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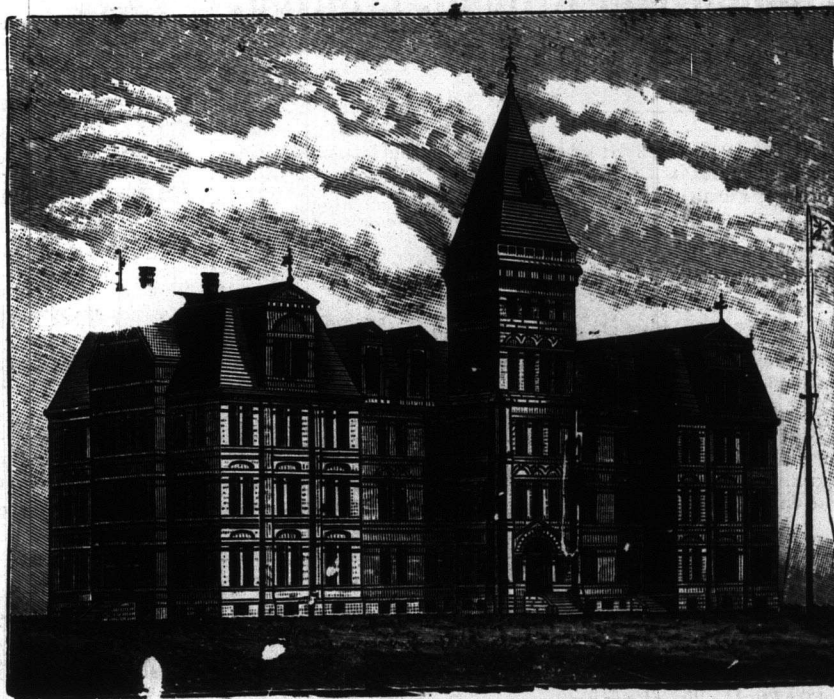
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many boys and girls in our schools to look forward to a college course as a fuller preparation for their life work.

**The Lesson of the Forest.**

THE destructive forest fires that have raged in Nova Scotia, New Brunswick, Maine and elsewhere during the past few weeks, have caused enormous losses. Not only have vast areas of valuable timber and many houses been destroyed, but owing to the dry and parched condition of the soil from the long drought, great stretches of country have been rendered useless and unproductive for many years to come. A few days ago the writer was shown a piece of land that had been swept by fire nearly half a century ago. So complete was the ruin of the soil that nothing has been produced since but stunted birches and evergreens. Great stretches of country throughout these provinces and elsewhere in Canada are in the same condition—the fertility of the soil ruined for years, perhaps for centuries. No one can estimate the loss suffered by this country from forest fires. Are our people never to learn the lesson which is taught with unfailing regularity nearly every year, and accompanied with great loss, not only to themselves but to their children and to the whole country? Sportsmen and fishermen go into the woods when everything is as dry as tinder. They kindle fires and leave without putting them out, thoughtless of the consequences and the ruin that many innocent persons may suffer from their criminal neglect. Lumbermen cut down trees and leave great masses of brush lying in the woods. Farmers make brush fences near their dwellings or cut down trees, leaving the branches to dry on the ground. It is this tinder of brush wood, that once started in a dry season soon works up a forest fire beyond control and leads it to the very door of many a settler's house. Going along a country road how many houses we may see close to the woods, and these woods filled with brush heaps or dead trees and branches that only wait for a spark to raise a conflagration that may destroy the labors for years of many innocent persons, or lay in ruins many fair landscapes. What are the lessons to be

learned from the ruin that people lament and as readily forget? Evidently that every sportsman or frequenter of the woods should regard forest property as sacred as the cultivated field or town lot; that every lumber operator should clear of brush the district in which he has made the winter's "cut;" that every settler in early spring should clear the woods near his dwelling from brush cut during the winter, and from the dead twigs and branches that have been broken off by the wind and storms; that the children in our schools should be taught never to make fires in woodlands without leave of the owner, and carefully to put out every trace of fire on leaving a camp or forest haunt. Forest fires and lumbermen have left scarcely any trace of the original forests of these provinces. The pulp manufacturer threatens to strip our woodlands bare of the spruce trees of smaller growth. Have we taken any serious thought of reforesting lands by planting seeds or saplings such as is done in the countries of Europe, or shall we look on contentedly until the greed or carelessness of men has ruined our greatest source of wealth?

#### **Educational Progress in N. B.**

The New Brunswick Board of Education has recently provided for three special courses of manual training at the Normal School for the improvement of teachers of rural schools, one to begin Sept. 8th, another in January, and a third, if found necessary, in April. The work will be in charge of Prof. E. E. MacCready who has been provincial director of manual training in the Sir Wm. Macdonald school at Fredericton. He is to have supervision of all the manual training schools in the province. As there is accommodation at the Normal School for only 20 students, application should be made well in advance of the above dates. The travelling fare of teachers, and a yearly grant of \$50 will be paid, provided they afterwards actually teach manual training along with the usual subjects of the school course. Arrangements will be made to provide substitute teachers for their schools while the regular teachers are taking the course at Fredericton.

The N. B. Board of Education will also provide liberally for consolidated schools. Where three or more schools unite for the teaching of manual training, school gardening and domestic science, in addition to the regular subjects, the government will make a grant not exceeding \$1,000 a year for

three years, to support such schools. Provision will also be made for the training of six teachers at the Agricultural College at Guelph, Ontario.

It is encouraging to note the willingness of the Board to follow up the efforts of Sir William Macdonald and Professor Robertson in connection with manual training and consolidated rural schools. It now remains for energetic and ambitious teachers to qualify themselves to teach the new subjects, for which such liberal inducements are offered.

It is a matter of congratulation to the province that such an earnest and efficient teacher as Mr. MacCready has been appointed supervisor of manual training. During the three years that he has had charge of the Macdonald Manual Training School at Fredericton, he has aimed not so much to secure immediate results as to lay a good foundation in manual training. The patient and faithful work that he has accomplished in these years has gained for him the confidence of the Board of Education and the students who have come under his instruction. These, with the still larger number who will come forward to take the future courses in manual training, will find in him the same wise counsellor and sympathetic and unassuming teacher.

It is a great mistake to suppose that manual training, domestic science and out-of-door nature work, will take the place of the regular work that is now being accomplished in the school, or that there will not be time for the latter. There may not be so much time to spare for the purely intellectual work. Perhaps it will be so much the better. The boy or girl who now finds school hours long, and lessons tedious and monotonous, will get fresh zest from manual work and be able to infuse more of the spirit of doing into the ordinary school lessons. Every teacher and student knows how much more can be accomplished when the hand, eye and brain are all put to work.

DR. INCH, Inspector Carter, and others of our advanced educationists, have been in favor of parish school boards. The success of consolidated schools will in great measure depend on the liberality and public spirit of local school boards; and if these are composed of the best men obtainable in the larger area of parishes the experiment will not be a matter of doubt.

LAST year Hon. A. R. McClellan, the late Lieut.,



Governor of the province, offered the sum of \$5,000, provided an equal amount were raised, to establish a manual training school in connection with Mount Allison University. The amount has been raised and a well equipped institution at Sackville will soon be doing effective work there. The same public-spirited citizen is helping to establish a manual training school at Riverside, Albert county. Thus the scheme inaugurated by Sir Wm. Macdonald, aided by public and private liberality, will soon be felt in the enrichment of our educational course.

### Better English.

BY ELEANOR ROBINSON.

"Write something about the holidays," said a teacher who was asked to suggest a subject for this column. And indeed the holidays are foremost in our minds. The month of June is one of weariness and disappointment to the conscientious teacher. How different from our dreams of last September are the realities of today! But the holidays bring rest from school room cares. Will they not also bring strength and wisdom, that we may begin the next year's work with new reason for hope and courage? Let us consider how we may prepare in the holidays to teach English better next year than we have ever done before. I suppose the ideal that a good teacher of this subject keeps before her is to send the children out from school loving good reading, and knowing where to find it, and writing and speaking their own language clearly and intelligently.

As to the first of these points we must know good books ourselves, and love them, if we would bring our pupils to do the same; and what opportunities the holidays offer for cultivating our book friends! During the school year the teacher spends most of her waking hours with those who are beneath her in mental power and attainments. Let her look to it that she spends her holidays among her superiors. Educational meetings and summer schools offer excellent opportunities, but those who cannot avail themselves of these may yet find improving society in books. Never mind planning out a set course. Read for enjoyment, and do not think, as we are all inclined to do, that the best there is is too high and hard for your delight and recreation. It is a good plan to read each vacation one of the great books of the world, *e. g.*, one of the great epics, as the "Iliad," or "Paradise Lost,"

or to familiarize yourself with one of our great novelists, as George Eliot.

I should be almost ashamed to offer such simple suggestions if I had not been convinced that the great drawback to most of our teachers is their lack of general reading.

But to another point — the correct speaking of English. Setting aside the question of grammatical errors, is English spoken as distinctly and correctly as it should be in our schools? If not, what are our characteristic mistakes or defects? Here is where the travels, be they ever so limited, that we take in our holidays, may serve us. If we go across our southern border, or even to different parts of our own country, and keep our ears open, it may profit us. We are all ready to notice, and perhaps to laugh at, what strikes us as peculiar in another's pronunciation or phraseology, but are we as apt to learn anything from these variations? Do we not all incline to think our own way in anything the orthodox one? A St. John girl, visiting in Maine, was startled to hear someone say, "I liked to hear that little English girl talk; she talks so differently from us." "Why," exclaimed the little Canadian, "I knew you talked differently from us, but I didn't know we talked differently from you."

We are apt to resent any criticism, however friendly, on our ways of speaking, yet we have our peculiarities and provincialisms as well as other people.

"What are they?" you ask. I will name some that have come under my notice, and during the holidays you will perhaps add to them.

"Canadians have pleasanter voices than our people," said a New England teacher to me once, "but they swallow the ends of their words."

Rudyard Kipling writes, "It was delicious to hear the *long, lazy, Canadian drawl* in South Africa."

I think few people whose attention has been called to these criticisms, will deny the truth of them. The adjective "lazy" fits only too well. My experience is that the difficulty lies in getting the children to open their mouths, and so to make clearly distinguished vowel sounds. There is a constant slurring of all the unaccented vowels into short *u*; *e. g.*, they rarely distinguish between *accept* and *except*. This is very noticeable in singing. Even in our large city churches we hear *mer-suffel* for *merciful*, *blessud*, *Trinuty*, and so on. Another fault is the slurring of final letters, es-

pecially consonants, and of *r* in the middle of a word, as in "the St. *Lauruz* river," *differnt*, *speert*, "Glory beet the Father," "int' the house." We smile at the Cockney dropping of *h*, but how many of us say "I saw him," or "I saw her," and not, "I sawm," and "I sawr"? And do we not say "Gimme me hat"?

