

THE EDUCATIONAL REVIEW

Vol. XIX. No. 5.

ST. JOHN, N. B., OCTOBER, 1905.

WHOLE NUMBER, 221.

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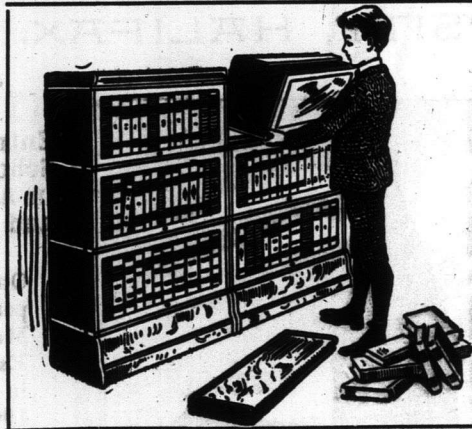


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IN the very full article contributed in this number on the Nelson centenary, by Miss Robinson, our readers will find material for a review of the stirring events of one hundred years ago.

MUCH is said about the importance of punctuality in pupils attending schools. Teachers should set a good public example in being prompt to the minute while attending the session of an institute.

SUBSCRIBERS of the REVIEW should examine the numbers on their addresses. Number 220 means that the subscription is paid to October 1, 1905. If the figures are less, it shows that they are in arrears; if greater, that they are paid in advance; number 232 means that they are paid to October 1, 1906.

NEXT month, or the following, the REVIEW will begin the publication of a series of pictures, reproductions of the world's best artists. The design is to furnish material for decoration of schoolrooms, aids to composition and the study of history, geography and other subjects. The pictures will be accompanied by instructions showing how to use them to the best advantage.

IN Mr. Butler's notes on the "Deserted Village" in this number, our readers will find his treatment of the subject applicable to any selection of literature they are preparing for classes; and so will the teachers of primary and intermediate work, who, if not qualifying themselves for high school positions, are fitting themselves to become better teachers by the careful study of the best English literature.

THE attention of teachers is directed to the announcement of the courses of manual training at Fredericton. The demand for teachers of manual training and household science is growing steadily. Under the regulations for consolidated schools in New Brunswick, these two branches must be taught if the special government grant is to be earned by the district. Manual training is also increasing in popularity in the towns of the province, and two, if not more, teachers have been borrowed from neighboring provinces to fill the demand for qualified instructors. The New Brunswick director, Mr. Kidner, says that the short course which began in September is full, but applications for the January to June course are invited.

A fine coloured picture of the death of Nelson can be obtained from the Messrs. Steinberger, Hendry & Company, Toronto. Price \$2.

IN the teachers' pension scheme recommended for Nova Scotia, it is proposed to form a fund from the following sources: Teachers whose salaries do not exceed \$300 shall contribute one per cent; those who receive more than \$300 and not more than \$800, two per cent; and those who receive more than \$800, three per cent. In addition, there will be interest on the permanent fund, and the government of Nova Scotia is expected to contribute \$2,000 a year.

A NATIONAL conference of trustees of American colleges and universities will be held at the University of Illinois, Urbana, Illinois, beginning Tuesday, October 17th, during the week in which Dr. Edmund J. James will be formally inaugurated as president of that university. Some important questions will be discussed regarding college administration, which in the United States is managed by boards of trustees composed of non-experts, that is to say, by laymen interested in, but not engaged in, professional educational work. While this method of control is regarded as satisfactory by some, by others it is held to be a serious weakness to the system of higher education. In England the old universities are self-governing bodies, controlled largely by the faculties; in France and Germany they are departments of the government, and so far as they are not directly under the control of the government, they are autonomous, that is, ruled by the faculties.

Nature Study in Canada.

In an article on Nature-study in the Schools of Nova Scotia, published recently in the *Ottawa Naturalist* and later in the *Nature-Study Review*, of New York, Dr. A. H. MacKay gives an interesting summary of the growth of the nature-study idea in Eastern Canada, beginning with the presentation, a quarter of a century ago, of an outline of a nature course for the schools of Nova Scotia. At the instance of Dr. Allison, superintendent of schools, Dr. MacKay, then principal of the public schools and the historic academy of Pictou, laid before the N. S. Educational Association on the 14th July, 1880, the outline of a course which, after discussion and revision, soon after became a part of the pre-

scribed course of the first eight grades of the Nova Scotia schools.

Early in 1887 three teachers representing the provinces of Nova Scotia, New Brunswick and Prince Edward Island met at Pictou on the invitation of Principal MacKay, and the result was the founding of a journal, whose primary object was to foster the nature study idea. Quoting the words of Dr. MacKay:

In 1887 THE EDUCATIONAL REVIEW, which has ever since been continuously published at St. John, N. B., was started with the object of developing the nature-study side of the course, as well as serving incidentally as a teachers' organ for the Atlantic Provinces of Canada. Illustrated lessons on natural objects were prepared, the most continuous being the series under the title "Ferndale School." The whole environment of common-school life was more or less covered, instruction for teachers on various subjects, including even the evening sky, which was illustrated by a series of star maps. The Ferndale series dealt with the biological side mainly; but other papers covered mineralogy, physical phenomena of common range, and so forth, before any similar effort appears to have been made in any other province of Canada.

Dr. MacKay then traces the growth of nature-study in connection with the normal school of Nova Scotia, and the appropriations of Sir William Macdonald at Guelph, Ontario, to provide suitable instruction for teachers of nature-study throughout Canada. He also alludes incidentally to the work carried on by the teachers and schools in his own province, where such observations are made as the first flowering, leafing and fruiting of plants; the migration of birds; thunderstorms, frosts, high and low water, etc. These have been taken so regularly and proved of such utility that many schools elsewhere, from Nova Scotia to British Columbia, have adopted the same plan; with results that promise to become increasingly useful.

The "Ferndale Series," referred to above, was the contribution to the REVIEW of Dr. MacKay, and he has been asked to revise that suggestive series, bring it up to date and publish it in pamphlet form with other related matter. Such a guide to nature study would be invaluable to the teacher, and it is hoped that Dr. MacKay may find time to elaborate his early work.

The Boston *Traveller* thinks that the hen whose egg product is valued at \$280,000,000 yearly is more desirable as a national bird than the lordly eagle, which causes loss rather than gain to the country. The suggestion is practical, if it is not sentimental.

Summer Holiday Activities.

In his evening talk before the summer school of science at Yarmouth in July last, Principal Soloan, of the Nova Scotia normal school, outlined an attractive course by which boys and girls may make the summer holidays a source of unending delight and benefit to themselves. In his wild garden at Lake Annis, Mr. Soloan occupies much of his leisure vacation moments, when books and correspondence and the calls of teachers' conventions will allow him, in the study of nature which is lavish and in great variety about him. It was in congenial mood, then, that he spoke of the opportunities of healthy enjoyment that lie open to children in vacation, and he has yielded to the request of the REVIEW to place these views before a wider circle of teachers.

To enjoy a vacation and yet make it useful is Mr. Soloan's plea, and teachers will readily enter into sympathy with it on account of its possibilities to themselves and to their pupils. All through the school term there is too little time to read the stories or books that lend interest to literature, history, geography and other school studies; references are constantly being made through the winter months to objects of nature-study, such as are seen in field, forest and garden, to birds, insects and plants, which may be observed only in the mid-summer months. How good it will be then to anticipate the joys of coming vacation and have boys and girls jot down in their note-books what may be read as a supplement to present lessons, or what may be observed in their rambles afield in summer. It is hoped that Mr. Soloan's idea given below may meet with the cordial sympathy and co-operation of our readers:

Is it not worth while to consider whether the summer-holiday activities of the schoolboy and school-girl could be availed of to such a degree as to render them a direct asset of the school business without thereby impeaching the rights of youth to untrammelled enjoyment of holiday blessings?

That a boy's holidays are a period of intellectual sleep would be a most thoughtless conclusion. True it is that during such periods certain activities called into daily requisition in the classroom cease to be operative; but, on the other hand, with the advent of summer freedom, various other mental processes wake to unwonted activity. Like those of older people, the schoolboy's pleasures are in the main intellectual: his rambles, his games, his masqueradings, quite as much so as our own. Let us admit, then, as we readily can, that formative influences

are potent in the mind and heart of the pupil whether school keeps or not.

It remains, then, to inquire whether these influences can to any extent be regulated, modified, or, indeed, supplied by the teacher after school has closed. The faculty of observation, for example,—this is ever lively in youth. And could not young persons' holiday observations be given point, rendered more exact and more permanently available if some general instruction, encouragement and aim were supplied in advance by the teacher?

I shall not try to elaborate the theme very much. Consider, however, the whole realm of school studies, and the thoughtful teacher will hardly discover one subject treated in the schoolroom that does not lend itself to independent out-door treatment by the pupil—*independent*, or, better, slightly dependent on pre-suggestion and advice of the teacher. It is nature-study? Think how manifold and full are the processes of nature during the six weeks following the closing of school. It is the fruition period for what was but flower or bud in the fresh spring days of May and June; the hail and farewell period for many of our birds of passage; the nesting-time of others; and the season when not only flower and bird world, but the insect world, too, is at its gayest. The very heyday of nature! And, in the midst of the blaze of summer glory at which the coldest hearts are lighted to warmth and joy, our young folk are storing up an enthusiasm which can be transformed into an active principle in the nature work for weeks and months afterward.

The specific problem for the teacher is, first, how he may direct and encourage the holiday efforts of boys and girls to enjoy and to know nature's moods and processes; secondly, how this acquired knowledge and enjoyment can be enlarged and correlated by subsequent recall and conversation after holidays are over. Let me suggest. What boy or girl will deem it drudgery or an inroad into holiday freedom to be asked to acquaint himself thoroughly, during the idle summer days, with the life and habits of some species of bird or insect, or with some group of plant-phenomena? Suppose a few young people bring back to school the store of definite information which the teacher has before holidays shown to be easily and pleasurably obtained,—what themes there for talks with these eager lads and lasses whose reports on various heads lack none of the charm of new discoveries! How keenly idle ones will regret their aimless and fruitless days, and will take a lesson for future application!

Nature-study aims at learning nature-processes in their continuity and in their manifold relations. This is largely where the school garden gets its value as a medium of instruction and education. But a school-garden is not indispensable. Only see to it that the summer vacation is not a lacuna, something dropped completely out of the school year, leaving direct observation restricted to spring and autumn phenomena, which will remain largely meaningless apart from their summer context.

Leaving for the nonce the volume of nature for that of the printer, perhaps we may even to some purpose direct the reading of our pupils in history, romance, or travel, by encouraging them to seek points of contact between their holiday reading in these subjects and the history and geography of the school. Geography furnishes a delightful field of study to young people given to the pastimes of fishing, berrying and picnicking. An illimitable range of concrete phenomena presents itself; and the teacher need only to give the clue through suggesting, for example, the making of a map of certain localities showing such features as drainage, flora, division into arable, pasture and woodland, lakes or ponds (the latter features quite within the power of older pupils to survey and plot in detail).

Not only our pupils, but ourselves, will be gainers by this effort to interpret life's mysteries as significant and interrelated, items which to the careless glance may have seemed distinct and separate falling into place in that large and unified plan which we designate by such vague terms as nature or universe.

We often expect too much of the new pupil. We forget that our suggestions which are clearly understood by the old pupils are as Greek to the new ones. We must go slowly at first, take nothing for granted, encourage the timid ones and establish the at-home feeling as soon as possible. We cannot study the individual too thoroughly—his habits, his capacity to work, his power of attention and concentration. We sometimes expect the in-coming pupil to know as much as the out-going. We try to remember what the last year pupil knew when he entered this grade. That knowledge would be of very little practical benefit to us. We have a new soul to deal with. Before we can develop that soul we must understand *it*. Then by presenting the points clearly and simply, the flood-gates will open and the overflow of gladness will more than repay us for our efforts.—*Sel.*

Visiting Schools.

When a visitor goes into a schoolroom and finds teacher and scholars, after a greeting which puts him at his ease, eager to resume the work thus interrupted, he concludes that the teaching is a vital thing in that school. If the visitor is a first consideration and the lesson a secondary matter, it shows that something is lacking. Every visitor appreciates a courteous reception, and, if he has interest enough in the school to remain for a time, is doubly appreciative of a bit of good teaching on receptive young people.

While visiting the Victoria, B. C., school recently, the superintendent took me into the English literature room, where a class was studying Shakespeare's "Merchant of Venice." The poise of body and interested looks of each pupil showed that something was a-doing. Teacher and pupil paused to give the visitor a cordial greeting. The superintendent introduced him to the bright lady teacher in charge who was "from the Atlantic Provinces a few years ago"—a not uncommon form of introduction in the West.

"Would you like to stay and see some of our work?" said the teacher pleasantly.

"That is what would please me most of all."

Then some pupils were called upon to read short passages; others read extracts from essays written on the characters of the play. Comment was freely made by the pupils on the passages read or on the essays.

"Would you like to say something to the school?" said the teacher as the visitor rose to depart.

