

**PAGES**

**MISSING**

TWENTY-EIGHT PAGES.

# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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## THE EDUCATIONAL REVIEW.

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### CONTENTS:

|  |    |
|--|----|
| Editorial Notes.....   | 5  |
| All Aboard for England.....  | 6  |
| Educational Reports—New Brunswick.....   | 6  |
| Macdonald College.....   | 7  |
| Canadian Literature.—VI.....   | 8  |
| Nature Study Class.—V.....   | 10 |
| A Breton Legend.....   | 11 |
| Physical Training.....   | 12 |
| Some Defects and their Remedies.....   | 13 |
| Good References.....   | 14 |
| An Indian Child's Essay.....   | 15 |
| Thoughts on Closing.....   | 15 |
| COLLEGE CLOSINGS—  |    |
| Dalhousie Convocation.....   | 16 |
| The University of New Brunswick.....   | 17 |
| Mt. Allison.....   | 18 |
| The Heavens in June.....   | 19 |
| Current Events.....  | 19 |
| School and College.....  | 22 |
| Recent Books.....  | 22 |
| NEW ADVERTISEMENTS:—Dalhousie University, p. 1; L'Academie De<br>Brisay, p. 2; Everyman's Library, p. 2; New Empire School Desks,<br>p. 21; Books for Teachers, p. 23; Summer Vacation, p. 24; Summer<br>Courses in Science, p. 25; Educational Institute of New Bruns-<br>wick, p. 26; Wanted, p. 28; Card Systems, etc., p. 28; Teachers'<br>Training Course, p. 28. |    |

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A file of this paper can be seen at the office of E. & J. Hardy & Co. 30, 31 and 32, Fleet Street, London, England, free of charge; and that firm will be glad to receive news, subscriptions, and advertisements on our behalf.

THE REVIEW will not be issued in July.

THE August number of the REVIEW will be adapted to the needs, as far as possible, of the many young teachers who begin their work that month.

THE REVIEW draws the attention of its readers to the two summer schools advertised in this number, both of which should draw many teachers from all parts of the Maritime Provinces. The course at Sackville is more general, and may suit those who wish to combine recreation with more or less of study in a pleasant locality where a college atmosphere prevails. At Truro the course is longer and more specialized, and, to judge from the names of

the instructors, it will be well worth while for teachers to make some sacrifice to attend. The teachers who study at either school may be sure that it will pay to do so—in the more effective work they will accomplish in the next and future years.

MR. L. W. WATSON, of Charlottetown, writes to say that the credit given him in last month's REVIEW—for moving to obtain an authorized coat-of-arms for the province of Prince Edward Island—belongs to Hon. Mr. Justice Hodgson, Master of the Rolls, and Mr. Joseph Pope, Under Secretary of State.

A CHART of Canadian birds, compiled by Miss Clara Humberstone, the drawing and lithographing being the work of the Toronto Lithographing Company, has been received. The drawings represent birds in various attitudes, and the lithographing, done in no less than eighteen colours, leaves nothing to be desired in beauty and faithfulness to nature. It is intended for use in schools and homes. Price \$3.00, mounted on cotton and roller ready to hang up. It is sold by the Geo. M. Hendry Company, Toronto.

THE programme on another page of the Provincial Educational Institute, to meet at Fredericton this month, should attract a large and interested gathering of teachers.

AN account of the closing exercises of Acadia College is too late for this issue. It will appear in the next number.

THE Summer School for Librarians in connection with McGill University, Montreal, will be held from June 22nd to July 18th. In a country where there are so few trained librarians as in Canada, such a school is most timely, because of the waste of money on the part of librarians who fail to make a proper use of their material. In many of the United States normal schools, teachers in training are now required to take a library course as a part of their equipment for teaching.

THE REVIEW hopes that teachers and scholars are keeping in view the prize stories mentioned on page 274 of the April number.

### All Aboard for England.

The large delegation of Canadian school teachers to visit England during the present summer will find much to learn in the schools of the home land. In several respects the English schools are superior to our own. The boys and girls are well grounded in obedience to law, in Christian morals, in good behaviour and respect for order. These count for much in the education of future citizens. It is this absolute obedience, taught from the cradle, that has made the English nation the most law-abiding on the globe.

In the English elementary courses of study there are fewer subjects, and the children are more thoroughly grounded and are not pressed forward as quickly as with us. If our visiting teachers have their eyes and ears open they will notice much that is excellent in the training of the young that might be well imitated in our Canadian schools.

In English schools almost all the instruction is given orally. Very few text-books are used; and there is hardly such a thing known as a series of readers, on which we set much store on this side of the Atlantic. This oral instruction calls for preparation on the part of the teacher, the one thing that lends interest to school work and ensures discipline and respect on the part of the pupil.

In comparing English with American schools, Dr. James Gow, headmaster of Westminster school, London, recently made the statement that "American education lags far behind the standard reached in this country. The entrance to Harvard is not comparable with the entrance examinations to our own universities, and this imperfect education runs through the whole American scholastic world."

Much may be hoped for from the visit to England of many of our brightest teachers who go with the idea that there is much to learn if their minds are receptive and they are without prejudice. We are too accustomed to get our ideals and impressions from our neighbours to the south of us, and frequently to borrow what is defective as well as excellent from the schools of the United States. It will do our teachers good to come in contact with the teachers and the sturdy boys and girls of Great Britain, and to bring home with them some wholesome ideas of the schools of the motherland and some notion of the life of the people, the beauty of the country, its scenes of historical interest, and its flourishing industries and trade. This will be an education in itself.

### Educational Reports—New Brunswick.

The report of New Brunswick schools for the year 1906-07 has been received. Chief Superintendent, Dr. Inch, reports that the educational history of the year has been one of progress. There has been an increase in the number of schools in operation; many school houses have been built, others have been renovated and enlarged, and much interest has been taken both by teachers and ratepayers in improving school conditions.

The total number of teachers employed was 1,894 for the first term and 1,874 for the second term. Of these, only 14 per cent. are men, and they are steadily decreasing. Less than one-fourth hold licenses above the second class. Since 1900 the number of untrained teachers employed has risen from 21 to 72. Salaries have been gradually advancing during the past few years. The increase in the government grant, beginning with July last, to those who have been for two years and upwards in the service, will add to the income of permanent teachers.

The proportion of pupils at school in New Brunswick is one to about five and a half of the population. The number at school for the first term was 58,316 and for the second term 59,551, with a percentage of daily attendance respectively of 68.07 and 63.98. The total number of pupil teachers at the provincial normal school for the year was 377, the largest in its history.

There are four consolidated schools in the province, located at Kingston, Riverside, Florenceville and Hampton. The aggregate enrolment in these is 700, and the total cost of each pupil, chargeable to the districts consolidated, is less than \$13.50. "There are many poor districts in the province," says Dr. Inch, "that pay for very inferior schools, open only part of the year, at a much higher rate per cent. on the assessable valuation."

Of the thirteen schools that have gardens attached to them, six are in King's County and four in Carleton County.

Dr. Inch gives a very interesting summary of the Federal Conference on education held in London last year. The reports of the Chancellor of the University, the Principal of the Normal School, the Inspectors of schools, and of other departments of educational work, make up an instructive volume. The illustrations showing the consolidated schools, and especially excellent full-page displays of various manual training schools throughout the province, are noteworthy features of the report.

**Macdonald College.**

Beautiful for situation is Macdonald College. West from Montreal about twenty miles, it occupies a farm area of nearly a square mile in extent, intersected by the Grand Trunk and Canadian Pacific Railways. The farm slopes with a gentle irregularity to the banks of the Ottawa, where a fringe of trees almost conceals from view the quaint village of Ste. Anne de Bellevue. There are fourteen Ste. Annes in the Province of Quebec, but none probably can match "Ste. Anne of the Beautiful View" for romance and charm of situation.

Let one stand late in the evening at the close of May on the bridge that spans "Utawa's tide," now at the height of the spring flood, and look down on the rush of water sweeping past the village, with Isle Perrot in front, and beyond, the broad bay of St. Louis, which steadies the wild current before it blends with the waters of the majestic St. Lawrence. Behind is the Bay of Two Mountains bathed in the flush of sunset. Above the roar of waters on that balmy May evening is heard the weird strange song of the veery, while from the church below "faintly tolls the evening chime," mingled with the voices of the *habitans* gathered in the streets of the village at the close of day. Such scenes, such voices as these, kept tune on that evening more than a hundred years ago when Thomas Moore wrote his "Canadian Boat Song." The house at which Moore stayed at Ste. Anne, and where he probably wrote the song, is still pointed out. So charmingly does the lilt of the melody and so fittingly do the scenes and voices of the village even now blend with those of the song, that the one recalls the other.

This was the charming site selected for the Macdonald College, "founded, erected, equipped and endowed by Sir William C. Macdonald for the advancement of education; for the carrying on of research work and investigation and the dissemination of knowledge: all with particular regard to the interests and needs of the population in rural districts; (and) to provide suitable and effective training for teachers, and especially for those whose work will directly affect the education in schools in rural districts." Such is the broad plan of its generous founder, aided by the skill and executive ability of the principal, Dr. J. W. Robertson.

The work of Macdonald College is arranged into a School for Teachers, a School of Agriculture and a School of Household Economy. The College is

incorporated with McGill University. Among the faculty of instruction are the following men from the Maritime Provinces: Dr. John Brittain, professor of nature study; J. M. Swaine, lecturer in entomology and zoology; W. Saxby Blair, assistant professor of horticulture.

No fees are charged for instruction. Two large buildings for residence have been put up—one for men, the other for women—with all modern conveniences and comforts. The board has been placed at the low figure of \$3.25 a week. A post office, telegraph station and telephone system place the college in direct communication with the outside world.

