

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., MAY, 1898.

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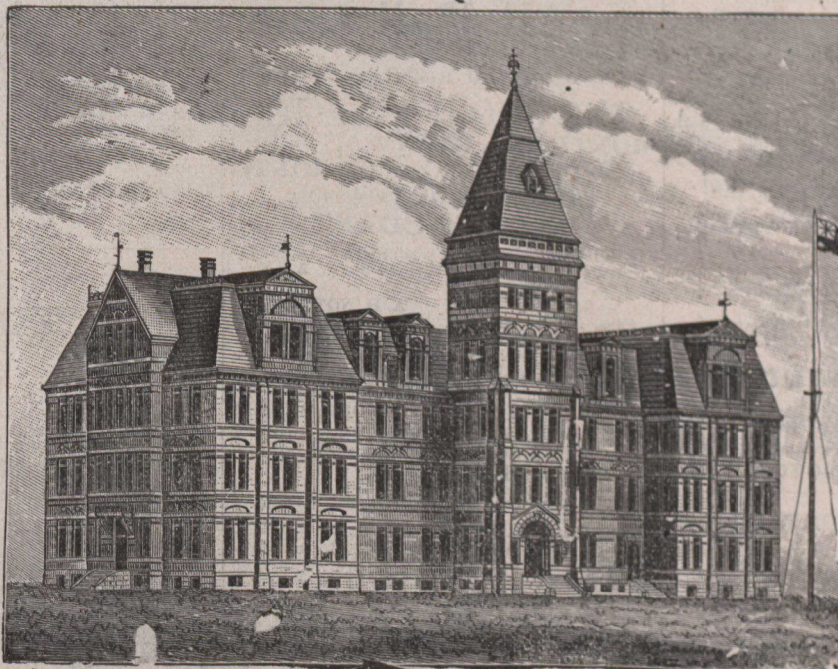
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The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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Editor for Nova Scotia

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AN index goes with this number of the REVIEW, which closes the eleventh volume.

PRINCIPAL Calkin's second article on Education in Nova Scotia is unavoidably held over, having come to hand too late for this issue.

THE Dominion Educational programme occupies a conspicuous place in this month's REVIEW, and will be scanned with close attention by all our readers, many of whom, we hope, have decided to be present at this great gathering of teachers in the pleasant and historic city of Halifax.

THE revised programme of the New Brunswick Educational Institute is published in this month's REVIEW. The attendance promises to be large.

THE second Leaflet of the series of Supplementary Readings, published by the EDUCATIONAL REVIEW, will be issued about June 20th. Have you read the first? If not, send for a copy.

READ the interesting educational advertisements in this number.

THE Toronto Weekly *Mail and Empire*, whose admirable articles on the war and on public affairs generally are attracting attention throughout Canada, has made an arrangement with the *London Times* and *New York Herald*, the purpose of which combination is to furnish exact, reliable and full information of the details of the war. This arrangement cannot fail to be of the utmost benefit to the *Mail and Empire's* subscribers. Those who would like to participate in the benefits will do well to avail themselves of the announcement made in our clubbing rates in another column.

In many rural places of the United States the "travelling library" is steadily working its way, and promises to be a great aid not only in stimulating knowledge and the desire to read books that are pure and elevating in tone, but also to create the desire for permanent libraries. The travelling library is a select assortment of books of the best class, sent out at the expense of the state or of private individuals to country communities. The library remains a specified time at each point; then is moved on to give place to another selection. The cost of transportation and other incidentals is borne by each neighborhood. The idea seems to be an excellent one and should serve as a beginning for greater culture and knowledge in many communities that are now destitute of library facilities.

DURING the spring months, when all nature is beginning to stir, a number of lessons should be given on the growth of plants. The children, if encouraged, will bring to the schoolroom abundance of material for study, and will be glad to do so. Their interest is greater the more opportunity they are given to help in this work. We hope that teachers have availed themselves of the hints given in the last REVIEW, to examine the buds and blossoms of trees that flower early. If the seeds of beans, peas and corn have been planted in window boxes the growths are now sufficiently advanced to begin lessons. The Mayflower, Adder's Tongue, Spring Beauty, and other early flowering plants, are now ready to be studied.