That was an easy matter, as the visitor could say something to the point without being commonplace.

Forthwith the superintendent ushered his visitor into a grade preparing for the high school. This also was presided over by a lady teacher "from the Atlantic Provinces." Nothing could exceed the beauty of the interior of this room. The walls were decorated with pictures, flags and mottoes, not too many, but just enough to make the effect most pleasing to the eye, and this effect was heightened by the banks of ferns and flowers (then, early May, in profusion in British Columbia) on the table and in the corners of the room. But there was nothing-a-doing in that school. The visitor was called upon to make the inevitable speech. He can only recall now that he stumbled through some nothings about pretty schoolrooms,—and felt relieved when he found himself again in the open air.

A few days ago a half hour was spent in Fred-

erickton in listening to a lesson given to a class of student-teachers in the normal school. Previous lessons had dwelt on the structure of a bean seed and growth of the plant up to the time that it had attained the length of from six to nine inches. This and some intermediate stages were shown in bean plants that had been grown in cotton wool. These placed upright in a light box and shown through small panes of glass were passed among the members of the class. The point under discussion when the visitor entered the room was to determine the cause of the expulsion of the cotyledons of the bean from the ground during the early period of growth. Aided by his skill in drawing and the unique method of showing the growing plants, the teacher did little besides keeping the class to the point by a series of questions, drawing forth their reasons until the correct answer was obtained. Here was a well directed nature lesson with observation, reasoning and expression going hand in hand.

An All-Round Training.

In an address on manual training, given recently by Dr. James P. Haney, of New York, he referred to its value in lending interest, by doing, to all the subjects of the school course,—drawing, nature study, number lessons, literature, and the like. Instead of hazy mental images, the strong virile manual training work would give clearness and definiteness to the other subjects of the school course, and produce a more thorough and intelligent class of students. In addition to this, he says:

Our pupil (in manual training) completes his elementary school life at fourteen. He leaves the school with his native interests heightened by cultivation. His hand is gifted with no little skill. He can perform some score of operations and is familiar with some score of tools. He will make for you some simple plan and use it. He can design a simple decoration and apply it. He has completed during his school life half a hundred models or more, books, toys, home utensils and simple pieces of scientific apparatus. Through his work he has conceived a strong constructive bent, and will have learned to see the world about him as a constructive world. He has had awakened in him an æsthetic sense, has had his eyes opened to beauty—not abstract, but concrete. Beauty he has learned to know through searching for it to discover fine lines, harmonious proportions and fitting decoration. Above all, he has revealed to him, himself—he knows something of the power which lies in his creative brain and in his dexterous hand, something of his own ability to mould and shape the environment in which he lives. Thus the arts have served their purpose as essential elements to his elementary schooling.

A Teacher's Reward.

Professor John Brittain has been appointed to take charge of the nature-study training in the new college which Sir William Macdonald is establishing at St. Annes, near Montreal. The appointment will take effect next autumn when, it is expected, the college will be opened. Those who have followed Dr. Brittain's work from the common school, where he was a thorough and progressive teacher, to the University of New Brunswick, where the same thoroughness now characterizes his work as teacher of science, will admit that there are rewards for the diligent and faithful schoolmaster who aims unceasingly to perfect himself in his chosen work, and who honours that work. Whoever "discovered" Mr. Brittain, and preferred him for teacher of natural science in the normal school more than a score of years ago, did good service for education in New Brunswick. Professor Robertson's keen wisdom led him to discover in Mr. Brittain the man to lead one branch of the movement for bettering rural schools in the province; and now he places him a great step further upwards in naming him the head of the nature-study division in a college from which great results are anticipated for Canada.

The following statement made regarding history is equally applicable to the study of geography: "At least three-fourths of the time spent by a boy of twelve in trying to learn a hard lesson out of a book is time thrown away. Perhaps one-fourth of the time is devoted to more or less desperate and conscientious effort; but the large remaining portion is dwindled away in thinking of the last game of ball and longing for the next game of tag." The problem of the teacher is to overcome this difficulty and eliminate this waste.

The story is told of an Ontario girl, lately arrived in Montreal, that wishing to attain social prominence, she became a great reader of literature and history. After a diligent course extending over some weeks she was thrown into the society of a McGill student, who talked of football, dances, hockey, etc., to the girl's ill-concealed impatience. Finally there was a pause, and she broke in with, "Wasn't it awful about Mary, Queen of Scots?" "Why, what's the matter?" stammered the student, confused. "My gracious!" almost yelled the girl, "didn't you know? Why, the poor thing had her head cut off!"

A Warning Note from the West.

We have the following letter from Inspector W. S. Carter with permission to publish, which we gladly do, asking for it a careful reading:

EDMONDS, WASHINGTON, U. S.,
September 12, 1905.

W. S. CARTER, ESQ.

Dear Sir,— * * * * You are now, probably, just beginning your visits among the Charlotte County schools. Tell the teachers not to be misled by the wonderful tales of high salaries in the "Golden West." In the city schools very good salaries are paid, but it costs much more to live here than in New Brunswick. Besides, the teachers are paid so much *per month*—the school year varies here, but is never more than nine months. There is no supplementary allowance from the state; and until a life certificate has been obtained the examinations are a tax upon an income, as one must go to the county seat for the ordinary and to the state capital for the "life" certificate examinations. Then, attendance at county institutes is compulsory. Every teacher must attend the sessions of the institute or have his certificate cancelled, unless excused by county superintendent on account of illness. Even if not teaching, one must attend, and fares are not reduced.

I think there are very few (if any) New Brunswick teachers who would be willing to teach the school history—even for many times the salary paid. In the primary grades one avoids that, but it is quite difficult to have a number of pupils who know not one word of English until they come to school. Besides all this, the schools are harder to manage, and the results obtained out of all proportion to the amount of effort on the part of the teacher. Our schools in the East are much more thorough and efficient, our teachers a much finer class of people. I have attended the institute in two of the leading counties in this state, and met many teachers from two other counties, and this is my candid opinion. Let the teachers impress upon the minds of even the youngest pupils that there is no country with such a glorious history as the one of which we Canadians form a part—no flag that *means* so much as ours. Prosperity, safety and the truest liberty are found in its shadow, as nowhere else on earth.

Every country must have some drawback, and so Canada has quite severe winters, but they are not by any means an unmixed evil. When I see what Canadians are doing to-day to build up a rival nation at the expense of their own, I feel like starting out to preach a crusade—beginning at the schools.

Let every school have a small flag, which one of the children can hold up in view of all the others, and let them all salute the flag as part of the opening exercises. This may seem a small thing, but it will tell in after life.

Pardon me for intruding upon your time, but this subject is very near my heart, and I know you are the best one to bring the matter before the teachers of Charlotte County.

Sincerely yours,

EDA RUSSELL.

"Your paper was invaluable to me during my last year's work. I wish you every success.—N. C.

October Talks.

The clear evenings of October give a good chance to study the skies, which are now full of interesting things. The bright star that rises in the east before nine o'clock is Jupiter. Notice that it rises earlier each evening. Explain this. The sun rises later each morning and sets earlier each evening. Explain. The reddish star in the west that sets about nine o'clock in the evening about the first of the month is Mars. Above it to the left is another red star, which is called Antares, which means the Rival of Mars. It is a fixed star in the constellation of the Scorpion. At present it is brighter than Mars; sometimes the latter is the brighter. Can you find out why? Venus is now morning star and very bright. The large yellowish star that comes to the meridian about nine o'clock in the evening, following the sun's course, is the planet Saturn. It is now a very interesting object to look at through the telescope, as its rings are visible.

Have a short interesting talk on the year as a whole, including the months and seasons, telling some characteristics of each. What is the meaning of October? Is it the *eighth* month? How many months come before and how many after it in the year? What are the farmers doing this month? What crops are all in the barn or cellar? What fruits are now ripe? Name all the fruits that grow in this country? What changes are noticed in the weather? What colors are seen in the leaves of trees? in flowers? Do you notice any buds on the branches and twigs of trees? Do these stay on all winter? What will they become next spring? Notice that the brooks are fuller than in September. Why? What birds are with us this month? What ones have gone? Where? When will they return? There are few insects on the wing; what has become of them? (They are burrowing in the ground in old stumps, on trees and elsewhere. Look for cocoons, for "willow cones," swellings on the golden-rod, etc).

When is Hallowe'en? What children's games may be practised that evening?

Thanksgiving Day this year is October 26th. Explain the significance of the day, and why we should be thankful. Speak of the great extent of Canada, the wonderful wheat harvest in the Northwest, exceeding 100,000,000 bushels, the greatest in our history. Is this all needed for home consumption? Where is the surplus sent? Should Thanksgiving Day be entirely given up to feasting? Teach thankfulness. Call attention to the many

reasons why we should be thankful, and to the benefit to ourselves when we appreciate the many good things we receive from the Creator. Clay modelling of fruits, such as apples, plums, small pumpkins and squashes, etc., is a good exercise and appropriate to the season. Select from books and past numbers of the REVIEW poems and stories on Thanksgiving.

In thirty-one Bavarian towns there are government agricultural institutions where from November to March, when they are not in the fields, the farmers for a nominal fee attend the schools of soil cultivation and fertilization, crop succession, stock raising, rudimentary bookkeeping, etc. Then in the spring the teachers go through the country advising the farmers on conducting and improving their farms, forming co-operative clubs and lecturing on scientific and practical subjects. This is entirely free, the state assuming all expenses, and the results are said to be excellent.—*Consular Reports*.

EXERCISE IN SPELLING. — Notable, vengeance, guttural, sergeant, paralysis, comedian, peaceable, irrelevant, dynamite, installation, conceding, atrocious, benefitted, aspirant, remnant, leprosy, collapse, besieged, courtesy, malfeasance, battalion, holiday, gaseous, codicil, substantial, chattel, alleged, bigamy, weapon, scythe, imperative, collision, tement, magician, censorship, precede, lieutenant, contagious, vigil, warrant, villain, controversy, incessant, illegal, pigeon, prejudicial, malady, parcel, civilian, innocent.

October in Canadian History.

It was on the 12th October, 1492, that Columbus discovered America.

October 5, 1813. Proctor defeated at Moravian-town by U. S. forces.

October 5, 1869. The great Saxby gale.

October, 1871. Fenian raid in Manitoba.

October 10, 1864. Confederation conference at Quebec.

October 13, 1812. Battle of Queenston Heights.

October 13, 1820. Sir William Dawson, the eminent Canadian scientist, born at Pictou.

October 21, 1871. Boundary line settled between British Columbia and United States, and the island of San Juan awarded to latter country.

October 26, 1813. DeSalaberry defeated the U. S. forces under Gen. Hampton.

October 30, 1899. Departure of first Canadian contingent from Quebec.

The Old School.

When the last long line has passed from sight,
And the footsteps echo away,
I often sit at my desk and muse
Alone at the close of the day;
And I think of the children of other years,
Who, under my loving rule,
Have morn and night passed in and out
The halls of the dear old school.

And oft, in the short December days,
As I sit in the quiet room,
When all of the children are gone away,
Young faces people the gloom;
Right there is the seat where Roy once sat,
Who went in the fragrant June;
I laid a rose on his heart and wept
That Roy should be called so soon.

And there in the self-same row sat Clare
Of the brown and serious eyes;
They tell me an honored name has Clare,
In her home 'neath southern skies;
And here sat Guy, of the radiant face,
Oh, the tears will fall, I own,
When I think of Guy, our soldier boy,
Who died in the far Luzon.

Ah, sweet and sad the memories
That cling to the dear old room,
And oft my pen forgets to move
As I sit in the early gloom;
And I bless the children, one and all,
Who, under my loving rule,
Have morn and night passed in and out
The doors of the dear old school.

—Carrie Shaw Rice.

A Poem You Ought to Know.

Of all the meals you can buy for money,
Give me a meal of bread and honey!

A table of grass in the open air,
A green bank for an easy chair;

The table cloth inwrought with flowers,
And a grasshopper clock to tick the hours.

Between the courses birds to sing
To many a hidden shining string.

And neither man nor maid be seen
But a great company of green,

Upon a hundred thousand stalks,
Talk to us its great green talks.

And when the merry meal is done,
To loiter westward with the sun.

Dipping fingers ere we go
In the stream that runs below.

Of all the meals you can buy for money,
Give me a meal of bread and honey.

—Richard Le Gallienne.



Nelson and the Centenary of Trafalgar.

BY ELEANOR ROBINSON.

"Thine island loves thee well, thou famous man,
The greatest sailor since the world began."