During days that the college is in session the students assemble in the large reception hall, and visitors are invited to make addresses. Frequently members of the House of Commons, Ottawa, come down to visit the college, and often there meet on the same platform visitors from all parts of Canada, attracted by a desire to know something more of the possibilities for good in this admirable institution. Very few male students are now in the college, having returned to their homes to practise on the farms what they have learned in the classrooms during the winter. The young women who assembled in the hall a few days ago were said to be "the finest looking, healthiest, happiest lot of girls to be seen in Canada." This statement was made by a member of parliament from the Middle West, and it may be looked upon as accurate. No representative would jeopardize his chances of reelection without a knowledge of the facts.

Granted that there are good looking and healthy young women outside of Macdonald College as well as within its walls, there is every opportunity here to improve health and vigour, intelligence and skill. There are physical exercises, school gardens, dairies, swimming baths, gymnasiums and laundries, buildings and apartments constructed with every regard for sanitation. Thus every opportunity is afforded students to diffuse ideas of greater comfort and enjoyment in the homes throughout Canada and increase the measure of human happiness.

Yes, beautiful for situation is Macdonald College, and the joy of better living in more comfortable homes is what it is seeking to accomplish for the people of Canada; greater development of ability and skill in agriculture throughout the country, with increased productiveness and improvement—and therefore content—in rural life.

## Canadian Literature.—VI.

BY ELEANOR ROBINSON.

## George Frederick Cameron.

There is nothing distinctively Canadian, in any sense, in the writings of George Frederick Cameron. He neither seeks his subjects in the history of our past, nor presents pictures of Canadian life of our own day, nor sings of the possibilities of our future. The lyrics which make up his one volume of published verse are, for the most part, the expression of his own moods, and his direct comment upon life as he finds it. The events which attract him are those which call for protest against injustice and tyranny, and encouragement to all who struggle for freedom. For he is one of those poets whose utterance is forced from them by their instinct of rebellion against the wrongs and oppression which they see in the existing order of things.

Accordingly, we find him, in his very early years, pouring forth his hot, boyish indignation against Spain, for her sins in Cuba; against the tyranny of the Czar, and against the oppressors of Ireland; and prophesying boldly the ultimate success of those who fight for freedom. The poems on Cuba, we are told, were written when he was between fourteen and nineteen years old. Later on, naturally, his view widened; but he never changed his standpoint. In the poem called "In After Days," he explains how far he has modified his opinions.

I will accomplish that, and this,  
And make myself a thorn to things—  
Lords, councillors and tyrant kings—  
Who sit upon their thrones and kiss

The rod of Fortune; and are crowned  
The sovereign masters of the earth,  
To scatter blight and death and dearth  
Wherever mortal man is found.

\* \* \* \* \*

So sang I in my earlier days,  
Ere I had learned to look abroad  
And see that more than monarchs trod  
Upon the form I fain would raise.

\* \* \* \* \*

Since then, I temper so my song  
That it may never speak for blood;  
May never say that ill is good;  
Or say that right may spring from wrong.

Yet am what I have ever been—  
A friend of freedom, staunch and true,  
Who hate a tyrant, be he—you—  
A people—sultan, czar, or queen!

His conception of the mission of a poet is made plain in the following lines:

A singer, I admit, but hath his song  
E'er eased the sad, sick soul, e'er dried the eye  
Of secret sorrow, bruised the head of wrong,  
Or woke the heart to listen to the cry  
Of right down-trodden by the despot-throng?  
No? then, so please you, we will put him by.  
He is a poet? Never! I deny  
He hath a portion of the sacred rage.  
All flowers of speech may bloom upon his page—  
His soft words on my senses idly fall;  
Not having any utterance for his age,  
He hath no power to stir my blood at all.

The same ideal is held up in one of his latest songs, the "Envoi" to the poets of the past and of the future, and it was that towards which he always worked.

A few facts about Cameron's short and uneventful life will be of interest. He was a Nova Scotian, born in New Glasgow on September 24th, 1854, and educated in the New Glasgow schools. When he was about fifteen, his family removed to Boston, where he studied law. His chief attention was, however, always given to writing, and, as we have said, he began to write verses when a mere boy. He contributed to some of the best known newspapers of Boston, the *Transcript* among them. In 1882 he entered Queen's University, Kingston, and in 1883 was the prize poet. Upon leaving the university, he became editor of the *Kington News*, and held this position until a few weeks before his death. He died in September, 1885, of heart disease, and left a wife and an infant daughter.

His early death was doubtless a great loss to Canadian literature. In comparing his later poems with those of his boyhood, we see that without losing in force or sincerity, he has gained very greatly in calmness of tone and power of expression, and such steady increase of skill gives a promise which his too short life left unfulfilled. There is much that is sad, sometimes even despairing, in some of his verses, but they always sound genuine. There is no affectation of cynicism or pessimism, only the apparently sincere expression of one who at times found life bitter, almost unbearable, and rest the

only thing to be desired. But that is not his prevailing tone. At one moment he expresses his weariness in the words—

What matters it the spot we fill  
On earth's green sod when all is said?  
When feet and hands and heart are still  
And all our pulses quieted?

\* \* \* \* \*

So I do not wake to weep  
At any night or any noon,

And so the generous gods allow  
Repose and peace from evil dreams,  
It matters little where or how  
My couch be spread—by moving streams,  
Or on some eminent mountain's brow,  
Kist by the morn or sunset beams.

For we shall rest; the brain that planned,  
That thought and wrought, or well or ill,  
At gaze like Joshua's moon shall stand,  
Not working any work or will.  
While eye and lip and heart and hand  
Shall all be still—shall all be still.

But again he gives us the stirring lines of "The Golden Text:"

You ask for fame or power?  
Then up, and take for text:  
This is my hour,  
And not the next, nor next!

Oh, wander not in ways  
Of ease or indolence!  
Swift come the days,  
And swift the days go hence.

Strike! while the hand is strong,  
Strike! while you can and may;  
Strength goes ere long—  
Even yours will pass away.

Sweet seems the fields, and green,  
In which you fain would lie;  
Sweet seems the scene  
That glads the idle eye.

Soft seems the path you tread,  
And balmy soft the air—  
Heaven overhead,  
And all the earth seems fair.

But, would your heart aspire  
To noble things—to claim  
Bard's, statesman's fire—  
Some measure of their fame:

Or, would you seek and find  
Their secret of success  
With mortal kind?  
Then, up from idleness!

Up—up! all fame, all power  
Lies in this golden text—  
This is my hour—  
And not the next—nor next!

And there is a cheerful acceptance of ills in  
"Quid Refert:"

What care we for the winter weather—  
What care we for set of sun—  
We, who have wrought and thought together,  
And know our work well done?

What do we care though glad stars glitter  
For others only? Though mist and rain  
Be over our heads? Though life be bitter,  
And peace be pledged to pain?

\* \* \* \* \*

What care we though all be a riddle—  
Both sea and shore, both earth and skies?  
Let others read it; we walk that middle,  
Unquestioning way where safety lies.

And care not at all for winter weather,  
And care no more for set of sun—  
We who have wrought and thought together,  
And know our work well done.

Throughout the "Lyrics on Death," which complete the volume, runs a strain of strong faith in the ultimate conquest of good over evil, and the unendingness of life. We have room only for one illustration, the fragment called "From the Sea:"

A voice comes in with the tide—  
A voice that I should know;  
And I fancy it that of the dead, who died  
Ah, me! so long ago.

With the solemn sigh of the sea  
The voice comes landward in:  
And ever it seems to say to me—  
Death wins not—Life doth win.

There was somebody who said unkind words  
which hurt somebody else. Was it you?

There was somebody who was selfish and  
thoughtless in her home. Was it you?

There was somebody who spoke unkindly of  
somebody else. Was it you?

There was somebody who found nothing but fault  
with everything in the belongings of her friend.  
Was it you?

There was somebody who borrowed a book and  
kept it for months. Was it you?

There was somebody who, day in and day out,  
never did anything to make anybody else happy.  
Was it you?—*American Primary Teacher.*

## Nature Study Class.—V.

W. H. MOORE.

The sun is bright, the air is clear,  
 The darting swallows soar and sing,  
 And from the stately elms I hear  
 The bluebird prophesying spring.

\* \* \* \* \*

Enjoy thy youth, it will not stay;

\* \* \* \* \*

For O! it is not always May!

—Longfellow.

No, it is not always May! It is now June, but this year we had March in April, a part of April in May, and why not a part of May in June?

Many of you have watched for the arrival of the birds from the south, for the appearance of various insects which have passed the winter months in a torpid state, some as mature specimens, others in the chrysalis form, and some in the egg-stage of life. Many are more specially interested in plants, and have looked longingly for flowers that some seasons would have been in bloom weeks earlier than they are this season.

Amateurs who have followed our nature study class this year have watched the colours of the twigs of other shrubs and trees, besides the one mentioned in an early article, and have seen how the bright colours of red, yellow and other shades are gradually fading as the foliage and flowers appear. Many will notice for the first time that trees and shrubs that are fertilized by the wind have borne their catkins of bloom before the leaves have appeared; examples are alder and white birch. Take notice, also, when the buds appear for next year's catkins. Observe also the structure of the blue iris flowers, commonly spoken of as blue flags.

Those who live near large tracts of intervale lands have perhaps heard during some of the cloudy days we have had and during the evenings, the ventriloquial song of the Wilson's snipe. The sound seems to arise from the very earth near where you stand, from the right, from the left, or high over head, and when you at last think you have located the exact spot from which the sound arises, it will apparently come from some distant place. Should we be able to locate the call or noise during the day, we will see high overhead a small bird in erratic flight, and when the sound is produced a vigorous beating with the wings accompanies it. The old people called this bird the heather bleater, probably

being acquainted with the same antics and calls of the English snipe upon the moors of Britain.

I hear the cry of their voices high,  
 Falling dreamily through the sky,  
 But their forms I cannot see. —Longfellow.