Prolonged School Attendance.

A very large proportion of boys, and many girls also, at about the age of twelve to fourteen, begin to show a strong desire to leave school. It does not matter that in many cases they have not acquired the necessary elements of even a common school education. Indeed the more backward they are the more anxious they are to be freed from the restraints of the schoolroom. And too often the teacher, considering herself fortunate to be rid of them, does nothing to induce them to remain.

This tendency to leave school before acquiring the ability to read intelligently, and before securing the training necessary for the more commonplace duties of life, is most unfortunate to the individual and unfair to the taxpayer and to the state, which pay that they may be protected from the dangers of an ignorant proletariat. This evil could be partly remedied by good compulsory attendance laws. But our present laws on this subject are very defective and very poorly administered. They are defective in that they permit pupils, no matter how illiterate, to leave school at the age of fourteen. There should be a minimum educational test—a leaving examination. No pupil mentally capable should be allowed to leave school without being well grounded in the three R's. Nor should there be any minimum attendance clause. Every pupil, without good excuse, should be required to attend every school day. Until, however, these much-to-be-desired improvements, together with an impartial enforcement of the law, can be secured, other means should be used to encourage prolonged attendance. Of these means the granting of leaving certificates from the common schools would be one of the most effective. These certificates, although somewhat after the plan of those given by the high school grades, might, if possible, be of somewhat better design and appearance. Being impartial guarantees to employers of labor, of the training and scholastic ability of the holder, they would possess a decided value. They would be so prized by parents and pupils as to be a strong inducement for a longer attendance at school and for better work while at school. The success of the system of granting certificates to the various grades of the high school should encourage the educational authorities to extend it downwards. In the event of the Council of Public Instruction neglecting to do so, it would pay the various school boards to undertake it, as they would thus be able to secure better results from their school expenditure.

Never lend a borrowed book, but return it as soon as you are through with it, so that the owner may not be deprived of its use.—*Courier-Journal*.

Are We Keeping Step with the Times?

Supt. Soldan, of St. Louis, gives the following as the drift of educational work in other places, and it may be interesting to make a brief comparison as to our own progress.

1. In reading, supplementary work is universal.
2. Primary reading is script reading. The subjects for the first sentences are taken from the child's experience. The tree or the bird which he has seen, the snow on the ground, anything that he has observed, any story to which he has listened, become the subjects of the primary reading lessons.
2. Reading in the higher grades is no longer made an aim and object in itself, but is relegated to the place of a means for gaining information. Literature, or nature study, etc., have become the ends in whose pursuit reading is employed, regularly and constantly, it is true, but rather as an incident than as an aim in itself.
4. Vertical writing has been adopted almost everywhere.
5. The province of arithmetic has been designedly and decidedly encroached upon by other studies. Many topics which were deemed essential ten years ago are omitted altogether or are taught incidentally only (*e. g.*, Mr. Foster reports that the G. C. D. and the L. C. M. are no longer taught as special subjects in the Chicago schools).
6. Physical geography, as a separate study, has lost its place in the common schools in several cities. It has re-appeared, however, as a high school study.
7. Manual training, that is, cooking, sewing and carpentry, or sloyd, has found a place in almost every city school system. In the new buildings rooms are provided for these purposes.
8. The time gained through the elimination of physical geography and parts of arithmetic is largely given to the "enrichment of the school curriculum," to use President Elliot's expression. The study of English history, and in some places (*e. g.*, Indianapolis) Greek and Roman history is begun in the district schools. The study of literature is introduced at an early age and carried from the primary to the higher grades, where the reading of some plays of Shakespeare is frequently taken up. Elementary science is taught extensively.

Now, how do we stand in the Atlantic Provinces in regard to these several subjects?

- (1) Supplementary reading is provided for in a few schools and its necessity recognized for all. It is only a question of "ways and means."
- (2) The natural method of teaching reading in primary grades has been the accepted one here for a long time.
- (3) We are still hampered to a considerable extent by text-books in the advanced grades, but in the high school grades there is little formal reading. What there is consists chiefly of literature, and is incidental to the course of study.
- (4) The most progressive schools and teachers have taken up the system of vertical writing, and all prefer it infinitely to the old style. It is the system in use in Nova Scotia, but the New Brunswick Board of Education has not yet seen its way clear to prescribe it. The

city of St. John has done some very promising work in the vertical system.