These words of the Poet Laureate are no poetical exaggeration. It is the simple truth to say that Nelson stands first in his profession. Who is the greatest soldier, statesman—poet—that ever lived? We might get many different answers to these questions. But the question, "Who is the greatest of sailors?" one name comes from the lips of all. And this great man came in time to meet one of the greatest needs of his country, and to save her from one of the most terrible dangers by which she was ever threatened. October 21st, 1805, the day whose centenary we celebrate this month, was the day of a great deliverance. It was the object of the Emperor Napoleon to invade England; his army of 150,000 men was ready, but the success of the invasion depended on the French fleet getting control of the Strait of Dover. Through nearly all the summer of 1805 the people of Great Britain were in "bitter suspense and widespread panic." Then in November came the news that the naval power of France had been broken at Trafalgar. With the sense of relief, and pride at the glory of the victory, came the grief at the loss the country had sustained. "England has had many heroes,"

says Southey, "but never one who so entirely possessed the love of his fellow-countrymen as Nelson."

Horatio Nelson, son of Edmund Nelson, rector of Burnham Thorpe in Norfolk, was born at Burnham Thorpe on the 29th of September, 1758, and was the sixth in a family of eleven children. Several anecdotes are told of his courage and independence, and one that shows his sense of honour and perseverance. As he and a brother were on their way to school one stormy day, they found it so hard to get on that they returned home and told their father that it was impossible for them to reach the school. Their father replied, "If that be so, I have, of course, nothing to say; but I wish you to try again, and I leave it to your honour not to turn back, unless it is necessary." On the second trial, the elder brother wanted to give up again, but Horatio held out, repeating, "Remember, it was left to our honour," and the journey was accomplished.

The story is that when only twelve years old, and a very delicate boy, he asked his uncle, Captain Maurice Suckling, to take him to sea, in order to relieve his father of the support of one of his large family. "What has poor little Horatio done?" cried the uncle, "that he, being so weak, should be sent to rough it at sea. But let him come, and if a

cannon ball takes off his head, he will at least be provided for." A midshipman in those days did indeed have to rough it, for in the Royal navy the food was bad and the discipline harsh, even cruel. From his uncle's ship, the "Raisonné," Horatio was transferred to the "Triumph," and was sent from there on a voyage to the West Indies in a merchant ship. "From this voyage," he says, "I returned a practical seaman, with a horror of the Royal navy upon me. * * * * It was many weeks before I got the least reconciled to a man-of-war, so deep was the prejudice rooted. However, as my ambition was to be a seaman, it was always held out as a reward, that if I attended well to my navigation, I should go in the cutter and decked long-boat, which was attached to the commanding officer's ship at Chatham. Thus by degrees I became a good pilot, and confident of myself among rocks and sands, which has many times been of great comfort to me."

In April, 1773, he was allowed, at his own earnest entreaty, to go as captain's coxswain on an expedition to the North Pole, and on his return, in October, he was appointed to the frigate "Seahorse." In 1776 he passed his examination and was made lieutenant; in 1778, when only just twenty, he was promoted to be commander, and in six months was appointed captain, of the "Hinchinbroke," a French prize. Meantime he had served two years in the East Indies, and also at Gibraltar and Jamaica. As captain of the "Hinchinbroke," he had command of an expedition against Fort San Juan, in Nicaragua, where he distinguished himself by his zeal and courage. "He was the first on every service whether by day or night." But his health, already injured in the East Indies, now broke down, and he was invalided home. The next year he was well enough to take command of the "Albemarle," a twenty-eight gun frigate, and in her he made voyages to the Baltic, and to Newfoundland and Quebec. From the latter place he wrote: "Health, that greatest of blessings, is what I never truly enjoyed until I saw fair Canada." From Quebec he went to New York, where he met Lord Hood, who was then in command of the West Indian fleet. Lord Hood has a very high opinion of the young captain, and introduced him to Prince William, afterwards William IV, with words of commendation. The Prince said many years later of this meeting:

He (Nelson) appeared to be the merest boy of a captain I ever beheld; and his dress was worthy of attention. He

had on a full-faced uniform; his lank, unpowdered hair was tied in a stiff Hessian tail, of an extraordinary length; the old-fashioned flaps of his waistcoat added to the general quaintness of his figure, and produced an appearance which particularly attracted my notice; for I had never seen anything like it before. There was something irresistibly pleasing in his address and conversation, and an enthusiasm in speaking on professional subjects that showed he was no common being. . . . He had the honour of the King's service and the independence of the British navy particularly at heart; and his mind glowed with this idea as much when he was simply captain of the "Albemarle," and had obtained none of the honours of his country, as when he was afterwards decorated with so much well-earned distinction.

After this Nelson served in the West Indies in command of the "Boreas," and was married at Nevis. In 1787 his ship was paid off, and for nearly five years he and his wife lived at Burnham Thorpe. There he read and studied and improved his education, but constantly wishing for active employment, and at last, in 1793, when war with France was threatening, he was given the command of the "Agamemnon," a sixty-four gun ship.

The time of apprenticeship of small commands and of forced inactivity was over, and now, at thirty-four, Nelson was entering upon his real war service, where all his devotion to his country, his zeal and ability, and all that he had learned in persevering practice in his profession, were to be called upon and put to the test.

The first great battle in which Nelson took part was the action fought off Capt St. Vincent, on St. Valentine's Day, 1797, when fifteen British ships, under Sir John Jervis, defeated the Spanish fleet of twenty-seven. Nelson, to quote the Admiral's words, "contributed very much to the honour of the day." He did this in two ways; by planning the manner of attack, and by conspicuous valour. During the action his ship, the "Captain," a seventy-four-gun ship, had so much of her rigging shot away that she was practically disabled; she was alongside the "San Nicolas," an eighty-four-gun Spanish ship, on whose other side lay the "San Josef," carrying 112 guns. Both the Spanish ships had suffered severely; Nelson boarded the "San Nicolas" and received her surrender; the "San Josef" opened a small-arm fire upon the boarders, but shortly a Spanish officer put his head over the rail and said they surrendered. "And on the quarter-deck of a Spanish first-rate," wrote Nelson, "extravagant as the story may seem, did I receive the swords of vanquished Spaniards, which as I received I gave to William Tearney, one of my

bargemen, who put them with the greatest sangfroid under his arm." The story of this exploit caught the popular fancy, and Nelson at once became a hero in the eyes of the English people. For this victory Admiral Jervis was made Lord St. Vincent, and many honours were conferred on Nelson, the King making him a Knight of the Bath. At this time he was promoted to be rear-admiral.

Some of Nelson's finest characteristics are shown in the story of the unsuccessful attack on Santa Cruz in July, 1797. The first attempt, under Troubridge, failed, and Nelson wrote: "Although I felt the second attack a forlorn hope, yet the honour of our country called for the attack and that I should command it. I never expected to return." He was struck by a grapeshot in the right elbow, as, with sword drawn, he was stepping ashore. Faint and bleeding, but clinging with his left hand to his sword, which had belonged to his uncle, Capt. Suckling, he was got back into the boat, to be conveyed to his ship, but at this moment the cutter "Fox" was sunk by a shot, and the Admiral insisted on waiting to see to the saving of the men. On being rowed to the nearest ship, he refused to go on board for fear of frightening the captain's wife, whose husband was with the attacking party. He went up the side of his own ship without assistance, and called to the surgeon to get ready his instruments, as he knew he must lose his arm, and the sooner it was off the better. The first attempt that he made at writing with his left hand, only three days later, was the request for the promotion of one of his lieutenants. Such incidents as these explain why he won, not only admiration, but affection. He was always a popular commander, because he cared for his men, as well as led them to victory. One of his greatest achievements was maintaining the health of his crews; he studied every detail that affected their comfort and welfare. Moreover, he was always proud of his men. He never complained of them, but writes in such words as these: "Not a man or officer in the 'Albemarle' that I would wish to change." "Nobody can be ill in the 'Agamemnon's' company, they are so fine a set." And of his captains he says, "They are my children; they serve in my school, and I glory in them."

Nelson's experiences in fighting were remarkable, even in a hard fighting age. In 1797, when not yet forty, he had been actually engaged against the enemy upwards of *one hundred and twenty times*. And his most famous battles were yet to come. In April, 1798, the Admiral, on board the "Vanguard,"

rejoined Lord St. Vincent off Cadiz, and on August 1st of the same year he defeated the French fleet in the far-famed battle of the Nile. When, in October, the news of this great victory reached London, there was intense enthusiasm. A special thanksgiving prayer was read in all the churches for three Sundays; the King's speech at the opening of parliament referred to the "great and brilliant victory which may lead to the general deliverance of Europe." Nelson was gazetted a peer by the title of Baron Nelson of the Nile and Burnham Thorpe; he was voted a pension of £2,000, and honours were showered upon him from all quarters.

In 1801 a British fleet under Sir Hyde Parker was sent to the Baltic against the Northern Confederacy of Russia, Sweden and Denmark, who were opposing England, and Nelson, as Vice-Admiral, led the attack on the Danish fleet at Copenhagen. It was there that the well-known incident occurred of his clapping the telescope to his blind eye and declaring that he could not see the signal to cease firing. This was really only a joke, as it was understood that he was to continue the action if he thought best. That his kindness and humanity were not only for his own countrymen is shown by the letter he sent to the Danish Crown Prince during the battle, which runs as follows: "Lord Nelson has directions to spare Denmark when no longer resisting; but if the firing is continued on the part of Denmark, Lord Nelson will be obliged to set on fire all the floating batteries he has taken, without having the power of saving the brave Danes who have defended them." It is to this that the poet Campbell refers in "The Battle of the Baltic," in the lines:

"Outspoke the victor then,
As he hailed them o'er the wave,
Ye are brothers, ye are men,
And we conquer but to save."

This letter brought on a truce, and Denmark afterwards left the confederacy. Nelson was now raised to the dignity of viscount, under the title of Viscount Nelson of the Nile and Burnham Thorpe.

In October, 1801, peace with France was signed, but it was not to last. War was declared again in May, 1803, and Nelson, as commander-in-chief, was sent to the Mediterranean to hold the French fleet in check. He blockaded the French ships in Toulon for eighteen months, determined to fight them whenever good opportunity offered. In April, 1805, the French fleet under Admiral Villeneuve sailed out of the Mediterranean and were joined

by Spanish ships from Cadiz. Nelson made ready to follow them. Napoleon's plan was that his three fleets should sail from Brest, Rochefort and Toulon at about the same time, meet at Martinique, and returning all together gain control of the channel and open the way for the invasion of England. The Rochefort squadron sailed in January, waited in Martinique for the time agreed upon, then returned alone; the Brest fleet was blockaded so closely by Cornwallis that they could not get away at all. Villeneuve's ships were pursued by Nelson to the West Indies, and when the French admiral found that he had missed his colleague and that Nelson, with fourteen ships, was close upon him, he thought it wiser to return to France. Nelson, misled by false information, sailed for Trinidad, but finding no trace of the enemy, and deciding that they had gone back to Europe, he made for Gibraltar, where in June, 1803, he set foot on shore for the first time in two years. On the 22nd of July Villeneuve's fleet was met by fifteen British ships under Sir Robert Calder, and an indecisive action was fought; but Villeneuve turned southward and anchored in Cadiz Bay. When Nelson, who had returned to England, heard this, he said: "Depend upon it, I shall yet give Mr. Villeneuve a good drubbing." On September 14th, 1805, he left England for the last time, embarking at Portsmouth in the "Victory." He joined the English fleet off Cadiz on September 28th, and was received with great joy. The enemy had thirty-six ships, while Nelson had but twenty-three. He kept urging the authorities at home to send him out more ships. He realized that the French fleet must be destroyed. "It is annihilation that the country wants, and not merely a splendid victory. * * * Numbers only can annihilate." He planned the method of attack in all its details, and explained and discussed the plan with the admirals and captains of the fleet; so that when, on the morning of the 21st, the enemy's ships came in sight, every officer in command knew what was to be done.

When he had seen everything arranged for battle, Nelson went down to his cabin and wrote a brief note of what was happening. Then, on his knees, he wrote the following prayer: "May the great God whom I worship grant to my country—and for the benefit of Europe in general—a great and glorious victory; and may no misconduct in any one tarnish it; and may humanity after victory be the predominant feature in the British fleet. For myself, individually, I commit my life to Him who

made me, and may His blessing light upon my endeavours for serving my country faithfully. To Him I resign myself and the just cause which is entrusted to me to defend." At half past eleven Nelson made the celebrated signal, "England expects that every man will do his duty." At twenty minutes past twelve Vice-Admiral Collingwood's ship, "The Royal Sovereign," fired the first gun upon the enemy, though she had been under heavy but ill-directed fire for some time. The "Victory," attacking the enemy's centre, was also exposed to heavy fire. Nelson's secretary, standing by his side, was killed by a round-shot, and another passed between Nelson and Captain Hardy. At twenty minutes past one a musket ball from the mizzen top of the French ship "Redoubtable" struck Nelson on the left shoulder and passed through his lungs and spine. As Captain Hardy raised him, he said, "They've done for me, Hardy." "I hope not," answered Hardy, "Yes," replied Nelson, "my back-bone is shot through." He was carried below, covering his face with his handkerchief that his men might not know that he was wounded. He lived for three hours, still anxious about the battle, still caring for the safety of his men. "Will no one bring Hardy to me? He must be killed!" And when Hardy came,— "How goes the battle?" When the message was brought that fifteen ships had struck, "Only fifteen! I had hoped for twenty." "Anchor, Hardy, anchor!" he repeated, fearing for the safety of crippled or disabled ships in the bad weather that threatened. Then "Kiss me, Hardy," and the last words, "Thank God, I have done my duty."

