staminate flower? Of what use is it?

14. Since the brown scales grow close below the flowers, and are neither flower-leaves nor foliage-leaves, they may be called *bracts*.

15. Make a drawing of a single staminate flower.

### LESSON II.

On each desk are placed two small willow branches, one bearing staminate catkins and the other a different sort.

1. Pull one of the new sort of catkins into two parts.

2. What do you find in it which you found in the other?

3. What do you miss in it which you saw in the other?

4. What do you find in it which was absent in the other?

5. Of what does each single flower in *this* catkin consist?

6. Why is each flower called a *pistillate* flower? What is its use?

7. Into how many parts is the top of the pistil divided? What does that show?

8. What is the use of this part? It is called the *stigma*.

9. Find where the seeds are formed. This part is called the *ovary*.

10. From how many carpels (ovule-bearing leaves) is each pistillate flower formed?

11. Of how many stamens (pollen-bearing leaves) is each staminate flower composed?

12. Which cohere more—the stamens or the carpels?

13. Make a drawing of a single pistillate flower.

14. What is a catkin?

15. Find why such a cluster of flowers is called a catkin.

16. Find whether both staminate and pistillate catkins can be found on one branch.

## OUT-OF-DOOR EXERCISES.

1. Find whether both pistillate and staminate flowers ever grow on the same tree or bush.
2. Try to find how the pollen is carried from the staminate to the pistillate catkins.
3. Watch the unfolding of the little unopened buds.
4. Find which remains longer on the branches—the staminate or the pistillate catkins.
5. Watch to see how the fruit, when ripe, discharges the seeds, and how the seeds are carried to grow in new places.
6. Find what places willows favor to grow in.
7. Dry a willow leaf, when full grown and make a drawing of it.

NOTE.—In the southern parts of the Maritime Provinces, the early willows, the common poplar, the speckled alder, and the elm will be in bloom before the end of April.

Going to a certain school one day, I was just in time to walk along with a whole group of children. They asked if I wanted to see a nest; and there, in a little clump of shrubs, was a brown thrush, sitting on her eggs. As the children parted the leaves, not six inches above her head, the bird looked up at them, but never stirred. More than two hundred children knew of that nest, and eagerly watched for the little birds to appear. They cared to see the beautiful aspect of unfolding life, and to see it more abundantly. That is the true spirit that should animate our nature study. We began fifteen years ago, too much in the spirit of analysis. We have been led to see that it is not the flower pulled to pieces, not the birds stuffed and set on a perch, that is most valuable for study. It is the growing plant, the butterfly flitting over the field; it is the charm and the glory of life that is most uplifting; and that is precisely what the children are eager to see. Man is the crown and the epitome of all organic life. He can sympathize with every form of life, because in his own person he has passed through all forms. He should not lose sympathy with his kind; and all are of his kind.

I think that the idea of sending children out to see things will be largely developed. We bring some things to the school; but in so doing we isolate them from their natural habitat, and we rob them of half their beauty.

Flowers never can be so lovely as just where they grow. Everything is lovely as it grows; everything loses by being dragged out of its place. So I think we shall learn by and by to study nature by going where nature is. We shall paint and draw and describe the birds and flowers of course; but our chief aim will be to enter into sympathy with them in their own natural life.—*Supt. L. P. Nash in Phila. Teacher.*

## New Stars.

A new star is a celestial novelty, but new stars as a class are very far from being novelties at this time of day.

It was the outburst of a new star over two thousand years ago that set the Father of Astronomy to making our earliest star catalogue. The Chinese annals claim one or more still earlier instances, but it is the usual thing to count the new star of Hipparchus as No. 1. The present, or recent, novelty is No. 25. "Recent," because it has been giving signs lately of going the way of its two dozen predecessors by fainting beyond the reach of the naked eye.

When first seen by Dr. Anderson at Edinburgh on February 21, it was about as bright as the Pole star. Three days later the Lick astronomers reported it a half magnitude brighter than Capella. That was a big jump in so short a time, but these new stars have all developed a remarkable power of reaching their maximum brilliancy in a very few days. Indeed one of them—the Nova of 1866, now known as T Coronae—leaped from somewhere below the fifth magnitude up to the second in less than three hours.

Of the quarter hundred of new or temporary stars on the record only two have exceeded Nova Persei in brilliancy. One was Kepler's star which flashed out in Ophiuchus in 1604; and the other was the most famous of all new stars, Tycho's in Cassiopeia, first seen in 1572. (It was this that the Star of Bethlehem cranks were predicting the reappearance of some ten or twelve years ago). Kepler's was brighter than Jupiter, Tycho's outshone even Venus.

"Half a magnitude brighter than Capella" means that the magnitude of Nova Persei when she was brightest would be denoted, according to the modern scientific method, by the number  $-0.3$ . Kepler's Nova is estimated to have reached  $-4$ , Tycho's  $-5$ . It may be well to mention by way of comparison that the magnitude of the brightest fixed star, the Dog star, is  $-1.4$ ; of Arcturus  $0$ ; of Aldebaran  $1$ ; of the Pole star  $2.1$ ; of Alcyone, the brightest of the Pleiads,  $3$ ; and that very few eyes can see easily in our skies any star marked with a higher number than  $5$ .

When the present Nova was first seen here, on March 3rd, she had sunk to second magnitude. A week later she was down to third, and in less than another week had reached fourth. Then she began to fluctuate as her predecessors had done. On the 16th of March I found her equal to a couple of fourth's near her. Next night she was decidedly brighter than these. On the 19th she was just within eye-reach, 22nd easier, 23rd up to fourth again. Two days later she was down to 5th, and we have not had another clear night since.

Yarmouth, April 1, 1901.

A. CAMERON.

## "Have" Rimes.

A correspondent wants to know if "a newspaper poet" is justified in making "have" rime with "grave."

If the rimes are the only marks of poetry in this newspaper poet's productions (and such is often the case), I should say that not only was he not justified in making this rime but that it is a misdemeanour for him to make any rime whatever.

But such questions are often asked about the rimes used by real poets, and in these cases it is important to distinguish between what rimes really are and what some folks imagine they ought to be. These dogmatists are welcome to stand, whip in hand, over the prostrate bodies of poetasters and poetasterlings; but, in the presence of poets, the rime-theorist should take off his hat and learn the laws of rime from the makers and masters thereof. Let's try it with the "have-grave" case. When Chaucer wrote in his *Knights Tale*,

"What is this world? What asketh men to have?

Now with his love, now in his colde grave,"

the end words formed as perfect a rime as "navy" and "grave" do now. But this had ceased to be true for the spoken language long before Tennyson wrote:

"The wish, that of the living whole  
No life may fail beyond the grave,  
Derives it not from what we have  
The likest God within the soul?"

Some would call this an "eye" rime, the text-books are kind enough to permit it as "allowable!"

But let us get back to the facts, and see what authority there is for this rime among the poets who flourished between him who wrote *The Legend of Good Women* in the fourteenth century and him who wrote *A Dream of Fair Women* in the nineteenth. There is room for only a few bits of evidence.

In the *Faerie Queene* I, 9, 40, Spenser makes "have" rime with "grave," "wave," and "grave." Shakespeare makes the sons of *Cymbeline* finish their dirge over *Imogen* with

"Quiet consummation have  
And renowned be thy grave."

In Milton's sonnet to the memory of his second wife, he rimes "have" with "grave" "gave" and "save." In Dryden's *Hind and Panther*, "have" rimes with "save" and "grave." In a hurried look through Pope I can't find "have" and "grave" coming together in a couplet, but he makes "have" rime with "knave" "gave" "slave" "grave" and "wave." One more instance is all that can be squeezed into this sheet. In the last stanza of *The Lay of Poor Louise* we find Scott riming "have" with "grave" "stave," and "grave."

A. CAMERON.

## Color Lessons.

By MRS. S. BARRY PATTERSON.

*Red* is a favorite word in early reading lessons. "*A red cap*," "*a red top*," "*a red hat*," etc., seem to fit the case exactly. They are familiar every day words, and they fulfil certain other desired conditions, being easy, and having the short vowel sound. But a word may be familiar to the ear and yet that word may fail to bring up any clear mental picture. Has the child, for instance, any distinct notion of red? The fact that he hears the word frequently does not prove that he knows the color. He may even use it correctly at times himself and still have no exact idea of its meaning. Instances are not uncommon which show that the color may be known in connection with one certain object, and not be recognized in another. A familiar red dress, or a red ball, may be correctly named, when braid of the same color on a new coat will be called *blue*.

Such cases may seem discouraging at first, and one may begin to suspect color-blindness; but in the great majority of instances these mistakes are due merely to a weak, undeveloped sense of color, which a little care and patience can stimulate and strengthen. It is not improbable that the majority of cases of so-called color-blindness in adults may be due to lack of training in early life. In many such cases the difficulty is not in distinguishing one color from another, but in giving the correct name to each color. As far as the business world is concerned the one defect is as fatal as the other; the merchant, the sailor, the painter, the chemist, the railway official,—each must recognize and name correctly at least the leading colors if he would make a success of his work.

One serious obstacle in the way of color teaching is the lack of certain universally recognized standards; there are reds many and greens many, and there is a need for something to lay one's hand on, saying, "This is *red*, all the others, so-called, are but deviations in one form or another from what you see here," and so with orange, yellow, green, blue, and violet. Then again the indiscriminate use, in common conversation, of words denoting color, such as *tint*, *shade*, *hue*, etc., only adds to the confusion of thought.\*

\* "Paper and Scissors in the Schoolroom," by Emily A. Weaver (25c) "Color in the Kindergarten" (25c) and Bradley's *Sample Color Book* (5c) are inexpensive little books which give excellent help to teachers in the matter. The former gives minute directions for paper-folding. These books are published by Milton Bradley Co., Springfield, Mass., and can be had from their agents, Selby & Co., 23 Richmond Street, W. Toronto. Material required can be had from the same firm. If folding paper is desired for the purpose of color-teaching, it will be necessary to order coated papers (20c per 100 squares). A cheaper grade of paper known as *engine-colored* paper (12c per 100 squares) can be had, very suitable for folding, but not for systematic lessons on color.

As red is a favorite color with children generally, and, as it is so frequently found in their dresses, neckties, hair-ribbons, etc., it is likely to be the best color to select as a starting point. Before beginning a lesson on any new color, the teacher should see that as many samples of the color as possible are placed about the room, bits of red ribbon or silk, red worsted, red papers, red apples, red leaves or flowers, anything that can be obtained is valuable to deepen the impression by repeating it over and over.

The teacher may use any colored object to illustrate her lessons, but, as a rule, these lessons on color will be more successful in the case of little children if the color-teaching is done incidentally, that is, if it is given in connection with some occupation or work in which they are engaged, such as paper-folding or paper-cutting, making paper chains, stringing colored beads, etc. Children are very fond of color, but not as a matter for study apart from things in which they are interested. Color is learned naturally by the child in connection with some object, which, it may be, he handles or plays with, naming the color, and so becoming acquainted with it. Later, he should be led to notice other objects of the same color, and as he observes any certain color from time to time and names it in connection with different objects, he gains, by degrees, a distinct idea of the color.

Paper-folding forms a very good basis for these lessons, bringing before the class not only the subject of color, but that of lines and angles as well, giving knowledge of shape, such as square, oblong or triangular, and affording an excellent means of discipline, when well-conducted, leading to careful and exact obedience to dictation. The result of this work from the child's stand-point, too, is satisfactory, as he is left in possession of the colored paper folded into some simple shape such as a picture-frame, a boat, a box, or a pin wheel, etc.