We drill our pupils on pronunciation of difficult words, yet teachers in good positions have been heard to say, "Mebbe," "I-talics," "zoo-ology," "nomative." Then as to exactness in degree and kind of meaning of the words we use. What are our provincialisms? Foremost among them I should place *fix* in the sense of "mind," "arrange," or decorate, and *quite*, in the sense of "not quite," as "she is *quite* well." "Lots of," "mcaning "many," and "quite a few," are also commonly used by people who should know better. The use of "real" as an adverb, as in "I am real tired," is perhaps too g... ing a mistake to need to have attention drawn to it.

Among words that are often used inexactly may be mentioned *appreciate*, *aggravate*, and *unique*.

It is a useful plan to keep a notebook in which to jot down, as you notice them, mistakes in pronunciation, grammar and phraseology, that your pupils are in the habit of making; then you can drill the school on their weak points, systematically. One thing more. Whether in school time or holidays, use the best English that you can. I have heard people say "Yes, I know so and so is the correct pronunciation, but every one here says it the other way, and I do not like to seem peculiar or "stuck-up." Never yield to such a feeling. You do not know, for one thing, who may consider you an authority, and quote you as an example. And never be afraid to correct yourself, for, as some wise man has said, "A man should never be ashamed to own himself mistaken, for that is only saying in other words 'I am wiser today than I was yesterday.'"

A New South Wales country school-teacher recently gave a boy a question in compound proportion for home work which happened to include the circumstances of "men working ten hours a day in order to complete a certain work." Next morning the unsuspecting teacher, in looking over a little pack of exercises, found "Jim's" sum unattempted, and the following letter enclosed in the page: "Sur: I refuse to let Jim do his sum you give him last nite has it looks to me to be a slur at 8-hour sistum enny sum not more than 8 hours is welcum to do but no more. Yours truly, Abram Blank Senr."

"Make children happy now, and you make them happy twenty years hence by the memory of it."—*Selected*.

## COLLEGE CONVOCATIONS.

### Dalhousie University.

The convocation proceedings this year were more interesting than usual, because of the president's address on the universities of Nova Scotia and technical education. He pleaded very strongly for the extension of the principle of non-sectarianism from primary and secondary to collegiate and university education. He held that the success of our free school system should convince the public of the wisdom of placing collegiate education upon a non-sectarian basis.

A clever address was given by Professor McComb of Queen's University.

The degree of Bachelor of Arts was conferred upon twenty-three candidates, of whom four were women; the degree of Bachelor of Science upon *nine* men; Bachelor of Laws, upon six men; and Doctor of Medicine upon twenty candidates, of whom two were women. The degree of Master of Arts was taken by two women and four men, who passed satisfactory examinations in some special department of study; the degree of Master of Science was conferred upon a young man who has done good work on the geology of Cape Breton. In all thirty-five degrees were conferred in arts and science, six in law, and twenty in medicine.

Two of the graduates in arts, three in law, and one in medicine, are from New Brunswick; two in arts and three in medicine are from Prince Edward Island; the rest were born in Nova Scotia.

The degree of B.A., with high honors was conferred upon G. S. Stairs in Latin and English, G. G. Sedgewick in Greek and English, E. Mav Macdougall in English and History, R. Mabel McCurdy in Mathematics; the B.Sc., with high honors in Chemistry and Chemical Physics on W. H. Ross. A diploma of distinction in work of the ordinary course of B.A., was granted to W. May Webster. The following prizes were announced:

Junior Entrance Scholarships—Professors' (value \$120). Amy K. Remington; Sir Wm. Young (value \$100). W. Stewart Lindsay; Professors' (value \$120). F. A. Grant; Sir Wm. Young (value \$75), Winifred G. Barnstead; Mackenzie (value \$200, preferential), H. C. Fraser.

Senior Entrance Scholarship.—Professors' (value \$50). J. Z. Burgess; Professors' (value \$90), not awarded.

Waverley prize in mathematics (\$50) divided between A. D. Watson and R. I. McInnis; Avery prize (general distinction), to Mav Webster; Dr. Lindsay's prize (primary M.D.C.M.), V. N. Mackay; Frank Simson prize (chemistry and materia medica), J. Rankine, B.A.; medical faculty medal (final M.D.C.M.), K. A. Mackenzie.

During the past session the number of registered students rose to 350. The newly established mining school enrolled 11 students. It is probable that one or possibly two may be ready to receive the degree



of Bachelor of Science in Mining next year. The movement to establish a mining school has met with great success. Dr. Woodman, a distinguished graduate and instructor, of Harvard University, has entered upon his work with great enthusiasm and already has established himself in the good opinion of students and the public. The Dean of the Science Faculty, Dr. Mackay and Dr. Woodman have done excellent work in organizing the Summer School at Sydney and in fitting up the geological and biological laboratories. Dr. Woodman, Dr. Mackay, professor of chemistry, and Mr. Hudson, lecturer on coal mining, are giving courses of lectures at the summer school. The school session begins May 4th and ends late in June. In addition to Mr. Hudson the governors intend to appoint another professor of metallurgy. The staff of the new school will then consist of the regular professors of chemistry, physics, mathematics, geology and mineralogy, mining and metallurgy, with the following lecturers: Messrs. H. S. Poole, F.R.S.C.; F. H. Mason, Dr. Gilpin, J. G. Hudson and Charles Archibald, besides the lecturers on surveying, descriptive geometry, and hydraulic engineering.

The subscriptions to the mining school are nearly treble anything that has ever been received by the college, and the canvass is going on with good prospects. Equally cheering are the reports of the movement for the Macdonald library. Over \$20,000 of of the \$25,000 asked for have been subscribed and about \$5,000 have been paid in. The governors have decided to begin building as soon as the subscriptions reach \$24,000, and the amount paid in exceeds \$8,000.

During the year it was announced that Mr. James Barnes, the holder of the 1851 Science Scholarship (value \$150 a year) has had the scholarship renewed for a third term, because of his excellent researches in physics. About twenty of these scholarships are awarded every year to graduates of the leading British and Colonial Universities. They are tenable for two years. A small number, ranging from three to five or six, may be renewed for a third term. Dalhousie has elected four scholars who have been eligible for a third term; the last three have received a third term. No other college or university has been so fortunate. Mr. T. C. Hebb, the fifth scholar from Dalhousie, elected 1902, is now studying at Chicago University.

#### University of New Brunswick.

Encoenia Day at the University of New Brunswick, Thursday, May 28th, was marked by bright weather, a good attendance of graduates and friends of the institution. Lt. Governor Snowball presided, and Dr. Bailey acted as chancellor in the absence of Dr. Harrison.

Twenty young men and six young women, the largest graduating class in the history of the University, received their degrees. Miss Ina Mersereau, daughter of Inspector Mersereau of Doak-

town, won the Douglas gold medal for the best English essay; Mr. A. Burton Logie of Fredericton, the Alumni gold medal; Mr. Peter R. McLean, of Restigouche, the Montgomery-Campbell prize for classics; R. St. John Freeze, of Sussex, the Governor-General's gold medal for proficiency in mathematics and physics, with first class honors in chemistry and natural science, a record never before made in the University; John W. McManus, of Westmorland, the Ketchum silver medal for engineering; and W. G. Baskin, of St. John, the Professor E. Brydone-Jack prize for summer thesis.

Prof. W. T. Raymond delivered the oration in praise of the founders; Mr. Otty L. Barbour the valedictory address to the graduating class, and Rev. Dr. W. O. Raymond the Alumni oration.

As the work of the past year and the needs of the University are outlined in the introductory address of Prof. Bailey, the acting chancellor, many passages from it are here given:

"The first cause of satisfaction," to quote his words, "is the size of the student body, not merely because it is absolutely the largest in our history, but because in connection with the records of other recent years it tends to establish such a ratio of increase as to indicate that we have reached a stage of rapidly augmenting growth. Secondly, we feel assured that there has been no falling back in the standard of our work. Changes there have been in our staff and all must miss the kindly face of Prof. Stockley, as they must lament the continued ill health of our distinguished Professor of Philosophy, Dr. Davidson, but good work has continued to be done in both these departments, as in all others."

There is one marked change in university life since the completion of the new science and engineering building, and that is the separation into two faculties—arts and engineering. The engineering school is rapidly becoming widely and favorably known, and, as the only engineering school in the Maritime Provinces, is attracting students from other provinces than our own.

The engineers after their second year take very few lectures with the arts students. The result is they are a distinct body and take united action on many college matters. They have gained greatly in numbers during the last few years and now number forty-two, half of whom are freshmen. If such growth is continued, and we believe it will be, additions to the staff of the engineering department will become absolutely necessary. During recent years a member of the senior class has been appointed to act as demonstrator in chemistry to the juniors, being relieved of fees as a compensation for his services, but as the classes are getting so large, and the engineers are doing iron, steel and cement analysis, they require a man giving all his time to the subject and competent to assist the engineers in all forms of engineering chemistry. A division of the chair of engineering is now being strongly advocated by Prof. Jack, and it was hoped that the gov-

ernment would increase its grant for this purpose as well as for other urgent requirements of the college. There are, however, but four graduates in engineering this year. These men are already practical engineers, having spent their summer vacations employed in various kinds of railway and municipal engineering, and all have offers of good positions. In fact the supply is not equal to the demand, and the only regrettable feature is that the majority of them must seek work outside of the province.

In the other scientific courses very good work is being done and the honor graduates in natural science of recent years have had exceptional success. Much more attention is paid to the sciences of agriculture and of forestry than is generally known, and it would not be difficult to enlarge these courses in a practical way so as to meet the demand for agricultural education in the province.

The course in geology is said to be the best in the Maritime colleges, much time being given to the recognition and valuation of ores and ore products, the conditions of their occurrence and the methods of treatment and an enlargement of this course and that of practical chemistry would allow our students to profit by the increased mining activity in these provinces.

Continuing his remarks, Dr. Bailey said: "So far the situation is satisfactory; but there is another side to the picture. We are expanding, as I have said, in every direction, but that very expansion brings with it forebodings of danger. No body can continue to enlarge without additional support and while we are gratified at the fact of growth we do not like to contemplate the further fact that there has been no corresponding increase in our material foundations. On the contrary we are practically not so well off, so far as means of subsistence go, as we were fifty years ago; for while our revenues remain the same and were even then barely adequate to our requirements, now our course has been enlarged, our staff has been increased, many of the subjects taught require for their proper treatment expensive equipments, while, of course, provision must be made for wear and tear, and the fact be remembered that in the life of the University as in that of its individual professors it is not possible now for a given sum to obtain anything like what could be obtained twenty or thirty years ago. We had hoped that during the last session the government and legislature of the province might have seen their way to give that support, the need of which they fully acknowledge, but failing in this expectation we desire once more to make our appeal to a generous public, trusting that somewhere among the latter may be found individuals of means ready to emulate the examples of private munificence in the cause of educational work which are now becoming so numerous upon every side of us. Only in this way can the continued expansion to which I have referred, which

we all so much desire, and which is fraught with such important consequences to the future wellbeing of the province, be carried out."