Closely related to the Wilson's snipe is a bird of beautifully variegated plumage, the ground colour of which is brownish; this also sings at night. It is the American woodcock. Its habitat is more about alder swamps and swales than on the inter-  
 vales which are inhabited by the first-named bird. Sometimes in warm evenings we may hear the love song of the woodcock, and observe its peculiar erratic and interesting flight as the male pays court to the female of his choice. At first we hear a sort of buzz, buzz call, then the male flies spirally up into the air, and, as he mounts upward, pours forth a sweet musical ditty of tweeps and twitterings. When the song is ended the bird drops like a plummet to the earth, alighting beside his mate. They caress each other, the buzzing calls are given a few times, then the aerial song and flight is reproduced; such is the programme of their evening's entertainment, and pleased is the bird-observer who is thus entertained. But let us follow them later on in their family affairs. The nest is merely a slight depression among leaves upon the ground. Four eggs are laid and carefully cared for and incubated by the female. Special provision has been made whereby the female is enabled to keep the eggs sufficiently warm for incubation purposes. The eggs are sometimes laid while the earth is still cold and damp, and the mother bird huddles the eggs close against her body—between the feather tracts of her under-parts. Having the eggs held so close to her, and her colours blending beautifully with her surroundings, the parent bird is not easily discovered, nor does she fly from the nest unless about to be stepped upon. The young are as zealously cared for as are the eggs—even more so—for the female will carry the young to places of safety when enemies are crowding upon them too closely. When not upon their feeding grounds, the woodcocks in late summer may be found in grain fields, bush-grown pastures, or in clumps of woods. In the evening they fly to their feeding grounds along some stream where the earth is easily probed by their long slender bills as they search for the lusty, succulent angleworms, of which their diet is composed.

The last of the bird migrants have arrived from their winter sojourn in the south. The arrival

varies with the species and localities. Fully two months elapse from the time the first migrants of the sparrow family reach us until the last of them arrive. The same can be said of the warblers. The myrtle or yellow-rumped warbler arrives in early April, but the chestnut-sided, and at times the Cape May, do not put in their appearance before June. How many and varied are the colours adorning the warblers! How varied the songs! Many students claim this family to be extremely difficult for them to identify, either by seeing or hearing them.

The males are certainly easily identified, and there is generally some similiarity between the sexes. Many of them have common English names in accordance with some chief characteristic; for instance, we have the yellow-rump, black-throated blue, black-throated green, blue yellow-back and red-start, the latter being from the Welch word *red-steort*, meaning red tail. Then there are the chestnut-sided and bay-breasted, each with their name well placed. In speaking of the colours, it is well for students not to confound one colour with another. Red does not include all the various shades of yellow, orange and brown. Red is red, yellow is yellow, and so on; and when giving a description of colours of bird, insect or flower, give the proper colour; then the one who helps you has something to work from.

Another point in identifying birds is that the first conspicuous mark of any bird that strikes your eye is the first mark that you are likely to notice next time. For instance, the chestnut-brown patch on the side of the head is a field mark for the Cape May warbler. A yellow mark on sides of upper neck is usually first seen for identifying the bay-breast. The black-throated blue has a white mark in the wing at the middle of the primaries. The black and white warbler is coloured true to name, and has a white stripe through the crown by which it may be distinguished from the black-poll, whose crown is black. Among our recent arrivals are the cedar-bird, scarlet tanager and rose-breasted grosbeak. The cedar-bird arrives in time to help control the insects in caterpillar form that destroy apple blossoms. They also feed largely upon insects that destroy the foliage of the elms. From some of their habits the cedar-bird has been given a number of names, as cherry-bird and blossom-bird, the latter from the fact that it feeds upon apple blossoms. Two specimens were taken by the writer that were

engaged in feeding on blossoms; the stomachs contained fully twice as great a bulk of injurious caterpillars as of apple petals. Thus we are led to believe the cedar-bird is a most beneficial bird, and should be fully protected by all, not only for its good works, but for its confiding manner and beautiful appearance.

#### A Breton Legend.

According to Breton tradition, Cape Finisterre, a barren and storm-swept headland on the northern coast, was the point from which the souls of the dead took passage for the Isles of the Blest. The voyage was tempestuous, and the entrance to the haven was shrouded by a dense and terrifying veil of mist.

Straining eyes towards a darkening west,  
A sea full of pain and deep unrest,  
And never a sign of the Isles of the Blest.

And on the morrow's morn there fell  
A grievous mist on the ocean swell,  
Black as the adamant gates of hell.

Whereat there rose a bitter wail:  
"Back! Oh, guide through the merciless gale!  
We may not pierce this awful veil.

"Not for us are the forest aisles,  
The morning dews, and the sunset's smiles  
On the fragrant slopes of the Blessed Isles."

But He at the helm drave steadily;  
"Ye shall not faint nor fail," said He:  
"For Mine are the souls that sail with Me.

"Only be strong and void of fear,  
Make keen the eye and tense the ear;  
Listen, and gaze, and the mist will clear."

And e'en as He spake the words fell true,  
For the veil was cloven through and through  
With flashes of opal, gold, and blue;

And the air grew warm and sweet and fine  
With breath of roses and eglantine,  
With balm of fir and spice of pine;

And the veil brake utterly, setting free  
Beyond the pain and the mystery  
That fairest haven where we would be.

—*Antonia Kennedy-Laurie Dickson, in Chambers's Journal.*

Now every field and every tree is in bloom; the woods are now in full leaf, and the year is in its highest beauty.—*Virgil.*

**Physical Training.**

BY H. P. DOLE, M. A., Teachers' College, New York.

Following the lead of Germany, Sweden and other European countries, American schools are devoting considerable attention to the subject of physical education, and while no system in vogue can lay claim to perfection of organization or results obtained, yet a decided advance has been made over the meagre and unscientific exercises which a generation ago masqueraded under the title of physical training in our schools.

Just now, we in Canada are beginning to question the feasibility of a more thorough course of physical exercises in our schools. What the outcome will be, it difficult to predict; but from the fact that military men are interesting themselves in the movement, it would seem that any changes which are to be made will be along the line of military drill.

In an article so brief as this must be, it will not be possible to enter into a lengthy discussion of all the questions involved, but it does seem opportune to treat this phase of educational work from a professional standpoint; hence we shall endeavour to formulate from genetic psychology a few principles which ought to apply to any and every system of training whose purpose it is to meet the physical needs of boys and girls before and during adolescence.

Far too often have adult ideals and standards been imposed upon the youth of school age, but with the recent advances made in experimental psychology, educators are beginning to realize that methods in any subject, to be effective, must at least be rational.

Basing our principles, then, upon even the limited knowledge of child nature which we possess, it will readily be granted that a system of physical exercises, to be of educational value, must satisfy the following conditions:

1. They should be carefully graded to suit the needs of pupils of different ages.
2. From about the twelfth year, the sexes should be separated and exercises suited to the physical needs of each prescribed.
3. They must appeal to the pupils' interest.
4. They must provide frequent and complete change in order to retain interest.
5. The emphasis should be laid on fundamental

rather than accessory muscles, and movements requiring great precision must be reserved for the higher grades of the high school.

6. They should secure the greatest amount of muscular development and control with the least expenditure of nervous energy.

7. They should provide natural rather than artificial movements of the body.

In addition to the above, there are doubtless many other equally important features which should characterize an ideal system, but the above list will suffice to point out a few of the defects of existing systems, as well as to show us the direction in which this movement is now progressing.

We would naturally expect, in a country like Germany, which maintains a large standing army, that boys of school age be imbued with the idea of military life; and since military service is compulsory, it becomes the business of the school to carry out the social ideal by training future generals and commanders. The system of gymnastics given in their schools is of the imitative type. Each member of the class imitates the particular feat of the leader until all have participated in this routine manner. In Sweden, on the other hand, the idea seems to be, not so much to have the pupils imitate as to have a quick response to command. The leader in this case may stand motionless before his class and exact quick and accurate response to his orders. It will be seen from the above that the work is almost purely individual, and hence tends to become irksome. Both are too mechanical and artificial, and do not appeal to the competitive instinct.

Realizing the defects of these systems from the standpoint of the child, the American system seeks to utilize just enough of the Swedish and German systems to ensure discipline, while at the same time giving free play for the vent of natural activities of childhood in the use of competitive games, etc. Particular stress is likewise laid upon corrective gymnastics—a feature which will later be discussed.

To be continued.

Thomas A. Edison, the great inventor, was born in Milan, Ohio, on February 11, 1847. His father, who lived to be 95, was born in Digby County, Nova Scotia. His mother was a Nova Scotian, a school teacher. At twelve years of age he peddled candy, fruit and papers on the Grand Trunk Railway.—*Exchange.*

**Some Defects and Their Remedies.**

In the January issue of the *Waverley Magazine* some of the defects of the school system of the United States, and the best remedies for them, are discussed by Mr. S. A. Starratt, a teacher of wide experience. Mr. Starratt, who is a B. Sc. of Harvard, takes for his starting point the declaration of Mr. Owen Wister, that the United States has not a first-class man, the product of their universities. Agreeing with this statement, and mentioning some striking facts in support of it, Mr. Starratt goes on to state that, in his opinion, the fault is not in the universities, but in the grammar and secondary schools. He compares the school system of the United States with those of England, France and Germany, in respect to centralization, proportion of men teachers, pensions, social position of teachers, methods of grading, and time spent in school.

Both in France and Germany the schools are strongly centralized; in England (elementary schools only), more loosely; whereas in the United States small sectional areas manage their own educational affairs, with no centralization. The proportion of men teachers is: In Germany, 85 per cent.; France, 54 per cent.; England and the United States, 25 per cent. German teachers are ranked as civil servants, and receive good pensions, beginning after a ten years' service, and ranging from a minimum of 25 per cent. of last salary to a maximum, after forty-five years' service, of 100 per cent. In most of the German states these pensions are paid wholly from public funds. France allows her teachers 50 per cent. of last salary, after twenty-five years' service, the state paying the entire pension. English elementary school teachers are paid \$100 for each year of service after ten years, themselves contributing \$15 a year, and \$1.25 for every ten per cent. of increase of salary. In the United States, very few sections pay teachers' pensions at all. The social position of teachers is highest in Germany, and in that country widows of teachers receive 40 per cent. of the pension to which their husbands were entitled at their death. In France and Germany, pupils spend one-seventh of the year in school. In the United States but one-ninth of the year is given to school time.