The general plan of the lesson, so far as the color is concerned, should consist simply in drawing attention to the color, and before naming it asking the children to look for other things of the same color. Let them at first carry their colored paper or other object through the room to compare it with other colored things. Later, send them to certain groups of colored material such as worsteds or papers, to select specimens of the color in question without the aid of any guide or sample. When they can do this, the name of the color should be given, and care should be taken to apply the color-name very frequently until word and idea are thoroughly united in the child's mind.

Encourage the children to tell of colored objects in their homes or elsewhere, and be ready to welcome any

small specimens which they may bring of cloth or worsted of the colors they have learned. A bit of worsted tied into a buttonhole, or around the finger for a ring at the close of a lesson, pleases children generally and serves to impress a new color. Good colors can be had in shetland or zephyr yarn, and in berlin wool.

After red is well-known, blue may be given in a similar way, and then yellow, care being taken that the new color is not presented until clear impressions of the old have been received. These three colors should be readily recognized and much used by the children before orange, green or violet are given. When familiar with the six principal colors, the class may be allowed to produce a tint and a shade of each by mixing it with white or black respectively. If paints are not to be had, this may be done with scraped chalk on slates or paper. Hues of different colors, such as yellowish-green, or greenish-blue, etc., may safely be left for a much later period.

For indoor play on stormy days, there are few things equal to "bean-bags." It is a good plan to have one or more bags of each of the six colors, and to require the children to name them occasionally in their play, as "the green bag," "the blue bag," etc. Flannel, which can be had in nearly all the colors, is perhaps the best material to make the bags of, though almost any other goods will do. They are usually of oblong shape, about six inches long and four wide, not gathered, but finished flat, after being half filled with beans.

These bags are easier to catch than balls, making a quieter play, while giving scope for considerable variety of exercise, of which one very useful feature is left-hand practise. It will be evident that the presence of the teacher as a playfellow in these games adds much to their interest and value.

A prism hung in a window (or even a glass pendant from some old lamp or chandelier) where it will catch the sunshine, brightens up a schoolroom and delights the children by the bands of spectrum colors thrown on floor, walls, desks, etc. Possibly a little moral teaching may be suggested as a child tries and tries in vain to catch these fleeting colors,—we can enjoy many things which we may not grasp, for different reasons, viz.: they may not be tangible, or they may be the property of another person, or they may be delicate and easily injured.

" Busy and happy child,  
Working with colors gay,  
Do your best, your very best,  
And do it every day.

For he who always does his best,  
His best will better grow ;  
But he who shirks or slights his task,  
He lets the better go."

## NATURE'S EASTER STORY.

(Selected from "Song-Stories," by the Misses Hill).

## Key A—

$$\left\{ :s_1 \mid l_1:s_1 \mid s_1:d \mid d:t_1 \mid t_1:s_1 \mid l_1:s_1 \mid s_1:m \mid r:d \mid d:s_1 \right\}$$

1. The seeds and flow'rs are sleeping sound, Till Easter time, Till Easter time ; Then

$$\left\{ l_1:s_1 \mid f:m \mid m:r \mid d:l_1 \mid s_1:d \mid d:r \mid m:- \mid -:s \right\}$$

Soon they rise above the ground, at happy Easter time ; and

$$\left\{ f:m \mid r:d \mid t_1:l_1 \mid \hat{d}:l_1 \mid s_1:m \mid f:t_1 \mid \hat{d}:- \mid - \right\}$$

As they rise from sleep they say, That we shall wake some day.

2 The singing birds come back again,  
At Easter time, at Easter time,  
The little streams are waking then,  
At happy Easter time ;  
And as they sing with joy they say,  
That we shall wake day.

3 The butterflies and moths arise  
At Easter time, at Easter time,  
And spread their wings in glad surprise,  
At happy Easter time ;  
And as they rise they seem to say  
That we shall rise some day.

"It is time for warm weather,  
So, snow, you must go !  
Come back, little birdies !  
Wake, flowers, and grow !"

—Selected.

## SPRING BABIES.

By A. S. THOMPSON.

(Selected from *Kindergarten Review*, May, 1900).

## I.

In tiny brown cradles, grown fast to a tree,  
Are furry, gray babies as still as can be.  
But soon the warm sunshine will waken a few,—  
They'll push back their covers and softly peep through.

## II.

Down under the waters, where live the old frogs,  
Are thousands and thousands of wee pollywogs.  
They're swimming and diving when daylight begins,—  
These queerest of babies in shiny black skins.  
You'd think they were fishes, but when they all grow  
They'll look like their mothers,—like froggies, you know.

## III.

Now out in the stable, well hidden from sight,  
Are ten fluffy babies in shell-cradles white.  
A feather-clad mother keeps watch while they sleep.  
And listens and listens to hear a faint "peep !"  
She knows when they're ready they'll pop out their heads,  
I fear they will shatter their white cradle-beds !  
Then feather-clad mother will spread out her wings,  
And cozily nestle the downy, dear things !

[For the Review].

## Trees and Forests.

Without any special knowledge of the woods, the lover of nature always finds delight in a forest region. Familiarity with trees and tree growth gives to that region an added charm.

There is a beauty in the winter woods that many of us miss. The dark firs and spruces are then lighted by the snow beneath ; and the leafless branches of the hardwood trees thrown out against the whiteness of the sky in a net work of strong and graceful lines, repeated in blue-gray shadows at your feet. Maples, birches, beeches, poplars, alders, willows, have each their distinctive forms and colors ; cherries, hazels, elders, and a host of lesser shrubs, vary the scene, with soft tints and subtle curves ; winter buds offer themselves for study and admiration, and the vigor of life is seen all around, while death and decay are for the most part hidden beneath the snow.

Just now, the sap is stirring in the maples, and the swelling birch buds are changing the deep brown of the tree tops to a paler tint. A tinge of orange, like a mist of color, hangs upon the willows along the brook, and a purple haze of lengthening catkins creeps over the alder swamp. Brighter and clearer and truer becomes the green of the poplar tips, and some morning we shall see them suddenly break into that bright color between green and gold which tells us surely that the spring has come.

The wealth of leafage in the summer, the springing shoots, the ripening fruits, the autumn's brilliant hues, will bring us new delights. Year after year we watch the changing scene with eager interest, for there is always something new to learn about a tree.

But to watch over the welfare of the trees, as individuals or associations, to compare this year's growth with last, and look forward to the next, and to the next—is a deeper and more rational enjoyment. Where a neglected field is returning to forest, each little sapling becomes a separate object of interest. There is no better place in which to make the acquaintance of trees, if you would learn to love them. Young firs and spruces rise in stately spires ; every succeeding whorl of branches in due proportion to the one beneath, beautiful from base to tip. Birches and poplars, springing from wind-blown seeds, shoot up, rejoicing in the light. The young trees, as they grow, fall into clumps and thickets, their tops still reaching upward to the light, their lower limbs failing for the lack of it ; and the struggle for supremacy has begun. Oaks or pines may next creep in, rising above the other trees, and taking full possession of the ground ; then struggle with each other until the weaker

perish and the giants of the forests alone remain. The elms will have been driven to the meadow land, the beeches to the rocky hill. Each species finds its proper place and thrives.

To control this struggle for supremacy, and to make it suit his purposes, is the work of the forester. The woodland is his harvest field. Undesirable trees are weeds to him; he removes them that those more valuable may not be injured by their presence. Under his care, every cutting is an improvement cutting, until the timber on his tract as a whole has reached its greatest possible growth; then it is taken off, with the utmost care not to injure the saplings that are to take its place. Caring for each tree as the fruitgrower cares for the trees of his orchard, the forester looks for better growth than can be found in the trees of a natural forest. As the cherished plants of a garden excel those that may happen to grow among weeds at the roadside, so do his trees excel the sylvan products of a neglected wood; and where forestry thus guides the course of nature we see each species at its best.

There are, as yet, few such protected forests in America. Nature's own methods, as relentless as the forester's, and almost as sweeping in the end, prevail. But we must not think that the relation between the trees of a forest is wholly that of destructive competition. Mutual shelter and protection are important features in the economy of forest life. The gnarled trunk of an isolated tree shows the effect of its unaided struggle with the elements. The clear, clean bole of a forest tree, sheltered by its fellows from summer heat and winter storm, is less picturesque, is more easily produced, and carries a better head of leaves. Moisture, which next to light is the chief requisite of growth, evaporates less quickly in the forest; and is less rapidly carried off by the breeze; while the effect of shadow on the forest floor, in keeping back grasses and undergrowth of all sorts, may be compared to that of tillage in the open field. To watch this struggle and this mutual help, to mark the efforts of each species and each tree to meet the conditions by which it is surrounded, is to learn to love the forest and its trees.

No less than the red men who preceded us are we the sons of the forest. The search for precious minerals, the lust of empire, or the love of souls, may have brought some of the earlier European adventurers to our shores; the first permanent settlers of the Anglo-Saxon race were generally attracted by the virgin forest, by its grandeur, its mystery and its promised wealth. This is particularly true of the province of New Brunswick, where seaport towns and inland villages, with very few exceptions, owe their origin to the lumber trade; and where forest products are still recognized as by far the most important of the natural resources of the country. Yet, as a people, we know too little of the value of our forest regions, and still less of their charms of beauty, salubrity and association. To a fuller and a better knowledge, let the thoughts of Arbor Day lead us to aspire.

V.

[For the REVIEW].

### Arbor Day.

Arbor Day comes next month. It is very important that the day should be so used that a large percentage of those who in a few years will be controlling the development of the country should begin now to think of what can be done. The value of the Arbor Day exercises is not to be expected in the actual work done during the day in the planting of trees, but in the thoughts set agoing to mature in the future in the schemes and work of intelligent people who have for years been observing with a view of knowing what is the best way to make their work pay.

1. There will be lessons on the beauty of trees, and in many places trees will be planted on school grounds or by the road sides, or possibly, in some progressive localities, on the barren hilltops of little use for any other purpose.

2. There will be lessons to explain the use of trees in forming windbreaks, in forming that peculiar soil surface which absorbs the rains to appear later as springs which feed perpetually the tiny rivulets, which in turn feed the brooks and rivers with water during the summer, so that fish can live and multiply. The pupils can be taught to observe the result of a heavy rain shower on the cultivated land. They can see how the water rolls off rapidly into the furrows, then into the drains on the roadside, washing off the fine and more fertile particles of soil and fertilizers into the turbid stream, which instead of watering the ground, tears up the road bed and the intervals, leaving banks of sterile gravel where, during the ages of the forest, plains of the most fertile earths were laid down. The fish of the streams are half poisoned by the mud and manure-fed floods in spring and summer, only to suffer from the drying up of water beds in autumn.

3. But the pupils might still more profitably consider the value of the forest as a crop. Even on the most rocky soil the roots of trees can seek the earth-filled crevices, and grow luxuriously where no other crop could grow. Every hour of the night and every hour of the day, the living chemistry of nature is drawing up from the desert among the stones and from the desert air above, streams of invisible material from which cellulose and lignin are formed. Cubic inches and cubic feet of solid, saleable, valuable wood are made in a night—a miracle as great though not so noticeable as the mushrooms which appear in the morning.

Our pine lumber is vanishing because nature is not aided a little; and its value is increasing as a crop which pays. Even the hemlock, once cut for its bark alone, is now valuable for shingles and boards as well

as for square lumber and fencing. Useless spruce is becoming the important source of paper, which the world is learning to use more extensively than ever, and for which there will be an ever increasing market.

Why should all the forest be destroyed when only trees above a certain thickness are required? Why should not the proper sizes be carefully culled, leaving the young trees to grow up all the faster because the overshadowing ones have been cut down? And why should not officers be appointed at the public expense to prevent the possibility of fire finding its way into such a culled wood and destroying it for both trees and agriculture, by burning the vegetable mould accumulation of perhaps a thousand years on an otherwise sterile piece of earth?