In less than an hour after his death the battle was over, having lasted five hours. Eighteen of the enemy's ships had been captured and the rest had fled.

The news of the battle reached England on November 6th. The "Victory," with Nelson's body, arrived at Spithead on December 5th. The body lay in state in Greenwich hospital from the 4th to the 8th of January, and on the 9th it was placed in the crypt of St. Paul's cathedral in a sarcophagus made by Cardinal Wolsey for Henry VIII. Above in the cathedral is a monument by Flaxman. There are many other memorials of him in different parts of the kingdom, the most notable being Trafalgar Square in London. In the centre of this great open space rises a granite column 145 feet high, crowned with a statue of Nelson. The pedestal is adorned with reliefs in bronze, cast with the metal of cap-

tured French cannon, and representing scenes from the four great battles, St. Vincent, Aboukir, Copenhagen and Trafalgar. Four colossal bronze lions couch upon pedestals running out from the column in the form of a cross. But his most lasting memorial is in the hearts of his countrymen.

Sharer of our mortal weakness, he has bequeathed to us a type of single-minded self-devotion that can never perish. As his funeral anthem proclaimed, while a nation mourned, "His body is buried in peace, but his name liveth forevermore." Wars may cease, but the need for heroism shall not depart from the earth, while man remains man and evil exists to be redressed. Wherever danger has to be faced, or duty to be done, at cost of self, men will draw inspiration from the name and deeds of Nelson.—*Mahan's Life of Nelson.*

NOTE.—The following books will be found useful in preparing lessons on Nelson: Mahan's "Life of Nelson," Southey's "Life of Nelson," "Nelson and His Captains," W. H. Fitchett. "Nelson" in English Men of Action Series, J. K. Laughton. "Horatio Nelson and the Naval Supremacy of England," W. Clark Russell.—Heroes of the Nations.

For recitation—Browning's "Home Thoughts from the Sea." Scott's introduction to the first canto of Marmion—lines beginning, "To mute and to material things." Tennyson's "Ode on the Death of the Duke of Wellington"—lines beginning, "Who is he that cometh, like an honoured guest," and "Mighty seaman, tender and true," Campbell's "Battle of the Baltic."

A School Outing.

A teacher kindly sends to the REVIEW an account of an outing held at Maple Grove, N. B. This pleasant practice of parents, teachers and children meeting together is one that might be used to advantage these pleasant autumn days, giving the boys and girls wholesome enjoyment, and making the teacher's work easier, because such reunions bring them into closer relations with parents. Our correspondent says:

Yesterday afternoon we held a very enjoyable school picnic here, upon grounds well shaded with trees, just across the highway in front of our schoolhouse. Notwithstanding the busy harvesting, there was a good attendance of parents and friends assembled to enjoy themselves with the school, in swinging, games, races, etc. Twelve prizes were awarded in the competitions. The children were freely treated to candy and nuts. A delicious luncheon was served on the grass by the ladies, to which ample justice was done. The weather was delightful, and all appeared to enjoy themselves very much. At sunset all dispersed for their various homes, agreeing that they had spent a most delightful afternoon. J. B.

Our Native Trees.

BY G. U. HAY.

THE POPLARS AND WILLOWS.

The poplars and willows are near relations, belonging to the great willow family (Salicaceæ). Nearly all our native willows are shrubs, except the black willow (*Salix nigra*), which is of rare occurrence here. Those large tree willows found in cultivated places throughout these provinces are not native, but have been planted for ornament. One species called the brittle willow (*Salix fragilis*) because the twigs break easily at the base, is frequently found with a trunk diameter of from four to six feet. One at Ingleside, N. B., is nearly six feet through the trunk, and is supposed to be over a hundred years old. It is still a handsome tree.

The wood of the willows is soft and white, and is used for making wooden dishes, toys, and other similar purposes. What is used here, however, is imported. It has been suggested that the willow might serve a purpose in the manufacture of coffins, as it easily decays. The young stems and branches of certain willows are withy, and used by Indians for making baskets.

Both poplars and willows are fast growing trees. Most of the latter grow in moist, low places, and along streams. They are sometimes planted by rivers where washouts occur, to prevent further ravages in freshet times. The poplars grow on higher ground, usually with white birches, red maple and others that love a light soil; but all of them flourish and grow to a larger size in richer ground. The common poplar or aspen springs up readily after the ravages of a fire. This may be due to the rapid spread of the seeds which are enclosed in a cotton-like envelope; or, where this tree has occupied the ground before the fire, young ones may rapidly spring up from underground suckers which have not suffered from the heat.

Three poplars are native to these provinces—the aspen, the large-toothed-leaved poplar and the balsam poplar. They are not favorites with farmers or horticulturists on account of their spreading so rapidly from the suckers of older trees; and they are objectionable as shade trees (as are all poplars, native or foreign) from the cottony masses of seeds which cover the streets or paths in late spring.

The most common poplar is the aspen, sometimes wrongly called "popple." This is the *Populus tremuloides*, its specific name being derived from the trembling of the leaves, which quiver in the

slightest breeze. This is caused by the flat thin petiole of the leaf being easily swayed by the wind. There is a legend that the wood of the cross was made from this tree, which is the cause of its trembling—as if for shame. This quivering is characteristic of other poplars, and is no doubt the reason for the name of the genus, from the Latin *populus*, the common people, because of the restless, swaying character of the mob.

The leaves of the trembling poplar are broadly ovate or roundish, finely crenulate or toothed all round and coming to a sharp point. The bark is greenish; the wood soft, weak, light in colour. A cubic foot of it weighs twenty-five pounds. The young growth is used for making excelsior matting, and the wood makes a good finishing when found large enough, the fibre being tough, although the heart is bad.

The large-toothed-leaved poplar (*Populus grandidentata*) is larger than the preceding, with the edges of the leaves broken up into great teeth. Its wood is slightly heavier and more compact than the preceding, weighing twenty-nine pounds to the cubic foot. Its uses are the same. In spring, its leaves are a soft grayish white colour, and coming out after many other trees are in bloom produce a beautiful contrast to the delicate fresh-green tints of the woods.

The balsam poplar (*Populus balsamifera*) is a larger tree than either of the preceding, and has very resinous buds. It is not common; but the writer observed great stretches of low land covered with it along the upper valley of the Restigouche river, where its suckers had formed a dense matting in the gravelly soil, shutting out every other tree. A variety of the balsam poplar called the Balm of Gilead (*Populus balsamifera*, var. *candicans*) is frequently planted for ornament, but there are the same objections to it as above noted.

The Lombardy poplar and the abele or white poplar are not native, but are frequently planted. One or two of each add to the beauty of a grove or the borders of a lawn.

A Home-Made Recitation Book.

Having quite a collection of select reading, poetry, etc., cut from old journals, papers, and magazines, I decided we could best preserve them for future use in a scrap book.

I obtained an old law book—this was selected because it was large, well bound, and put together with strong thread—and carefully removed every

other leaf, sometimes two or three in a place, to allow for the paper to be put in.

It was then divided into sections, one for Christmas selections; others for humorous, patriotic, pathetic selections.

The recitations were then neatly pasted into the book each in its proper place. After it is all filled we are going to arrange an index.

The pupils take interest in finding something "good enough" for the book, for of course only the best selections are put into it, and those bits suitable for pupils as recitations for Friday afternoons, or for special entertainment programmes.—*Teachers' Magazine.*

Will teachers who have good selections for Christmas, Empire, Arbor Day, Friday afternoons, and other school occasions, kindly send copies of them to the REVIEW for publication, so that other teachers may have the benefit of them.

The Poetry of Earth is Never Dead.

The poetry of earth is never dead:
When all the birds are faint with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead:
That is the grasshopper's—he takes the lead
In summer luxury,—he has never done
With his delights, for when tired out with fun
He rests at ease beneath some pleasant weed.
The poetry of earth is ceasing never:
On a lone winter evening, when the frost
Has wrought a silence, from the stove there shrills
The cricket's song, in warmth increasing ever,
And seems to one in drowsiness half lost,
The grasshopper's among some grassy hills.

—Keats.

In the study of a poem the following exercise has been found to be profitable and pleasant: One pupil reads a stanza. He reads it again, this time changing as many words as possible to words having the same meaning, also the same number of syllables, if possible. The following is an illustration, as read by a pupil in the fifth grade:

"Then Nature, the loving mother
In the moony month of leaves,
Arrayed in yellow and crimson
Her children, the autumn leaves."

The verse changed reads as follows:

"Then Nature, the gentle mother,
In the shining month of leaves,
Dressed in yellow and scarlet
Her children, the forest leaves."

—Selected.

Notes on "The Deserted Village"*.

By Principal G. K. Butler, M.A., Halifax.

OLIVER GOLDSMITH (1728-1774).

Goldsmith was born in the county of Longford, Ireland. His father was curate at this place. As a boy, Goldsmith attended the village school taught by an old soldier, whom he afterwards pictured in the "Deserted Village." At the age of seventeen he went to Trinity College as a sizar (a free student receiving tuition in return for certain work). He quarreled with his tutor and left, but afterwards returned.

He tried different professions, and while on the continent as a medical student, toured Europe, supporting himself by playing on the flute. On his return he tried teaching, but finally took up work as a hack writer.

The Vicar of Wakefield, his first important work, he sold in 1764 for £60 to pay rent. In 1770 the "Deserted Village" appeared.

Among his other works are: "The Traveller," "She Stoops to Conquer," Histories of Greece, Rome, and a History of Animated Nature.

It is presumed, of course, that the first lesson assigned on the poem is the reading it all through at home. When that has been carefully done, the class is ready to begin its study. This applies equally as well to all the selections for the year. The more the pupil absorbs and retains, the greater will be the benefit derived by him; and there is no royal road to this result. Repeated reading on the pupil's part, and constant questioning by the teacher, alone can accomplish the purpose aimed at.

Concerning the title, the children should be asked to tell in their own words the cause of its desertion. Is the same cause at work in Nova Scotia? Where is the village supposed to be? Grade VIII may be given an occasional word or phrase for parsing, and any questions of that kind in these notes are intended for that class.

Page 1, line 1. In what case is *Auburn*, and what figure of speech would you call it? *Plain*; in other parts of the poem he applies another title to it. What is it?

7. *Green*. What would we call it? Have we anything similar?

27. *Smuttet face*. Very likely many of the children have a game of this character. There used to be one among the boys some years ago.

On this page the following words are worthy of a little dictionary work by the pupil: *swain*, *parting*, *seats*, *cot*, *decent*, *train*, *feats*. There are also some other figures of speech besides those mentioned; find a metonymy and also give a definition. If the children know the different metrical feet, have them scan a few lines as practice. Those who have read

* Pages and lines as in reading for grades 7 and 8, Nova Scotia School Series.

Gray's "Elegy" could see a similarity and a difference. What are they?

Page 2, line 2. *Taught toil to please*. Ask for explanation.

6. Is the verb *are fled* active or passive? Why? Compare with the forms *is come*, *was gone*.

10. What does this line mean?

13. Why *solitary*?

20. *O'ertops*. Try to get a list of words similarly formed. English formerly, like modern German, compounded its words thus.

24. Meaning? How are new words created?

25. One of the problems of England is the restoration of physical vigour to the so-called lower classes.

28. How many people to the square mile would this allow for? Was England or any other country ever so thickly peopled?

Word study: *Lawn*, *tyrant*, *stints*, *desert*, *spoiler*, *wholesome*, *glades*.

Page 3, line 3. Meaning? Look up the derivation of wealth.

4. Parse *train*. What is the meaning?

8. As an illustration, take some of the modern large cities, such as London and New York. The greater poverty seems always to be found nearest the greatest wealth.

22. Compare *train* here with the same word in line 4.

24-25. Consult the life of Goldsmith as an illustration of these, and all will agree as to the truthfulness of them.

26. Meaning of last clause?

28. Compare *husband*, the verb, with the noun. *Life's taper* is what figure?

29. What does this mean?

Word study: *Opulence*, *allied* (especially pronunciation).

Page 4, line 10. What is the meaning of the word *world*?

12-15. Meaning of these lines? *Why guilty state*?

15-18. Figures of speech?

21. Meaning?

22 *et seq.* Compare the opening stanzas of Gray's "Elegy" for a description of the same time of day. One of the facts mentioned does not suit our hours; which one?

Word study: *Deep*, *vacant*.

Page 4, line 1. Why *sweet confusion*? How can the adjective be true?

The Preacher. Those who can should read parts of the "Vicar of Wakefield," where we have him

described at greater length. Of what man is this a description more or less, fanciful? In Chaucer we find the other well known description of the parson.

20. We must remember, of course, the greater purchasing power of money in that country at that time as compared with our time and country. What is the meaning of *passing*?