Dr. Bailey did not neglect to refer to what has recently become a crying want in the University. The need of a suitable gymnasium to replace that recently destroyed by fire, and announced that at the meeting of the senate, held just prior to the Encœnia, it had been voted to proceed at once with its erection, a large and influential committee being appointed, who will at once proceed to solicit aid in this direction. It is hoped that this important movement will meet with generous support.

#### Acadia University.

The educational institutions of Wolfville, Nova Scotia, have just held their anniversary exercises. External conditions, including the weather, were all that could be desired. The gardens and orchards in the outlying farms were profusely decked out in white, scarlet and green. The number of visitors to this annual gathering was unusually large. College Hall was crowded to its utmost capacity at all the public exercises. There was manifest an enthusiasm and expression of hopefulness rarely if ever witnessed with such intensity before. Judging from the attendance at these general functions, it would appear that the interest in these schools was broadening and deepening as the years go by.

The year just closed has been a most successful one and the outlook for larger success was never so bright. The number of students enrolled in the several schools was as follows: In the college, 131; in the Academy, 94, and in Acadia Seminary 174, making a total of 399. The senior class in college numbered 38, being larger than that in any college of the Atlantic provinces this year. Thirty-five received the degree of B.A.

These young people have come from all parts of the provinces, while there were a few from the United States. Through these students, nearly 400 homes have come into touch with the life of these schools, many of them for the first time. Into these homes a new force has entered which will broaden their sympathies, enlarge their outlook and uplift their standard of life. Students who have been rightly adjusted to these schools even for one year, or one term, have received an impress which, whether they will or no, will touch and influence all with whom they associate. How necessary, therefore, that the ideals of such schools should be of the highest and noblest type, and that the spirit and life of the school be strong and wholesome. It is hardly possible for youth to recognize or appreciate to anything like the full value the preciousness of the opportunities now open for them in the schools at Wolfville.

President Trotter, of the College, and Principals Brittain, of the Academy, and DeWolfe, of Acadia



Seminary, are to be congratulated on the wisdom and vigor of their administration, as exemplified by results.

The usefulness of these schools has been very much impaired in the past by lack of funds. They have always been in financial straits. Probably since their foundation in the early years of the last century there has never been a Saturday night when there was enough money in the treasury to effect the current liquidations, to say nothing of enlargement to meet present needs. Few people have any adequate conception of the worry and anxiety that has been endured by those immediately responsible for these institutions of learning during the past seventy or more years. Now a new era seems to be approaching.

On November 30th, 1902, President Trotter announced the successful completion of the first forward movement, and that \$75,000 in cash had been placed in the hands of the governing board. But this was not enough, and forthwith he sets about to further augment the resources. Now a second forward movement is in full progress, which when completed will add \$200,000 more to the available funds of the institutions. Already, after only about three weeks of effort, he reports pledges to the amount of \$30,000, and this generous sum from only twenty-one persons. The president has every reason for his confidence that this movement will be carried speedily to a successful issue. Thus far, during his administration, President Trotter has devoted his time and thought to the material side of the work here. The enlargement and enrichment of the internal affairs of the college will receive his attention hereafter.

During the present vacation some of the buildings are to undergo repairs, and the heating and ventilating systems are to be improved, and other changes made that will greatly add to the comfort and efficiency of the schools.

The outlook for students was never brighter than today. As many students as can be accommodated are expected at the reopening next term.

A B.A. diploma of Acadia qualifies a student for admission to the senior class of Yale or Harvard without examination. As a proof that this recognition is well merited we may point to the splendid record of the seven graduates of Acadia who entered Yale University the past year. One entered the graduate school and six took the work of the senior year. One of the heads of departments recently stated that Yale never had a better delegation from any college than this group of Acadia men. As a result of the year's work, four have been appointed to fellowships, one has received a scholarship, and the sixth has been appointed assistant in the psychological department for the year. The financial aids thus bestowed by Yale upon these six men for next year aggregate two thousand four hundred and fifty dollars. They will all proceed with post-graduate work.

#### Mt. Allison Institutions.

The closing exercises of the various Mt. Allison institutions were held from May 30 to June 2. All branches reported a very successful year. The attendance has been good and students have pursued their various courses with interest.

At the Academy twelve students were prepared for college, nine of whom expect to enter on their course at Mt. Allison in the autumn. Ten were awarded diplomas in the commercial department, and ten, certificates of having completed the course in shorthand and typewriting. The majority of these were young ladies, which suggested that music and fine art were not engaging the attention of all the occupants of the Ladies' College. One or two others were given certificates of proficiency in penmanship. Dr. Inch, who had not been at the closing exercises for several years, was present and made a short address. Mr. Elmer Colpitts, who has been during the past year Principal Palmer's head assistant, expects next year to take a post-graduate course in mathematics at Harvard. Mr. Davidson, of the commercial department, and Mr. Worrell will continue their work. The other two assistants who were members of the university graduating class, have resigned their positions.

The Ladies' College had a large number completing courses; twelve in the literary course; one, the first, in elocution, and five in music. The inadequacy of the present building has long been felt, and now a new ell is in progress of construction, to be ready by September. It is to be of brick, with stone trimmings. It will contain a dining-room to seat two hundred and fifty persons, a hospital equipment, and a number of students' rooms. In the high and well-lighted basement will be a part of the space and plant required for the new department of domestic science. The building will cost about \$40,000. During the summer Dr. Borden will make an appeal to the friends of the Ladies' College to give aid in this undertaking. For the staff of the Ladies' College there will be a few changes. Miss Few, who has been so popular a vocalist, goes to Paris to resume study. Miss Gifford, the second vocal teacher, and Miss Aldrich, first assistant in the art building, will also not return. Dr. and Mrs. Borden, with several members of the musical conservatory staff, start at once for a trip to Newfoundland. Several concerts will be given in St. John's and the other important towns.

The University at its convocation sent out a class of twenty-one. The class contained some fine young manhood, physically, as well as intellectually. Some enter upon the study of law and medicine, some go into the church, some into business. Two or three expect to return for advanced work in some department. The conditions under which, some time ago, Ex-Gov. McClelan made his offer of \$5,000 have been met, and various advances in the science work are anticipated. New assistance will be obtained and new courses prepared. The "Lodge," the building formerly occupied as a dormitory, will be recon-

structed and fitted with chemical and physical lecture rooms and laboratories, a room for mechanical drawing, and a manual training department, to be conducted in connection with the Academy. The museum will also be moved down from Memorial Hall. The changes will afford much needed space in Memorial Hall for additional lecture-rooms and a library reading-room.

Dr. Stewart, who a year ago gave notice of resignation, has completed his last year as Dean of Theology. His successor in theological work is Rev. Wm. Gladstone Watson, an honor graduate of Toronto University, who took his divinity course at Victoria University, and comes with the highest recommendations as a brilliant scholar in Semitic languages. Rev. Dr. Paisley has been promoted to the position of Dean. One master's degree in course was given. Two were granted the degree of D.D.: Rev. A. D. Morton, '64, of Bridgewater, N. S., and Rev. H. P. Cowperthwaite, '67, of St. John's, Nfld. The degree of D.C.L. was conferred on the Hon. T. B. Flint, '67, successor to Sir John Bourinot as clerk of the House of Commons, and on His Honor J. B. Snowball, Lieut.-Governor of New Brunswick. His honor was present at the convocation and gave a short address. As president of the Alumni Society he was also chairman at the supper on the evening before.

A large number of visitors attended the exercises, and in general, perhaps, no year has shown greater interest in Mt. Allison's educational work. The year has also been noteworthy in other respects. The senate board of Mt. Allison athletes won the inter-collegiate championship at the recent contest in St. John, and the Mt. Allison men were this year successful in the inter-collegiate debate with the University of N. B. A finely illustrated handbook, giving an account of the courses of study, societies, and life in general at Mt. Allison, has just been published by the Eurhetorian Society, the debating society of the University.

### TEACHERS' INSTITUTES.

#### ANNAPOLIS AND DIGBY COUNTIES.

(Condensed from Secretary's Report in *Weymouth Free Press*)

The teachers of Annapolis and Digby Counties, with many from the Western Counties of Nova Scotia, including twenty-two members of the Academic Institute, met at Weymouth Bridge, May 7th and 8th. The meeting was the most successful in the history of the Institute in point of attendance, over one hundred and fifty teachers being present. The Institute was opened on Thursday morning, May 7th, after a very cordial reception given to the teachers on the preceding evening. Inspector L. S. Morse presided, and the proceedings were marked by great interest, promptness, and profitable discussions of the many excellent papers read. Among those present were Superintendent MacKay, Principal Soloan, Principal McGill, Inspector MacIntosh, Principal McKittrick, with Rev. J. J. Sullivan

and other clergymen, all of whom took part in the work of the Institute.

Many of the papers read were upon Nature Study and kindred topics. Our Insect Allies, by Principal A. W. L. Smith; Aids in Nature Study, by Miss Mae D. Hunt; The Teaching of Geography as an Illustration of Psychological Principles, by Principal Amirault; Physical Geography, by Principal D'Eon; the Common School as a Preparation for Life; an experiment by Miss Agnes Harlow, showing the passage of a liquid through a membrane in illustration of plant growth; a lesson on Mineralogy to pupils of Grade V., taught by Principal W. E. Banks.

Among the points brought out in the papers and discussions on the above subjects were,—that education should adapt one to meet new conditions; the study of objects is a pleasant change from the study of books, and enables a teacher to become a student with his pupils; material for nature study form a basis for color, number and language lessons; autumn is a good time to study insects, winter for minerals, and plants in spring.

Dr. MacKay was glad to see the nature study method applied to geography. One should associate the facts of geography not with the page of the book but with the country.

A paper on Composition was read by Principal Amirault, and one, Too Much Arithmetic, by Professor Connolly, both of which were practical and full of suggestions. Principal McKittrick read an interesting paper on The Good and Bad in Recitation. Among some of the excellent points made were,—the necessity for more scholarship on the part of the teacher; more careful preparation of lessons; concentration, do not give too much at a time, and learn how to ask questions; strive for accuracy and directness, every recitation should be a language lesson; nearly right is wrong; good enough is good for nothing.

Miss Winifred Moses gave an interesting lesson on the Wind, to pupils of Grade II., and at the session of Thursday evening Principal Soloan gave an admirable address on English in the Public Schools.