Mr. Starratt finds fault with the lax methods of grading, by which pupils are passed on to grades where the work is too hard for them, and much time is lost by the more capable students who are kept waiting for the dull or lazy ones. He says:

Too many subjects are taught in most schools. This is an age when we are trying to make our immature boys see the philosophy of things. We teach physiography to lads who cannot write or spell, and whose minds cannot grasp the mighty problems involved in the science. They parrot facts, for they can learn anything then; but they understand nothing of the principles, and detest the subject later. We expound the principles of high art to pupils who cannot find the price of  $2\frac{3}{4}$  yards of cotton at 15 cents a yard. We grind English grammar into children who cannot speak five consecutive sentences correctly.

But the writer's criticism is not purely destructive; he has practical remedies to suggest. He goes on:

Can we not adopt some of the means by which Europeans appear to be keeping ahead of us? We may at least approach their standards by using the means they have developed and keep improving. We can nationalize and centralize our schools, making rank and pay alike all over the country, so that all the citizens of the United States may have equal chances to obtain the best training the land can give. We can increase the proportion of male teachers so that pupils from, say, the fifth grade up may be brought into contact with masculine aims and ideals. We can have a national pension system (as army veterans now have) as good as that which Germany offers her instructors; or, we can pay teachers a higher salary so that they could save enough to retire on when teaching ceased to be the most delightful fun in the world. We can reduce and simplify the course of study so as to teach pupils only what they can learn at their age, and have the equipment such that the course could be carried out. We can adopt the Japanese and Chinese plan of sending, at national expense, our brightest boys to foreign universities and workshops to acquire what is to be learned there. If we did these things it would make Mr. Wister's statement cease even to appear to be true.

Mr. Starratt is a Canadian, well known to many of our readers, and his experience and success as a teacher on both sides of the line give weight to his recommendations, which may well be pondered by Canadian authorities.

**At Goldsmith's Grave.**

To where he sleeps—not near the honoured dead  
In the dim aisle of some cathedral grand,  
But in behind old London's noisy strand,  
Where late or soon you hear a hurrying tread—  
One spring-like day my tired feet were led  
By fond desire, his sacred shrine to view;  
Finding thereon a bunch of violets blue,  
I stood awhile with an uncovered head,  
And heard their message sweet: "He was not laid  
Beside his brothers in poetic art;  
He sleeps alone in his loved temple's shade,  
But is embalmed within the human heart"—  
Happy all they who like asylum find  
Within the warm affections of mankind.

—Rev. A. L. Fraser, *Great Village, N. S., in the Presbyterian, Toronto.*

**Good References.**

John was fifteen, and very anxious to get a desirable place in the office of a well-known lawyer who had advertised for a boy, but doubted his success, because, being a stranger in the city, he had no reference to present.

"I'm afraid I'll stand a poor chance," he thought, despondently; "however, I'll try to appear as well as I can, for that may help me a little."

So he was careful to have his dress and person neat, and when he took his turn to be interviewed, went in with his hat in his hand and a smile on his face.

The keen-eyed lawyer glanced him over from head to foot.

"Good face," he thought, "and pleasant ways."

Then he noted the neat suit—but other boys had appeared in new clothes—saw the well-brushed hair and clean-looking skin. Very well, but there had been others there quite as cleanly; another glance, however, showed the finger-nails free from soil.

"Ah! that looks like thoroughness," thought the lawyer.

Then he asked a few direct, rapid questions, which John answered as directly.

"Prompt," was his mental comment; "can speak up when necessary. Let's see your writing," he added aloud.

John took a pen and wrote his name.

"Very well, easy to read, and no flourishes. Now what references have you?"

The dreaded question, at last!

John's face fell. He had begun to feel some hope of success, but this dashed it again.

"I haven't any," he said, slowly; "I'm almost a stranger in the city."

"Can't take a boy without references," was the brusque rejoinder, and as he spoke a sudden thought sent a flush to John's cheek.

"I haven't any references," he said, with hesitation, "but here's a letter from mother I just received. I wish you would read it."

The lawyer took it. It was a short letter:

*My Dear John,*—I want to remind you that wherever you find work you must consider that work your own. Don't go into it, as some boys do, with the feeling that you will do as little as you can, and get something better soon, but make up your mind you will do as much as possible, and make yourself so necessary to your employer that he will never let you go.

You have been a good son to me, and I can truly say

I have never known you to shirk. Be as good in business, and I am sure God will bless your efforts.

"H'm!" said the lawyer, reading it over the second time. "That's pretty good advice, John—excellent advice. I rather think I'll try you, even without the references."

John has been with him six years, and last spring was admitted to the bar.

"Do you intend taking that young man into partnership?" asked a friend lately.

"Yes, I do. I couldn't get along without John; he is my right-hand man!" exclaimed the employer heartily.

And John always says the best reference he ever had was a mother's good advice and honest praise.—*Sacred Heart Review.*

**The Boy Knew.**

A few years before his death, Agassiz was studying the fishes in the waters at Cotuit Point, Mass. At the hotel a citizen called his attention to a certain kind of fish which always went in schools, and which also was always seen swimming with one fin out of the water. He asked Agassiz if he knew which fin was out of the water. Agassiz said he did not know, but he thought it was the back fin.

A boy of ten, listening intently to all the great professor said, interrupted: "I think it is the tail fin; I've seen 'em." Both men laughed, and Professor Agassiz patted him on the head, approvingly.

For days the boy watched at the wharf to see this particular fish. On the third day he saw a school of the fish he was looking for. Making sure that he was right about its being the tail fin, he jumped up, and, as quick as his feet could carry him to the hotel, he reported to Agassiz: "A school of them fish is in the harbour."

The professor hurried down to the wharf, and saw with his own eyes the tail fin out of the water. The boy's fact had upset his theory, and he complimented the lad for his intelligent observation. The episode had added another fact to his museum of facts—a tail fin can be out of the water. And the whole affair was in harmony with what he was ever teaching; that many things are uncertain, even about things we know.—*Crusader Monthly.*

Raggles—"Don't be hard on me, judge. Give me time and I'll mend my ways."

Judge—"I will—ninety days."

**An Indian Child's Essay.**

Mr. W. B. Shaw, principal of the Indian Industrial school, Red Deer, Alberta, sends the REVIEW the following essay written by an Indian girl in standard three, aged thirteen years. It shows some of the possibilities of which these children are capable. The essay, Mr. Shaw assures the REVIEW, is entirely original, and no attempt has been made to correct the grammar and spelling. The writing is vertical, and is plain and easily read:

## ESSAY ABOUT ALBERTA.

This province is between Saskatchewan and British Columbia, and is not a very old province. It is about three years ago since it was started. It is a very fine province for farming. They do a whole lot of farming, more than anything else, and they do mining and a little of manufacturing. They do it mostly in Exshaw and a little in Calgary and Edmonton. The capital of this province is Edmonton, and the largest city is Calgary. They do a whole lot of ranching in Calgary. This province has about 500,000 people and it is growing very fast. There are many other towns but there not very large. The climate in Alberta is grand especially in the summer, sunshiney days and nice cool nights, and in the fall when the air is perfect and the sunsets beyond description. As yet there are very few large fruits grown in Alberta. Some apples and crobbappes have done well when sheltered from the wind. Small fruits do well—such as goose-berries rasp-berries red and black currents and straw-berries, people who have had consumption find this country very helpful to them.

GUSSIE STEINHAEUER, Grade III.

**Geography Not Needed.**

In one of the city public schools is a little girl pupil whose ancestors and co-religionists have ever held that the principal aim of the life of a woman is marriage. This little girl is well up in most of her studies but she has an inveterate dislike of geography, and it seems impossible to teach the study to her. The other day her teacher, made impatient by her seeming unwillingness to learn her geography lesson, sent to Rosie's mother a note requesting her to see that the girl studied her lesson. The next day showed no improvement, however, and the teacher asked Rosie whether she had delivered the note.

"Yes, ma'am," was the reply.

"And did your mother read the note, Rosie?" said the teacher.

"Yes, ma'am."

"What did she say?"

"My mother said that she didn't know geography an' she got married, an' my aunt didn't know geography, an' she got married, an' you know geography an' you didn't get married.—*New York Times.*"

**Thoughts on Closing.**

I was sitting in the twilight,  
By my window all alone,  
Dreaming of the past and future—  
Building castles of my own.  
When the sound of distant music  
Fell on my dreaming ear,  
And I listened to the singer,  
As the voice rang sweet and clear.

For days of Auld Lang Syne, my dear!"  
My heart was strangely thrilled;  
I listened to the grand old words,  
All other thoughts were stilled.  
And, when at last the singer paused,  
And silence reigned again,  
I followed up the train of thoughts  
Awakened by that strain.

And in ad ream I seemed to stand  
And watched a passing throng,  
The sound of footsteps I could hear  
That quickly passed along.  
As one by one the forms I viewed,  
I seemed to know each face,  
I followed, too, and soon we were  
In a familiar place.

The moving lights, the music sweet,  
The flower perfumed air,  
The kindly words and kinder smiles  
Of teachers—are all there;  
Then one by one we take our seats,  
We know it is the last,  
That we shall know each teacher's care,  
Our lot with theirs be cast.

Above the rest, one towers tall  
Our principal revered,  
For manly worth and noble heart  
His memory is endeared.  
Our duties he has pointed out,  
He taught us wisely, well,  
The fruits of all his patient work  
Eternity shall tell.

Then slowly fades the vision sweet,  
Once more I am alone,  
The twilight still is round me cast,  
The light and music gone.  
But peace comes to my troubled soul,  
And pleasant dreamy rest,  
I turn again to work in life  
And pray to do my best.

MARY A. SCULLIN, Greenock, N. B.  
N. B. Normal School, 1907.