21. What figure of speech is *ran his godly race*?

23-24. What is the meaning of these lines? What does Goldsmith wish us to imply concerning appointments in the church at the time he is writing?

26. *Raise* and *rise*. This line will illustrate a lesson on those two verbs.

27. *Vagrant train*. What would we call them?

29. Why *long remembered*?

Word study: *Fluctuate, mantling, cresses, faggot, pensive, copse, fawn, broken.*

Page 6, line 5. What does *pity gave ere charity began* mean?

7. And this?

13. Compare with the *ungracious pastor* mentioned in Hamlet, "who reeks not his own rede."

14. *Parting*. Compare "The curfew tolls the knell of parting day." What figure of speech is this line?

17. *Parse fled*. The last four lines of the page are a good example of a figure of speech.

Word study: *Glow, scan, scoff, rustic, vale.*

Page 7, line 2. Why *unprofitably*?

3. *Noisy mansion*. Many similar epithets can be found in literature. Two modern schools and schoolmasters may be found in the "Drumtochty School" and "Glengarry Schooldays."

6. To what class of pupil did Goldsmith evidently belong? However, the idle and truant scholar does not *always* make the most famous man.

9. *Full well*; the same phrase is used on p. 34, l. 2. What part of speech is *full* here? What other word or words could be used in its place?

17. *Terms and tides presage*. What does this mean?

26. A word is here used that we would not now be allowed to use in modern correct English. Which?

The Inn. What takes the place of this in modern villages as a place to congregate and talk politics?

Word study: *Yon, furze, boding, gauge.*

Page 8, line 2. *Sanded floor*. The generation of Nova Scotian now passing away can recall the same custom here.

10. Can any of the pupils tell of having seen something like this?

11. What do you understand by chimney? Give modern word for place mentioned.

23. Find word *mantling* already used and compare their meanings.

27. *Train* again; compare former uses.

32. *Vacant* was already used in this meaning. What do pupils give as its meaning when first asked?

Word study: *Aspen, transitory, ballad, ponderous, deride, gloss, native, masquerade.*

Page 9, lines 16 *et seq.* Horace, who lived about 1800 before Goldsmith, laments of the luxury of the wealthy Romans in much the same terms.

21. How can this be?

22. *Seat*. Compare with the same word already used. Why are his sports *solitary*?

27. The prophets are still predicting the downfall of England's power, and still lamenting the glories of the past.

Word study: *Decoy, limits, spurns, solicitous.*

What figure of speech is found on this page?

Page 10. Word study: *Verging, vistas, strike, contiguous, limits, baneful, pamper, brocade, plies, square, chariots.*

13. There is a figure of speech.

Page 11, line 7. *Wheel*: meaning? *Parse brown and country*. Is the lot of the emigrant here truly represented? To what country does Goldsmith make them go? What British possession has the climate and characteristics here mentioned?

29. *Mingling the ravished landscape with the skies*. What is the meaning of this? Of what countries can this now be said?

Page 12, line 1. Has *parting* the same meaning as in l. 4?

6. *Main*. What other word has been used. What do we call the *western main*?

23 *et seq.* Name some of the *kingdoms* Goldsmith may have had in mind in writing this.

Word study: *Walks, conscious, plaints, cot, insidious, florid, sapped.*

Page 13. Goldsmith's time is not considered anybody as the golden age of English poetry, though one or two poets of high rank lived then. Who were they?

These notes will be helpful if they suggest other questions and difficulties, and more so still if those be sent to the REVIEW. Any I can answer, I will; others, perhaps, can supply vacancies in my knowledge.

Schoolroom Decorations.

MIRIAM L. DYSART, COCAGNE, N. B.

To decorate a schoolroom is to make it a pleasant and profitable workshop. High bare walls, dingy ceiling, broken plaster and defaced blackboards, creaking doors and rattling windows make up surroundings bleak and dismal enough to dampen the spirits and enthusiasm of almost any teacher; and a hundred times more do they affect the tender spirits of young children.

Let festoons and strings of evergreens be strung along over top of windows and doors, let a few neat inexpensive pictures break up the monotony of bare walls, let attractive designs in black and white, or in colors, adorn the unused blackboards—and how great the change! How bright and sunny everything has become. If now a few appropriate mottoes be placed in convenient unoccupied places (and what school has not large wastes of cheerless plaster high up under the ceiling), and if flowers in season be added, then we may be said to have a schoolroom at least moderately decorated, and even then perhaps unusually attractive. It will be found that the children can be kept interested and attentive with much more ease than in the bleak and bare house, the cheerless, undecorated school.

Many, if not all, the decorations used in a schoolroom may be made to serve a double purpose. They may be useful as well as ornamental. It is not enough that they delight the eye—they should instruct, stimulate and encourage the young.

Among the blackboard decorations which serve the double purpose of adding to the appearance of the room as well as inducing regular attendance and competition in work, is the bee-hive. This is a picture of a hive drawn in some quiet corner. Let the hive be the goal and the bees the pupils. Good conduct and satisfactory work entitle them to approach the hive. The effect of this little scheme is wonderful. The pupils, in their eagerness to be numbered among the "busy bees," give better lessons, and are more careful of their conduct, and the result is general improvement. Another device that is equally effective and attractive is the roll of honor, bearing the names of the pupils making the highest averages.

A calendar for the month might decorate any unused blackboard surface. So these little devices while adorning the walls, assist both the teachers and pupils in raising the standing of the school.

Many valuable lessons may be taught from these

decorations. Take, for instance, flowers. In the spring we have the mayflower. In ten minutes the teacher can give an interesting oral lesson on this plant; point out the different parts of a flower; get opinions as to why it is called the harbinger of spring, and relate some little story about it. Similarly, throughout the year, short nature lessons can be given on the flowers which decorate the room.

Besides lending beauty the flowers furnish good seat-work; the children can write short descriptions of them, or can draw them, and in selecting and arranging them the pupils have perhaps their first lessons in art.

Likewise many valuable lessons can be learned from the wall pictures. From the landscapes the pupils can become familiar with such geographical terms as mountain, river, lake, cape, island, etc. Pictures of the domestic animals will probably furnish most interest to the children. Many interesting facts can be learned about the horse; for example, his food, his habits, his kindness and faithfulness to man, his willingness to work and his ability to understand. Encourage the pupils to tell any stories they can that will prove the horse a noble and intelligent animal. The teacher can add some little story of the wild animals, and let the children state the points of resemblance or of difference between the wild animals and the domestic. These exercises on the pictures and flowers encourage reproduction and picture stories.

For the more advanced pupils the teacher can select pictures of such authors as the children are studying. This plan is very successful, for the reason that the personality of the author can be associated with the lessons.

The children's maps can be used to decorate the room in an effective manner, and the exhibition of work is almost certain to win the approval of visitors and to stimulate the interest of both pupils and parents.

By this simple and attractive decoration habits of order and enterprise are fostered, a spirit of excellence in school work is created, many pleasant and profitable exercises are furnished, and, most important of all, school life is brightened.

A map is the best and most accurate means of expressing certain geographic facts. Children should learn to read a map as readily as a newspaper, that they may use maps intelligently in later years:—*Journal of Geography*.

Mental Mathematics.

F. H. SPINNEY, OXFORD, N. S.

Probably no part of elementary mathematics furnishes such a variety of interesting problems as does the "unitary method." It is in connection with such problems that teachers who delight in long written expressions can have their most ambitious desires in that direction gratified.

It must be admitted that these expressions, when neatly written upon the board, or in well-kept exercise books, present a pleasing appearance to the artistic eye; but they often represent but a mechanical expression of rules previously learned, without a clear comprehension of the relation existing between the terms involved. Besides, there are more appropriate subjects of the curriculum affording abundant opportunity for artistic workmanship; so we can well afford to limit the use of mathematics to the exercise of rapid and accurate reasoning. The following simple problem is a typical question of the unitary method: If 3 boys in 4 days earn \$10, how much can 15 boys earn in 12 days? This is usually solved in the following manner:

$$\begin{array}{r}
 3 \text{ boys in 4 days can earn } \$10 \\
 1 \text{ boy in 4 days can earn } \frac{\$10}{3} \\
 1 \text{ boy in 1 day can earn } \frac{\$10}{3 \times 4} \\
 15 \text{ boys in 1 day can earn } \frac{\$10 \times 15}{3 \times 4} \\
 15 \text{ boys in 12 days can earn } \frac{\$10 \times 15 \times 12}{3 \times 4} = \$150
 \end{array}$$

In mental arithmetic exercise, let the teacher write the question on the board:

- (a) 3 boys in 4 days can earn \$10
- (b) 15 boys in 4 days can earn ?
- (c) 15 boys in 12 days can earn ?

If it is the first lesson, the following dialogue might take place, pupils raising hands to give the answers: *Teacher*—How many more men in (b) than in (a)? *Pupil*—5 times as many. *T.*—Then, how much will 15 boys earn? *P.*—5 times \$10 = \$50. *T.*—How many more days in (c) than in (b)? *P.*—3 times as many. *T.*—Then, how much will 15 boys earn in 12 days? *P.*—3 times \$50 = \$150. After doing several questions in this manner, express the question in two lines:

$$\begin{array}{r}
 3 \text{ boys in 4 days earn } \$10 \\
 15 \text{ boys in 12 days earn } ?
 \end{array}$$

After many questions of this nature have been solved mentally, the following written forms will be plain:

- I. 3 boys in 4 days earn \$10
15 boys in 12 days earn $\$10 \times 5 \times 3$
- II. 5 men in 4 days earn \$30
15 men in 2 days earn $\$30 \times 3 \times 2$
- III. 4 men in 5 days earn \$30
6 men in 7 days earn $\$30 \times 1\frac{1}{2} \times 1\frac{1}{2} = \63
- IV. 7 men in 9 days earn \$126
20 men in 4 days earn $\$126 \times \frac{20}{7} \times \frac{4}{9} = \160

To enable the teacher to quickly place a number of questions on the board for rapid solution, the following form will be found convenient:

	Men	Days	Wages	:	Men	Days	Wages
(1)	5	4	\$30	:	15	2	?
(2)	6	7	\$63	:	2	14	?

To attain greater speed in mind and hand, I frequently try the following plan. I place upon the board about 10 problems in the above form; and allow the pupils to commence their solution about 10 minutes previous to the time for dismissal. When a pupil has shown me his exercise book with the required answers correctly filled in, he is permitted to retire. Any teacher who desires to witness a scene of the most intense activity should occasionally resort to such a method.

The following 8 questions were solved by one of my pupils in 6 minutes:

	Men	Days	Wages	:	Men	Days	Wages
(1)	3	2	\$ 10	:	12	4	?
(2)	7	5	\$ 60	:	14	15	?
(3)	4	11	\$ 66	:	12	33	?
(4)	10	13	\$260	:	30	26	?
(5)	14	17	\$300	:	28	51	?
(6)	4	4	\$ 32	:	12	12	?
(7)	7	10	\$105	:	?	10	\$420
(8)	4	5	\$ 30	:	4	?	\$ 90

"We owe the steel pen," said an inventor in the *Louisville Courier Journal*, "to a man named Joseph Gillott, an Englishman. He was a jeweller, and lived in Birmingham. One day, accidentally splitting the end of one of his fine steel jewel-making tools, he threw it peevishly on the floor. An hour later it was necessary for him to write a letter. Where was his quill pen? He searched high and low, but could not find it. Looking, finally, on the floor, he discovered, not the pen, but the broken steel tool. "I wonder if I couldn't make shift to write with this," he said. And he tried to write with the split steel, and, of course, succeeded perfectly. To this episode we owe the steel pen, which has superseded the quill all over the world.

Rhymes and Recitations for Little People.

FINGER GAME.

This is the mother so kind and dear,
 This is the father so full of cheer,
 This is the brother strong and tall,
 This is the sister who plays with her doll,
 And this is the baby, the pet of all;
 Behold the good family, great and small.

Elizabeth, Elspeth, Betsy, and Bess,
 They all went together to seek a bird's nest.
 They found a bird's nest with five eggs in,
 They all took one, and left four in.

There were once two cats of Kilkenny,
 Each thought there was one cat too many;
 So they fought and they fit,
 And they scratched and they bit,
 Till, excepting their nails
 And the tips of their tails,
 Instead of two cats, there weren't any.

The robin and the redbreast,
 The robin and the wren;
 If you take from their nest
 You'll never thrive again.

The robin and the redbreast,
 The martin and the swallow;
 If you touch one of their eggs,
 Bad luck will surely follow.

As I was going to St. Ives,
 I met seven wives.

Each wife had seven sacks; how many sacks in all?
 Each sack had seven cats; how many cats in all?

Little Betty Blue
 Lost her holiday shoe,
 What shall Betty do?
 Buy her another
 To match the other,
 And then she'll walk upon two.

High in the Pine Tree
 A young turtle dove
 Built a little nest
 To please his little love.
 In the dark shady branches
 Of the high pine tree
 How happy were the doves
 In their little nursery.