(5) It can not be said truthfully that any less time is being devoted to the subject of arithmetic, in fact it is the subject upon which everyone feels competent to speak with authority, and there is consequently much diffuse talk. From the strictly utilitarian standpoint of the subject, much more time is spent upon it than its importance demands. Our teachers have not, as a body, become interested in the "ratio" system, nor do they talk much about "magnitudes," yet they strive in the earlier stages to teach the subject in the concrete, and with a fair degree of success. There is, notwithstanding, much "forcing of the season," and much is attempted that would be far better left for greater maturity on the part of the pupil.

(6) Physical geography has never been emphasized in our courses.

(7) Manual training is much talked of, but little real progress has been made. Halifax seems to be in the van in this respect.

(8) The complaint in many schools with us is that there are too many subjects in the course, so that there is little opportunity for the "enrichment of the school curriculum."

TALKS WITH TEACHERS.

From time to time are heard the echoes of the discontent of parents and teachers because of the discontinuance of the afternoon recess in this and that place. It would seem that few of us are content to recognize and abide by the experience of others, but each must experiment on his own account. This matter is again to the front, with the usual results.

The N. B. regulation dealing with the matter leaves it optional with trustees to take or not to take a short afternoon recess, but enjoins that care should be exercised, especially in the youngest classes, that the pupils should not be confined too long or too closely in the school-room.

I have no doubt that in high or advanced school classes, with systematic physical exercises, that the afternoon recess may be dispensed with without any disadvantage and perhaps some advantage. Pupils in Grades I. and II. being dismissed in the middle of the afternoon session are not affected. It is the pupils from Grades III. to VI. that experience discomfort from the lack of recess.

In buildings in which there are pupils from Grades I.-VIII. it is easily seen that, to give recess to one part of the pupils and not to the other, would cause disturbance and interruption of work. So that if it be given to one class it must be to all.

There are many good reasons why an afternoon recess should be given to the younger pupils at least. The room can not be satisfactorily aired while the pupils remain in it, especially those rooms which also serve as cloak-rooms. A break in the middle of the session operates as a check upon the work of the teachers, and they are in a measure obliged to complete lessons by that time which otherwise may drag along to further length.

Pupils in primary grades have not the same responsibility in caring for themselves as those in advanced and high school grades, and when parents entrust them to the schools this should be taken into account and all possible provision made for it.

I do not think a teacher, in ordinary cases, is justified in refusing to excuse a pupil where no proper provision for recess is made. She may do so in ninety-nine cases out of a hundred without hearing any complaint. In the hundredth case she may have it brought very forcibly to her notice, and will probably be left unsupported in her defense. She may allege, with strong reason, "If I excuse one pupil it is a license for all the rest, and I would have a constant procession in and out during half the session." On the other hand there are schools, the pupils of which will submit to any discomfort rather than incur the displeasure of the teachers by asking for anything that might annoy them. Many such cases have come to my notice. Notes and complaints are the rule when there is no afternoon recess, and my experience of parents is that they certainly do not like to write notes, and the best of them are even more unwilling to make complaints; but they are made, nevertheless, and generally not in the way to do the most good. While routine is very good, and a certain amount of it indispensable, it must be borne in mind that the schools can not be entirely supported in the interests of the teachers, but the parents should have some small consideration. Where the teachers also recognize the necessity for the change, it devolves upon the school officers to repeal an unnecessary restriction.

I think it greatly to the credit of the trustees of St. John, St. Stephen, and some other places in New Brunswick, that, in recent years at least, they have treated with the utmost consideration the cases of teachers in their service who have been laid aside by illness. This has been done, at times, when finances were anything but buoyant. While I do not consider it in any way beyond the deserts of the teachers to be paid from a month's to a term's salary during illness, as has been done in several cases, yet I think it is worthy of recognition, as there are rumors that some school trustees favor the deduction of pay for a single day's absence from duty for any cause. I am glad to know that such counsels have not, nor are likely to prevail.

For the REVIEW.]

Pere Aubrey: A Romance of Acadia.