**The Voice of the Wind.**

The wind, when first he rose and went abroad  
Through the vast region, felt himself at fault,  
Wanting a voice; and suddenly to earth  
Descended with a wafture and a swoop,  
Where, wandering volatile from kind to kind,  
He wooed the several trees to give him one.

First he besought the ash; the voice she lent,  
Fitfully with a free and lashing change,  
Flung here and there its sad uncertainties;  
The aspen next; a fluttered, frivolous twitter  
Was her sole tribute: from the willow came  
So long as dainty summer dressed her out,  
A whispering sweetness, but her winter note  
Was hissing, dry and reedy; lastly the pine  
Did he solicit; and from her he drew  
A voice so constant, soft, and lowly deep  
That there he rested, welcoming in her  
A mild memorial of the ocean cave  
Where he was born. —Henry Taylor.

A few farmers had congregated in the village inn, and were sorrowfully discussing a recent long-sustained drought. The local imbecile was there, too, and was laughing at their misfortunes.

"You fellows have a lot to say about the weather," he said, "but I could tell you how to grow your potatoes without depending on the rain."

"Well, Tommy," and how would you do that?" asked one of the farmers.

"Why," said Tommy, "I would plant rows of onions between the potatoes."

"Well, and what good would that do?"

"Don't you see?" answered the harebrained one, "the onions would make the potatoes' eyes water, and that would keep the ground always damp!"—

*Spare Moments.*

Mrs. Blank, wife of a prominent minister near Boston, had in her employ a recently engaged coloured cook as black as the proverbial ace of spades. One day Mrs. Blank said to her:

"Matilda, I wish you would have oatmeal quite often for breakfast. My husband is very fond of it. He is Scotch, and you know that the Scotch eat a great deal of oatmeal."

"Oh, he's Scotch, is he?" said Matilda. "Well, now, do you know, I was thinkin' all along dat he wasn't des like us."—*Woman's Home Companion for May.*

There's nothing so kindly as kindness,  
There's nothing so royal as truth.

—Cary.

**COLLEGE CLOSINGS.****DALHOUSIE CONVOCATION.**

The registration of the students of the various faculties fell one short of 400. Two new professors completed their first session—Professors Macneill in mathematics and Stone in civil engineering. The most notable fact in the year was the difficulty in providing seating and working accommodation for the students. It is not an easy matter to put a class of 80 into a room seated for 60. We hope in the near future to chronicle some good news.

At convocation, degrees were conferred on 72 persons, 12 of whom were young ladies; 25 received the B. A.; 6 the B. E.; 17 the LL. B.; 11 the M. D.; 8 the M. A.; and 5 the Hon. LL. D. From New Brunswick 4 B. A.'s; 1 B. E.; 5 LL. B.'s; and 1 M. A. The Island was represented by 1 B. A. and 1 LL. B. Halifax city and county was honoured with 9 B. A.'s; 3 B. E.'s; 3 LL. B.'s; 2 M. D.'s; 3 M. A.'s. Pictou County and the world claim the rest.

The B. A. with high honours and a medal in classics was granted to Ethel Murphy, of Moncton; high honours in classics to Nora Power; and high honours in philosophy to Ernest A. Munro, the Rhodes scholar for Nova Scotia. These took special courses. Of those taking the general course, three received great distinction—G. W. Stairs, great distinction and the Avery prize; Roy Leitch, the Rhodes scholar for P. E. I., and Mabel Goudge.

The B. E. in civil engineering was granted to 3, one being from Milltown; in mining to 3, all from Halifax.

Of the LL. B.'s, 4 are B. A.'s of Dalhousie; 2 of St. Francis Xavier; 1 of University of New Brunswick; and 1 of St. Joseph's—Rupert Rive, the Rhodes scholar for New Brunswick.

The medallist in medicine was Walter L. MacLean, son of a former editor of *The Wesleyan*, who intends practising his profession in the glorious West.

Of the higher degrees, one was conferred on a graduate who has given several years of distinguished service in the Indian civil service.

The Honourary Doctors of Laws were Governor Fraser, B. A. ('72), Premier Murray, President Falconer, Alexander Robinson, B. A. ('86), Superintendent of Education, B. C., and Principal Maclellan of Pictou, an alumnus of the early days. From Victoria, C. B., to Victoria, B. C., the honours were distributed.

The valuable science research scholarship, granted by the 1851 Exhibition, was awarded to Henry Jermain Maude Creighton, R. A., who has done unusually good work in original investigations in chemistry. The scholarship is worth \$750 a year for two years. Mr. Creighton intends to continue his work in Birmingham. Thus the university will send four graduates this year to Britain, Mr. Creighton and the three Rhodes scholars, Messrs. Munro, Rive and Roy Leitch.

The other prizes announced were as follows:

*Junior Entrance Scholarships.*—MacKenzie Bursary, Robert A. Neish; Sir Wm. Young Scholarships.—Lily H. Seaman (Prince of Wales), Vera B. Clay (Picou), H. S. Davis (Truro), J. A. T. Weatherbee (New Glasgow), Helen D. Armitage (Halifax).

*Special Prizes.*—Waverley Prize (Mathematics).—Howard W. Matheson. North British Bursary.—James D. MacLeod. Drawing Prize (first year). James A. MacKay. Mining Society Scholarship.—Not awarded. Dr. Lindsay Prize (Primary M. D. C. M.)—W. Stewart Lindsay, B. A.

The establishment of a Maritime Dental College is an assured fact, and with its establishment goes the addition of another university faculty—the Faculty of Dentistry. The leading dentists of the three provinces are behind the project. W. C. M.

[Information regarding next year's courses and scholarships will be found in the advertisement on the first page of this issue.]

#### THE UNIVERSITY OF NEW BRUNSWICK.

During the past year the University of New Brunswick has made a marked advance, more marked probably than in any year of her history. The increase of five thousand dollars a year in the government grant has made possible the establishment of three new professorships—one in chemistry, one in engineering and one in forestry. The chair of chemistry has been very ably filled by Professor Carson, who is a graduate of Toronto, and a Ph. D. of the University of Chicago. The duties of the second new chair, that of assistant professor of engineering, have been most efficiently performed by Professor Stephens, a graduate of Trinity College, Dublin, in both arts and engineering. The work in forestry will be begun next fall under the management of Professor Miller, who is a graduate of the Yale Forestry School, and has had very considerable experience as a teacher. This new department will undoubtedly be the means of attracting many young men to the university, since the subject is very rightly attracting a great measure of attention all over Canada at the present time.

The senior class this year numbered thirty at the

beginning of the year. Of these, twenty-eight graduated on May 28th, eighteen taking the B. A. degree and ten the B. Sc. degree. A very pleasant feature of the enccenial programme was the conferring of the honorary degree of LL. D. upon three distinguished graduates of the university—Governor Bulyea, of Alberta; Premier Hazen of New Brunswick; and Chief Justice Wetmore, of Saskatchewan. After these degrees were conferred, Chancellor Jones read a letter from Governor Bulyea, expressing his appreciation of the honour bestowed by the university. Chief Justice Wetmore and Premier Hazen then made each a brief address, conveying their thanks and their interest in the welfare and progress of their *alma mater*. The honorary degree of M. A. was also conferred upon Mr. James Vroom, of St. Stephen, on account of his distinguished work in natural science, especially botany, and was highly deserved.

In addition to the regular rewards of long standing, some new and unusual prizes were awarded. The cash prize of \$50 given by Lieutenant-Governor Tweedie for the best all-round standing in the ordinary work of the course, was won after a keen contest by Mr. E. Stanley Bridges, of St. John. As this competition was very close, a friend of the university made available the sum of \$25 as a second prize, to be given to Miss Iris A. Fish. The competition for the alumni gold medal was also hotly contested. Mr. Bridges was again the winner, with Mr. W. H. Morrow a close second. The Alumni Society therefore awarded to Mr. Morrow the sum of \$20 in gold.

Chancellor Jones announced that Governor Tweedie wished to continue his prize of \$50 for another year, and that Senator Ellis would again give a scholarship of \$50. Mr. H. F. Bennett was the holder of the previous Ellis scholarship throughout the four years of his course in engineering, and graduated at the head of the engineers, winning both the Ketchum medal and also the gold medal, now for the first time given by the city of Fredericton.

The resignation of Dr. MacDonald, professor of economics; is greatly regretted, and it is to be hoped that the senate committee, appointed to deal with this question, will, before asking for applications, make an effort to induce Dr. MacDonald to remain.

The usual address in praise of the founders was delivered by Professor Geoghegan, and was a strong plea for the study of literature.

The address on behalf of the Alumni Society was given by Principal Peterson, of McGill. He urged the further development of the University of New Brunswick along the lines it has lately been following, and stated that the Carnegie Foundation Pension Fund for professors was to apply only to such state-aided colleges as had an annual income of one hundred thousand dollars.

The university closes for the summer with every prospect of that still greater progress next year, which Premier Hazen said he "looked for under the wise guidance of the present Chancellor." R.

#### MT. ALLISON.

A large number of visitors and alumni attended the commencement exercises this year. The class of '98 held a re-union, and recent classes were largely represented. The weather was ideal, so that, on the whole, it was a successful ending of a prosperous year.

Principal Palmer reported the largest attendance since he had been connected with the academy. Fifteen completed the matriculation course, twelve received diplomas in bookkeeping, fourteen in stenography and type-writing, and four in penmanship. Mr. F. H. Holmes, who has had charge of the commercial department for two years, is leaving, but in the rest of the staff there are few changes.

In the Ladies' College the dormitory accommodation has been taxed to the utmost. Dr. Borden is hoping that, in the near future, some good friend may make possible the dream of a new stone building. Last year a great many vacancies occurred in the musical staff, but Prof. Horsfall, the new director, Miss Ayer, the violinist, and the various new teachers of piano, have done excellent work, and are expecting to return next year. The musical course is to be somewhat transformed and extended; the particulars will be announced in the forthcoming calendar. Miss Mitchell, the head of the elocution department, is also making many changes in the oratory course. Miss Hemming, of London, England, one of the teachers of vocal music, and Miss Graham, of Toronto, who has had charge of the composition classes, have resigned. Miss Graham goes abroad for study.