The young turtle doves
 Never quarreled in their nest;
 They loved each other dearly,
 But they loved their mother best.
 "Coo," said the little doves,
 And "Coo," said she;
 And they all lived so happy
 In their little nursery.

Three little bunnies,
 Out for a run
 In the bright moon-light,
 Oh, what fun!

"Dear," said the little one,
 "What is that
 Sitting on the fence
 With cheeks so fat?
 See its big teeth
 And eyes so bright!"
 Then home they ran
 With all their might,
 Three funny little bunnies
 With eyes so bright. —Selected.

"Little drops of dew
 Like a gem you are,
 I believe that you
 Must have been a star.

"When the day is bright
 In the grass you lie,
 Tell me then at night
 Are you in the sky?"

Lines in Season.

One step and then another,
 And the longest walk is ended;
 One stitch and then another,
 And the largest rent is mended.

Every time the world's best men
 Are made from boys who try again.

"Do you wish for a kindness? Be kind.
 Do you wish for a truth? Be true.
 What you give of yourself you find—
 Your world is a reflex of you."

I am sure that hands, lips, eyes,
 Have work to do,—
 The first to be helpful, the next to be wise,
 And the last to be bright and true.

Let us be content to work,
 To do the thing we can, and not presume
 To fret because it's little.

E. B. Browning.

It is not winter yet, but that sweet time
 In Autumn when the first cool days are past.
 A week ago the leaves were hoar with rime,
 And some have dropped before the north wind's blast;
 But the mild hours are back, and at mid-noon,
 The day hath all the genial warmth of June.

—Selected.

"Then followed the beautiful season,
 Called by the pious Acadian peasants the Summer of All
 Saints.
 Filled was the air with a dreamy and magical light; and
 the landscape
 Lay as if new-created in all the freshness of childhood."

—Longfellow.

Heaven is not reached at a single bound,
 For we build the ladder by which we rise
 From the lowly earth to the vaulted skies,
 And we mount to the summit round by round.

—F. G. Holland.

N. B. Teachers' Association Statistics.

Owing to the delay of one person who had a list of names, the secretary-treasurer of the N. B. Teachers' Association has been unable until now to furnish the number of members of said Association on June 30, 1905. There were then 382 pledged members, with dues fully paid up, distributed as follows: St. John City and County, 66; Kings, 54; Northumberland, 46; Westmorland (exclusive of Moncton), 39; Carleton, 29; Gloucester, 27; Moncton, 25; York (exclusive of Fredericton), 21; Kent, 21; Fredericton, 18; Sunbury-Queens, 16; Albert, 8; Charlotte, 7; Victoria, 4; Restigouche, 1; Madawaska, 0; total, 382.

During vacation a considerable number joined, and the response from Kings and Kent institutes this term has been encouraging. Returns from York, Sunbury and Queens institutes have not yet arrived at secretary's office.

All teachers who have not subscribed to the union agreement are requested to send name and fee of 25 cents at once to the secretary-treasurer, H. H. Stewart, Harcourt, Kent Co.

Teaching Children to Talk Naturally.

"If I could only get children to speak as naturally in their reading as I hear them speak in their games on the play-grounds, I should be happy," said a teacher at an institute the other day during a discussion on reading.

There is nothing so monotonous as the "school tone" in reading. Try to get children out of it by encouraging them to talk naturally in school. Some portion of the week might be devoted to the cultivation of this art. One teacher devoted a part of every Friday afternoon to such an exercise. Early in the week she assigned some subject of investigation, either one of general interest, or one connected with the work the class were then doing, in art, history, science, etc. On Friday, each pupil is expected to rise and make his report fluently and in correct English. The subjects chosen are always so interesting that the children soon forget that they are talking, and look forward to this hour with enjoyment. The lessons in nature study especially prove very suggestive. The pupils are asked to make all kinds of observations for themselves, much of which may be done on their way to and from school, and report their record on Friday, with any inductions which they may have been able to make for themselves. The month of October is one of the most interesting for such observations,

Letter Writing.

At least one period each week should be carefully devoted to letter writing. Remember, where date and heading should be placed, pay particular attention to manner of addressing and beginning of letter.

There is much of good style in an elegant and correct closing of a letter, as also in the method of signature. The envelope, too! How many realize the impression a stranger forms of the writer of a letter from the outside of the envelope? There is one proper place for a stamp. It takes no longer to place it straight and right side up than to slap it on wherever it happens to stick. Then the address: teach your pupils that, next to using good and clean stationery, the writing an address on an envelope in a way that will not make the receiver ashamed is important.

You may easily represent upon your board by chalk outline the shape of letter paper and envelope, and give a careful lesson by talk and drill upon the subject, and require letters embodying the special principles taught to be written to imaginary persons, or addressed to yourself or some member of the class.

You will readily awaken much enthusiasm and pride in the subject.

Do what you can to improve this much neglected part of common education.

We suggest below headings for subjects of different lessons on the art of letter writing; one lesson at least may be well spent on each point:

1. The parts of a letter.
2. The address.
3. The heading.
4. The salutation.
5. The body of a letter.
6. The conclusion.
7. The superscription.
8. Manner of folding.
9. A business letter.
10. A letter ordering periodicals.
11. Change of address.
12. Ordering books.
13. Ordering bill of goods.
14. Making out a bill.
15. Give a receipt.
16. Invitation.
17. Regrets.

—*American Primary Teacher.*

The Strand from Above.

The sun rose on a bright September morning. A thousand gems of dew sparkled in the meadows, and upon the breeze floated, in the wake of summer, the shining silken strands of which no man knoweth the whence or the whither.

One of them caught in the top of a tree, and the skipper, a little speckled yellow spider, quit his airship to survey the leafy demesne there. It was not to his liking, and, with prompt decision, he spun a new strand and let himself down straight into the hedge below.

There were twigs and shoots in plenty there to spin a web in, and he went to work at once, letting the strand from above, by which he had come, bear the upper corner of it.

A fine large web it was when finished, and with this about it that set it off from all the other webs thereabouts, that it seemed to stand straight up in the air, without anything to show what held it. It takes pretty sharp eyes to make out a single strand of a spider-web, even a very little way off.

The days went by. Flies grew scarcer, as the sun rose later, and the spider had to make his net larger that it might reach farther and catch more. And here the strand from above turned out a great help. With it to brace the structure, the web was spun higher and wider, until it covered the hedge all the way across. In the wet October mornings, when it hung full of shimmering rain-drops, it was like a veil stitched with precious pearls.

The spider was proud of his work. No longer the little thing that had come drifting out of the vast with nothing but its unspun web in its pocket, so to speak, he was now a big, portly, opulent spider, with the largest web in the hedge.

One morning he awoke very much out of sorts. There had been a frost in the night, and daylight brought no sun. The sky was overcast; not a fly was out. All the long gray autumn day the spider sat hungry and cross in his corner. Toward evening, to kill time, he started on a tour of inspection, to see if anything needed bracing or mending. He pulled at all the strands; they were firm enough. But though he found nothing wrong, his temper did not improve; he waxed crosser than ever.

At the farthest end of the web he came at last to a strand that all at once seemed strange to him. All the rest went this way or that—the spider knew every stick and knob they were made fast to, every one. But this preposterous strand went nowhere—that is to say, went straight up in the air and was

lost. He stood up on his hind legs and stared with all his eyes, but he could not make it out. To look at, the strand went right up into the clouds, which was nonsense.

The longer he sat and glared to no purpose, the angrier the spider grew. He had quite forgotten how on a bright September morning he himself had come down this same strand. And he had forgotten how, in the building of the web and afterward when it had to be enlarged, it was just this strand he had depended upon. He saw only that here was a useless strand, a fool strand, that went nowhere in sense or reason, only up in the air where solid spiders had no concern.

"Away with it!" and with one vicious snap of his angry jaws he bit the strand in two.

That instant the web collapsed, the whole proud and prosperous structure fell in a heap, and when the spider came to he lay sprawling in the hedge with the web all about his head like a wet rag. In one brief moment he had wrecked it all—because he did not understand the use of *the strand from above*.
—*The Outlook*. Translated from the Danish by Jacob A. Riis.

Teachers in Session.

KINGS COUNTY, N. B., INSTITUTE.

The Kings County Teachers' Institute met at the Macdonald consolidated school, Kingston, on Thursday and Friday, September 7th and 8th. The natural beauties of the village and its surroundings and the attractions of the school served to draw a large number of teachers together. The arrival of Sir William Macdonald and Professor James W. Robertson at the close of the first afternoon's proceedings, although somewhat in the nature of a surprise, was none the less welcome, and gave an additional interest to the proceedings. Both gentlemen examined the school grounds, buildings, and the pleasant class-rooms with the closest attention, and in the evening gave addresses at the public meeting, where a fine programme of music, recitations and speeches was carried out.

At the opening of the institute on Thursday morning, Principal D. W. Hamilton, president of the institute, gave an outline of the advantages to be derived from consolidation, and especially referred to the Kingston experiment. Inspector Steeves, Trustee Isaac Saunders and Dr. John Brittain followed in short addresses. In the afternoon a visit was paid to the school garden, where Principal Hamilton gave some idea of the methods followed. Then came an excellent paper on School Gardens, by Arthur Floyd, of Norton, and the discussion on the paper was led by Miss W. A. Toole. A nature study excursion under the direction of Prof. Brittain followed, and was greatly enjoyed by the teachers present.

Friday morning's session of the institute was spent in observing the work of the different classrooms in the Macdonald consolidated school. From 9 to 10 the opening exercises in the assembly hall gave the visiting teachers an opportunity to enjoy a fine programme. This was followed by an examination of the work in the rooms where the teachers of the schools conducted the usual lessons, and afforded an object lesson as interesting as it was instructive. In the afternoon the members of the institute listened to an address from Professor Robertson, followed by a lesson on cardboard construction by Mr. T. B. Kidner, director of manual training, and a paper on spelling by Mr. H. A. Prebble, principal of the Hampton Village school. The election of officers resulted as follows: Mr. A. E. Floyd, president; Miss Ina E. Mersereau, vice-president; Mr. W. C. Jonah, secretary-treasurer.

KENT COUNTY, N. B., INSTITUTE.

The Kent County teachers met at Rexton, N. B., on the 14th and 15th September. Although the attendance was smaller than usual, only about twenty-five teachers being present, the meeting was one of the best ever held in the county. The papers were on a variety of school topics. They were brief and to the point, as were the discussions that followed each. The public educational meeting on Thursday evening was largely attended and an excellent programme of music and addresses was carried out. On Friday evening there was a very enjoyable social reunion of the visiting teachers and people of Rexton. Both meetings were held in the public hall, which was attractively decorated for the occasion. Very few places can boast of a more beautiful and commodious public hall than Rexton.

In the absence of the president, Mr. G. A. Coates, who has retired from teaching, Inspector Chas. D. Hebert took the chair and presided over the meetings of the Institute. In his opening and other addresses at the institute, Inspector Hebert, who speaks fluently and in well chosen English, referred to many desirable improvements in the schools whose interests he has evidently very much at heart. These are,—a remedy for irregularity of attendance, a closer sympathy between parents and teachers, well kept school grounds, and attractive decorations for schoolrooms.

Miss Miriam L. Dysart read a well written paper on *Reproduction of Stories*. Another on *Schoolroom Decorations*, prepared by the same teacher, will be found on another page. Miss Dysart speaks on what she practises, for, said the inspector, her schoolroom has the neatness and attractiveness of the most cozy home. Mr. J. A. Edmunds, vice-principal of the grammar school, Richibucto, gave an expert talk on elementary arithmetic. Mr. G. Douglas Steele, vice-principal of the grammar school, read an excellent paper on the *Importance of Reading*, which he characterized as the most important subject of the school. The greatest care should be taken to secure proper ex-

pression and a clear understanding of what is read. Miss Kate Keswick read a paper on the *Relation of Teacher and Pupil*, strongly urging greater sympathy and courtesy. Mr. H. H. Stewart, secretary of the New Brunswick Teachers' Association, spoke on *Professional Etiquette*, referring to the failure of some teachers in courtesy to trustees and districts, the unwise practice of some who belittle their predecessors' work, and condemning the frequent practice of under-bidding other teachers in order to secure schools near home. The New Brunswick Teachers' Association, numbering last June about 400 dues-paying members, had been instrumental in decreasing under-bidding, and in many places of raising salaries. A second paper prepared by Mr. Stewart was read later—the *Educative Value of History*.

At Friday morning's session Mr. A. E. Pearson read a paper on the *Care of School Grounds*. This, with the discussion that followed, was one of the most valuable presented to the institute in the practical hints brought out on tree-planting and ornamentation of grounds. In the afternoon Dr. Hay gave a model lesson on plants collected within a few paces of the schoolroom, followed by an excursion illustrative of the lesson.

The institute will be held next year at Harcourt. The following officers were elected: President, Inspector Hebert; Vice-president, Kate Keswick; Secretary, A. E. Pearson; additional members of the Executive, Minnie Buckley and H. H. Stuart.

YORK COUNTY TEACHERS' INSTITUTE.