BY W. E. MACLELLAN, PICTOU, N. S.

In the spring of 1604 the pioneer band of immigrants for eastern North America arrived on the coast of Acadia, now Nova Scotia. Fur-traders and treasure-seekers had preceded them; but, from Labrador to Florida, the forests of this continent were still unbroken by settlement. The expedition was in command of the Sieur de Monts, who had been appointed governor of the colony which the French crown proposed to establish in "the New World."

On a bright June morning anchor was dropped in a sheltered cove near the head of St. Mary's Bay, a deep inlet in the western coast of the peninsula of Nova Scotia, at the mouth of the Bay of Fundy. The pioneers had no intention of remaining there; but the shore looked so inviting after their long voyage that a holiday was at once proclaimed. Boats were quickly lowered, and carried eager crowds to the land. The forest, which stretched away from the beach, was soon alive with enthusiastic explorers roaming about with the recklessness of inexperience. Many of them did not get back to the shore until late in the afternoon. The sun had set before all who had returned could be taken on board. No one noticed until almost dark that a young priest, named Aubrey, was missing. Hurried enquiries concerning him were then made, and the alarm speedily became general.

"Not returned, impossible!" exclaimed de Monts, springing to his feet when the matter was reported to him in his cabin.

"We have searched the ship, sir. No one has seen Father Aubrey for hours. He is certainly still in the forest."

"May the good God help him," exclaimed the governor as he brushed past his informant and made for the deck. "It is dark, cold, and the woods must be infested with wild beasts."

De Monts ran his eye hastily over the gesticulating groups about the decks; cast a gloomy glance at the dark shore line, and then gave a sharp order to an officer. A minute afterwards a blow of bugles, followed by the roar of a cannon, awoke the echoes of the bay.

"If no accident have already befallen the worthy priest," said de Monts to those who gathered anxiously around him, "these sounds may serve to guide his return. But, whatever be his case, we can do nought more until day."

A boat was sent to the beach to await Aubrey's possible coming; and guns were fired at intervals. For an hour or two those on board were hopeful; but the worst

came to be anticipated as time passed on without any response from the forest.

In the meantime systematic enquiries were made among those who had been in the forest. The company was large; and there had been much confusion during the day; so it was no easy task to secure definite information concerning Aubrey's movements. But after much questioning it became reasonably apparent that he had last been seen with a young Huguenot, named DeMille.

This was an unpleasant discovery for the governor. His company was made up in almost equal parts of protestants and catholics. There had been many disputes between them during the voyage, in which Aubrey and DeMille had taken conspicuous parts. More than once these two had come to very high, and even threatening, words. They had appeared on friendly enough terms at other times; but there was no knowing how deeply the memory of their quarrels might have rankled. De Monts summoned the young Huguenot to his cabin and questioned him suspiciously.

"Why did you not come forward at once, M. De Mille," demanded the governor, sternly, "and state that you were the last to see Father Aubrey?"

"For the simple reason, sir," answered the young man haughtily, "that I did not know until this moment—when you have seen fit so to decide—that others had not seen him later than I. I related all that I knew of him to a number on board as soon as I heard that he was missing."

"You will be good enough to repeat your story now for my benefit," said de Monts.

"With pleasure, sir," returned DeMille coldly, "He left me two hours before sunset at a place in the forest which I judge to be more than a mile from here."

"Ah," remarked de Monts significantly.

"A party of seven or eight of us," continuing De Mille, without seeming to notice the interruption, "were returning to the shore. M. Aubrey detached himself from another party and joined us. Shortly afterwards he and I entered upon a discussion and fell a little behind the others."

"That is to say," interrupted de Monts, "you were quarrelling as usual over religious questions?"

DeMille made no reply. "In the midst of our discussion," he resumed, "M. Aubrey remembered that he had laid aside and left the sword he had been carrying for his defence in the woods, at a spring beside which we had rested a short time before. The weapon, he said, had been borrowed for the day, and he determined to go back for it, although I strove to dissuade him. I did not see him afterwards."

"And you neither offered to accompany, nor waited for him!" exclaimed de Monts.