Principal D'Entremont's paper on School Attendance brought out a discussion on the compulsory law, which was declared to be non-effective in the country districts. Dr. MacKay advocated that every child's name and school age in the section should be placed on the register, and a tax of one or two cents should be levied on parents for each day lost. The tax could be collected or the tax payer imprisoned. He advocated a central school for incorrigibles.

In the matter of teachers' salaries some steps in advance were taken. Prin. J. Forsyth Smith advocated that an effort be made to get teachers' salaries up to the standard referred to in the Journal of Education. Rev. J. J. Sullivan stated that the French teachers had bound themselves to accept a minimum salary and asked the English teachers not



to underbid them. Prin. Ruggles made a motion which was passed, to the effect that no teacher of this Institute shall teach in the French district for less than their stated minimum salary. Prin. Armstrong made a motion which was passed, that the teachers of Districts 2, 3, and 4, in accordance with the suggestions of the Superintendent of Education, bind themselves not to accept a school requiring a D teacher for less than \$100, one requiring a C teacher for less than \$140, "and" a B teacher for less than \$180.

#### YORK COUNTY, NEW BRUNSWICK.

The York County Teachers' Institute was held at Fredericton on Thursday and Friday, May 21st and 22nd. Over one hundred teachers were enrolled, many of whom came from Queens and Sunbury. Fredericton is more easily accessible, as Inspector Bridges explained, to the schools of these two counties, than are the remote sections of York County. Hence "consolidation" of institutes as of schools is a wise plan.

A visit to Fredericton in late May is a delightful experience to anyone. The fresh spring tints of its beautiful trees surrounding the University, the Parliament buildings, the Normal and High schools, and the many private residences; its picturesque situation on a noble river, the full flood lapping its banks as it sweeps majestically to the sea, make the city more inviting than at any other time. Its trees, notably the elms, nourished by the fertility brought down and deposited by the river in prehistoric ages, are the just pride of its citizens as they are the delight of visitors. A noble elm along the lower stretches of the St. John is such a common sight that one fails to notice the particular tree that stands in front of the Parliament buildings, which, unfortunately, is somewhat hidden by others. It is a wonder no one of the many poets that Fredericton has produced has singled out this tree as a subject of his verse. But he might well answer—the tree itself is a poem. And so it is. Its beauty is not in its height nor in a symmetrical bole, but in the strong and graceful sweep of its great curving branches. Toronto claims the finest elm in Canada. So says one of its admirers. If he should see the Fredericton elm he would, in the words of the song, "Go Way Back and Sit Down."

What a bright picture the High School presented to the assembled teachers, both in its outside and inside decorations. As one approached the building along York street he saw banks of ostrich ferns nestling close to the front walls, and between them and the street was a well kept green sward dotted here and there with a shrub or tree. Inside, the rooms were neat and furnished with a few appropriate pictures. Everything was well kept and cared for,—and how much that means in the education of the young! These decorations cost little: Those beautiful ostrich ferns, the purple and white clematis, and other vines and shrubs may be had for

the digging in nearly every place in these provinces; a few simple pictures of artistic value can be obtained with little outlay; cleanliness, a little effort, and some sense of decoration in harmony with surroundings will do the rest. Let no teacher say: "My salary is too small," or "I only expect to teach in this district for one term." A little generous giving in the way of effort has been known to impress whole communities. More doing and less talking might even work wonders in settling the question of low salaries.

It was the line of effort and power to stimulate pupils which President J. A. Hughes chose for his address to the Institute, and his words conveyed the notion that his practice and theory were not separated. Chief Supt. Dr. Inch had encouraging words to say to the members of the Institute in regard to possible increase of salaries in the future, and in the outlook for manual training, domestic science, and nature work, particulars of which are found on another page of the REVIEW. He said nature study forms the basis of our progressive educational work. The visit of Lt. Governor Snowball and his address to the Institute were greatly appreciated.

A lesson on Health was given to a class of Grades III. and IV., by Miss Harvey of the Fredericton schools, showing careful preparation and forethought; Mr. Geo. A. Inch read an excellent paper on English Grammar; Inspector Bridges, one on Hints on Questioning, which was very helpful to the teachers present; and a lesson on Arithmetic, by Principal O'Blenes, was full of practical hints.

The following officers were elected for the ensuing year: Pres., B. C. Foster; Vice-Pres., Miss Sadie Thompson; Sec.-Treas., Miss Ella L. Thorne; additional members of executive, A. O'Blenes, Miss Reid, Miss Mitchell.

An excursion to Currie's mountain, a few miles above Fredericton, gave an opportunity for field work, and to view the fine scenery of the St. John from an excellent vantage point.

The address of Dr. Bailey on the geological and historic features of the district, and by Dr. Hay, Mr. Moore and others, on the botany and zoology, contributed to the pleasure and profit of the large gathering of citizens and teachers.

On the evening of the 22nd, Prof. Tweedie of the Mt. Allison University, lectured on Browning—a thoughtful and critical estimate of his style and works. The lecture was given under the auspices of the Fredericton Teachers' Association, Mr. H. H. Hagerman presiding.

#### ALBERT COUNTY, N. B.

The 26th annual session of the Albert Co. Teachers' Institute was held at Surrey on June 4th and 5th. T. E. Colpitts, B.A., presiding. Forty-six teachers were present. The president heartily welcomed the teachers to the Institute. Miss Edna M. Floyd, of Lower Hillsboro, gave a model lesson in Number to Grade II. The lesson, which was a

very valuable one, was highly commented on by the teachers. During the afternoon session a paper on A Plea for More Union, was read by H. H. Stewart, and a paper on The Relation of the Teacher to Politics, by L. R. Hetherington, B.A. These papers were both well received by the Institute and freely discussed. The public meeting on Thursday evening in the Methodist church, was well attended and addressed by Messrs. T. S. Colpitts and Chipman Bishop, and Revs. S. James, M. Addison, and J. B. Ganong.

During the sessions on Friday, papers were read by Miss Maria Atkinson, on Home Lessons, and by Miss Mary A. Smith, on English Literature as contained in Readers III. and IV. These papers were well written and were discussed to a considerable length by many members of the Institute.

Dr. G. U. Hay's paper on Nature and Literature, was read by Mr. W. M. Burns. The paper was favorably received by the Institute.

The following officers were elected for the ensuing year: T. E. Colpitts, President; Miss Martha Avard, Vice-Pres.; Frank H. Blake, Secy-Treas.; Miss Nellie MacNaughton, Arthur Foster, additional members of the executive.

The Institute passed a motion expressing sincere regrets at the serious illness of Inspector George Smith, B.A. The next session of the Institute will be held at Hopewell Cape.

As the result of Mr. Stewart's paper, A Plea for More Union, the Teachers' Union of Albert Co., which was begun last year, was completed, and now all the teachers of the county, with but two or three exceptions, are members of it, and have pledged themselves not to underbid each other or take a salary less than the preceding teacher, nor to accept a salary less than the following from trustees: 1st class males, \$275; 2nd class males, \$200; 1st class females, \$150; 2nd class females, \$130.

The session of the Institute was a highly successful one from every point of view.

W.M.B.

### Visiting German Schools.

In a letter to the REVIEW, Mr. Geo. J. Trueman, of Sackville, N. B., who is now taking special course in German universities, gives an account of what he saw and heard in his visits to German schools. This account will be of great interest, showing some of the difficulties common to teachers the world over; and there are suggestions that our teachers might do well to think over carefully.

A LESSON IN RELIGION was given in a Real Gymnasium, Berlin, to children eight or nine years of age. The teacher read aloud a few verses from the first chapter of St. Luke's gospel, and then related a part of the story in his own words. Different children were called on to repeat what he had said. The slightest grammatical error or failure to bring out the exact meaning was at once corrected, and the child required to begin again. After this

was thoroughly talked over and understood, another section was simplified and memorized in the same way. It was remarkable how readily almost all learned the story and in the correct language given to them, a language, by the way, quite different from the ungrammatical and dialect forms used in many of their homes.

In the Prussian common school religion is taught three hours a week during the first three years, and four hours a week during the last five. German and arithmetic are the only subjects which are given as much time or more. The former receives an average of six and a half hours a week, and the latter of four hours. The instruction not only includes a thorough study of the Old and New Testaments, with the memorizing of single verses, and parts of chapters, but also the learning by heart of some sixty hymns in whole or in part. In the Catholic schools catechism study and the learning of prayers, and the liturgy of the church are substituted for the Bible sections. Children in the German schools have more cause to complain of overwork than the children in Canada. In almost all subjects a great deal of memory work is required, and when there is added to this so many hymns and Bible chapters, the home work of the pupils is heavy indeed. As a result the teachers find it hard to get this work well done, and many a poor boy is lead to group in his mind, as things inseparably connected, religion, hard home study and corporal punishment. This may partly account for the fact that the great majority of these boys seldom attend the church except on special occasions, after they are "confirmed" at the close of the common school course.

Prof. Paulsen declares that religious teaching, to be of any value, must be taught by a man who believes what he is teaching, and it must carry conviction into the hearts and minds of the pupils. The great majority of the teachers do not believe as literally true the Old Testament stories which they are compelled to narrate, and as they inevitably show the pupils their own scepticism, an injustice is forced on the teachers, and a much deeper scepticism probably instilled into the child's mind.

A LESSON IN PHYSICS was given in the same school to boys sixteen and seventeen years old. The class of twelve was divided into three sections. The pupils of the first group, under an assistant, were learning how to use delicate measuring instruments. They were measuring curves in watch faces, in bottoms of beakers, and diameters of tubes, etc. Each student worked independently, and then they compared their results with those worked out by their teacher. The members of the second group were working at special analysis. The professor himself was working mainly with them, and partly, no doubt, for my amusement, the two spectroscopes on hand were set in position, and we all viewed the lines and bands produced by sodium, iodine, hydrogen, nitrogen, and other elements. The third set



were measuring the strength of electric currents, and experimenting with a new electric incandescent lamp. The leading teacher was a man nearly sixty years old, would weigh considerably over two hundred pounds, was an alderman of the city, and had been given the title of "professor." He worked in a good natured, almost lazy, way among his boys, and seemed to enjoy the work fully as much as they did. The lesson was after hours, and lasted from four to half past six. The professor asked me if it were true that in America each pupil worked with chemical and physical apparatus from the first. He said they believed in that method, but for want of money were only able to allow this privilege to the advanced classes, and this usually after hours. In the ordinary work of the day the apparatus is handled exclusively by the teacher.

In almost all schools that I have been in, natural science is taught well. The following paragraph, however, from an article written by a high school teacher in Jena indicates that this is not always the case:

"As a general thing the natural science pupils are still too much in the leading strings of their teachers. The possession of a practical knowledge of the world about us, is not only necessary for the prosecution of further scientific study, but the study in itself is an excitement, a stimulus, and above all a real pleasure. This is only true when the child studies direct from the book of nature itself. It is to be regretted that so many pupils are still taught by that method, so comfortable for the teacher, of dictating or writing out a number of facts, and requiring the pupils to learn them by heart. It is scarcely any wonder that the natural interest which almost all children have in plants, animals and stars, and the natural tendency they have to ask questions about these, should grow less under this treatment instead of being strengthened."