The York County, N. B., Teachers' Institute met at Fredericton on Thursday and Friday, September 21st and 22nd, in the assembly hall of the high school building. A large number of the teachers of Queens and Sunbury Counties joined the institute, the total number enrolled being over 150. The low fares on railway and steamboat, and the attractions of the beautiful city of Fredericton, which had drawn a large number of other visitors to the Exhibition, was an opportunity of which many teachers availed themselves. The addresses at the opening were encouraging and stimulating. President F. A. Good thought teachers should have noble ideals, and endeavour to the utmost to attain to them. Chief Superintendent Dr. Inch encouraged teachers to work for the best results; not to talk too much about salaries, but to let their work appeal to the ratepayers, whose means supported the school. Inspector Bridges followed up this thought by urging teachers to invite ratepayers to the school to see the work done, and then to suggest on this basis an increase of salary. Dr. Hay thought teachers should have a friendly competition with each other in making schoolrooms so attractive and interesting that scholars would delight to be in them. Principal Foster would like to give his opinion of those people who talk merely and do nothing to improve teachers' salaries.

'Round table discussions on nature work, led by

Mr. H. G. Perry and President Good called forth many useful hints on the best way to utilize material found in the neighborhood of the schoolroom. The opinion was expressed that a nature-study course should be outlined for the guidance of teachers.

At Friday's sessions the addresses and discussions were of much interest. Mr. T. B. Kidner illustrated, with a very complete series of models and pupils' work, how a practical course in manual training could be carried out in country schools; Miss Agnes Lucas gave an interesting address on Ambidexterity; Miss E. L. Thorne gave some pleasant impressions of a visit paid to the high schools of Boston, Buffalo, Chicago and Toronto. She had been pleased with what she saw, especially the uniform courtesy of the pupils, but in the matter of foundation work she believed that New Brunswick schools were equal, if not superior, to any that she saw. We have much to attain to, however, in the branches of music, drawing and physical culture. Professor W. C. Murray, of Dalhousie College, gave a very clear and interesting address on Psychology, in which he outlined numerous points that may guide the teacher in training the child. The new psychology that has arisen is that which studies the child, as a botanist would study the growth of a bean.

The following are the officers of the institute for the current year: C. D. Richards, B. A., president; Miss Sadie Thompson, vice-president; Miss E. L. Thorne, secretary-treasurer; B. C. Foster, H. G. Perry and Clarence Sanson as additional members of executive.

CURRENT EVENTS.

The 21st of October is the one hundredth anniversary of the battle of Trafalgar. The proposal to celebrate the day throughout the British Empire is opposed by some on the ground that Lord Nelson's private life was not commendable; and by others, for the more convincing reason, that the good understanding existing between the French and British peoples should not be disturbed by our ill-timed rejoicings over the event.

The British government will establish a vast naval depot at Singapore, making it the centre of British naval power in the Far East.

The Germans have won a victory over the rebellious natives in German Southwest Africa.

The bridge over the Zambesi River at Victoria Falls was formally opened on September 12th. It crosses the gorge below the falls, at a height of four hundred and twenty feet above the water; and is the highest bridge in the world.

The flagship of the Japanese admiral accidentally took fire and sank in the harbor of Sasebo, and hundreds of men were lost. An effort will be made to raise the ship. Admiral Togo was not on board at the time of the disaster.

By a series of earthquakes in Calabria, Italy, more than two hundred towns have been damaged, and about six hundred lives lost.

The conclusion of peace with Russia has given great dissatisfaction in Japan, and serious riots have resulted in some of the larger cities.

The first Buddhist temple in America, or, at least, the first within historic times, will shortly be erected at Los Angeles, Cal. There are some rather incredible stories of Buddhist missionaries on the Pacific coast of America before the days of Columbus.

Astronomers who went to Labrador to observe the recent eclipse of the sun were disappointed, as the weather was unfavorable. In Egypt, however, the observations were successful; and one result is said to be the discovery of a new planet between Mercury and the sun.

A special agent of the Canadian government has prevailed upon the government of Uruguay to release the Canadian sealing vessel and her captain, so long held on a charge of poaching in Uruguayan waters.

Quickly following the close of the war, the Czar has decided to call another peace conference to meet at the Hague. The time and scope of the conference have not yet been announced. Lord Salisbury's dream of a European federation, and Tennyson's parliament of man, would seem to be nearer realization if the nations would cease preparing for war while they are talking of peace.

The French war department is experimenting with a machine gun to fire three hundred bullets in less than a second.

A state of war exists in Southern Russia, where the Tartars are in arms against the Armenians. The Armenians have the lead in the commerce and industries of the Caucasus region, and the Tartars are bent upon their extermination. The great oil works at Baku have been destroyed. The region is under martial law, but the military are unable to control the situation. Latest advices say that a truce has been arranged between the warring parties, to take effect October 14th; and that a conference of representative Armenians and Tartars, held under the presidency of Prince Louis Napoleon, governor-general of the Caucasus, has decided to summon a general congress representing the inhabitants of the Caucasus, for the purpose of discussing the causes of the enmity.

Negotiations for the separation of Sweden and Norway are still proceeding, and will probably end in a peaceful dissolution of the union.

A reduction in the force of the Northwest Mounted Police will follow the creation of the new provinces of Alberta and Saskatchewan.

The territory of Keewatin has been taken from the control of the governor of Manitoba, and attached to the Northwest Territories.

The proposal to build an Australian Transcontinental railway has been thrown out by the federal government.

Hard times in South Africa has had an effect upon polygamy among the Zulus. The richest and most powerful chiefs now seldom have more than fifty wives, and the ordinary natives are content with one. Money that formerly went to the purchase of wives is now said to be devoted to buying cows.

Dr. Barnardo, who died in London on the 20th ult., is said to have rescued over fifty thousand orphan children and trained them for useful lives. He was born in Ireland in 1845.

By the new treaty with Japan, the full particulars of which have not yet been disclosed, Great Britain secures the aid of Japan in case of any attack upon British India.

The French expedition to Greenland under the Duke of Orleans has discovered unknown land.

The arms of Prince Edward Island have been officially sanctioned as follows: Argent, on an island, vert, to the sinister an oak tree, fructed, to the dexter thereof three oak saplings, sprouting, all proper; on a chief, gules, a lion passant guardant, or. This is, in common parlance, on a silver ground a representation of an island with the three small trees under the great one, familiar on the old coinage of Prince Edward Island; and across the top of the shield the same golden lion on a red background that is seen in the arms of New Brunswick. By doing away with the motto, "*Parva sub ingenti*," which was quite in place on the seal of the province, but not in a coat of arms, and by adding the touch of color in the red chief with its gold lion, it makes a pretty combination; and it effectually disposes of the impossible arrangement of oak and maple leaves with which some Ontario publishers had endowed the Gulf Province.

It is estimated that the Canadian wheat crop this year will aggregate one hundred million bushels.

Thursday, October 26th, is appointed as Thanksgiving Day.

SCHOOL AND COLLEGE.

Mr. S. R. MacInnis is the principal of the Berwick, N. S., schools this year, with Miss V. M. Batten and Mrs. J. W. Margeson as associates.

Mr. R. B. Masterton, A. B., has been chosen principal of the Port Elgin, N. B., superior school. Mr. Masterton is an experienced and capable teacher, and the prospects of the school are excellent for the coming year.

The New Glasgow, N. S., high school, of which Mr. John T. McLeod is principal, has made several changes in its staff of teachers for the present term. Mr. W. C. Stapleton, of Halifax, is the vice-principal, Miss Redmond, of Pugwash, the teacher of domestic science, and Mr. Douglas Patterson of Truro, the head of the manual training department.

A new department of domestic science has been opened in the Sydney, N. S., schools. Miss McCallum has been engaged as teacher.

Mr. J. Keith has been chosen principal of the Benton, N. B., superior school, with Miss Inez Day as teacher of the primary department.

The Acacia Villa school, Hortonville, N. S., has re-opened for the current year with larger numbers and brighter prospects than ever under the charge of the experienced veteran teacher, Mr. A. McN. Patterson.

Miss Mabel V. Elliott, who went from Newcastle, N. B., with the corps of teachers to South Africa three years ago, was recently married at Durban to Mr. Chas. J. Stewart, of London. The happy couple, to whom the REVIEW extends its best wishes, will reside at Umzumbi, Natal.

Miss A. Laura Peck, B. A., of Wolfville, N. S., for several years teacher in the schools of New Brunswick, will leave shortly for India as a missionary.

The Provincial normal school of New Brunswick opened at Fredericton, September 6th, with the largest enrolment in its history—260 students, of whom twenty-three are in the French department.

Mr. J. W. Hill, of Hampton, has accepted the principalship of the McAdam, N. B., superior school.

Mr. F. R. Branscombe, of Cornhill, has taken charge of the advanced department of the Hopewell Cape, N. B., superior school.

Principal R. W. Ford continues his efficient management of the Wolfville, N. S., public school with the following named staff of associate teachers: Miss Ella McLean, Miss Gertrude McIntosh, Mrs. Prudence Parker, Miss Elizabeth Elderkin, and Miss Maie I. Messenger. The latter takes the place of Miss Hamilton, absent on leave.

Miss Edith A. R. Davis, A. B., of Fredericton, who taught last year in Albert County, has gone to Chicago University to take a post-graduate course in classics.

The teachers of Glace Bay, N. S., at a recent meeting, decided to re-organize their local institute and hold meetings quarterly in future. Principal D. M. Matheson is the president.

Mr. Harry Burns, B. A., has been appointed principal of the Dorchester, N. B., superior school, with a capable staff of associate teachers, of whom Mr. Edward A. Lynch, B. A., has charge of grades seven and eight.

Miss Blanche Moser, of Parrsboro, has been appointed to a position on the Sydney Mines, N. S., schools.

Miss Laura Creelman, of Truro, is on the staff of the Port Hawkesbury, N. S., schools this term.

Messrs. Clement Kelly, B. A., W. R. Shanklin and Fletcher Peacock, of New Brunswick, have gone to Guelph, Ont., to take a three months' course in nature study, provided for by the N. B. Department of Education.

Miss Gladys Strople has charge of the school at Glasburn, Antigonish County, this term.

That is the proper spirit; and we hope it is a spirit that will take possession of rate-payers and schools elsewhere.

Principal Oulton, of Amherst, has taken charge of the Lower Stewiacke, N. S., school for the present term.

"The Upper Sackville school has begun work with Baxter Barnes again as teacher. The district voted \$300 for repairs on school house, fence and grounds. The inside of the building has been thoroughly remodeled, enlarged and painted inside and out. New seats have been purchased and a room provided for the children to wash. A new fence has been erected. The contract has been given for levelling the lawn, which will be done soon. The rate-payers are unanimous in the determination to make this one of the best schools in New Brunswick."—*Sackville Post*.

Mr. G. E. F. Sherwood, A. B., recently of the Bloomfield, Kings County, superior school, has been appointed principal of the grammar school, St. Andrews, N. B.

Mr. W. J. Shields continues as principal of the Hantsport, N. S., schools, a position he has held with distinction for several years. With him are associated Miss Sadie E. Shaw, Miss Bowlby, Miss MacCully and Miss Miller.

Mr. M. D. Davidson has been appointed principal of the North Sydney schools, N. S., with Mr. W. E. Haverstock as vice-principal.

The Sussex, N. B., school trustees have decided on a well chosen site for a new school building, which will be commenced in a short time.

Mr. H. A. Prebble has been appointed principal of the Hampton Village, N. B., school, in place of Mr. Weldon U. Pickel, who has gone to the Northwest. Miss Frances Prichard, of the Hampton Station school, has resigned to take a year's course in nature study at Guelph, Ontario. She is succeeded by Miss A. Beatrice Hoskin.

The Westmorland County, N. B., Teachers' Institute meets at Dorchester on the 5th and 6th October. A full programme will be found on another page.

Dalhousie College, Halifax, has established a central evening school at Stellarton, N. S., for the instruction of classes in mining and engineering.

Netherwood, the Rothesay, N. B., School for Girls, has opened with the largest number of resident students in its history.

Mr. Joseph Howe, who has been a prominent figure in Acadia College athletics, has been appointed teacher in Horton Academy, Wolfville.

The idea of central schools is growing in New Brunswick. The rate-payers of Hampton and Hampton Village recently voted for consolidation; seven districts of the parish of Springfield have united to form a school at Belleisle Creek; two districts in Dorchester parish have united; and the new consolidated school at Riverside has opened with over 200 children in attendance, who, with the parents and teachers, are delighted with the new educational conditions.

Principal Barker, of Fredericton, has taken charge of the St. Martins, N. B., superior school.

Mr. A. B. Connell, secretary of the Woodstock, N. B., school trustees, has resigned, leaving a record of valuable services extending over nearly a generation.

The Charlotte County teachers will meet with the St. John teachers on the 12th and 13th, as will be seen by advertisement on another page. Both railways offer reduced rates.

Rev. C. Brockwell, curate of Cheshunt, Eng., has been elected to the new chair of divinity at King's College, Windsor, N. S. He will take part of the work that has been done by Professor Vroom.