"Pardon me, sir," answered DeMille indignantly, "I did both. He declined to permit me to go with him, and insisted that I should walk on, saying that he would have no difficulty in making his way back alone. I lingered until I heard voices from the direction in which he had gone. Then I concluded that he had fallen in with some other party; and myself set off at speed. I thought no more of him until I heard that he had not returned."

"And that is all, M. DeMille?" asked the governor incredulously.

DeMille's eyes blazed; but he turned on his heel without a word.

"No doubt," remarked de Monts significantly, "M. DeMille will be as successful, in the morning, in guiding us back to the place of his parting from Father Aubrey as he has shown himself skilful, this evening, in finding his way to the shore alone."

DeMille controlled himself with difficulty. "Sir," said he, "I respect your position as governor, and my services shall be quite as freely at your disposal to-morrow as my honor would seem to be to-night."

The openly mistrustful looks of all present followed the young man as he withdrew from this interview.

Morning brought neither Aubrey nor any clue to the mystery of his disappearance. As soon as it was light enough, DeMille led a party of searchers back to the spring towards which he claimed the priest had been going when he last saw him. But no trace of the missing man was found there. The woods were first thoroughly beaten in this vicinity, and then in all directions far and wide. Guns sounded and bugles blew through the forest all day long. At night cannon were again fired.

For three days the fruitless search was kept up. On the fourth morning hope was abandoned. The vessel weighed anchor then; stood up round the head of the bay, and down the other side, still firing an occasional gun; and so passed on her voyage up the southern shore of the Bay of Fundy.

By this time all on board were convinced of DeMille's guilt. It was considered impossible that Aubrey could have disappeared so suddenly and so entirely by other than foul means. It was argued that, had he lost his way, he could not have wandered beyond hearing of the ship's cannon in the short time that elapsed before he was missed. Had he been killed by wild animals, fragments of his clothing or something to indicate his fate must have been found during the careful search that was made. The conclusion was, therefore, unanimously reached that he had been murdered by DeMille, and his body cunningly concealed.

The young Huguenot could not be formally tried for murder without the presence of his supposed victim's body to prove that a crime had actually been committed. But he was summarily adjudged guilty at the bar of public opinion on board, and sentence of ostracism promptly passed upon him. It was rigorously executed from the time the missing priest was finally given up.

DeMille bore himself so haughtily and unflinchingly during the few days' voyage around the Bay of Fundy that no one could have told he was suffering. He ate his meals apart, made not the slightest attempt to assert his innocence or propitiate anyone, and only shrugged his shoulders contemptuously when his former comrades shrank from or turned their backs upon him. Those who were watching concluded that he was altogether hardened and impenitent, and steeled themselves against him.

A week after leaving St. Mary's, de Monts entered Passamaquoddy Bay, directly on the opposite side of the Bay of Fundy. There he selected a small island, at the mouth of the St. Croix River, for his temporary headquarters, and the whole company disembarked.

There were huts to build, and many preparations to make; but DeMille was allowed no part in anything. No one would speak to him, or even work by his side. As soon as he reached the shore he withdrew as much as possible from the others. He did nothing for himself, and spent most of his time in the woods or on the more distant parts of the shore. He slept under such temporary shelter as he could find, when he did not pass the night in restless wanderings.

As the days dragged on his health began to show signs of failing, but his spirit was still unbroken. He held his head as high as ever in the presence of the others, although his looks were growing wild.

They had been almost a fortnight on the island. It was nearing the end of the third week from the date of Aubrey's disappearance. DeMille's sufferings were becoming unendurable. He had been on foot during the whole of a long summer day, walking the island like a caged animal. At night, although he had not tasted food since the evening before, he was still unable to eat or to rest.

In the dusk he stole up to the encampment, and stood, hidden from view, listening to the voices of his late friends and companions, who were closing the day with music and merry-making. For a moment he almost forgot the gulf that had opened between him and them. But soon he heard his own name mentioned, and fled from the bitterness which it evoked. He wandered despairingly along the shore until he came to the southern extremity of the little island, where he threw himself down upon the grassy top of the steep clay bank.