At the University convocation, twenty-nine degrees were conferred. The valedictory was delivered by J. Clayton Pincock, of Greenspond, Nfld., who graduated at the head of his class and also won the Sheffield scholarship for the best record of his class in mathematics. Mr. Pincock expects to teach in this province or the West. Four received certificates in engineering of having completed the two years' course, admitting them to entrance on the third year in any branch of engineering at McGill. This year the first of those with such certificates graduated at McGill, and were notably successful both in civil, electrical and mechanical engineering. H. W. Read, '05, in civil engineering, received honours in four subjects and a gold medal of the British Association. One student was this year the first to complete the new course of commerce and finance, designed to broaden the knowledge in English, economics, banking, etc., of those going into business.

In his address, Dr. Allison referred to the great

mortality among prominent Mount Allison men during the year, pronouncing eulogies on Rev. Dr. Paisley, Dr. Dobson, Dr. Brecken and Judge G. W. Burbidge, late of the Exchequer Court at Ottawa. The place of Dr. Paisley, as dean of the faculty of theology, will be taken by Rev. Howard Sprague, D. D., who will enter on his duties in the autumn. Another important change in the university staff is the appointment of Mr. Lawrence Killam as professor of mechanical engineering. Mr. Killam took his B.A. at Mt. Allison in '03 with honours in mathematics, and graduated B. Sc. at McGill in '06. During this year, after the sudden resignation of Prof. Sweetser, the duties of the chair were efficiently discharged by Mr. S. J. Fisher. Some additional tutors or assistants may be appointed in other departments in which the work is becoming too heavy on account of the increased number of students. This year no fewer than sixteen entered with senior matriculation as members of the Sophomore class. A considerable number of them were former teachers in Nova Scotia or New Brunswick. Six post-graduates have been in attendance during the year. For the coming year two of the Wesley Smith entrance bursaries of \$50 each will be offered, and the Tyler scholarships of \$60 each are awarded at the end of the year to the two best members of the Freshmen class in arts. The bequest from the Jairus Hart estate, which will be paid into the university treasury within the next few weeks, will increase the endowment by seventy-five or eighty thousand dollars.

The alumni and alumnae supper held after convocation in the university residence, was a most enjoyable affair, attended by over one hundred and fifty guests. The main address was delivered by Mr. Justice Russell, of the Supreme Court of Nova Scotia, who represented the class of '68. He made a most vigorous plea for "the humanities" and their importance in modern education. Speeches were delivered by members of the classes of '78, '88, '98 and '08, the last being by Mr. Bernard Russell, the son of Judge Russell. Some members of the class of '98 who are in the far West or distant countries, did not get here, but about ten were present. On the occasion of their attendance at the university residence for dinner they were received with cheers by the present students. The scheme of their memorial is not definitely worked out, but they provided for the expenditure of a certain sum yearly in connection with some department of the university library.

Just before the end of the year the Mount Allison song book, which has been in preparation for some time, was published by a Toronto firm. It contains a number of old favourite college songs and adaptations of songs to Mt. Allison life, in addition to a number of others written, both music and words, by Mt. Allison students, notably Roy Wheeler, '07, of Brookville, N. B. Another event of interest to

the student-body is the prospective construction during the coming summer of a quarter-mile cinder-track in connection with the present football-field just below the residence. It is doubtful, however, if it is ready for the early morning-runs of the teachers who attend the session of the Summer School which is to be held at Mt. Allison in July.

W. M. T.

### The Heavens in June.

The June skies are less brilliant than those in January, but the weather permits them to be studied with more comfort.

Almost overhead is the constellation Boötes, the Herdsman, with the splendid red star Arcturus, which fully equals any other that is now in sight. South of this is Virgo, a large group containing one bright star, Spica. To the west is Leo, with another first magnitude star, Regulus, in the handle of the sickle, which forms part of the constellation.

Below these groups is the long stream of stars which belong to Hydra. They stretch out fully 90 degrees from the west to the south. Northwest of the zenith the Great Bear appears to advantage. The star (named Mizar) at the bend of the Dipper Handle, has a fifth-magnitude companion visible to the naked eye. Between the Great Bear and Virgo lie two small constellations. The Hunting Dogs (Canes Venatici) have only one bright star (another fine double). Coma Berenicis, to the southwest, consists of a cluster of faint stars, just separately visible to the naked eye.

Cancer, Gemini and Auriga are setting in the west and northwest. Jupiter is now in the first of these constellations, and Venus in the second. The two planets are not far apart, and they are by far the brightest objects in sight. Of the circumpolar constellations, Cassiopeia is low on the horizon, Cepheus above, and Draco and Ursa Minor above the pole.

In the northeast Cygnus has risen, and Lyra is above it. The latter contains the great white star Vega, which almost equals Arcturus in brightness. Between Vega and the latter are the constellations Hercules and Corona Borealis. South of these are Ophiuchus and Serpens. Lower down is Scorpio, one of the finest constellations in the sky, which contains the fine red star Antares. Below this is a long line of stars which form the Scorpion's tail, but have as yet only partly risen. Scorpio is full of fine double stars. Antares has a faint green companion, too close to be easily seen unless the air is steady.

### THE PLANETS.

Mercury is evening star throughout the month, and can be well seen in its early days about the time of his elongation, which takes place on the 7th. At this time he is in Gemini, and sets about 9.10 p. m. He is lower down than Castor and Pollux, which are the only objects for which he might be mistaken. Toward the end of the month he gets quite close to

Venus, within two or three degrees, and the two planets remain in apparent proximity for several weeks, during most of which time, however, they are too near the sun to be well seen.

Venus is likewise evening star, and is very conspicuous at the beginning of the month, when she sets after 10 p. m. Later on, as she comes more nearly between us and the sun, she is less easily seen, and by the end of June she becomes practically invisible, to re-appear as a morning star in a few weeks.

Mars is likewise an evening star, in Gemini, and sets at about 9 p. m. in the middle of the month. On the 6th he is in conjunction with Mercury. The least distance of the two planets, nineteen minutes of arc, is reached near noon, when they cannot be seen, but they will still be very close that evening. Mercury, which at this time is moving eastward and overtakes Mars, soon turns back, and passes him again on the 17th, and Venus, which follows Mercury, passes Mars on the 22nd. All these planets are close together for a week or more, and they will afford a very interesting sight. Jupiter likewise is an evening star, but is higher up than the others, and sets at about 10.30 p. m. on the 15th. Saturn is a morning star in Pisces, and is observable before sunrise.—*Condensed from the Scientific American.*

### CURRENT EVENTS.

Comparing the British army with other armies of Europe in last month's notes on Current Events, it was the intention to say that there are in the British army less than a million men, including militia and reserves.

The whalers wintering near the mouth of Mackenzie River, and eastward along the coasts and islands of the Beaufort Sea, have during the past winter acknowledged Canadian jurisdiction for the first time by paying customs duties.

Some of the Canadian silver ore is practically worthless at present because of the large amount of arsenic which it contains; for no process has yet been discovered by which highly arsenical ore can be smelted.

Sir Charles Fitzpatrick has been appointed to represent Canada and Newfoundland at the Hague tribunal when the fishery dispute with the United States comes up for argument.

The United States senate has ratified a treaty for the demarcation of the Canadian boundary, which, at some points, for instance where it passes between the island of Campobello and the coast of Maine, is not well defined.

It is announced that a large number of Canadian militia expected to take part in the celebration at Quebec cannot well be assembled there at the time. Though the military display will not be abandoned, the number of men engaged in it will be comparatively few.

The pageant, which will be a leading feature of the Quebec tercentenary, will be the first of its kind

on this continent. It will include the landing of Jacques Cartier, his carrying off the Indian chief, and his report of his discoveries to the King of France; scenes in the life of Champlain; scenes connected with the founding of Montreal; Frontenac receiving the messenger of Sir William Phipps, and representations of later events in the history of the country, closing with a review in which will be represented the famous regiments that contended on the Plains of Abraham. It is considered a special honour to Canada that the newest and best of the cruisers of the royal navy will bring the Prince of Wales to Quebec, the selection of this ship the "Indomitable," being made at the express desire of King Edward. She will be accompanied by four battleships of the "Duncan" class, and four other cruisers.

A meeting of much interest to us has just taken place in Washington D. C., at the call of President Roosevelt. It was a gathering of state governors and others to consider what may be done to conserve the natural resources of the country. Half their lumber supply is gone, and their iron and coal will soon be exhausted. Floods, consequent upon the cutting away of the forests, have carried off the soil, to the serious injury of navigable streams, and the irreparable injury of lands devoted to agriculture. The President pointed out that in the past they had admitted the right of private individuals to injure the future of the country for their own present profit, and said that the time had come for a change. In this view, which was thoroughly supported by the conference, there is surely a lesson for us.

From India to Ceylon by rail may soon be a possibility of travel. The straits are some twenty-five miles across at the narrowest part; but there is a ridge of land slightly submerged, along which it is proposed to build a line of railway, similar to that recently built along the Florida keys. To provide for navigation, a ship canal would be cut through an island in the strait, with a greater depth of water than is now found in the deepest channel.

The Imperial Government will prohibit the sale of opium in Crown Colonies, particularly in Hong Kong, Straits Settlements and Ceylon.

To check the wanton destruction of birds for their plumage, Lord Avebury, better known as Sir John Lubbock, has introduced in the House of Lords a bill to prohibit the importation of plumage, except of certain kinds. Nearly twenty thousand skins of birds of paradise were auctioned in London last year, with immense numbers of the feathers and skins of other birds. Unless restrictive laws are adopted the extinction of the most beautiful species is only a question of time.

Competent authority predicts that the extermination of birds would not only make successful agriculture impossible, but would be followed by the destruction of nearly all vegetation.

An eminent physician says that some supposed cases of measles are not measles at all, but are the effects of gathering buttercups and inhaling their perfume.

A parliamentary report shows that African grown corn is being used in larger amounts, and is improving in quality under new methods of culture; and that it may finally render the British manufacture of cotton goods independent of the American supply.