A LESSON IN GERMAN HISTORY.—There was hung before the class of young men in the Normal School for Protestant teachers a large picture of a German town in the fifteenth century. A student was called forward to describe in detail the objects to be seen. During the lesson any mistakes in German were sharply corrected, and if a student spoke hesitatingly or indistinctly, he was required to begin again. This lesson was a training in that subject known here as "Auschauung." This word is from the verb "auschauen," to look closely, or to contemplate. I have not been able to think of a perfect English equivalent, but the lesson is an object, observation and composition lesson. During the first three years no time is devoted to history, geography or nature study; all are, however, started and successfully taught under the one head, viz., "Auschauung," and all from large charts in the manner indicated. The advantages of this for the lower grades are many; not only does it require no home work, and develops the power to observe carefully, but it supplies that practice in correct

speaking which for German children at least is most necessary. The language is often spoken in the home regardless of all grammatical inflection, and it is with great difficulty that correct forms can be sufficiently impressed during the few hours spent in school. Owing to this constant drill in speaking, while standing before the class, the children seem to early acquire the confidence in themselves, which enables them to say what they think without hesitation, and in a voice that can be heard. This is particularly noticeable in arithmetic and algebra classes. In these more than half of the time is spent in mental work, and though I have seen a good many lessons given, I do not remember seeing a pupil give up struggling with a problem, until he had solved it or was called to his seat by the teacher. Here, perhaps, we can learn something from this persevering race, for it is just this power that so many of our young people seem to lack. It is highly possible too, that a pupil may leave our schools without having his mind at all well stored with the gems of English literature. Here that is not the case. At first simple poems are committed to memory, and then Goethe and Schiller are taken up. Not only are these German classical authors studied in the regular literature courses, but they are brought into almost every lesson and quoted on all occasions much as a good Quaker is supposed to quote the Scriptures. Lessing, Shakespeare and many other writers are also well studied. In fact, I am afraid Shakespeare is even more thoroughly and generally studied in the German high schools than in the same class of schools in Canada. Two other English writers one hears spoken of at every turn here are Goldsmith and Lord Byron. The bust of the latter occupies a prominent place among the treasures of the Goethe House in Weimar, and Goethe's plain worded acknowledgment of what he as a writer owed to the author of the Vicar of Wakefield has filled every German heart with a desire to read that work which could win the admiration of their great poet.

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Learn how to laugh. A good laugh is better than medicine. Learn how to tell a story. A good story is as welcome as a sunbeam in a sick-room. Learn to keep your own troubles to yourself. The world is too busy to care for your ills and sorrows. Learn to stop croaking. If you cannot see any good in this world, keep the bad to yourself. Learn to hide your aches and pains under a pleasant smile.—*Selected.*

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The showers that are now visiting the country are refreshing and grateful after the forest fires and prolonged drought.

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An index of Volume XVI. accompanies this number of the REVIEW.

**Pointed Aids.**

A principal in one of the Milwaukee schools presented to each of his teachers a typewritten document, containing the following aids:

The efficiency of a teacher is measured by her power of exacting, securing, and keeping attention in her class.

Obedience is the very essence of duty and all morality.

Cultivate habits of order and prompt obedience about little things.

Insist on cleanliness. Cultivate good manners. Consent cordially. Refuse firmly.

At all times the eye should be on duty.

Continual employment is the great antidote for inattention.

Make careful preparation for every lesson.

Dwell especially on the elements.

Teach with energy.

Teach in a connected way.

Don't mistake talking for teaching.

Don't be fault-finding.

Questions should be brisk and pointed and should elicit one fact at a time.

Questions should always precede the name of the pupil to help fix the attention.

Do not repeat the question, but have the inattentive pupil repeat the same.

Do not read the questions from the book.

Pupils called upon must rise quickly, stand in the middle of the aisle, look up to the teacher, answer distinctly and in complete statements, and remain standing until you call on some one else.

The essentials of a good recitation are that the class be interested in the work, that each pupil be actively employed during the whole time and that all work be done well.

Careless work from the pupil is the teacher's fault.

Practice without effort is waste of time and confirms bad habits.

Every lesson should be a lesson in language.

Every written lesson should be an exercise in penmanship and in spelling.

Short lessons, thorough work, frequent reviews.—*Wisconsin School Journal*.

**June Study.**

Nature is now in her freshest and sweetest attire, and the children should be taught to love and admire her. Let their work largely bring them in contact with vegetable and animal life. Devote a spare corner of your board for "A June Calendar."

1. Make a list of all birds seen in June.

2. Make a list of kinds of flowers seen in June.

3. Make a list of kinds of insects seen in June.

4. Make a list of kinds of fruits seen in June.

Pupils give names as objects are seen.—*American Primary Teacher*.

Assign but few lessons to be learned at home; children must have time to work, play, eat, sleep, and grow.

**Busy Work for Little Ones.**

Everyone who has tried to conduct a recitation, while half a dozen little ones, ranging between the ages of four and six years, are buzzing and fidgeting away in the seats, trying in vain to find something to occupy their time and attention, will agree there is nothing more trying to the nerves.

Hints for work to keep the little ones busy are usually welcome.

Make simple pen and ink drawings on smooth white paper. An apple, a box, a bunch of cherries, a leaf, a circle, an oval, a triangle, or any other simple picture will do nicely.

Print a half-dozen alphabets on squares of cardboard—one letter on each card—and distribute these among the little ones, and let them form words of them.

Take a square of cardboard, paste a picture of a bird, an animal, or the like, neatly and firmly on it, then cut it into a dozen or more squares, and give them to the pupils to arrange into a perfect picture again. The more of these pictures you have, the better, for they always prove interesting to the little ones.

A few boxes of crayons or colored pencils, and a number of maps, magazine pictures, etc., have kept them busily employed for any length of time.

Now a word in regard to their playing hours. In the country schools where the pupils have forenoon recess, a noon hour, and an afternoon recess, the study hours are too long for the smaller pupils, and they should always be allowed to have a few minutes "breathing spell" between times. It takes a great strain from the teacher's nerves and does the little ones a world of good.—*Popular Educator*.

**Memory Gems.**

Sunshine's everywhere and summer too. God must be glad one loves his earth so much.—*R. Browning*.

Hold hard by truth. Do but thy duty.—*Ibid.*

The world belongs to the energetic.—*R. W. Emerson*.

It is constant effort that builds up character, and character is all that we are.—*Anon.*

Just thoughts may fail of producing just deeds, but just deeds always beget just thoughts.—*Theodore Parker*.

To think we are able is almost to be so; to determine upon attainment is frequently attainment itself.—*Smiles*.

When we come to die, it is not what we have done for ourselves, but what we have done for others that gives us the most pleasure.—*Kate Sanborn*.

He can make no fatal mistakes who patiently continues in well-doing.—*E. C. G. Ames*.

A sprig of mint by the wayside brook,

A nibble of birch in the wood,

A summer day and love and a book,

And I wouldn't be king if I could.