Why is it that in the State of New York, for instance, over 1,000,000 acres more or less waste land on the Adirondak mountains are being reforested and cared for? And why is the State buying up every year more and more of the ruined woodlands of that region?

It is because wise people see what such work has in the long run done for countries which have been longer taking care of the forests. We shall soon have the new census taken; and it will not be very long until we can know how much forest land there is in the Atlantic provinces—how much is crown land still belonging to the government, and how much belonging to private individuals.

The forests, unlike the mines of Nova Scotia which must be exhausted before many generations pass away, may become only more productive as the years roll on, from the greater care in silviculture as well as from the rising value of woods for so many necessary uses.

Nova Scotia alone had as much forest land in 1890 as Prussia had under the administration of the government. Let us see exactly what revenue and employment was given by these forests, and compare it with the rich revenue now derived from the Nova Scotian mines.

THE PRUSSIAN FOREST ADMINISTRATION, 1890.

Area : 6,685,768 acres, including about one-tenth which was not woodland.

EXPENDITURE FOR 1890.

Administration :

Direction, 122 officers . . . .	\$154,350 00	
District managers, 681 . . . .	588,276 00	
Under-foresters, 3,753 . . . .	1,162,867 00	
Financial agents, 114 . . . .	73,141 00	
Rangers, temporary . . . . .	13,332 00	
Other personnel expenses . . . .	1,061,255 00	
Total expense of administration, ———	\$3,052,221 00	
	(46 cents per acre.)	

Management :

Harvesting the wood . . . . .	\$2,266,030 00	
Building account . . . . .	599,834 00	
Roads and waterways . . . . .	410,102 00	
Planting and cultures . . . . .	1,230,882 00	
Surveys . . . . .	110,226 00	
Protection against insects . . . .	60,454 00	
Sundries . . . . .	280,973 00	
Total expense of management, ———	\$4,958,501 00	
	(74 cents per acre).	

Various :

Forestry Schools and experi- ments, . . . . .	\$48,131 00	
Purchase of Waste-Lands . . . . .	304,156 00	
Sundries . . . . .	434,682 00	
Total expense under this head, ———	\$786,969 00	
	(12 cents per acre).	
Total expenditure . . . . .	\$8,797,691 00	
	(\$1.32 per acre).	

REVENUE FOR 1890.

Wood :

962,300,000 feet, B. M., saw- timber, at \$10.32 . . . . .	\$9,931,000 00	
2,074,830 cords of wood at \$3.70 . . . . .	6,224,497 00	
17,930 cords of tan-bark at \$3.00 . . . . .	66,341 00	
Total revenue from wood . . . . .	\$16,222,738 00	

Various :

By-products . . . . .	\$1,036,773 00	
Game . . . . .	84,056 00	
Sundries . . . . .	289,243 00	
Total revenue under this head ———	\$1,410,072 00	

Total Revenue (\$2.63 per acre), . . . . .	\$17,632,810 00
Deduct Total Expenditure (\$1.32 per acre) . . .	8,797,691 00
Net Revenue (\$1.31 per acre) . . . . .	\$8,835,119 00

How will this compare with the present revenues of our provinces from all sources, although we have very much more woodland?

Can money be made out of our forests—and continue to be made out of them for ever?

The items mentioned in the official accounts of the Prussian forests above will give an outline idea of the different kinds of work the administration of forests involves. Each would make the title of a chapter in an outline course for our study.

There is a great promise in Arbor Day, if it is utilized effectively. A. H. M.

A primary school pupil never gets beyond primary school ideas as long as he is in that school and it is the same with the other grades. I was educated in a mixed school, and gained more from hearing the older ones recite than I did from the teacher. I was in a constant atmosphere of facts, ideas and fancies that never come to one now.—Pres. E. H. Capen.

### Digby and Annapolis Institute.

The Digby and Annapolis Counties' Teachers' Institute met at Digby, April 3rd and 4th. The total number of teachers enrolled was over one hundred. Among those present from outside the counties named were Inspector MacIntosh and Prin. McKittrick of Lunenburg, Prof. Russell, of the Normal School, Truro, Principals Cameron, Horner, Trask and other teachers, of Yarmouth.

From the many excellent and efficient schools throughout this inspectorate it was expected that the papers and discussions would be of an inspiring and helpful character, and there was no disappointment in this respect. Inspector Morse presided at all the sessions, and to his tact and wise guidance much of the success of the meeting was due.

The following officers were elected: Prin. H. B. Hogg, Digby Academy, vice-pres.; Prin. A. H. Armstrong, Granville Ferry, secy-treas.; Principals C. F. Boehner, J. F. North, D. F. McDonell, Miss E. M. Best and Miss Margaret Spurr, additional members of the executive committee.

The first paper read was by Principal Gormley, of Annapolis Academy, on "A Solution of the Textbook Question." He thought that a weekly educational paper for the three provinces, to be devoted to a discussion of the current events of the world, local matters about teachers and educational events, and questions and outlines of lessons prepared by specialists on the different subjects of the course of instruction should, in a large measure, take the place of textbooks. In the discussion which followed and which was very generally participated in, textbooks were discussed, the opinion being that there should be no slavish adherence to these, the important objects being—how best to interpret books as well as things outside of books, how to bring mind in contact with mind, and life with life—to secure the fullest measure of liberal education.

The next paper was on the "Study of History," by Principal H. B. Hogg. The chief thought in the paper was that the pupil should be made conscious of the important part he is to play in the future of his country and his duty as a citizen. A textbook on history should be brief but comprehensive, a clear and interesting statement of the important events of a country. Many expressions of approval were bestowed on the paper in the discussion which followed.

The next paper on "The Moral Influence of the Teacher" was read by Miss Elsie M. Best. It was a clear and exhaustive statement of the moral agencies that should be continually at work in the schoolroom. Instead of telling the pupil that he will be confronted

with trying moments in his career, the teacher should use every present moment and means to build up a strong and pure character, and teach how to overcome the difficulties and temptations of every-day life. The clergymen present, as well as the teachers, took part in the discussion. Prof. Russell said that many teachers whom he saw present sent pupils to the normal school on whose moral fibre they could depend, and not depend in vain. In a later paper, Prof. Russell said there was one teacher in the western counties who sent to the normal school students who would not take things for granted, but who probed statements to the bottom before accepting them.

There was a feeling of disappointment when Inspector Morse announced that Supt. MacKay was unable to be present. The public meeting that had been thought of for the evening was not held, but an evening session of the Institute instead. It proved to be an interesting meeting, the time being taken up in asking and answering questions.

Should high school work be done in miscellaneous schools?

In order that it may be done efficiently and the regular work of the school not suffer, the greater part must be done after hours.

How should school libraries be organized, maintained and managed?

In answer, Principal Goucher spoke of the library at Middletown. It had between 500 and 600 books; an executive committee of citizens and teachers conducted its affairs; the people of the town paid one dollar a year and teachers and students fifty cents each for the privileges of the library. (The article on another page is of interest in this connection).

How far should teachers be held responsible for damages done to school property or apparatus?

There is difficulty in fixing the responsibility; and it was further brought out in the discussion that no damages had ever been exacted from a teacher except in one case.

With what success is the teaching of nature lessons carried out in schools?

There was a great diversity of statement and of opinion on this point; and though Inspector MacIntosh and others keenly cross-examined, the results were not altogether satisfactory with a few exceptions: Miss Elsie M. Best made it a point to make the nature work agree with the seasons. Miss James, Principal of the Weymouth Schools, gave a detailed plan which she has promised to send to the REVIEW for next month.

Should pupils be kept in a grade more than one or two years without promotion?



Yes and no. The latter opinion perhaps much more strongly expressed.

What is the best way of teaching spelling?

Vice-Principal Crowe of Annapolis, said there could be no better answer to this question than that contained in the last report of Supervisor McKay on this subject.

These were the principal points in the excellent 'round table talk which lasted for two hours. Good spirit, with wit and humor sparkling at frequent intervals over impromptu questions, added to the enjoyment.

On Thursday morning, Principal A. C. Harlow gave a lesson to Grade VIII boys on the physics of the air, illustrating with home-made apparatus, the simplicity of which aroused much interest in the teachers present. Principal Harlow has promised to describe and illustrate in a future number of the REVIEW this apparatus which was made by himself and pupils.

The next paper was by Mr. G. U. Hay, and dealt with the importance of properly interpreting to children the various phases and voices of nature—a foundation for the enjoyment of the best in life and the world's best literature.

Principal McKittrick in support of this paper spoke of the stories of Eugene Field, and recommended those who would study nature aright to get closer to her.

Prof. Russell said that the philosophy of kindergarten training should run through every grade of our schools.

Principal E. H. Cameron contributed a paper on the attractive subject, "Some Ideals in Education," in discussing which he held that the present system of examinations lowered the standard of true education, and helped to lower the moral status of students.

At the last session of the institute, Thursday afternoon, Principal E. H. Cameron's paper on history was discussed. Principal Ruggles believed that moral and patriotic duties could be taught with most effect incidentally.

Principal Ruggles, of Bear River, gave an excellent object lesson "A Newspaper and that Sort of Thing," using small newspaper coils to make lamplighters with which he illustrated a few points in elementary science, especially combustion and its products. The lesson gave genuine inspiration and practical help to those present. He recommended two books which he had found of great benefit—Woodhull's "Simple Experiments in the Schoolroom," and "Home-made Apparatus."

Principal Goucher opened a discussion on Supplementary Reading, and named many books that might be used with advantage, among them the "Canadian History Readings," published by the EDUCATIONAL REVIEW, and "Classics for Canadian Children," published by A. & W. MacKinlay, of Halifax. Both these were native products and prepared especially for our own schools.

The subjects opened by Prin. Ruggles and Prin.

Goucher were fully discussed, and the manner of presentation very heartily commended. Inspector MacIntosh urged the teaching of local history as a basis. Mr. Bingay had used newspapers in connection with events studied in Canadian history with good results. Prins. Trask, Hogg, Horner and Ruggles discussed some of the causes of poor reading,—words, not ideas, are too frequently taught. Frequent changes in reading matter should be made. Prin. James suggested some methods of literature work which she had found satisfactory—reproduction work, analysis, definite authors for each grade, etc.

One of the most helpful and enthusiastic meetings ever held in the inspectorate was closed by singing "God Save the King."

### Plant Puzzle for Children.

1. Dear . . . . . a maiden was, . . . . . was her lover,
  2. Her path was twined with . . . . . , it did not run through . . . . .
  3. The . . . . . raven were, her cheeks a lovely . . . . . ,
  4. She wore fine . . . . . to warm her small . . . . . toes.
  5. Her . . . . . was an . . . . . , who had a . . . . . of gold,
  6. An awful old . . . . . , to make one's blood run cold.
  7. His temper was like . . . . . , his daughter's heart he wrung,
  8. With words both fierce and bitter, he had an . . . . .
  9. The lover's hair was like the . . . . . of pure Germanic type,
  10. He wore a . . . . . , he smoked an . . . . .
  11. He sent . . . . . by the pound, and choicest . . . . .
  12. She painted him . . . . . , the bluest ever seen.
  13. He couldn't serenade her within the . . . . . dark,
  14. For every . . . . . he tried it, her father's . . . . . bark.
  15. And so he set a certain day, to meet at . . . . . ;
  16. Her face was pale as . . . . . e'en whiter than her frock,
  17. The lover swore he'd . . . . . and die, if she would say him no,
  18. And then he up and kissed her beneath the . . . . .
  19. "My love will . . . . . , my sweet, will you be true,
  20. Give me a little . . . . . , say only, I love . . . . . ,
  21. She faltered that for him alone, she'd . . . . . wear,
  22. Then swayed like supple . . . . . and tore her . . . . .
  23. For . . . . . than a hornet, before them stood her ~~pep~~,
  24. Who swore he'd . . . . . the fellow until he made him . . . . .
  25. Then quickly up . . . . . ; she cried "you'll . . . . . the day,
  26. Most cruel father; haste my dear and . . . . . fly away."
  27. But that inhuman parent so plied his . . . . . rod there,
  28. He settled all flirtation between that hapless . . . . .
  29. The youth a monastery sought, and donned a black . . . . . ;
  30. The maid ate . . . . . and died within a wood.
- [Answers next month.]