The new session of the institution for the Deaf and Dumb at Halifax has begun, and Principal Fearon would be grateful for information regarding deaf children of six years or over, who have not yet come under instruction. This school is empowered by acts of parliament to admit pupils from all parts of the Maritime Provinces, also from Newfoundland.

Mr. F. S. Small has resumed the principalship of the Apohaqui, N. B., superior school, with Miss W. A. Toole as associate teacher. Miss Toole has recently taken a course in nature study at Guelph, Ont., and an advanced course at the N. B. normal school.

Miss Kathleen Cockrell, of the high school, Victoria, B. C., is an exceptionally brilliant student, as the following record will show: Last year she stood at the head of all the candidates in British Columbia. This year, in the wider field, where she had the entire Dominion to compete with, she stood second on the list, being exceeded by one only, a young man who has been a student of Upper Canada College at Toronto for some years. Out of a possible 600 she made an aggregate of 507, or an average of 84 in all subjects. The young man who stood ahead of her made an aggregate of 515 out of a possible 600, thus leading her by eight points only. There were about 280 candidates in all. Miss Cockrell has just passed her sixteenth year, which is the youngest age at which students are admitted to McGill. Congratulations to Principal Paul and the Victoria high school staff on the success of their clever pupil.

The prospects at Mt. Allison University, Sackville, are perhaps more encouraging than they have been at any previous year in its history. At the Ladies' College, there are more students than at the opening last year. The Academy has a much larger attendance than last year. The University residence promises to be full, notwithstanding the provision of thirty-six new rooms in the fourth floor of the residence.

The P. E. Island Teachers' Association met at Charlottetown on the 27th, 28th and 29th September.

Sir William C. Macdonald and Professor James W. Robertson, after their visit to Kingston, N. B., went to Middleton, N. S., to visit the consolidated school at that place. At a public meeting on Monday evening, September 11th, Dr. A. H. MacKay plainly intimated to the people that they must expect no assistance from the government, but must depend on themselves after the Macdonald gift had been expended. At present the average amount throughout the consolidated district is about half the average sectional assessment of the province. Dr. Robertson excelled himself in his plea for a better education for the children. He stated that if the consolidated section would raise instead of about forty cents on the hundred, as at present, the amount of \$1.50 on the hundred, or equal to the average of the highest county in the province, Sir W. C. Macdonald would stand by the school for three or five years longer.

The Restigouche County teachers' institute will meet in Campbellton on the 12th and 13th of October.

The Albert County, N. B., teachers' institute will meet in the consolidated school building, Riverside, on the 5th and 6th of October, and the Westmorland and Northumberland Counties' institutes will meet on the same dates.

Fortunately it is seldom that we have to record such a vicious and apparently unprovoked assault as that made recently on the respected principal of the Sackville high school, Mr. A. D. Jonah. A boy was disobedient and Mr. Jonah punished him by pulling his ear, but not so as to cause any serious injury. The father assaulted the teacher on the public street, striking him violently in the face several times, for which he was fined \$20 or two months in jail. This is considered a light punishment for a serious and brutal offence.

Arrangements are being completed for the consolidation of Hampton Village and Hampton with a few of the outlying districts in one central school.

A party of eight teachers from Nova Scotia left Truro last Thursday for Guelph, Ont., to take the full course in nature study at the Ontario College of Agriculture. The party consisted mainly of young ladies.

Dalhousie University opened on the 13th September with a large number of students in excess of last year's registration. The following are winners of bursaries: Miss Thompson, of the Halifax county academy, first scholarship, for first-class distinction, junior matriculation; J. Congdon Crowe, Truro (Colchester county academy), second scholarship, for second-class distinction.

Professor Harold Geoghegan, of Trinity College, Dublin, has been appointed to the chair of English literature and modern languages at the University of New Brunswick. He has a fine record as a scholar and experienced teacher, and comes to his new position with very high testimonials. Lectures begin at the University on the 2nd of October, and the formal opening took place September 28th.

Miss Katharine Wisdom, of St. John, a distinguished graduate of McGill University, and recently a teacher in the Ottawa Ladies' College, has been appointed to a position on the teaching staff of Trafalgar Institute, Montreal.

The fiftieth anniversary of the founding of St. Francis Xavier College was celebrated at Antigonish, N. S., during the first week of September. Delegates from sister colleges throughout Eastern Canada, and many former graduates and distinguished visitors, graced the occasion. There was a feeling of just pride in what the college has accomplished in its fifty years of endeavour, and hope for a still higher attainment in the future. A notable figure in the celebration was the venerable Bishop Cameron, now nearing four score years. He has been with the college from its beginning, and is now chairman of the board of governors. Among the honorary degrees conferred were the following: LL. D. on A. H. MacKay, Superintendent of Education for Nova Scotia; Rev. Dr. Forrest, president of Dalhousie College; Mr. David Sloan, principal of N. S. Normal School; Mr. Samuel N. Robertson, principal of Prince of Wales College Charlottetown; Dr. E. M. Kierstead, late of Acadia College; Dr. Falconer, principal of Pine Hill College, Halifax.

RECENT BOOKS.

MAID MARGARET OF GALLOWAY. By S. R. Crockett. Cloth. Illustrated. Pages 417. The Copp, Clark Company, Toronto.

This book takes the reader back to the times of the Douglases and early Stewarts in Scotland, the days of border feuds, when great personal strength and prowess, skill in archery and the broadsword won the victory on many hard-fought fields. The narrative carries the interested reader through exciting scenes and bright descriptions of Scottish scenery. Lack of judgment is shown in prolonging the story after it is finished. The story really ends with the capture of the castle of Thrieve—the final stronghold of the Douglases.

In Blackie's English School Texts we have received Sir Walter Raleigh's "Discovery of Guiana" and Swift's "Gulliver's Travels," each with introduction, carefully edited text, good print, and bound in cloth covers. Price 8d. each. Blackie & Son, London.

In "Blackie's Little French Classics" series we have Voltaire's pretty story, "Le Blanc et Le Noir," with an introduction containing a brief sketch of the author and his times. Price 4d. Blackie & Son, London.

MILTON'S PARADISE LOST. Book V. Edited with introduction, notes and appendices. By Albert E. Roberts, M. A. Cloth. Pages 84. Price 1s. Blackie & Son, London.

A convenient pocket text-book, with a helpful series of notes, and appendices showing the structure of Milton's verse.

TALES FROM SPENSER. School Edition, with introduction, notes, glossary. Linen. Pages 167. Price 1s. Macmillan & Co., London.

The book contains such deserving-to-be-known stories as Una and the Lion, Una and The Prince, Una and the Dragon, Britomart and The Mirror, How Britomart Found Artegal, and others, told in modern English prose.

L'ANNIVERSAIRE DE BLANCHE. By Clémence Sannois. Cloth. Illustrated. Price 1s. Blackie & Son, London.

A series of bright little juvenile scenes cast in a story in which the author has conceived the happy idea of building up a working vocabulary of everyday French around the make-believe operations of "playing at house."

LA PREMIERE ANNEE DE FRANCAIS. By T. B. Kirkman, B. A. (Oxon.) Cloth. Illustrated. Pages 200. Price 2s. Adam and Charles Black, Soho Square, London, W.

This is an introductory French reader on a plan as novel as it is interesting. The text describes, in the form of dialogue, narrative and verse, a day passed by an English boy in a French family at Paris, a choice of subjects which puts the vocabulary to be taught in a thoroughly French setting. It is divided into three parts; the *premiere partie*, which describes the morning at home, lessons, meals, etc.; the *deuxieme partie*, describing an afternoon spent in Paris, sight-seeing, shopping, playing, all illustrated from photographs; *troisieme partie*, an evening at home, stories and songs. Ten preliminary lessons on classroom terms precede the use of the text, which, with "Lesson Notes," exercises, vocabulary, make up an excellent introduction to the study of French.

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ALGEBRA. By A. E. Layng, M. A. Part I. Cloth.
Pages 176. Price 2s. 6d. Blackie & Son, London.

These two volumes furnish a suitable introduction to Algebra, approaching the subject through arithmetic, and gradually leading from problems interesting to the beginner to the algebraical treatment of questions connected with mensuration and geometry.

FRENCH LESSON NOTES. By F. B. Kirkman, B. A. (Oxon.)
Cloth. Pages 96. Price 1s. 6d. Adam and Charles
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This is an attractively printed little book on excellent paper, designed to accompany the French readers by the same author and publishers. Its merit is in the natural and interesting way it leads teachers and children to "talk" French in the classroom.

The first of a series of eight supplementary readers containing approved selections for reading and memorizing has been received from Hinds, Noble & Eldredge, publishers, New York. The selections are good, and the volume is only 25 cents.

RECENT MAGAZINES.

The October number of the *Delineator* is excellent in its literary and household features. Of widespread interest to parents, teachers and all who lead or follow in educational lines is an exceptional article, *Education for Life through Living*, by William H. Maxwell, superintendent of New York City schools; N. Hudson Moore writes interestingly of old desks and secretaries, giving the hallmarks that enable the amateur to place them correctly; Allan Sutherland tells the history of Onward, Christian Soldiers, a hymn that is the inspiration of the young; Clifton Johnson takes the reader across the wild coast of Devon into the wilder country that was Lorna Doone's.

There are several interesting educational and literary articles in the weekly issues of *Littell's Living Age* from the 9th to the 23rd September: Japanese Education, by Baron Suyematsu; Landscape and Poetry, from the *London Times*; the *Serpent in Literature*, by W. H. Hudson; A Classical Education, by Arthur C. Benson; The Child and Religion,—Scientific Method in Religious Training, by Professor James Sully.

OFFICIAL NOTICE.

New Brunswick Board of Education.

MANUAL TRAINING COURSES.

Training courses for teachers desirous of qualifying as licensed Manual Training instructors will be held at the Provincial Normal School during the session of 1905-6 as follows:

Short course.—September 18 to December 22, 1905.

Full course.—January 8 to June 29, 1906.

The short course is intended to qualify teachers for the license to teach Manual Training in rural schools. Candidates for admission must hold at least a second class Provincial license, and be prepared to furnish evidence of their teaching ability.

The full course is intended to qualify teachers for the license to teach Manual Training in town schools. Candidates for admission should hold a first class license, but teachers holding a second class license, and having a good teaching record, may be admitted on their merits.

In each course, students showing little aptitude for the work will be advised to discontinue at the end of one month from the date of entrance.

Tuition is free, and the usual travelling allowance made to Normal students will be given to teachers who complete their course and proceed to the teaching of the subject in the Public Schools of the Province.

HOUSEHOLD SCIENCE.

No provision exists at present in the Normal School for the training of Household Science teachers, but certain institutions have been approved by the Board of Education as training places for New Brunswick teachers desiring to qualify as licensed teachers of the subject.

Full particulars of the several courses outlined above may be obtained from the Director of Manual Training,

T. B. KIDNER,
FREDERICTON, N. B.

Approved:

J. R. INCH,
Chief Superintendent.

THE UNITED MEETING OF THE
Institutes of Charlotte & St. John Co's
will be held on Oct. 12th-13th, at **ST. JOHN'S**, in the
Assembly Room of the **High School**, Union St.

Thursday, Oct. 12th.
10.00 a.m.—Music, High School Orchestra. Or-
ganization and Report of Committees.
10.45 a.m.—President's Address.
11.00 a.m.—Paper, "Color," Miss Etta Barlow.
Discussion.
2.00 p.m.—Song and drill. Primary Reading
with Class, Miss Lily A. Belyea. Advanced
Reading with Class, Miss Ella McAlary.
Discussion.
Thursday Evening, Oct. 12th.
8.00 p.m.—Music: Soloists, Mrs. W. S. Carter,
Mrs. A. Pierce Crockett. Addresses: Mayor
W. W. White, W. W. Stetson, Supt. of
Schools, Maine. Dr. J. R. Inch, Chief
Supt. Education.
Friday, Oct. 13th.
9.00 a.m.—Papers: Plant Society, Mr. James
Vroom; Minerals, Miss Hester Edgecombe;
Birds, Mrs. J. M. Lawrence. Discussion.
10.35 a.m.—Paper, "School from Standpoint of
Parent," Mrs. W. Kerr, Mr. S. D. Scott.
Discussion.
2.00 p.m.—Tennyson's "Princess." Talk led by
Miss Eleanor Robinson. [Members request-
ed to bring copies of Princess.] Discussion.
3.00 p.m.—Election of Officers and Miscellaneous
Business. A. M. HEA, Sec'y.

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Enrolment, etc. Address by President.

Second Session, 2 p.m.

Lesson-Reading to Grade II.....Miss Doyle
Lesson: Grammar.....R. B. Masterton, B.A.

Third Session — Friday, 9 a.m.

Lesson: Geography.....Miss Nicolson
Lesson: Arithmetic.....Inspector O'Blenes

Fourth Session — Friday, 2 p.m.

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diate, Leader, Miss Copp; Primary, Leader,
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