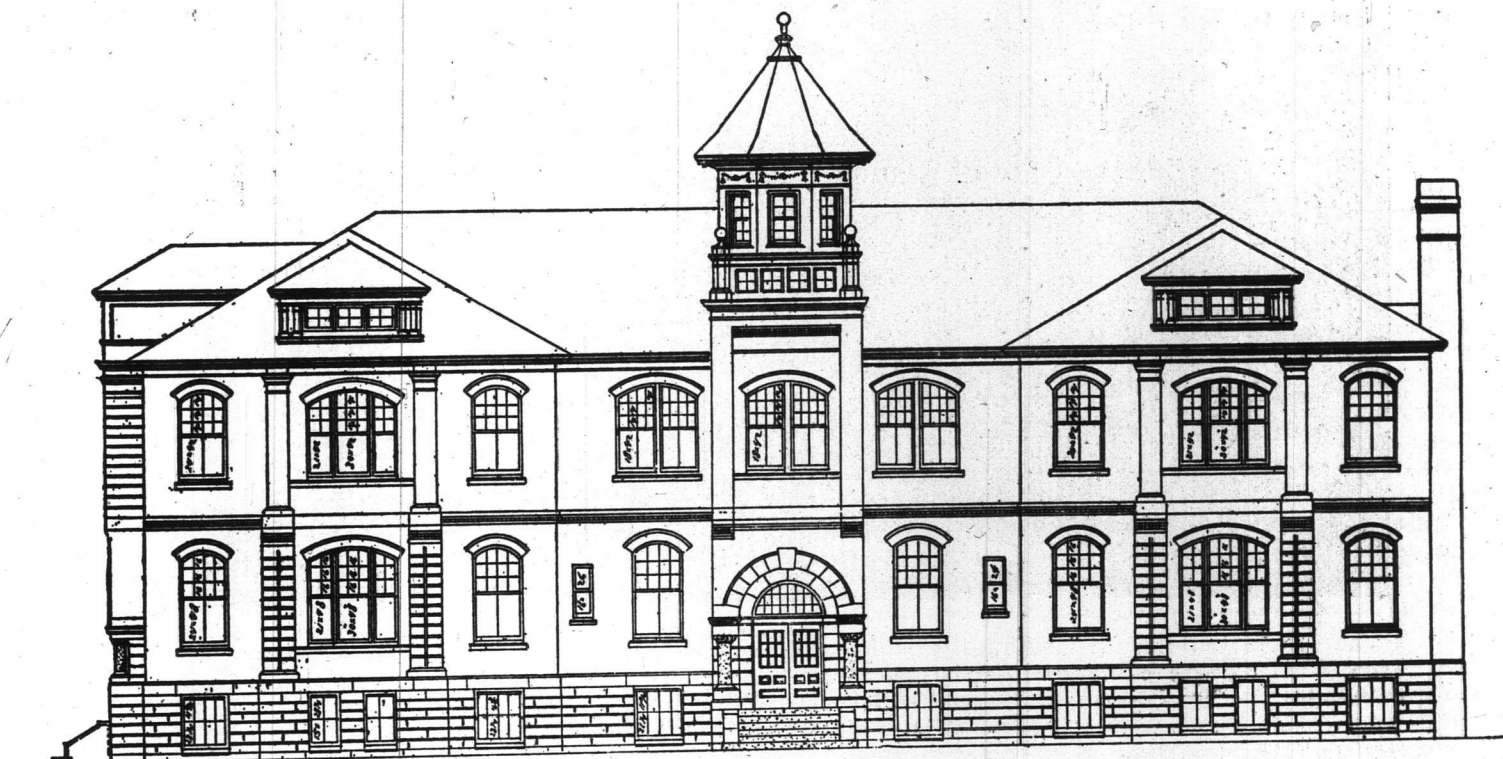
*John Vance Cheney.*



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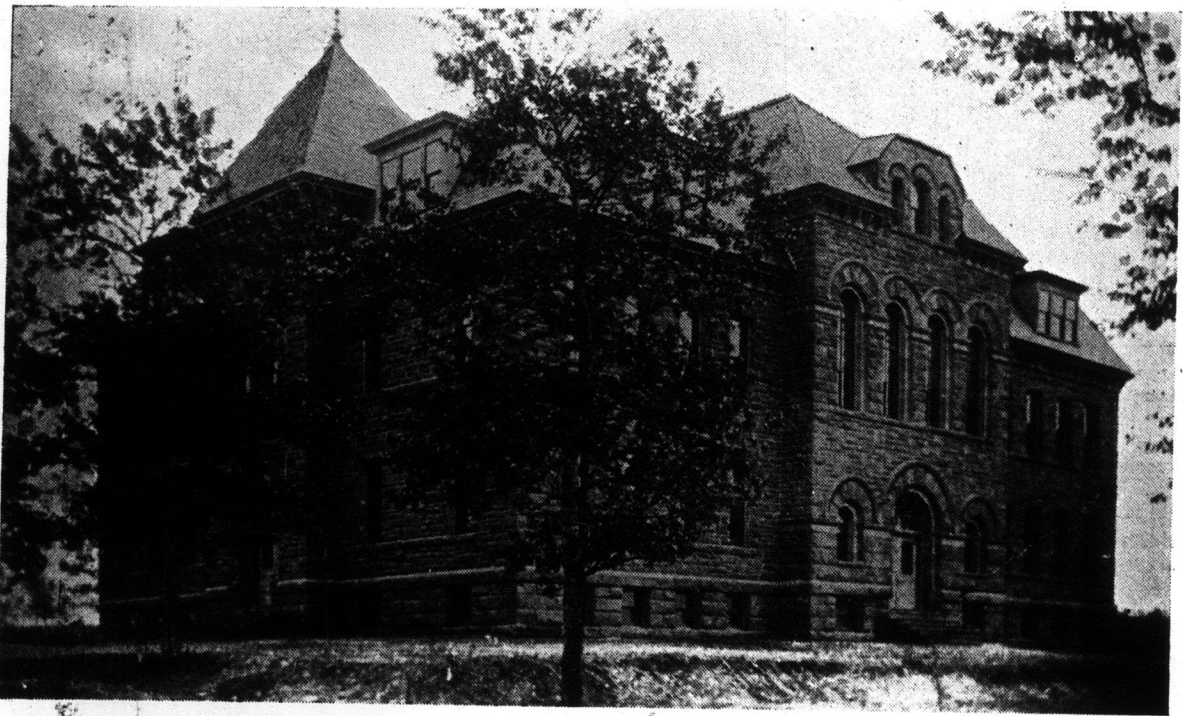
**The New County Academy Building, Truro.**

The new building for the County Academy, Truro, which was opened April 7th, is a fine addition to the facilities of that enterprising educational centre. It is of brick, with freestone trimmings, and foundation walls of red sandstone, and is 110 feet long by 65 feet wide. A wing of 40x68 feet in the rear contains the pleasant and well-lighted assembly room, capable of accommodating 400 persons, and also two large laboratories. In addition to ample and well-lighted class-rooms there are rooms for a library and museum, principal's office and comfortable rooms for the male and female teachers. The basement contains two large play rooms, closets, and arrangements for heating by steam. The building throughout is well lighted and finished, and has excellent facilities for ventilation. The following is the teaching staff: W. R. Campbell, M.A., Principal, Advanced Classics; James Little, Vice-Principal, Advanced Mathematics and Physics; M. D. Hemmeon, B.A., Advanced History and Practical Mathematics; G. W. Sedgwick, B.A., Advanced English and Junior Mathematics; J. E.

Bartheaux, Junior Mathematics and Science; Miss L. A. Richardson, B.A., German, Junior English, History and Geography; Miss Lillian Best, B.A., French, Drawing and Junior Latin.

Experiments at McGill University are said to show the feasibility of laying a cable along the centre of narrow ship channels and equipping the vessels which navigate the channels with special instruments that will ring an alarm as soon as a vessel gets a certain distance away from the cable which she should follow. A practical test is to be made on the St. Lawrence.

The project of connecting North and South America by railway is now receiving serious attention. The proposed line would connect the Mexican railways now in operation with those in Peru and Chile by a line which after crossing the isthmus would run along the Pacific slope of the Andes, and a short but difficult line across the mountains would connect it with the Argentine system.



The school building at Chatham in which the Summer School of Science will be held, is another addition to the fine educational establishments in eastern New Brunswick. It is a well equipped and thoroughly modern building. Philip Cox, Ph.D, Principal; Jas. McIntosh (Grade IX.), R. W. Alward (VIII.), Annie M. Loggie (VII.), M. Mowatt (VI.), Ida Haviland (V.), Maude K. Lawler (IV. and III.), Laula Smith.

#### CURRENT EVENTS.

Canadian letters will now be admitted to Australia at the two cent rate. This completes the last link of the imperial penny postage, which Canada may claim the credit of having originated.

Valuable discoveries of coal oil are reported from one of the tributaries of the Skeena, and also from one of the Queen Charlotte Islands, known as Tar Island, where there is a deposit of asphaltum which has presumably given the island its name.

An imperial customs union may be the outcome of Canada's tariff reduction in favor of British goods. The Colonial Secretary has appealed to the British people to abandon free trade and unite the Empire with a policy, supported as that policy is by South Africa and Australia. "The history of England may be drawing to its close, and the history of an Empire beginning," are the striking words with which the press despatches have made the announcement. Surely Empire Day could have needed no more stirring news to give zest to its observance. In the United States, Germany and other countries, British goods are met by a hostile tariff. The imposition of a small duty against these foreign countries and in favor of the colonies would greatly stimulate inter-imperial trade; and an enormous growth in Canadian wheat production

would be one of the first results. That a British minister should advocate such a policy is almost to foretell its final adoption.

Sir Gilbert Parker has brought some criticism upon himself by warning Canada that in depending upon the Monroe doctrine for protection in time of war she would be relying on an enemy who in giving such protection might wish to take forcible possession of the country; but some of his critics agree that Canada, more than any other State in the Empire, requires the strong arm of the navy for its safety. With an imperial customs union, if it comes, must necessarily come an imperial union for defence.

Marvellous stories are told of the richness of the new gold finds in the Central Australian desert.

The visit of King Edward to Paris derives historic interest from the fact that it is the first visit paid to the head of the French nation by an English King since 1520, when Henry VIII. and Francis I. met on the Field of the Cloth of Gold.

Labor unions with an international membership, but with their executive officers in the United States, are not wholly acceptable to Canadian workmen. A recent strike of street railway men in Montreal failed in its object, partly because some of the employees were averse to quitting work in obedience to the orders of a foreign leader in a foreign land.



Lord Cromer, the British resident in Egypt, disposes of the so-called Cape-to-Cairo railway as a matter for consideration in the near future, by saying in a recent report, that the necessity and practicability of a railway to Uganda, and so onwards to the south, has, he ventures to think, never yet been shown, and possibly, in view of the very great physical difficulties to be encountered, never will be shown.

The British commissioner's award in the boundary dispute between Chile and Argentina has been received with the greatest satisfaction by the governments of both countries concerned, and the former alliance between them will probably be revived.

The railway from Buenos Ayres to Santiago, which will be the first to cross the continent in South America, is so near completion that it requires only one day to make the trip between the railway terminals. It will shorten the time between Europe and Chile by six or eight days, as the traffic now goes by the Strait of Magellan.

Again a whole town in the neighborhood of the Caspian Sea has been destroyed by an earthquake, and most of its inhabitants perished in the ruins. This occurred on April 29th, and it is a striking comment upon the state of affairs in Asiatic Turkey that the news did not reach Constantinople until the 28th of May.

In Somaliland, a large force of the followers of the Mad Mullah has been defeated by the Abyssinians.

A state of war may now be said to exist in Macedonia. An engagement lasting twenty-four hours took place between the Turkish troops and a body of Albanians. A reign of terror prevails in many districts, and the villagers are fleeing to the mountains.

An excited mob in Philadelphia tore down a British flag on Decoration Day. Mobs do not tear down United States flags or any other flags in our country. The contrast is worth noting.

Destructive forest fires are reported from all parts of the Province of New Brunswick and the Eastern Townships of Quebec, as well as from the intervening part of the State of Maine. Many farm houses, mills and summer cottages have been destroyed, and in some places considerable villages almost completely swept away by the fire; including the villages of Musquash, Bonney River and Hopewell Cape in New Brunswick, and two or three in the Province of Quebec. The damage done to the forests is beyond all possibility of estimate at present; but it must be many years before their value can be restored, and in some places, no doubt, as with the great Miramichi fire of 1825, before the burnt land will be reforested, for there will be no soil left to support a forest growth.

It says something for the Canadian's respect for game laws, that a moose, after being in the city of St. John two days, should have quietly walked

through the street and taken its departure by the railway track, with people watching it until it disappeared in the distance; but moose and deer driven out of the woods by fire seem to us more like fellow sufferers than objects of the chase.

wonderful results that have been achieved in Egypt by scientific irrigation, and it is now proposed to rebuild on the Egyptian plan the canals that once fertilized the valley of the Tigris. The ancient rulers of Chaldea, like the early Egyptian kings, made agriculture possible by a system of irrigation. For ages this elaborate system was maintained, and the country was rich and populous. Under Mohammedan misrule the canals were neglected and soon became useless. The Tigris completed the work of destruction by suddenly changing its course, sweeping away the regulating works at the head of the great canal.

The Colombian Congress is to assemble at Bogota on the 20th of June. The Panama Canal treaty with the United States will come before it for confirmation; but its ratification is by no means certain, as some of the Colombians are in favor of the little republic undertaking to build the canal itself.

In Morocco disorder to the extent of anarchy still prevails in the northern districts, though in the south and centre the conditions are said to be improving.

Lake Chad is found by French explorers to be 185 miles long, 89 miles wide, and only 25 feet deep in its deepest part. It contains about eighty islands, some of which are inhabited and under cultivation, with a total population of about 50,000.

The germ of smallpox has been discovered by a Boston physician. Now that it is known, it may be possible to find the source from which it comes to man, and to guard against its communication.

It is now believed that leprosy is caused by eating badly cured and poorly cooked fish, and that it is therefore a disease which may be easily prevented.

The Marconi wireless telegraph is not yet giving such practical results as were expected, but it is claimed that the difficulties will soon be overcome.