### The Twin-Flower.

In the March number of the REVIEW the Twin-Flower was proposed as the floral emblem of New Brunswick. Several correspondents and newspapers have been heard from, for and against the suggestion. These, with others that may come to hand, will be referred to in future numbers of the REVIEW. In the meantime we publish the following poem and comment from the pen of the late Theodore H. Rand, who was a great admirer of the little plant. The poem was first published in the *Baptist Union* of Chicago, and the comment is a portion of the personal note addressed to its editor. The latter has a sad and peculiar interest, taken in connection with the sudden death of Dr. Rand in May last at the University of New Brunswick.

#### THE TWIN FLOWER.

When a child I saw thee  
In the wooded dells,  
Saw thy beryl bells  
Swinging, swinging to the notes of morning thrush;  
Wonder, wonder filled me  
As the night that hovers  
In thy fir tree covers  
Answered, answered quick with hyaline ablus.

Dreamed and dreamed I often  
Of the beryl bells  
In the wooded dells  
Swaying, swaying to the echo of thy name;  
Felt life's hardness soften  
In the light elysian  
Of the youthful vision—  
Woodsy darkness all ablus for very shame.

Ah, to-day I saw thee  
In the wooded dells,  
Saw the beryl bells  
Glowing, glowing to the thrush's even song,  
Sung from fir spire sweetly;  
And wonder, wonder  
That from thee asunder  
Yearful, yearful life has holden me so long.

Dawn and sunset flower  
By the firs and fells  
In the wooded dells  
Twinning, twinning by the glow of vested flame,  
Lights of morn and even hour,  
*Know the Night that hovers  
'Neath the daisy covers,  
Rose of Sharon ever blushes with its fame!*

—Theodore H. Rand.

"The Twin-Flower is a slender, creeping and trailing little evergreen, with round-oval leaves, and forked threadlike uprights, each bearing a delicate and nodding flower that trembles to the slightest airs. These flower-bells are pink in color, as pure as that of the pink beryl gem—as that of a windy dawn or sunset at Minas

Basin; and it is no poetic license to say that the atmosphere of the dusky woods where the flower grows in matted plots takes the beautiful hue of the flower—'hyaline ablus.' It is to me the most graceful and *spirituel* of all wild flowers—so delicate in tint and form and motion; and its tangle of small bells seem ready to break at any moment into heavenly chiming. Its fragrance is not less delicate and charming than are its color and form.

"Tell us the *occasion* of the poem—how you came to write it, etc. That is what interests.' I imagine that is what you are saying, with some impatience. I wonder what the dear flower in its blush of beauty would say if it heard *that!* It reads itself out, the sweetest of poems, without note or comment. Mine pales beside it, but the occasion and meaning are open to the eye of any sympathetic reader: A man whose head is showing silver streaks, and whose life has been consumed of strenuous practical affairs, finds himself in the sweet woods where, as a child, he loved to roam, and where he first came upon the Twin-Flower. Here, after so many years, he again sees it in all the glory of its sweet being, and his spirit glows with emotion at the sight. He had never forgotten the first meeting with it—how could he? The morning thrush was singing then; the evening thrush is singing now. It was his life's day-dawn then; it is nearing his life's sunset now. In the pure pink of one of the uplifted bells he sees the dawn, in the pure pink of its twin bell he sees the sunset—'lights of morn and even hour.' In the hush of this glowing silence of beauty, he does not fear the night that is to follow the near setting of life's sun. Nay! The joy of his faith takes voice, and he tells the beauteous flower the rosy message of divine love which he cannot stay in his own breast."

### Reading Music at Sight.

The people are beginning to ask why it is that their children are not taught to read music. They know they have good voices because they learn songs, and sing them well. But they also know that they are wholly dependent upon some one else to teach them the songs by rote. It is certainly a misfortune, with all we have done, and all we are doing in education in general, that pupils are allowed—compelled is a better word—to stay from four to twelve years in school, and not learn to read music, and with the same facility that they learn to read their mother tongue. Give the pupils proper teaching, and *one-fourth* of the time that is spent in any other branch, and the results in music will be most satisfactory. There is no excuse for this poverty stricken business, for every teacher that can teach reading can teach singing.—*Public School Journal.*

### How We Obtained a School Library.

Teaching in a country school, where there were very few books to be found beyond the text-books in use, a young teacher desired to interest her pupils in good literature. The greater number of the parents were unlettered, and, in fact, thought the expenditure of money for books a great waste. Reading anything, except the Bible and the school-books, was denounced. No help was to be secured from the patron's quarter.

She first purchased quite a number of the most interesting of the "Five-Cent Classic" series at her own expense. The classics were used as a kind of reward of merit. Pupils having mastered the day's lessons were permitted to read a few minutes, or to take one of the books home with them for reading. As only the most interesting stories had been selected the children soon began to enjoy the extra time allowed them for reading or the greater boon of taking a book home. They soon became very enthusiastic in preparing their lessons.

Some larger books were then purchased and used as supplementary reading for the history classes. Each pupil was required to read a book in a given time. At the end of that time all books were returned and exchanges made. Pupils were required to discuss the books read and make a short review of them. This was done to ensure careful reading.

Occasionally short interesting sketches of historical or fictitious characters were related to the class by the teacher. A book containing additional information about the characters sketched was mentioned. Poems were also read to the school and certain selections were copied into note-books or memorized by the pupils.

The class was becoming more interested in literature and the teacher's books were also becoming well worn.

At this point a "Shoe-Box Supper" was suggested and all the patrons invited. Each pupil brought a shoe-box filled with a nice supper. The boxes were purchased briskly by the guests of the evening. Tea and coffee were also served, little boys and girls, dressed attractively, acting as waiters. Some recitations and music were furnished by the teacher and pupils, and every one spent a pleasant evening. But better than all, the patrons became more interested in the teacher's plans; some money was added to that collected by the supper and a small library of choice books became the property of the school.

In this way good literature was introduced into homes where it otherwise might not have been. A taste for good reading was laid in some child's mind and its whole life, probably, transformed. Was it not worth the trouble? Of course teachers differently surrounded must give entertainments of different character.—*Popular Educator*.

### How to Keep a Weather Record.

A valuable training for pupils will be found in keeping a Weather Record. Have a weather vane placed on the school building or where it can readily be seen by pupils. This shows the direction of the wind. Hang a thermometer in the shade on a nail in the outer window casing, so it can be read from within without opening the window.

Group the pupils of a room into two sections and have one section make observations and records in the morning and the other in the afternoon.

Have each pupil keep in his desk a sheet of paper headed as follows:

Name of School, \_\_\_\_\_ Grade, \_\_\_\_\_ Teacher, \_\_\_\_\_ Pupil, \_\_\_\_\_  
Weather Record for Month of \_\_\_\_\_ Observations made at \_\_\_\_\_

Then have vertical columns ruled and headed as follows:

Date	Time	Direction of Wind	Velocity	Temp.	Rain, Snow, etc.	Kind of Clouds	Remarks
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In the first column state the date of the observation, in the second the time of day, in the third the direction from which the wind blows, using the abbreviations for the cardinal and semi-cardinal points. In the fourth column state the relative velocity of the wind by using one of the following terms: Calm, slight, medium, strong, gale. The temperature should be given in the number of degrees registered by the out-door thermometer. Under "Rain, snow," etc., should be recorded whether it is slight, gentle, or hard, also the condition of the atmosphere as to mist, fog, or haze. Of course if the air is clear a blank space here indicates this. Under "Remarks" state any peculiarities or sudden features of the weather during the day or night preceding the observations recorded.

At the end of the month prepare, on the back of the sheet, a Monthly Summary. State the total number of days with each feature of weather, lowest and highest temperatures, mean or average (found by adding all and dividing by number of records), number of days' precipitation (rain or snow) came from any certain direction, effects of climate for the month on life, both plants and animals, etc.

We have seen pupils become genuinely enthusiastic over the keeping of such records, and the training in habits of observation is excellent.—*Popular Educator*.

Strength for today is all that we need, for tomorrow will prove but another today. Let us seek strength for today, then, strength to practice forbearance, to speak kind words and to do loving deeds.

### Arbor and Bird Day Lessons.

#### BLACKBOARD EXERCISE.

Have drawn on the blackboard, the leaves of all familiar trees. Let one pupil after another select a leaf and tell its story. Let him describe the tree, its shape, its color, its character; how and when it buds, blossoms, and fruits; name different kinds of same species, etc. Let much of the pupil's description be from his own observation, the rest from his previous tree study.

#### QUESTIONS ABOUT WOODS.

1. Is the wood of trees that grow rapidly hard or soft?
2. In what climates do trees grow largest?
3. Make a list of kinds of woods used for building purposes.
4. Make a list of the kinds of woods used in the construction of the schoolhouse or your dwelling:—
  - (a) Kinds of wood used for the shingles.
  - (b) Kinds of wood used for the weatherboarding.
  - (c) Kind of wood used for the studding.
  - (d) Kind of wood used for the laths.
  - (e) Kind of wood used for the frames of windows and doors.
  - (f) Kind of wood used for the doors.
  - (g) Kind of wood used for the sills.
  - (h) Kind of wood used for the floor.
  - (i) Any other kinds of wood that may be used for the construction of any part of the house.
5. Make a list of woods used for making furniture. —*Sel.*

[The home may combine with the school in answering these questions. —EDITOR.]

April 19th is celebrated in England as Primrose Day. It is the anniversary of Lord Beaconsfield's death. April 23rd is Shakespeare's birthday, and it was of April's flowers that he sang often.

Did you study any birds last year? Now you will be glad to renew old acquaintances. How many can you study this year? six? twelve? Begin to study the first bird you see. Watch its habits. Learn the names of the different parts of the body. Fix in your mind as nearly as you can his size, accustom yourselves to see at a glance the shape of his bill, the spots and marks on his breast and wings, and a general idea of his head. If you have a book try to find the name. If you have no book, send the REVIEW an *accurate* description and the name will be given in the 'Round Table Talks.

Fifteen years ago 77 per cent. of the women's hats were ornamented with the feathers of insectivorous birds and songsters. To-day it would be hard to find

one so decorated. The Audubon society has had laws passed making it impossible for milliners now even to exhibit for sale, without fear of prosecution, the feathers of song birds. —*Sel.*

#### RESPONSIVE READINGS.

*Teacher*: And out of the ground made the Lord God to grow every tree that is pleasant to the sight, and good for food.

*Pupils*: The tree of life also in the midst of the garden, and the tree of knowledge of good and evil.

*Teacher*: Blessed is the man whose delight is in the law of the Lord.

*Pupils*: He shall be like a tree planted by the streams of water that bringeth its fruit in its season, whose leaf also doth not wither, and whatsoever he doeth shall prosper.

*Teacher*: Blessed is the man that trusteth in the Lord, and whose hope the Lord is.

*Pupils*: For he shall be like a tree, planted by the water, and spreadeth out roots by the river, and shall not fear when heat cometh, but her leaf shall be green, and shall not be careful in the year of drouth, neither shall cease from yielding fruit.