After eleven years of joint occupation by Great Britain, France and Italy, it has been decided that the people of Crete can be trusted to govern themselves, and the international troops will be withdrawn.

For the past two years experts have been engaged in propagating parasites to check the spread of the gypsy moth in Massachusetts and the other New England States. There is every reason to believe that in time these parasites will accomplish the practical suppression of the moth in the infested region, as they have in Europe.

Large ferryboats will ply next year across the western arm of the Baltic, to carry passenger and freight trains from Prussia to Sweden, a distance of sixty miles.

The Premier has stated in parliament that a map recently issued by the United States marks some of our northern islands with names not recognized by us, which apparently means that the United States claims the right to name them. Capt. Bernier will be sent north again to take possession.

The bubonic plague is still raging at La Guaiara, Venezuela, and all communication with the port has been cut off.

The disturbances along the Afghan frontier are less threatening. The Ameer has issued a decree forbidding his subjects to engage in hostilities against the British.

A tidal bore of unusual height on the Yangtze Kiang has wrecked boats in the stream and huts along the banks drowning nearly ten thousand persons.

Kharbin, in Manchuria, is called the most extraordinary city in Asia. Ten years ago its site was an uninhabited waste. Now it contains more Europeans than any other city in Asia; and is the centre of a large tract of fertile land that will yet become one of the greatest wheat growing areas in the world.

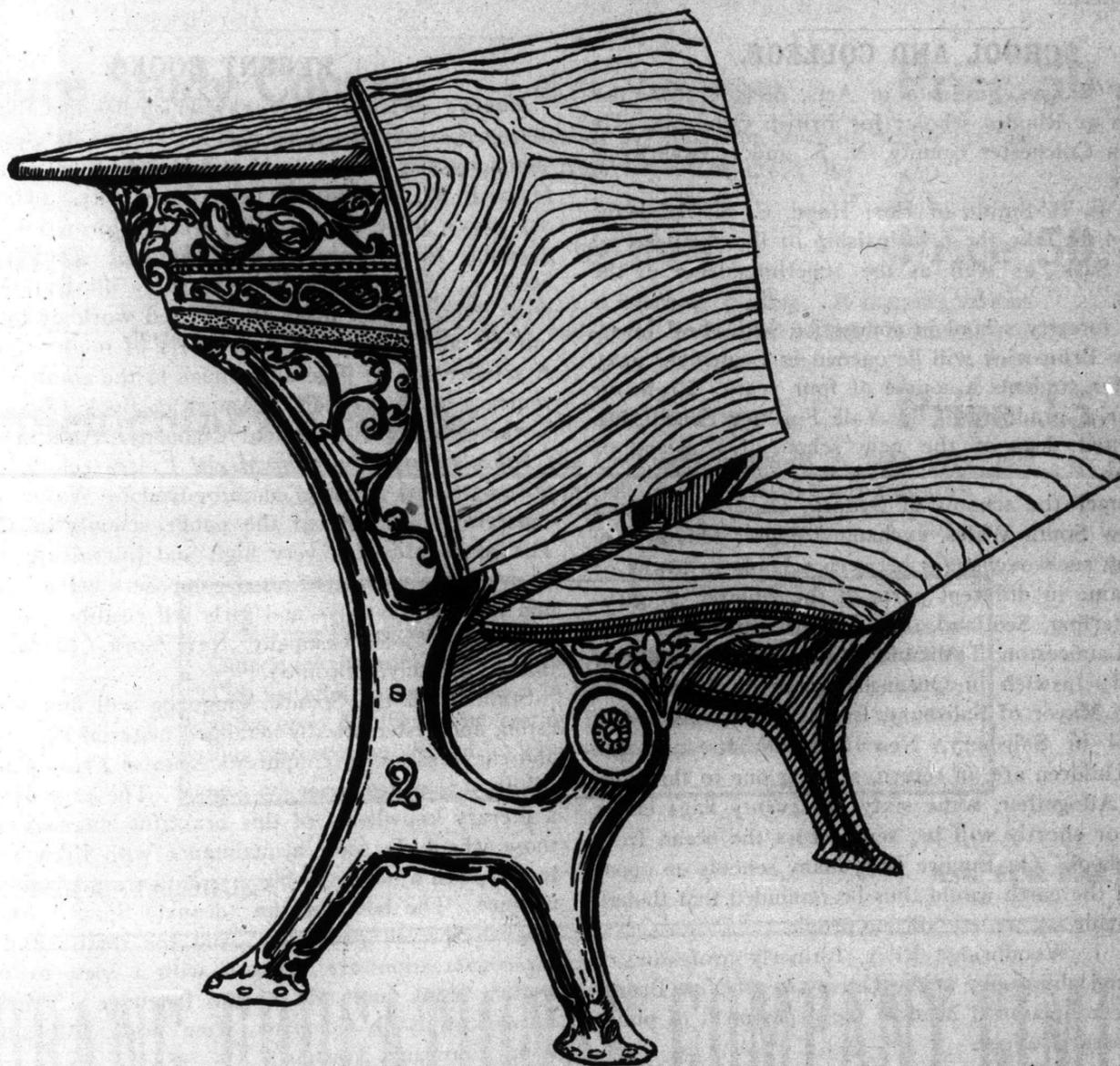
Admiral Kingsmill, who is a Canadian by birth, is to take command of the Canadian marine service.

The Russian duma has authorized the construction of the Amur railway, for the purpose of getting an all-Russian route to the Pacific.

Denmark, following Sweden, Norway and Finland, is giving suffrage to women. It is, however, restricted to communal elections, and does not apply to elections for the general legislature. In

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this the new law is like our own law, under which women vote in municipal elections only; but, unlike our law, it allows the wives of taxpayers to vote.

Iceland has, or is to have, a new constitution, making it an independent kingdom, under the King of Denmark, who will also be King of Iceland. This will place it in much the same relation to Denmark as that which formerly existed between Norway and Sweden. It differs from the situation of Canada and Great Britain, inasmuch as Iceland will have no governor-general.

South America, the richest continent of the world, and with a civilization older than that of North America, is rapidly advancing in wealth and importance. Its largest city, Buenos Ayres, is growing more rapidly than any other city in the Western Hemisphere, except New York; and has a finer system of docks and wharves than any city in the United States.

#### SCHOOL AND COLLEGE.

Mr. H. P. Logan, graduate in Arts, McGill, 1908, has been chosen as Rhodes scholar for British Columbia. He was born in Colchester County, N. S., and is twenty-one years of age.

Principal E. B. Smith, of Port Hood, C. B., Academy, has resigned, to take the principalship of the Academy of Moosomin, Sask., as well as the superintendency of the city schools.

The new forestry school in connection with the University of New Brunswick will be opened in September next, and will offer students a course of four years. Professor R. B. Miller, a graduate of the Yale Forestry School, has been appointed dean of the new school at a salary of \$1,400 a year.

Last summer the schools of Sydney, Cape Breton, and Sydney, New South Wales, exchanged flags. This is only one of many such exchanges between schools in towns of the same name in different parts of the empire. A girls' school at Sterling, Scotland, sent a flag to Sterling, South Australia; Launceston, Tasmania, sends one to Launceston in Cornwall; Ipswich in Queensland, one to Ipswich in Suffolk; the Mayor of Salisbury, England, presented a flag to a school in Salisbury, New South Wales, and the Australian children are, in return, sending one to the older Salisbury. Altogether, some sixty or seventy flags either have been, or shortly will be, sent across the ocean from school to school. On Empire Day, many schools on opposite sides of the earth would thus be reminded that though seas may divide us, we are all one people.

Professor J. Woodbridge Riley, formerly professor of economics and philosophy at the University of New Brunswick, has been appointed head of the department of philosophy at Vassar College.

The degree of M. A. was recently conferred on W. C. R. Anderson and H. P. Dole, both of the class of '96 at the University of New Brunswick. Both these gentlemen have held graduate scholarships at Teachers' College this year. Mr. Anderson has been appointed to the staff of the Horace Mann high school of New York, and Mr.

Dole returns to New Brunswick to assume the principalship of the Riverside consolidated school.

Mr. Fred. S. James, B. A., who for several years has been the efficient principal of the Middle Sackville, N. B., school, will leave for the Canadian West in a few weeks, where, it is understood, he will accept a position.

Among those honoured at the recent convocation of Dalhousie University was the esteemed principal of Pictou Academy, on whom was conferred the degree of LL. D.

Dr. Raymond C. Archibald, formerly of the Mount Allison Ladies' College, has resigned his position as professor of mathematics at Acadia College, Wolfville, the resignation to take effect at the close of the present college year.

Harold H. Gregg, the teacher at Long Reach, N. B., while out duck shooting a few weeks ago received a wound from the accidental discharge of his gun. He died about ten days later after fruitless attempts to save his life. He was but eighteen years of age. Much sympathy is felt for his family in their loss.

#### RECENT BOOKS.

*Maury's Physical Geography*, which has met the approval of a generation of teachers on account of its clearness and simplicity, has been revised and largely re-written by Professor F. W. Simonds, of Texas University. (Half leather, 347 pages, price \$1.20). The fresh information, rendered available by advances in physiographic science since the book was first written, and the many illustrations, mainly from photographs, make the revised work of the greatest interest and importance to teachers of modern geography. A smaller size of page adds much to the comfort and convenience of the reader. (American Book Company, New York. Morang Educational Company, Toronto).

*Aiken's Part Songs for Mixed Voices* (cloth, 186 pages, price 65 cents) is compiled and edited by Walter H. Aiken, supervisor of music of the public schools of Cincinnati. The songs are of a very high and interesting character, many of the most celebrated composers being represented, and are such as boys and girls will readily enjoy singing. (American Book Company, New York. Morang Educational Company, Toronto).