That science positively affirms the Creative power, and makes everyone feel a miracle in himself, is the late emphatic assertion of Lord Kelvin, the foremost scientist of England.

Hatred of the Jews has led to a most horrible massacre at Kishineff, in Bessarabia, the Roumanian province of Russia, in which over three hundred were killed. Jews have no right of settlement in Great Russia. In Poland and in one of the Baltic provinces, in West Russia, part of South Russia, and part of Little Russia, as well as in Bessarabia, where the massacre occurred, they may reside; and the Russian government affords to them there the same protection as to its other subjects. They are, however, treated as a separate class, compelled to reside in towns, and denied certain political rights to which other citizens are admitted; all of which helps to keep up the race antipathy against them. An edict

for their expulsion from the adjoining province of Kieff, which was being rigorously enforced, and which calls to mind the expatriation of the Acadians by Gov. Lawrence and his Massachusetts advisers, may have had more or less to do with the popular excitement which was the immediate cause of the massacre in Bessarabia. This edict of expulsion affects 37,000 persons—nearly six times the number of the exiled Acadians. While deploring the killing of Jews in Russia and of negroes in the United States, we should remember that the treatment of Jews in England a few centuries ago was little better, and that even in some parts of Canada today there is manifest ill-feeling towards Chinese and other foreigners.

The anti-foreign feeling in China has considerably abated. Or, perhaps, we are getting to understand that neither the Tartar rulers nor the turbulent Boxers rightly represent the nation as a whole. The civilization of China is, according to Chinese ideas, superior to ours; and the Chinese character superior to the European character. They are behind us in their acquaintance with the physical forces of nature, and in some of the industrial arts, or rather in the application of machinery to the arts; while they may be as a people in advance of us in things which they think of more importance. The desire for material advancement is not with them the ruling passion. As we learn more of them we find that it is chiefly our aggressive trade policy to which they are opposed, and that their social virtues are such as to command much more respect for their civilization and ethics than western nations have been accustomed to yield. Sir Robert Hart, who knows them well, as he has been for years at the head of the Chinese customs service, says of them: They are well-behaved, law abiding, intelligent, economical and industrious; they can learn anything and do anything; they are punctiliously polite, they worship talent, and they believe in right so firmly that they scorn to think it requires to be supported or enforced by might. They are generous, charitable and fond of good works; they never forget a favor, they make rich return for any kindnesses, and a man must be more than wealthy to win public esteem and respect; they are practical, teachable, and wonderfully gifted with common sense; they are excellent artisans, reliable workmen, and of a good faith that everyone acknowledges and admires in their commercial dealings; in no country that is or was has the commandment "Honor thy father and mother" been so religiously obeyed, and because it is so "their days are long in the land that God has given them."

The proposal of an overland route to India is again claiming attention in England. By the present plans the existing railways of Asia Minor would be extended along the valley of the Tigris to the head of the Persian Gulf. Great Britain, Germany and France may join in carrying out these plans, but the matter is not yet decided.

Extensive preparations are being made for the development of oil wells in Newfoundland.

The industrial development of Labrador is making rapid progress.

Canada has an exhibit and a building of her own in the great industrial exhibition which has just been opened in Japan.

After twenty years of research, an English scientist has reached the conclusion that empty space is made up of close-packed grains ten thousand times as dense as water—or such is the expression of his conclusion given by a writer in Blackwood's Magazine. Light, heat, electricity and gravitation are said to be explained by this theory. All that we know as solid matter is but a thinning out of the greater density of space. The idea is not frivolous; but is advanced with most profound argument by its discoverer, Prof. Osborne Reynolds, and may yet place his name beside that of Sir Isaac Newton in the history of physical science.

Mr. T. O'Brien, editor of the *St. John Monitor*, calls attention to the following paragraph which appeared in the REVIEW's Current Events Column for May, and adds a correction which is gladly inserted, as it comes from so careful an authority in such matters as the *Monitor*:

Pope Leo XIII has reigned longer than St. Peter, and is, according to the accepted dates, the first in the history of the papacy to do so.

"There were two pontiffs who reigned longer than Leo: Saint Peter, the first Pope, governed the church from A. D. 33 to A. D. 67, reigning over 34 years, and Pius IX. from 1846 to 1878, over 32 years. The present Pope celebrated two great anniversaries this year: On February 20th, his silver jubilee as pontiff, being the third head of the Catholic church out of 263 popes, to govern for 25 years; on April 28th he reached the length of time Saint Peter ruled the Universal church from Rome, 25 years, 2 months and 7 days. It must not be forgotten, however, that St. Peter governed the church for 9 years at Antioch, before coming to the Eternal city."

A visitor at a school the other day asked one of the lower grade classes this question: "What is the axis of the earth?"

"An imaginary line passing from one pole to the other, on which the earth revolves," proudly answered a pupil.

"Yes," said the examiner, well pleased, "and could you hang a bonnet on it?"

"Yes, sir."

"Indeed! And what kind of a bonnet?"

"An imaginary bonnet, sir."

The visitor asked no more questions that day.

The Canadian universities will be fully represented at the conference to be held on June 9, at Burlington House, London, to discuss co-ordination of university education throughout the king's dominions, and the development of post graduate courses in applied science. It is expected that an imperial council will be formed to deal permanently with these interests.



**'ROUND TABLE TALKS.**

M. F.—Will you kindly tell me through the REVIEW the names of the birds described: (1) A bird about the same shape and size as the Chipping Sparrow, and with a red cap on its head, but with a pale dull yellow breast and brown back. It makes a chipping sound, but also a clear though not strong warble. (2) a bird about the size of the last, but a little more plump in shape; a white stripe down the centre of the breast, bordered by two black ones, and these again by two bright yellow ones; a bright yellow stripe on head bordered by two black ones; wings and back a dark grey, with a white stripe horizontally across the wings. All these markings show very plainly. (3) A bird the same as before in shape and size and with the same markings on breast, but much less decided, the colors seeming to be more mixed. The top of the head a plain dark slate color and the wings a greyish brown with dull markings running lengthwise. Both the latter will hold themselves supported by their wings like a humming bird, but for a short time.

(1) The Yellow Red-poll Warbler.

(2) The Yellow-Crowned Warbler.

(3) Probably a Warbler, but not sure which from the description.

J.B.

**The Summer School.**

To members of the Summer School and those who purpose attending the session to be held at Chatham, N. B., July 21st to August 7th, here are a few cautions:

1st—Be sure when purchasing your ticket at any railway station to ask for a standard certificate. These, when signed by the secretary of the school, entitles the holder to a free return.

2nd—Make early application to the local secretary, J. McG. Baxter, M.D., Chatham, N. B., for board, if it is desired in a private house or at reduced rates. To those neglecting to do so the hotels are open. If early application is made, Dr. Baxter will use his utmost endeavor to have the applicant comfortably provided for.

3rd—Notify the secretary, J. D. Seaman, Charlottetown, P.E.I., of your intention to attend the school, also the subjects you purpose studying. Attention to this facilitates the organization of the classes and prevents loss of time at the opening of the school. The session being short, it is important that there be no time lost.

Much interest is being manifested in the school and a large number have already intimated their intention to attend. Many enquiries about the European trip have been received, and the indications are that many more will enroll for the trip than it was at first thought necessary to arrange for. A decision in reference to this trip will be arrived at during the meeting at Chatham, so that it would be well for those desiring to take the trip to attend. J.D.S.

A subscriber on renewing says, "I thought at the first of the year I could not afford to take the REVIEW, but have found I cannot do without it."

**SCHOOL AND COLLEGE.**

The pupils of the Middle Sackville High school, Mr. F. S. James, principal, held a concert on the 26th May, the net proceeds of which were \$35. To this is added \$33, raised by subscription; and the whole amount is to be spent in procuring a reference library for the school. Such a library under the wise direction of teachers may be made of incalculable benefit to a school and community; and the example of the Middle Sackville school should be imitated elsewhere. If a district can only raise a few dollars for library purposes, this sum should be expended in getting such a work as Webster's New International Dictionary, and with this as a nucleus some other standard works of reference should be added. Afterwards books on biography, history and other subjects suitable for supplementary reading may be procured; but a good working reference library is a *sine qua non* in every school.

Stewart Macdonald, graduate of Dalhousie, now in the second year of the Ph.D. course in Philosophy in Cornell, has been awarded a fellowship of five hundred dollars.

Five of the graduating class in Arts at Dalhousie, and two or three of the preceding class, are going to the Northwest to teach. Four others, who received degrees within the last few years, are also on their way to the west.

Mr. Joseph Mills, principal of the Charlotte street school, Fredericton, has resigned his position to enter upon a post-graduate course of study at Harvard University, to fit himself for advanced work in teaching.

The Harvey, Albert county, school, under the direction of Principal R. E. Estabrooks and Miss Annie Deery, held a very successful May Day concert on May 1st, at which \$28.60 was raised for the school library. Earlier in the term a sufficient sum was realized to procure an organ for the school.

Mr. C. J. Mersereau, who took his M. A. degree at Acadia University at the recent Convocation, has resigned the principalship of the Bathurst Village Superior School to take a course at Chicago University.

In the April number of the REVIEW there appeared a somewhat pathetic story of the death from cold and exposure of Mr. John T. Tuthill, an aged teacher, during the early weeks of last winter. The report has been contradicted in several papers, and the REVIEW is glad to learn from no less an authority than Mr. Tuthill himself that he is very much alive,—that though past the allotted three score and ten years he is not "feeble," but "can still jump up and knock his feet together twice before he touches the ground;" that he is not "homeless" or "thinly clad" as stated, but has pleasant remembrances of many comfortable homes in which he has been an honored inmate and kindly treated. He indignantly repudiates the statement of the correspondent that he has "a smattering of astronomical lore," and adds that his knowledge is exact and has been turned to profit, as he has made more

by lecturing on astronomy than his correspondent has made in writing premature obituaries.

The REVIEW hopes that Mr. Tuthill has some years of active life yet before him; and that when his toil is over his last days may be spent in comfort.

Principal James Barry, for twenty-six years connected with St. Malachi's School, St. John, retired the last of May to accept the position of Inspector of Weights and Measures in the St. John Custom House. His pupils presented him with a magnificent easy chair, and his associate teachers with a handsome gold ring, accompanied with addresses testifying the esteem and affection in which he is held. Mr. Joseph J. Harrington, of St. Peter's School, North End, has been appointed to succeed Mr. Barry, and Mr. M. D. Coll has been chosen to fill Mr. Harrington's place.

Principal Kennedy, of the Halifax Academy, is to take a much needed rest, and has been granted a leave of absence for six months.

The N. B. Normal School closed June 5th for the holidays. There were addresses by Principal Crocket, Chief Superintendent Inch, Hon. H. A. McKeown and Hon. F. J. Sweeny.