*Teacher*: For there is hope of a tree, if it be cut down, that it will sprout again, and that the tender branch thereof will not cease, though the root thereof was old in the earth, and the stock thereof die in the ground.

*Pupils*: Yet through the scent of water it will bud and bring forth boughs like a plant.

*Teacher*: Every good tree bringeth forth good fruit.

*Pupils*: But a corrupt tree bringeth forth evil fruit.

*Teacher*: A good tree can not bring forth evil fruit.

*Pupils*: Neither can a corrupt tree bring forth good fruit.

*Teacher*: Whereof by their fruits ye shall know them.

*Pupils*: Make the tree good, and his fruit good; for the tree is know by his fruit.

*All*: To him that overcometh will I give to eat the tree of life, which is in the midst of the Paradise of God.

ONE WAY TO REST THE BRAIN—Take down the hair, gather it in the left hand, and with a sponge dipped in hot water, apply it to the back of the neck, leaning the head forward so that the water will run down into the bowl. This brings the blood from the brain by the application of heat directly to the great nerve centre. Then a half hour's absolute rest immediately after and the "don't care" that should go with it will relieve the brain weariness after a day at school. —*Sel.*

## Memory Gems for Bird and Arbor Day.

Hast thou named all the birds without a gun?  
Loved the wood-rose and left it on its stalk?  
O! be my friend, and teach me to be thine.

—Emerson.

The little people that live in the air  
Are not for my human hands to wrong.

—Alice Cary.

I shall speak of trees as we see them, love them, adore them in the fields, where they are alive, holding their green sunshades over our heads, talking to us with their hundred thousand whispering tongues, and looking down on us with their sweet meekness.—Holmes.

We are told that the leaves of the Aspen forever quiver because its wood was used in making the cross on which Christ was hung.

"And of that deed its leaves confess,  
E'er since a troubled consciousness." —Sel.

Let lofty firs and ashes cool,  
My lowly banks o'erspread,  
And view, deep bending in the pool,  
Their shadows' watery bed!

Let fragrant birks in woodbine drest  
My craggy cliffs adorn;  
And, for the little songster's nest,  
The close-embowering thorn.

—Burns.

For lo! no sooner has the cold withdrawn,  
Than the bright elm is tufted on the lawn;  
The merry sap has run up in the bowers,  
And burst the windows of the buds and flowers.

—Leigh Hunt.

Art thou in love with April-tide?  
I' faith in love am I,  
For now 'tis sun, and now 'tis shower,  
And now 'tis bud, and now 'tis shower.

—Sel.

Oh, every year hath its winter,  
And every year hath its rain—  
But a day is always coming  
When the birds go north again.

When new leaves swell in the forest,  
And grass springs green on the plain,  
And the alder's veins turn crimson—  
And the birds go north again.

Oh, every heart hath its sorrow,  
And every heart hath its pain—  
But a day is always coming  
When the birds go north again.

'Tis the sweetest thing to remember,  
If courage be on the wane,  
When the cold, dark days are over,  
Why, the birds go north again.

—Ella Higginson.

The woods are hush'd, their music is no more;  
The leaf is dead, the yearning passed away;  
New leaf, new life—the days of frost are o'er;  
New life, new love, to suit the newer day:  
New loves are sweet to those that went before:  
Free love—free field—we love but while we may.

—Tennyson.

Those green-robed senators of mighty woods  
Tall oaks, branch-charmed by the earnest stars,  
Dream, and so dream all night without a stir.

—Keats.

## Studying a Poem.

In teaching a poem to young children, the picture presented by it should always be clearly seen by the children before they attempt to memorize. This can be accomplished by the teacher telling the thought of the poem in simple language. If the poem is made interesting in story form, it is welcomed with delight, difficulties in constructions and meanings vanish, and memorizing is almost without effort.

The formal and formative studies should be kept distinct. When a child's mind is absorbed in the interest of the story, it should not be confused and distracted by a search after definitions. If the meaning is understood let the enjoyment be unalloyed; then take the formal studies on words, constructions or reproductions at a separate hour, when the mind may find its pleasure equally great in these more formal exercises.

Word work, however, should accompany such literature exercises. Sentences can be given using the original words of the poem, then their synonyms. Five or ten minutes, two or three times a week, in this or similar word work is invaluable and gives surprising results.—Adapted.

## "By Favor of the Queen."

Around the walls and towers  
Of Windsor, old and gray,  
The castle where the noble Queen  
Of England loved to stay,  
The birds flit gaily through the air  
In happy freedom everywhere.

Their nests they build as freely,  
Without a thought of fear,  
In bush or tree, or castle wall,  
All innocently near  
To palace pomp and royalty;  
For birds know not of high degree.

The sheltered nooks and crannies  
Left in the tower wall  
Where loosened stones had fallen out,  
The birds loved best of all;  
And, joyful, in each space  
Their little straw-built nests would place.

Once, when the Queen was absent,  
The royal gardener saw  
The holes that marred the towerwall,  
The hanging bits of straw,  
And ordered all made right in haste—  
The nests destroyed, the stones replaced.

Then stood the lofty tower  
In orderly array;  
Its crannies snug, its cozy nooks,  
Had vanished quite away;

And homeless roved the twittering throng  
Once nesting there with happy song.

But when the royal lady  
To Windsor came again,  
And viewed with fond affection all  
This fair and dear domain,  
The tower's silent, smooth expanse  
Won from her eyes a troubled glance.

No birds about the tower?  
Their nesting-places filled?  
No more those crannies in the wall  
Where birds had loved to build?  
Such were the questions quick to start  
And stir that tender, queenly heart.

Straightway, in loving pity  
For all the little birds  
Thus routed, homeless, and forlorn,  
Came her commanding words:  
"The stones must be removed, and then  
Nor birds nor nests disturbed again."

So, on the great round tower  
Of Windsor, old and gray,  
The palace where the noble Queen  
Of England loved to stay,  
Those nooks and crannies still are seen—  
Bird homes "by favor of the Queen."

Ah! 'tis by more than birthright  
This good Queen won renown;  
Her deeds of love and mercy shone  
Far brighter than her crown.  
The whole world mourns that good life's end,  
And even the birds have lost a friend.

—*Emilie Poulson, in April St. Nicholas.*

### Waste in Rural Schools.

State Supt. Hammond has issued a statement in regard to the rural schools of Michigan in which he traces a number of the sources of waste of the public moneys. He says:

1. Money paid to young and immature teachers is, in a large degree, wasted.
2. Money paid to strangers for high-priced apparatus is more than half wasted.
3. Much of the money spent for fuel in trying to heat old and poorly inclosed schoolrooms is wasted.
4. Frequent changes of teachers and the confusion resulting therefrom wastes both time and money.
5. Frequent changes of text-books without the advice of the county school commissioner cause considerable unnecessary expense.

Superintendent Hammond believes that money could be saved in these directions and applied to increases of salary for teachers. The result would be that a superior class of teachers would at once be available for the rural schools.—*The School Journal.*

### CURRENT EVENTS.

The Massachusetts Society of Sons of the Revolution has received permission from the city council of Quebec to erect a tablet to the memory of General Montgomery who fell in the midnight attack on that city, December 31st, 1775.

A successful test of a printing telegraph machine was recently made in the United States. A keyboard, somewhat like that of a typewriter, transmits the message, which is automatically printed on a roll of paper by the receiver.

The King of Wurtemberg is at the head of a group of wealthy Germans who are interested in the development of the airship.

To attract attention to the ancient Irish language, the member for West Kerry recently attempted to address the British House of Commons in Erse. He was stopped by the Speaker, on the grounds that, as the language was unknown to him, it would be impossible for him to enforce the rules of order in a debate conducted in Erse. The incident recalls the fact that Gaelic, the language of the Scottish Highlanders, was spoken in the Canadian parliament on one occasion, when an irate member wished to denounce a fellow member who understood that language.

The arrangements by which the Sultan of Turkey was to pay his debts to the United States under cover of the purchase of a warship have fallen through, Germany having demanded that he pay what he owes to the Krupps for war material before making any more expenditures of that nature.

France is said to be extending her North African possessions by encroachments upon Moorish territory.

The bubonic plague is again making serious ravages in India, and has also made its appearance in Cape Town, South Africa.

There have been grave political disturbances in Russia during the past month, and extraordinary precautions are being taken to protect the life of the Czar. The revolution, so long threatened, may come at any time.

The capture of Aguinaldo, the Filipino leader, though it was accomplished by means that remind us of the white-flag tricks of the Boers, brings nearer the end of the war in the Philippines. General Funston, who effected the capture with the help of traitors in the Filipino camp, had himself carried before Aguinaldo as a prisoner. The pretended insurgent troops, who were Funston's guards, at a given signal, seized the Filipino chief, and he is now in prison at Manila.

Emilio Aguinaldo is a native of the Island of Luzon, and is only about thirty years of age. In 1897, he was at the head of an insurrection against the Spanish government in the Philippines. He and his associates were bought off, however, and Aguinaldo went to Hong Kong. Foreseeing the war between Spain and the United States, he went back in the spring of 1898, and headed another insurrection. After the destruction of the Spanish fleet by Admiral Dewey, and the taking of Manila, Aguinaldo proclaimed a Filipino republic, with himself as president or dictator; and six months later, made war upon the United States forces because his government was not recognized. His followers were soon scattered, but he has persistently maintained a guerilla warfare ever since. It remains to be seen whether the struggle for independence will cease with the loss of a leader who seems to have proved untrustworthy on more than one occasion.

The convention which met in Havana drew up a constitution for the government of Cuba as an independent republic, as it was requested to do by the United States authorities; but it failed to provide for future relations between the United States and Cuba. As this also was required of it, the Cubans find that the declaration of the United States congress at the outbreak of the war, "that the people of the island of Cuba are, and of right ought to be, free and independent," meant only independent of Spain. The United States congress now requires that Cuba shall never alienate any portion of its territory; shall not overcharge itself with debt; shall maintain a reasonable degree of law and order, and an adequate system of sanitation, or, failing in these conditions, allow the United States to intervene; and, further, that Cuba shall lease or sell coaling stations to the United States, and that the Isle of Pines shall not be included within its constitutional boundaries. This leaves the Cubans in some respects less of self-government than we have in Canada, while it gives them no rights of citizenship corresponding to our rights as British subjects.

The Duke and Duchess of Cornwall and York are now on their way to Australia, where they will be present at the opening of the first parliament of the Commonwealth.

From negotiations that are now going on, a satisfactory settlement of the Newfoundland French shore question is expected.

As was predicted, the British Government has declined to accept the amendments made by the United States senate in the Hay-Pauncefote treaty. This treaty, as negotiated between the two governments,

provided that the United States should have the right to construct, control and police the proposed canal across Central America; but that the canal should not be fortified, and should be open to the ships of all nations. The senate amendments, among other things, reserved to the United States the right to interfere with the canal in time of war, or apprehended danger. Other powers, not being bound by the treaty, could do as they wished in the matter; for the senate had struck out the clause inviting other nations to adhere to the convention. Great Britain alone would be absolutely precluded from taking any measures to secure her interests in or near the canal; and, as the British possessions in America are larger than those of the United States, this was manifestly unfair. By the failure of the Hay-Pauncefote treaty, (which was in itself a concession to the wishes of the United States, though it did not go far enough to please the senate), the old Clayton-Bulwer treaty remains in force, and the two governments are mutually bound thereby not to acquire sovereign rights in Central American or to construct a canal across the isthmus except by joint action.