Students of the Spanish language will find some interesting and systematically arranged material for composition and conversation in Umphrey's *Spanish Prose Composition* (cloth, 174 pages, price 75 cents). The ease of acquiring a literary knowledge of this beautiful language, especially those who have some acquaintance with French or Latin, tempts even a novice to buy a grammar and begin the work at once. The book has an adequate Spanish-English and English-Spanish vocabulary, and the stories and subjects for conversation are selected with a view to make the student think and talk in the language of the country. (American Book Company, New York. Morang Educational Company, Toronto).

A valuable series of educational works from the pen of Professor Charles De Garmo, of Cornell University, has taken form in the publication of two of the volumes—*The Studies* and *The Processes of Instruction*. In the latter book (cloth, pages 200, price \$1.00 net) the author seeks to impress upon the young teacher the few, but vital,

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mental processes which alone lead to enduring results. The remaining topic to be discussed is on *The Processes of Training*. (The Macmillan Company of Canada, Toronto).

In *Ogg's Source Book of Mediaeval History* (cloth, pages 504, price \$1.50) are provided documents illustrative of European life and institutions from the German invasions to the Renaissance. The translations have all been made with care, the index is very full, and typographically the book is unusually well arranged with a view to aiding the pupil in its interpretation. (The American Book Company, New York. Morang Educational Co., Toronto).

Students of French poetry will welcome the little volume of *Selected Poems, by Victor Hugo* (cloth, pages 254, price 80 cents), edited by Professor Schinz, of Bryn Mawr College, a cultivated and sympathetic student of the great French author. The aim has been to prepare a thoroughly representative selection, edited with suitable introduction and notes, providing such criticism and elucidation of difficult passages as seemed necessary to the proper understanding and appreciation of the poem. (D. C. Heath & Company, Boston).

"The Story of the Councillor's Daughter" (*Ratsmädelgeschichten*), by Helen Böhlau, edited with introduction and notes by Emma Haevernick, takes one back to the golden days of Goethe and Schiller—to the little city of Weimar, lying peacefully in the midst of gardens with their luxuriant growth of fruit-trees. The story is full of kind and sunny humour, with delicate touches of charm of landscape and of the atmosphere of a distinguished intel-

lectual society. (Cloth, pages 150, price 40 cents. D. C. Heath & Company, Boston).

*Technical Education in Germany*, by Arthur H. Chamberlain (cloth, pages 108, price 50 cents), is an account of the present condition and tendencies of vocational training in the country that has experimented upon it most fully. It describes the continuation and trade schools, those for the building and textile trades, for foremen, and other schools. (C. W. Bardeen, Syracuse, N. Y.)

*Our Children, Our Schools and Our Industries* (cloth, pages 136, price 50 cents), is an address by Andrew Draper, Commissioner of Education for the State of New York. It touches on the preparation of children for supporting themselves by teaching trades to those unlikely to become professional or business men. It advocates trade schools under public school control. (C. W. Bardeen, Syracuse, N. Y.)

The revised edition of Miss E. P. Weaver's *Canadian History for Boys and Girls* (cloth, pages 373, price 50 cents) brings this interesting story of our country up to the year 1907. The features that children will like are the simplicity of narrative, the large number of portraits and miscellaneous features that have been added, and the reproductions of pen-and-ink drawings, showing the costumes worn at various times. The up-to-date revision adds much to the value of this popular history. (William Briggs; The Copp, Clark Company, Toronto, 1908).

The increasing importance and popularity of manual training in the course of study for common schools has

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called for a text-book that may be put in the hands of pupils, or at least be used by teachers to make their work more systematic. *Educational Woodworking for Home and School*, by Joseph C. Park, of the State Normal School of Oswego, N. Y., is a book that should prove a valuable aid in the excellent plans of work laid down and in the many suggestive topics of interest to the manual training student. (Cloth, pages 310, price \$1.00 net. The Macmillan Company, Toronto).

There are many excellent hints of how to improve one's use of language in Lane's *English Composition*, which presents in a simple and attractive way the main principles that should govern our writing and speaking. These plans for teaching composition have a touch of originality about them which will be welcomed by many teachers who may have considered the subject a dry one. (Cloth, pages 241, mailing price 90 cents. Ginn & Company, Boston).

The growing importance of departmental teaching in the last two years of public elementary schools, as well as in colleges, has been recognized by leaders of education in many cities, especially in New York, where its growth has been encouraged during the past seven years. Its success has been pronounced, and many will be interested in reading the interesting treatise, *Departmental Teaching in Elementary Schools*, presented by a public school teacher, on the most effective way in which the scheme

may be applied. (Cloth, pages 130, price 60 cents net. The Macmillan Company of Canada, Toronto).

Many principals of schools have felt the need, on assuming duties new to them and varied, of some special directions on the subject of their position. These are presented in a book entitled *The Management of a City School*, by Arthur C. Perry, Jr., Ph. D., principal of Public School, No. 85, Brooklyn, N. Y. (Cloth, pages 350, price \$1.25 net). The conditions that are here outlined are those that meet the principal of a city public school, and which he has to learn by experience, sometimes disagreeable and painful. This book will be an aid to those placed in similar positions. (The Macmillan Company of Canada, Toronto).

The development of *The Kindergarten in American Education* is told in a very interesting way by Nina C. Vandewalker, director of the Kindergarten Training Department, Milwaukee State Normal School (cloth, pages 274, price \$1.25 net). She is a teacher who has had an unusually successful experience in normal school teaching and in supervising kindergarten work. The patience and skill which she has used in summarizing the movement from fragmentary published material have resulted in giving to the public the first complete perspective view of the evolution of the kindergarten in this country. (The Macmillan Company of Canada, Toronto).

# Educational Institute of New Brunswick.

## 22ND SESSION.

FREDERICTON, N. B., Normal School Building, JUNE 25th, 26th, 27th.

### PROGRAMME.

THURSDAY, JUNE 25.

#### FIRST SESSION.

- 9 a. m.—Meeting of Executive Committee.  
 10 a. m.—Enrolment, Report of Executive Committee, Election of Secretaries and Nominating Committee.  
 11.30 a. m.—Address by the President, Dr. J. R. Inch, Chief Superintendent of Education.

#### SECOND SESSION.

- 2.30 p. m.—Address: "*The Relation of the University to the Public School System*," by C. C. Jones, LL. D., Chancellor of the University of New Brunswick. Discussion opened by H. S. Bridges, Ph. D., City Superintendent of Schools, St. John.  
 3.30 p. m.—Paper: "*The Inspection of Schools*," by Edith A. R. Davies, B. A., Moncton High School. Discussion opened by W. S. Carter, M. A., Inspector of Schools.

#### PUBLIC MEETING.

- 8.30 p. m.—Chief Supt. Dr. J. R. Inch, Chairman. Address of Welcome, by His Worship, Mayor Chestnut.  
 Addresses by His Honour, Lieutenant-Governor Tweedie, and by Hon. J. D. Hazen, Premier of New Brunswick.  
 Address: "*The Meaning of Education*," by Prof. Geo. H. Locke, Ph. D., Dean of the School for Teachers of the Macdonald College.

FRIDAY, JUNE 26.

#### THIRD SESSION.

- 9.30 a. m.—Address: "*Our Normal School—Its Functions and Requirements*," by H. V. B. Bridges, M. A., Principal of the Provincial Normal School. Discussion opened by Geo. W. Mersereau, M. A., Inspector of Schools.

10.30 a. m.—Papers: "*How to Develop a Taste for Literature*"

- (a) In High School Grades, by Chas. D. Richards, B. A., Principal of the Woodstock High School.  
 (b) In Elementary Grades, by Phoebe W. Robertson, B. A., Hampton Consolidated School.  
 11.30 a. m.—Lecture: "*Insect Life*," by Wm. McIntosh, Curator of the Natural History Museum, St. John.

#### FOURTH SESSION.

- 2.30 p. m.—Address: "*Moral Training in Our Public Schools*," by Rev. W. C. Kierstead, Ph. D., Pastor of the United Baptist Church, Woodstock. Discussion opened by R. D. Hanson, B. A., Principal of the Chatham High School.  
 3.30 p. m.—Address: "*The Teacher and the Work*," by Prof. Geo. H. Locke, Ph. D., Dean of the School for Teachers, Macdonald College, Ste. Anne de Bellevue, Quebec.  
 4.30 p. m.—General Business; Election of Executive Committee, Election of a Representative to the University Senate.

SATURDAY, JUNE 27.

#### FIFTH SESSION.

- 9.30 a. m.—Paper: "*A Course of Instruction for Rural Schools*," by R. P. Steeves, M. A., Inspector of Schools. Discussion opened by Geo. J. Trueman, M. A., Principal of the Riverside Consolidated School.  
 10.30 a. m.—"*A Course of Instruction for High Schools*," by W. J. S. Myles, M. A., Principal of the St. John High School. Discussion opened by B. C. Foster, M. A., Principal of the Fredericton High School.

#### SIXTH SESSION.

- 2.30 p. m.—Visit to the University of New Brunswick.  
 4 p. m.—Address: "*Industrial Education*," by T. B. Kidner, Provincial Director of Manual Training.  
 5 p. m.—Adjournment.

N. B.—The Chief Superintendent of Education has authorized the following statement: Teachers who attend the Provincial Institute may teach on any Saturday preceding as a substitute day for Tuesday, June 30th. The last day of the Institute Sessions, Saturday, June 27th, will be regarded as a substitute day for Monday, June 29th. Teachers attending the Institute may, therefore, close their schools for the term on Wednesday, June 24th; or, if it be necessary to take a day to reach Fredericton in time for the opening of the Institute, the schools may be closed on Tuesday, June 23rd. See Manual of the School Law, Regulation 24, Pages 136 and 137.

The usual transportation arrangements will be made. Teachers must obtain from the Ticket Agent, with each first-class ticket purchased, a Standard Certificate, duly filled in and signed, in order to secure reduced rates for the return trip. The Standard Certificate must be signed by the Secretary of the Educational Institute.

For information about board, rooms, etc., write to B. C. Foster, M. A., Chairman of the Local Committee, Fredericton, N. B.

D. W. HAMILTON, *Secretary.*