The National Educational Association meets at Boston, July 6-10, with President Eliot, of Harvard, as the presiding officer. It is expected that the meeting will be the largest in the history of the Association.

### RECENT BOOKS.

SENIOR COURSE OF ENGLISH COMPOSITION. By J. C. Nesfield, M. A. Cloth. Pages 358. Price 3s. 6d.. Macmillan & Company, London.

The author of this book is well known from his series of excellent grammars of the English language. His courses of Junior and Senior Composition follow out the same methodical plans as the grammars. In the book before us, Part I deals with figures of speech and discusses the qualities of composition under various headings. Appended to the chapters are sentences from the best literature and journalism to be corrected, improved or justified. Part II deals with the structure of the sentence and paragraph and with essays. The completeness of this portion is an excellent feature for students. There are models of fifteen complete essays, one hundred and three subjects, with notes and directions, and a great variety of subjects without notes.

A GENERAL HISTORY OF COMMERCE. By W. C. Webster, Lecturer on Economic History in New York University. 12mo. Cloth. 526 pages. Illustrated. List price \$1.40; mailing price \$1.55. Ginn & Company, Publishers, Boston.

This book gives a general survey from the earliest times to the present. It attempts to interpret the history of civilization from the commercial point of view, showing the many inter-relations between commerce and the other factors in the progress of civilization. The book has been so planned that it can be used in various ways in differ-

ent schools: (1) as a text-book in secondary schools that offer regular courses in economic history, (2) as a text-book in the lower classes of colleges, and (3) as a companion book to the study of "general history," or the history of particular nations, in all schools. The book is equipped with an abundance of maps and other illustrative material, as well as with references to the best accessible authorities.

THE PLACE OF INDUSTRIES IN ELEMENTARY EDUCATION, by Katharine E. Dopp. 208 pages. 12mo. Cloth. Net, \$1.00; postpaid, 1.10. The University of Chicago Press, Chicago, Illinois.

One of the pleasing signs of the progress of the day is to be found in the attention that is being given to an intelligent study of the most effective methods in the teaching of children. The advent of manual training and the kindred arts have done much to obviate the monotony and drudgery of school work. This volume is a genuine contribution to the practical pedagogy of today. The great steps in the evolution of industry are marked by the discovery of new motive powers and new methods of applying these forces. The author shows that the same law holds true in the educational world, and because of the failure to make use of the most powerful motives in child-life the individual and society have suffered great loss.

A BROADER ELEMENTARY EDUCATION. By J. P. Gordy, Ph.D., Professor of the History of Education in the School of Pedagogy, New York University. Cloth. Pages 304. Hinds & Noble, Publishers, New York.

The author insists throughout the book on a patient and careful study of the child and child-nature, if elementary education is to be so broadened as to make it not different in kind from the secondary and higher education. The various subjects to be taught are taken up and treated in a fair and impartial spirit. The author seeks to avoid superficial treatment, keeping in view the nature of the child, the end to be reached, and the means of attaining it, with due regard to the difficulties that lie in the student's way.

SANTINE'S PICCIOLA. Abridged and edited with notes and vocabulary by O. B. Super. Cloth. Pages 222. D. C. Heath & Co., Boston.

The text of this book is written in pure and elegant French, yet so simple that it is suitable for pupils who have had but little practice in reading French. It is a story of perennial interest, and no one who has some knowledge of the French language should miss reading this little gem.

CHEMICAL EXERCISES FOR CLASS ROOM AND HOME STUDY, by R. P. Williams, Teacher of Chemistry in the English High School, Boston, author of "Elements of Chemistry." Paper. 3¼x5½ inches. 102 sheets. List price 30 cents; mailing price 35 cents. Ginn & Company, Boston.

This book concretely adapts to the teaching of chemical theory the method in language and mathematics now in vogue in our best schools, in which the student, by the use



of paper and pen instead of blackboard and crayon or slate and pencil, as in former years, is able to deliver his work to the instructor for correction. The Exercises embody the main principles of elementary theoretical chemistry, with a wide range of miscellaneous questions and problems.

WOOD FOLK AT SCHOOL. By William J. Long. Cloth. Pages 188. Ginn & Company.

Mr. Long has added another book to his fascinating and widely known "Wood Folk Series." To the author "the summer wilderness is one vast schoolroom in which a multitude of wise, patient mothers are teaching their little ones the things they must know in order to hold their place in the world and escape unharmed from a hundred dangers. And it is upon this early education, more than upon instinct, that every bird and animal depends for his good living." This Mr. Long attempts to verify by showing us vividly the deer teaching her dainty fawns, the moose directing her ungainly calf, the old bear leading her fat and whimsical cubs, the shy mother-heron followed by her stilt-legged youngsters on their first frog hunt,— these and a score of other fascinating glimpses of animal life. Those who are not prepared to accept Mr. Long's statements — and his critics are many, including such a distinguished naturalist as Mr. John Burroughs — will at least give him credit for the faithfulness of his observations and his rare sympathy with animals. The latter may have led him too far; but we are inclined to the view that he is more than half right. Domesticated animals have been taught many wonderful things, but the wild animals of the woods are far ahead of them in knowledge and keenness. Why should this not be the result in some measure of their parents' teaching?

THE CHILD HOUSEKEEPER. By Elizabeth Colson and Annie E. Chittenden. Cloth. Pages 187. Price \$1.50. A. S. Barnes & Co., New York.

This book contains simple lessons on housekeeping for children, with songs, stories, and games. It is attractively printed, bound and illustrated, and the subject-matter, interspersed with pictures, poetry, music and story, contains directions for all the household occupation, such as fire-building, setting the table, washing dishes, bed making, sweeping and dusting, cleaning, laundry work, mending, care of the baby. Every occupation is made an object lesson in which the materials are studied by the children.

NEW SCHOOL ARITHMETIC. By John H. Walsh, Associate Superintendent of Schools for New York City. Cloth. Primary, pages 211, price 30 cents; Part I, Grammar School, pages 228, price 40 cents; Part II, Grammar School, advanced, pages 275, price 45 cents. D. C. Heath & Co., Publishers, Boston.

This is a carefully graded series of Arithmetics suiting the requirements of a common school course. The great advantage of the series is the excellent arrangement of exercises and problems, which, combined with their number and clear explanation of processes, afford abundance of material for practical drill. The concise statements everywhere throughout the books, their attractive appear-

ance, correctness of detail, clear explanations of processes and numerous directions and aids to teachers, make the series a very helpful one to teacher and pupil.

HISTORY OF PHILOSOPHY. By Rev. William Turner, S.T.D., Professor of the History of Philosophy in the St. Paul Seminary, St. Paul, Minn. 12mo. Cloth. 674 pages. List price, \$2.50. Ginn & Co., Publishers.

Nearly one-third of this text-book is devoted to the history of scholastic philosophy. The copious extracts from the writings of the Schoolmen embodied in the text give an insight into a movement of thought which all teachers of philosophy recognize to be important, but which is practically inaccessible to most students of philosophy. The account of the religio-philosophical systems of Babylon, India, etc., will be appreciated not only for the interest which these systems possess in themselves, but also on account of their relation to the beginnings of philosophical speculation in Greece. The history of modern philosophy is brought down to the end of the nineteenth century. Throughout the work, care is taken to indicate the sources which may be conveniently consulted by students, and at the end of each section critical suggestions are offered for the purpose of encouraging students to form a judgment as to the truth and value of each successive contribution to philosophical thought.

THE WEB OF EMPIRE. By Sir Donald MacKenzie Wallace. Abridged edition for schools. Cloth. Pages 254. Price 1s. 6d. Macmillan & Co., London.

This is a very readable abridged account from the diary of the Imperial tour of their Royal Highnesses, the Duke and Duchess of Cornwall and York in 1901. Although the story is much condensed, it is very graphically told, and the numerous illustrations add to the interest of a tour which is still fresh in the minds of all in the Mother land and the colonies. The trip through Canada, though told with brevity, is of special interest to Canadians.

PRACTICAL PLANE AND SOLID GEOMETRY. By Joseph Harrison, Instructor of Mechanics and Mathematics at the Royal College of Science, London. Cloth. Pages 250. Price 2s. 6d. Macmillan & Co., London.

The author has aimed at presenting and developing the subject matter of this book in such a way that the student not only acquires a knowledge of geometrical principles, but is trained in putting his knowledge to practical use.

THE GLOBE GEOGRAPHY READERS (Intermediate), by Vincent T. Murché, F. R. G. S. Cloth. Pages 293. Price 1s. 6d. Macmillan & Co., London.

The subject of this reader is Our Island Home. The author, by a series of attractive conversations traces the story of Great Britain from the earliest times, showing how the sea, the rivers, mountains, soil, and other natural features have been instrumental in making a great and powerful people. The book is attractively illustrated.

The Messrs. Ginn & Company, publishers, Boston, have in preparation the Official Guide Book of the National Educational Association, which will be presented as a

souvenir to every member attending the great educational convention which opens in Boston July 6th. This book will be a complete guide to Boston and its surroundings, including various historic and other landmarks, and will give much valuable information to the visitor.

**JUNE MAGAZINES.**

Prominent and notable features of the June *Atlantic* are President Eliot's remarkable addresses at the Boston Emerson Centenary Celebration; Goldwin Smith's brilliant article on the Cult of Napoleon; John Bascom's *The Changes in College Life in Fifty Years*; with entertaining fiction, literary sketches and poems... The *Canadian Magazine* has a series of short and bright stories by Canadian writers, and other articles carefully illustrated, among which is the Romance of the City of New Westminster, the site of which was selected by the British government and the name given by Queen Victoria. There

are some good hints in this number for a course of summer reading... There is no diversity of opinion as to the necessity of obedience to a child's well-being, but in the methods whereby obedience is secured there is a wide difference in the practices, at least, of parents. In a paper in the June *Delineator*, Mrs. Theodore W. Birney gives some eminently sane advice on obedience and punishment. Mrs. Birney is not partial to the rod, and she holds that incorrigibility in children is more often due to a "lack of self-control and knowledge of temperament and child-nature" in the parent than to any abnormality in the child. There is, doubtless, an element of truth in that, though some may disagree. However, there are other points in the article that many parents will do well to take to heart. The author shows a wide knowledge of the nature and needs of children... The *Chautauquan* contains much bright reading matter useful for teachers, such as Practical Studies in English, Nature Study, The Inauguration of the Trans-Siberian Railroad, and other timely topics.

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**CORRECTIONS**

of the April Journal of Education, 1903, Nova Scotia.

On page 100: The Summer School of Science opens at Chatham on 21st July instead of August 21.

On page 101: The District School Board of Richmond will meet on 15th July instead of June 4th.

A. H. MACKAY,  
*Superintendent of Education.*

Education Office, Halifax, N. S.,  
5th May, 1903.



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