A diplomatic struggle over the Russian occupation of Manchuria seems to have ended for the present in the refusal of the Chinese government to agree to it. Manchuria, about 800 miles in length and 500 in width, lies between China and Mongolia on the west, and the Russian territory of Amur on the east and north, and is bounded on the south by Corea and the Yellow Sea. Though not a part of China proper, it has been attached to the Chinese empire since the middle of the seventeenth century of our era; or, more correctly, a Manchu dynasty and a ruling class composed chiefly of Manchus have governed China, as well as Manchuria, for the last two hundred and fifty years. By far the greater number of the present inhabitants of Manchuria are Chinese, and the Manchus are rapidly dying out before them. Moukden, the capital of the country, is a beautiful city of 300,000 people, in the latitude of Boston, Mass. Port Arthur, now held by Russia, is the extreme southern point of Manchuria, and the terminus of the Chinese Eastern Railway, a branch of the Trans-Siberian system. The country is very rich in minerals, and its acquisition would be of great advantage to Russia.

Overtures for peace in South Africa have proved unsuccessful. The Boer leaders have rejected the very generous terms offered, including representative government and the official use of their own language as well as English. Perhaps they already find they have made a blunder. Their scattered forces are being driven from place to place, and their supplies of stores and ammunition are falling into the hands of the British. Though the end is not yet in sight, the position of the Boers is decidedly worse than before the peace proposals. V.

### 'ROUND TABLE TALKS.

In asking questions of this department, subscribers should send only what they are unable to find out after study and research. If trivial questions and those capable of easy solution are sent, both space and time are wasted. The REVIEW is very willing to assist all who wish help, but it asks teachers to send only their *difficulties*.

Again: those asking for information should make their questions clear. What and where are the "Cataracts," the "Engadine" and "Riviera?" is asked. The first part cannot be answered without knowing what "cataracts" are meant; and to say that Engadine is a district in Switzerland, and Riviera is the name given to the coast of Liguria in Italy, would mean little. If the REVIEW answered more fully it would be taking the place of a text-book on geography or a gazetteer.

Another asks: Please give pronunciation and location of the following: Erraid, Bruhl, Thule, St. Ange, Berenger, Bregenz, Binnock, Currumpan, Pottawattamies, Tirra Lirra. The subscriber adds: "I have diligently searched every book at my command and cannot find them." And the editor thinks he might spend time in looking, for a few of them at least, and not find them. But why spend time in looking for these when there are hundreds of plain Anglo-Saxon words of every day use which your scholars do not know and which they should know.

K.—Please recommend a pocket gazetteer for school use.

A good pocket gazetteer is somewhat difficult to find. Walker's, sold by J. & A. McMillan, St John, is recommended.

STUDENT.—(1) Please analyze the eight lines of Scott's "Lady of the Lake," beginning

"The chief in silence strode before."

(2) Parse *mines*.

(1) The first two lines contain principal clauses; the next four, adjective or attributive clauses describing "torrent;" the next two, an adverbial clause of place, or, better, an attributive clause descriptive of "Bochastle."

(2) "Mines" a verb, weak, transitive, present indicative, and agrees with subject "which," understood.

J.—Please publish in the next REVIEW a rule for determining the gender of French nouns.

No single rule can of course be given; and no rules that are at all practical can teach the learner to determine in every case the gender of a noun. A few general rules will help him to decide in a majority of cases. For these consult a French grammar.

BOOKKEEPER.—What blank books are to be used in connection with the new text on bookkeeping prescribed by the N. B. Board of Education?

No blank books have been prescribed to be exclusively used in connection with McLean's Bookkeeping. The pupils may prepare their own blanks, or use the blanks so far as they are suitable of the former prescribed book in bookkeeping, or they may use the blanks of the Copp, Clark Co., Toronto.

SUBSCRIBER.—Kindly publish in the next issue of REVIEW the analysis of the following sentence and parse words underlined:

"And *such as* is the war-god,  
The *author* of thy line,  
And *such as she* who suckled thee,  
Even *such be* thou and thine."

Principal Clause (A)—"And be thou and thine even *such*." Subj. = *thou and thine* [own family.] Pred. = *be even such*; or, if you recognize a "complement," *be* is the pred., and *even such* the complement (with its enlargement).

Adverbial Clause (1a') to "*such*,"—"as is, etc." = which the war-god, the author of thy line, is. Subj. = *the war-god*. Enlargement of subj. = *the author, etc.* Pred. = *is which* (or, Pred. = *is*, and Comp. = *which*).

Adverbial Clause (2a') to "*such*,"—"as (= which) she is." Subj. = *she*. Pred. = *is which*. (or, Pred. = *is*; Comp. = *which*).

Adjective Clause (a<sup>2</sup>) to "*she*,"—"who suckled thee." Subj. = *who*. Pred. = *suckled*. Obj. = *thee*. *Who* is also a connective.

*Such* = adj. of qual., qualifying "person." ("Such a person" is our idiom for "a such person.")

*As* = pron., simp. rel. (= which), masc., sing., 3rd, agreeing with antecedent "person," understood, and nom. case, after copulative verb "is."

*Author* = noun, com., masc., sing., 3rd, nom., in app. with "war-god."

*She* = pron., simp. pers., fem., sing., 3rd, nom, sub. of "is" (understood).

*Even* = adv. of deg. (or of precision), modif. "such."

*Be* = verb anomalous, intrans., act., imper., pres., sing., 2nd, agr. with "thou," and also 3rd pers. agr. with "thy family."

*Thou* = pron., simp. pers., masc., sing., 2nd, nom., subj. of "be."

*Thine* = thy = possessive (pronominal) adjective, going with "family," or some other noun understood.

H. C. C.

This is the first year I have taken the REVIEW. I find it helpful, interesting and instructive.—L. M. B.



## SCHOOL AND COLLEGE.

Miss Grace H. Patterson, the teacher of the Folly Village, Colchester Co., N. S., school, with the aid of the older scholars, has realized the sum of \$36.00, the proceeds of a concert. This has enabled the school to purchase some chemical and physical apparatus and a set of lenses. This makes an excellent addition to the equipment of the school; and coming as it does through the efforts of the teacher, scholars and the patrons of the school, makes it all the more valuable.

Mr. I. B. Oakes, late principal of the Horton Academy, Wolfville, has been appointed census commissioner for Nova Scotia, in place of Firman McClure, deceased.

Mr. H. C. Henderson, M. A., late of the high school, Fredericton, now studying at the University of Chicago, has been given a fellowship of the value of \$320, on condition of his remaining another year at that institution. Mr. Henderson's friends will be glad to hear of his success.

The school children of the three departments of the Port Maitland schools, Yarmouth county, N. S., under the training of Principal W. S. Bruce, assisted by the two lady teachers, Miss A. A. Goudey and Miss Lidah Sanders, gave the operetta entitled "Santa Clare's Vision," in the Odd Fellows' Hall of that town, February 9th. This concert was a grand success and was repeated on February 13th. The proceeds, which amounted to \$32.45, were applied toward buying a complete set of maps for the school.

Mr. J. Logan Trask and his pupils of the South End school made some experiments last December with the various elementary gases. One was filling an ordinary ten cent balloon with hydrogen in order to prove the lightness of the gas. A note was attached to it, giving the place and date of its release, and it was set free. Nothing was heard from it until recently, when word came that the balloon had been seen at Oak Park, Shelburne county. Mr. Trask wrote the postmaster at that place for particulars, who replied that a man at work in the woods had noticed the balloon, and became greatly excited and alarmed at its appearance.—*Yarmouth Herald*.

The Cornell University register for 1900-1901 is a book of 500 pages. Among the names mentioned in the volume of students of distinction are Frank Allen (A. B., A. M., University of New Brunswick). Mr. Allen held a \$500 fellowship in physics at Cornell in 1900. Ira McKay, a Dalhousie graduate, held a fellowship in philosophy. Among those who took an advanced degree was John William Adams Baird, of River Hebert, Cumberland county, N. S., a Dalhousie graduate, who pursued a post-graduate mathematical course at Cornell.—*St. John Sun*.

The Superior school at Hillsboro has recently purchased a supply of chemicals and chemical apparatus. L. J. Folkins, B. A., is the principal.

The Quebec Legislature has voted down the bill to make education compulsory in that province.

The school near Debec, Carleton county, taught by Murray H. Manuel, has acquired a set of apparatus and minerals for use in teaching Nature lessons. Mr. Manuel has made for the school, with his own hands, a suitable cabinet for the apparatus and a table for experiments.

Miss Florence E. Downing, of Rolling Dam, Charlotte Co., Miss Sada Folkins, of Fenwick, Kings Co., and Mr. A. S. Lamb, of Chapman, Westmorland Co., have obtained similar sets for their schools.

Miss Elsie Stockton, eldest daughter of A. A. Stockton, Esq., of St. John, left on the first of April to assume charge of the kindergarten school in the Methodist college, Santiago, Chili. Miss Stockton is well qualified by disposition and training for this important position. She graduated last year at the head of her class in the Kraus-Boelte Kindergarten School, New York.

The school at Harvey Bank, Albert County, Mr. A. D. Jonah, teacher, lately raised the sum of \$12.00 by means of a public lecture, the sum to be devoted to making an addition to the school library.

The famous Boardman Collection, embracing some sixteen hundred of stuffed specimens of the Birds of New Brunswick, has been purchased by the government and added to the Crown Land Museum at Fredericton.

There is an attendance of 118 boarders and 60 day students at the Sackville Ladies' College, the highest in the forty-six years' history of the institution.

Miss Miriam Kyle, late of the Dorchester Superior School, has been appointed principal of the Harcourt, Kent County, Superior School at an increased salary. Miss Kyle is an energetic and capable teacher and is deserving of her promotion.

The death of Miss Elizabeth M. Hibbert, of Yarmouth, removes a teacher whose happy disposition, faithfulness and earnest work endeared her to her pupils and the community.

Mr. Ewen McMillan, a graduate of Guelph Agricultural College, has been appointed instructor of agriculture in the Prince of Wales College, Charlottetown.

Fred. W. Sprague, a young teacher of much promise, died at Calgary, N. W. T., April 2. He was the son of Rev. H. Sprague, D. D., and taught school formerly in New Brunswick.

Miss Ellen H. Macdonald, for many years teacher in the primary department of Georgetown School, Georgetown, P. E. I. has retired from the profession. Before leaving Miss Macdonald was presented by the pupils of the school, all of whom learned their first lesson under her care, with a beautiful parlor clock; and by her fellow teachers with a volume of "Mrs. Browning's poems." Her place has been taken by Miss Gertie Gillis of Charlottetown.

## RECENT BOOKS.

**ANIMAL LIFE: A First Book of Zoology**, by David Starr Jordan, LL. D., and V. L. Kellogg, M. S. Price \$1.20. D. Appleton & Co., Publishers, New York.

Among the features which already mark the opening of the new century, those interested in education cannot but note with pleasure the change which is taking place in the character of textbooks, more especially as these relate to the study of nature. Not only do they show a marked advance as regards the knowledge displayed of the subjects treated, but the method of treatment is in many of the most recent works wholly different from that previously in vogue; while the whole aspect of the books, especially as regards typography and illustrations, shows an equally marked improvement.

Such were the impressions aroused in the writer's mind upon the perusal of the admirable works of Prof. Coulter upon "Plant Structures" and "Plant Relations" in the so-called "Twentieth Century Text-books," and they have been more than confirmed by the examination of the new volume in the same series by Profs. Jordan and Kellogg upon "Animal Life." The title is suggestive of the new departure. It is not an attempt to describe and name all the parts of animals as revealed by the dissecting knife and the microscope; but regarding animals as possessed of life, with all which that term implies, it endeavors to bring before the mind of the reader the relations of the living creature to its environment, the circumstances which are favorable or unfavorable to its existence, the means developed whereby gain may be had or injury avoided, the response of the structure to new and varying needs, and the consequent development of new adaptations, greater variation and higher complexity. As stated by the authors in their preface, the book treats of animals from the point of view of the observer and student of animal life, who wishes to know *why* animals are in structure and habits what they are. And the table of contents shows that this fundamental idea pervades the entire work. Instead of chapters on bones, muscles, nerves, etc., we have "The Primary Conditions of Animal Life," "The Crowd of Animals and the Struggle for Existence," "Adaptations," "Animal Communities and Social Life," "Protective Resemblances and Mimicry," "Instinct and Reason," "Homes and Domestic Habits," etc.

Thus students are brought at the outset to contemplate and, it may be, to investigate for themselves topics about which young minds are keen for information, while mere descriptions of structural peculiarities, especially if given in technical jargon, are apt to be repellent. Of course works containing such descriptions are required, but they are for the advanced student or the specialist rather than for the beginner, and even for the specialist are apt to become mere books of reference. In the present instance, on the contrary, the work, as might be expected from the well-known style of its most distinguished author, Prof. Jordan, has almost the fascination of a novel, and where, as in illustrations of reason as contrasted with instinct, he describes a scene in California where a rabbit, pursued by a bald eagle, took advantage of a barbed wire fence, simply passing alternately from one side to the other as his eager pursuer tried to swoop down upon him, one can almost feel as though the struggle were going on before his eyes. So among the illustrations, all of which are good and many superb, is one of a salmon leaping up an 18 foot fall, and photographed as he leapt, which makes one sadly reflect that such a feat may once have been common

here and would be still had due protection been afforded to the original possessors of our streams and rivers. The chapters upon the geographical distribution of animals, with which the book closes, is especially interesting, and raises or throws light upon many questions connected with the mammals, birds, fishes, etc., of our own province, and to which confirmation of an accurate character is greatly needed.

L. W. BAILEY.

University of New Brunswick.

**COMMERCIAL FEDERATION AND COLONIAL TRADE POLICY**, by John Davidson, M.A., Ph.D., of the University of New Brunswick. Publishers, Swann, Sonnenschein & Co., Limited, London, and Charles Scribner's Sons, New York.

Dr. Davidson occupies the Chair of Political Economy in the University of New Brunswick, and deservedly enjoys a high reputation as a close student of political science. The book just issued is one which deals with questions, at this time of especial interest. The relations between the mother country and the colonies at this period must evoke the interest of every thoughtful person. England's commercial policy towards her colonies, since the Treaty of Paris; commercial federation; Canada and the Empire; and trade and the flag; are the topics dealt with in the different chapters of the book. Preferential trade between England and the colonies is much talked about at this time, and any discussion upon that question cannot fail to attract Canadian readers. Dr. Davidson, in speaking of that subject says: "A policy may be good in the abstract, may be practicable for the giver, but if it does not secure the desired end it is worthless. The concession is required to meet the colonial demand." The author thinks the correct way to obtain a preference is to improve and cheapen the methods of transportation; to provide facilities for the interchange of products; and instances as a result of this policy Great Britain's supremacy over the United States in respect of the trade of South America. There is force in this argument, and there is much in it to recommend it to the favorable consideration of those responsible for the present condition of our trade relations. For instance, if Canada gives a preference to the goods of English manufacturers over those of foreign countries, it is for the purpose of mutually benefiting the mother country and the colony. That benefit may be either a direct pecuniary gain, or in drawing the colony closer to the mother country, or both. The preference on our part having been given, one would think it wise policy to insist that the goods coming into Canada, enjoying the preference, must come through Canadian, not foreign, ports. Dr. Davidson is evidently a strong free trader. He does not think that trade follows the flag, but rather the price-list. To a certain extent it is true that trade follows the price-list; but under present economic conditions throughout the world, is not the price-list affected by the law of the flag? Outside of Great Britain today, the nations of the world are endeavoring to direct trade largely by the law of the flag. The book under review is an opportune addition to the discussion of important questions. We may not fully agree with Dr. Davidson in all his generalizations, but he has presented his views in a candid, forceful and scholarly manner. It is just possible his effort at condensation of expression somewhat mars his book for popular reading. A little more amplification, a style just a shade less professorial, and technical, would, it is thought, enlarge the number of readers. The book, from a mechanical standpoint, would be more attractive if in larger print. The cost of publication

might be somewhat increased in consequence, but this would be more than counterbalanced by the appearance of the work, and the ease to the reader's eyes in perusal - by no means an unimportant consideration in this reading age. The writer, from a perusal of the book, has received both pleasure and profit. Dr. Davidson stimulates thought upon important living issues, and his work ought to find a large and ready sale.

A. A. STOCKTON.

**SOLL UND HABEN** von Gustav Freytag, abridged and edited with introduction and notes by George T. Files, Ph.D. Publishers, D. C. Heath & Co., Boston. Price 65 cents.

Great credit is due to Dr. T. Files for having undertaken the very difficult task of making Gustav Freytag's greatest *roman* accessible to the English-speaking student by very judicious abridgments and careful notes. "Soll und Haben" (Debit and Credit) are "chips of a German workshop," - the workshop being here a German mercantile house in the time of the middle of the past century. It is a splendid picture of the German people, especially of the middle classes which are shown at their best, that is to say at work in "Freud und Lied." Idyllic, humorous and stirring scenes follow each other in rapid succession that keep the reader's or student's interest always awake. In its time, the *roman* made quite a sensation not only by its masterly style but also by its extreme democratic tendency, and as an offset to romanticism. The book is very nicely bound and printed, and will rapidly attain a prominent place in our colleges and high schools, as well as in private libraries.

**SCHILLER'S "DAS LIED VON DER GLOCKE."** With introduction, notes and vocabulary, by W. A. Chamberlain. Publishers, D. C. Heath & Co., Boston. Cloth. Price 30 cents.

Das Lied von der Glocke (The Song of the Bell) is the highest level of that symbolic poetry in which Schiller often gives to lifeless things a human significance. The realistic description of the casting of the bell which runs throughout the poem, and constantly recurring pictures of life which are connected with it; the extraordinary skill with which all the important human relations are treated, as childhood, youth, love, marriage, the happy household, the fire which destroys it from without, death which destroys it from within; the splendid pictures of order and peace, of war and revolutions, - all this, says Scherer, contribute to render this poem quite unrivalled in literature. The vocabulary and the excellent notes make the study of this unique German masterpiece an easy task.

"**HAROLD**" von E. v. Wildenbruch, edited with introduction and notes, by Dr. Charles A. Eggert. Publishers, D. C. Heath & Co., Boston. Cloth. Price 35 cents.

Wildenbruch, Hauptmann and Sudermann are the greatest representatives of the modern German drama. "Harold" will be appreciated better by the English-speaking student than Wildenbruch's other historic dramas, "Das neue Gebot" and "King Henry and his Race," etc., because Harold's history is after all better known to the American student than the German mediæval times. The drama undoubtedly ranks among the very best productions of Wildenbruch, and though the author chose unfortunately to write it in blank verse, it has become very popular. The tragic end of the Saxon reign and its downfall before the Normans is interwoven with Harold's romantic, though unhistoric love-story. The notes

are carefully made. The book is well bound, and the printing, as with all new books of Messrs. D. C. Heath & Co., leaves nothing to be wished for.

**MATERIALS FOR GERMAN COMPOSITION**, based on "Der Schwiegersonn," by Professor L. E. Hornig, Victoria University, Toronto. Publishers, Messrs. D. C. Heath & Co., Boston. Paper. Price 12 cents.

This is a splendid little edition that deserves a place with Baumbach's bright tailor-story, on which it is based. The exercises in idioms and drills in syntax have been most carefully selected, indeed so masterfully that one would scarcely expect such standard work under so simple a cover. Every teacher who is using Der Schwiegersonn with notes by Bernhardt (D. C. Heath & Co.) will be delighted with the little work.

LOTHAIR BOBBIN

Kings College, Windsor, N. S.

**LAWRIE: Une Année de Collège à Paris.** Pp. xvi + 168, 2s.  
**PATRICE: An Pole en Ballon.** Pp. xx + 172, 2s. Siepmann's Elementary French Series. McMillan, London. Copp, Clark Co., Toronto.

The latest additions to Siepmann's Elementary French Series are a romance after the style of Jules Verne's stories, and a story descriptive of school-boy life in France. "To the Pole in a Balloon" foreshadowed the expedition of the ill-fated Andrée. "A Year at College" in Paris records the thoughts and doings of the Parisian high school boy. The French Lycée corresponds to the German gymnasium, and the English public school. (Eton, for example, and the Canadian college).

**THE FRENCH SUBJUNCTIVE.** By C. C. Clarke. Pp. vi + 66. D. C. Heath & Co., Boston.

This study follows the inductive method. Examples from contemporary authors are given and the student is left to draw his own inferences. Part I presents the general principles; Part II, the modifications. A large number of examples and a vocabulary are provided.

**BRUNO: Le Tour de la France par deux Enfants.** Notes, Vocabulary. Pp. iv + 211. D. C. Heath & Co., Boston.

Bruno's story presents the geography of France in the form of a trip of two children. This edition has a map and a number of illustrations. It may be taken up about the end of the first year.

W. C. M.

**FOUNDATIONS OF BOTANY.** With Key and Flora. By Joseph Y. Bergen, A. M., Boston. Cloth. Pages 412 + 257. Price \$1.70. Ginn & Co., Publishers, Boston.

The remarkable advances of the past five years in the teaching of botany have been both signalized and stimulated by the appearance in rapid succession of a series of most excellent textbooks. The one before us is the latest of these, and it has had the advantage, not only of following the others and profiting by their good points and experience, but is itself practically a new and enlarged edition of a remarkably successful work by the same author. Perhaps a large measure of the success of Bergen's "Elements of Botany" is due to the fact that its author, unlike the writers of the other recent high-school textbooks of botany, is himself a high-school teacher, and hence understands the conditions and limitations of high-school work and can adapt his book accordingly. The present work "The Foundations of Botany" differs from the earlier "Elements" in being enlarged throughout, and especially in its much

larger Flora which is now complete enough to be of real service. Another great improvement is in the illustrations, of which there are many new ones, while many of those earlier used have been re-drawn, usually with an accuracy and beauty leaving nothing to be desired. Indeed, the "Foundations" is one of the most appropriately and beautifully illustrated of botanical books. Another change consists in the removal of much of the ecological matter from the different chapters to a special section by itself. This alteration, however, we can hardly view as an improvement, for certainly most of the topics of ecology, like those of physiology, are best studied, not as a formal division by themselves, but along with the structures with which they are most closely connected. Still, this isolation of ecology has this merit, that, being a new and very attractive subject, there is an advantage in having it treated by itself where teachers and pupils alike may fully grasp its matter and significance. Like the "Elements," the book begins with the study of the seed and then takes up the plant organs, root, stem, leaf, etc., making structure the foundation of the course and treating physiology, etc., in connection with it, a method now adopted by most teachers. The balance between anatomy, morphology, physiology and ecology is extremely good; indeed, one of the great merits of the book, as of the earlier "Elements," consists in its even balance and freedom from extreme views and recommendations. It is written attractively and very clearly, and, the author having had the assistance of many botanical specialists, it is thoroughly accurate and modern. Accompanying the book is a Handbook for Teachers, of sixty-five pages, filled with practical advice and suggestions to teachers as to the best ways of using the book.

We can strongly commend this book to all Canadian teachers for their own use and inspiration, even if it is not practicable to put it into the hands of their pupils. It offers to all of our high schools an ideal towards which to work.

W. F. GANONG.

HANDBOOK OF METHOD FOR TEACHING PHONIC READING. By John A. MacCabe, LL. D., F. R. S. C., Principal Ottawa Normal School. Cloth. Pages 84. Copp, Clark & Co., Ltd., Publishers, Toronto.

This is a book that every primary teacher should see. Every step in primary reading, by the phonic method, is laid down with a care, precision and attention to detail, that it would be difficult to improve upon. The intelligent and earnest teacher, with such a handbook as this can look forward with confidence to lay a good foundation in reading.

### Special Notices.

We are indebted to the Toronto Lithographing Co., for a neat little office map of the Dominion of Canada. It is very convenient for immediate reference, and is a model of clearness and accuracy.

The attention lately bestowed upon the domestic cat by society, and the great success of several cat shows, have induced Mr. John E. Diehl, the well-known authority on domestic animals, to prepare a handy little volume on the cat. It carefully describes the different breeds and varieties, and states how to keep and rear cats; how to recognize their various diseases and how to treat them. The Associated Fanciers, 400 N. 3rd Street, Philadelphia, Pa., will mail a copy of it on receipt of 25 cents.

### APRIL MAGAZINES.

G. W. Anderson, a distinguished ex-member of the Boston School Board, opens the April *Atlantic* by discussing freely and fearlessly Politics and the Public Schools, showing how the most important work—next to that of the courts—intrusted to the government is suffering through insufficiency and corruption. . . . Mr. Meredith Townsend, whose article on The Influence of Europe on Asia, is published in the *Living Age* for March 23, reaches the conclusion that Europe never has exerted any influence on Asia worth mentioning, and is not likely to. . . . The story of a duck is the newest thing which Ernest Seton-Thompson, the author of *Wild Animals I Have Known*, has written. It is called *The Mother Teal and the Overland Route*, and will shortly be published in the *Ladies' Home Journal*. . . . It is not in disparagement of the other contents of the *Century* that one claims priority of interest for the last of its "body" articles, Personal Reminiscences of Queen Victoria. This very entertaining paper is unsigned, the writer merely saying of Her Majesty: "I saw her constantly in the summer of 1886, during my four weeks' peep into English court life, while temporarily forming part of the suite of an Illustrious Personage, a guest of the Queen, at Osborne House." The reminiscences include many authentic and characteristic anecdotes. . . . One finds himself holding his breath from one end to the other of Cleveland Moffett's paper *The Pilot*, in the April *St. Nicholas*. [At the head of this article there is a picture of a boat plunging through the Lachine Rapids. But, dear *St. Nicholas*, who ever saw a boat going through a rapid like that with men propelling oars! EDITOR.] The Canadian voyageur is the pilot especially considered, and it is hard to say which of the scenes described is the more exciting—Fred Oullette on a steamboat shooting the Lachine Rapids, or Jackson and his band getting the Wolseley expedition up the Nile cataracts, just too late to save Gordon at Khartoum. . . . The *Chautauquan*, in its illustrated articles on The Rivalry of Nations, gives a striking and interesting account of the rise of the New Oriental world power, Japan—"the Great Britain of the far east." . . . Among the special features of the *Outlook's* Magazine Number for April may be noted: The Rights of Man, by Lyman Abbott, the first of an important series of twelve papers. The third chapter of Making of an American, Mr. Jacob A. Riis's immensely interesting and lively series of autobiographical sketches; a finely illustrated article on miniature painting, by Mr. W. G. Bowdoin; an amusing and clever story of Irish life, called True Blue, by Mr. Shan F. Bullock, and other articles. . . . The *Canadian Magazine* has two finely illustrated educational articles,—Where Engineers are Educated, by J. W. Bain, and the second, The MacDonald Manual Training Schools, by Prof. Jas. W. Robertson. The former deals with the Ontario School of Practical Science, and the latter gives the history and development of the Schools established and maintained in the various centres of the Dominion, by Sir Wm. MacDonald. . . . The *P. E. Island Magazine* begins its third volume with the number for March. It is a well printed and readable magazine representing very creditably the literary and social life of the province. A series of articles on Our School System, by A. B. Warburton, contains many excellent suggestions of improvement. . . . Those who love plants and their cultivation ought each month to look at the articles contributed to the *Delineator* by Ward McLeod. These not only impart original information, but also answer the questions of those who are puzzled and troubled about their plants. In the April number of the *Delineator*, Ward McLeod speaks especially of the Cultivation of Water Plants.

## Education Department, N. B.

## OFFICIAL NOTICES.

The attention of School Trustees and Teachers is directed to the following Official Notices.

## I. THE SCHOOL MANUAL 1901.

The new School Manual has been mailed to Secretaries of School Boards and teachers in all districts in which schools were in operation during the last term. Manuals will be sent on application to any teacher or school trustee who has not been supplied.

## II. SCHOOL HOLIDAYS.

In addition to the holidays hitherto allowed by Regulation, the Monday and Tuesday following Easter, and the day observed as Labor Day, shall be reckoned as holidays in all public schools. In districts in which Labor Day is not publicly observed, the schools may be kept in operation as on other teaching days, and in any such case the school may be closed for the term one day earlier. His Honor the Lieutenant-Governor having proclaimed Saturday, February 2nd, as a public holiday, on account of the obsequies of her late Majesty Queen Victoria, the number of teaching days in the term ending June 30th, 1901, will thereby be reduced to 130 in country districts, and 119 in the City of St. John.—See Regulation 20.

## III. EMPIRE DAY.

Thursday, May 23rd, is to be observed in all public schools as Empire Day.—See Regulation 47.

The recent death of our late beloved Queen renders it eminently fitting that Empire Day for the year 1901 shall be specially observed as VICTORIA MEMORIAL DAY. All the lessons and exercises of the schools on that day should have special reference to the progress of the Empire during the Victorian era; and to the gracious influences of the life and character of Victoria the Good upon the people of the British Empire, and of the world. Teachers are requested to consult with trustees in making careful preparation for the due observance of the day.

## IV. DEPARTMENTAL EXAMINATIONS.

(a) *Closing Examinations for License.*—The Closing Examinations for License, and for Advance of Class, will be held at the Normal School, Fredericton, and at the Grammar School Buildings, in St. John and Chatham, beginning on Tuesday, the 11th day of June, 1901.

The English Literature required for First Class candidates is Shakespeare's "Merchant of Venice," and selections from Keats, Shelley, and Byron as found in Select Poems, used in High Schools.

(b) *Normal School Entrance Examinations and Preliminary Examinations for Advance of Class.*—These examinations will be held at the usual stations throughout the Province, beginning on Tuesday, July 2nd, 1901, at 9 o'clock a. m.

The requirements for the several classes will be found on pages 115 and 116 of the School Manual.

Candidates are required to give notice to the inspector within whose inspectorial district they wish to be examined not later than the 24th day of May. A fee of one dollar must be sent to the Inspector with the application.

(c) *Leaving Examinations.*—Held at the same time and stations as the Entrance Examinations.

These Examinations are based on the requirements of the Course of Study for Grammar and High Schools as given in the Syllabus for Grades IX, X and XI.

The subjects for the Leaving Examinations shall consist of English Language, English Literature, History and Geography, Arithmetic and Book-keeping, Algebra, Geometry, Botany and Agriculture, with any two of the following: Physics, Chemistry, Physiology, Latin, Greek, French.—(Nine papers in all.)

(d) *Matriculation Examinations.*—Held at the same time and stations as the Entrance Examinations. The Matriculation Examinations are also based on the requirements of the Course of Study for Grammar and High Schools as given in the Syllabus for Grades IX, X and XI.

All candidates for Matriculation shall take the following subjects: Latin, Arithmetic and Algebra, Geometry, History and Geography, English Language, English Literature, Chemistry; also, either Greek or French and Natural History.

The attention of candidates for the Leaving Examinations is particularly directed to the changes made in the requirements. Hereafter the requirements for the Leaving Examinations will be equivalent to those of the Matriculation Examinations—both being based on the Syllabus for Grades IX, X and XI of the Grammar School Course, and so far as the subjects of the two examinations are common to both, the examination papers will be identical.

In case there are pupils in any of the High Schools or Grammar Schools who have been making preparation for the Leaving Examination on the Syllabus of former years, special arrangements will be made to meet their wishes, provided early application be made on their behalf.

All candidates for the Matriculation and Leaving Examinations must send in their applications to the inspector within whose inspectorate they propose to be examined, not later than the 24th day of May. A fee of two dollars must accompany each application. Forms of application may be obtained from the Inspectors or from the Education Office.

The English Literature Subjects for the Matriculation and Leaving Examinations will be the same as for the First Class Candidates at the Closing Examinations.

The Department will supply the necessary stationery to the candidates at the July examinations, and all answers must be written upon the paper supplied by the Supervising Examiners.

In the June examinations the candidates will supply their own stationery.

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

The First Book of Caesar's Gallic War will be required in both cases. The Mathematical Paper will be based on Wentworth's Trigonometry and F. H. Stevens' Mensuration for Beginners.

(e) *High School Entrance Examinations.*—These examinations will be held at the several Grammar and other High Schools, beginning on Monday, June 17th, at 9 o'clock, a. m. Under the provisions of Regulation 46, question papers will be provided by the department. The principals of the Grammar and High Schools are requested to notify the Chief Superintendent not later than June 1st, as to the probable number of candidates.

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

Education Office,

J. R. INCH,

February 5th, 1901.

Chief Superintendent of Education

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Lady Teacher to travel during July. References required. Apply by letter only. N. G. W., 278 PRINCESS ST., ST. JOHN, N. B.

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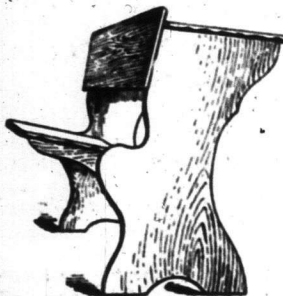
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The words "With Buchheim's *Modern German Reader*, Parts I and II," in 6, Grade X of Course of Study, page 161, *October Journal of Education*, 1900, should read:

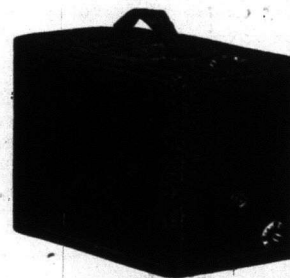
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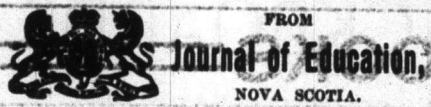
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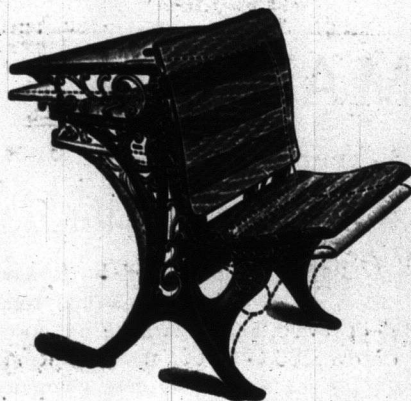
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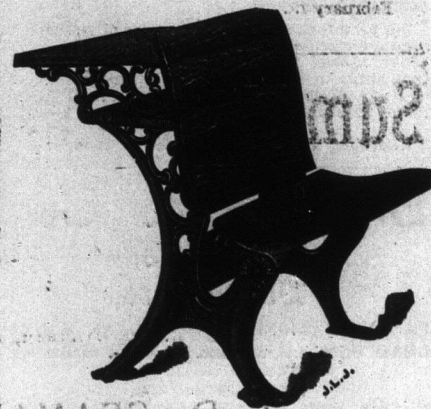
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