There was a half moon, but the night was cloudy, and it gave little light. A cool, steady breeze blew up the bay. DeMille was thoroughly exhausted, and became drowsy almost at once. He nodded several times, and at last lurched heavily forward. He recovered his balance, and was settling down in a more secure position, when his heavy eyes caught the gleam of a strange light upon the water. In an instant he was wide awake, staring in wonder, not unmixed with superstitious awe, at the twinkling, moving point.

The mysterious light was within half a mile of him, and he was not left long in doubt concerning it. The moon shone out suddenly and disclosed a large boat, under full sail, standing up towards the island. The thought flashed into his mind that another European vessel had arrived in the bay, and a low cry of intense joy at the prospect of possible escape burst from him. He sprang to his feet, dashed across the point, and ran up the shore to the island landing place, abreast of the strange boat.

All was dark and silent at de Monts' encampment when DeMille reached the beach of the little cove beneath it. The tired men were sleeping soundly. He stood alone, in breathless anticipation, and watched the unknown boat glide in, and round to, a few yards from him. Then he heard low tones of familiar voices, and, by the light of the lantern, caught glimpses of faces he knew. He drew quickly back in bitter disappointment, and took up a position beneath a clump of trees, from which he could watch the landing.

The boat was one from de Mont's vessel. It had been sent across the Bay of Fundy more than a week before with the mineralogist of the expedition to re-examine and report on the iron and silver ores of St. Mary's Bay. DeMille had been in the woods when it sailed, and had failed to notice its absence.

While he stood watching now the crew made their way to the beach, bearing among them, with extreme care, some burden enclosed in a canvas sheet. Only a few steps from DeMille's place of concealment their leader raised his lantern and peered anxiously over into the sheet.

"Stop, my men," he cried. "The good father has fainted again. Lay him down and rouse the encampment. We must have stimulants for him at once or he will die in our hands."

The bearers obeyed promptly, and left the holder of the lantern alone with his charge.

DeMille first thought was that some accident had befallen one of the remaining priests of the party. But when the watcher raised his light so that its rays fell directly upon the face of the prostrate man, he uttered a hoarse, irrepressible shout and darted forward.

The lantern-bearer started violently, but recognized him instantly and seized his hand. "Yes, it is Father Aubrey, and alive," he cried. "Can you ever forgive us?"

DeMille was unable to reply. He threw himself hysterically upon his knees beside the unconscious and terribly emaciated but still breathing form of the priest.

The camp was astir in a few minutes. Half-clad men came trooping down to the shore. DeMille at once recovered his composure, and bore himself calmly, but without any trace of resentment, through the emotional scene of which he became the centre as soon as Father Aubrey had been cared for. His companions of the expedition crowded around him and besought his forgiveness, many of them with tears.

"Appearances were all against me. I have nothing to forgive," he assured them, as he clasped their outstretched hands.

The priest had been found at a point on the opposite shore of the Bay of Fundy, which he had reached after seventeen days' wanderings in the woods around the head of St. Mary's Bay. He had subsisted during that time on berries and roots. He was so utterly exhausted when he reached the open that he had lain down on the sands to die. His hat, which he placed upon a pole and set up beside him, had caught the attention of the boatmen as they were passing on their return to St. Croix. They were just in time to save his life. It was months before he fully recovered; but he was soon able to tell the thrilling story of his loss and wanderings in the forest.

Upon returning to the spring for his sword he had lingered purposely, he confessed, to avoid overtaking De Mille. After sauntering around for some time he had struck out, as he supposed, for the shore, although probably away from it. He walked rapidly and even ran as darkness approached; and continued his efforts to reach the ship until far into the night. At daylights, after a few hours' rest, he started again. He judged that he must have penetrated deep into the forest, from the fact that he had heard no sounds to indicate that his friends had missed him.

After the first day his time was devoted mainly to searching for food. He roamed about without thought of direction; and had no idea of his whereabouts when, at last, he reached the shore of the Bay of Fundy. He was then too far spent for further effort, and so had thrown himself down at the spot whence he was shortly afterwards found.

Aubrey and DeMille lived to take part in the founding of Annapolis in the following year. And no doubt the recollection of the sufferings through which they had passed on the threshold of their new home served to prevent any renewal of the bickerings which had been the indirect cause of their misfortunes.

Aubrey; A Ballad of Acadie.

By James Hannay, in Stewart's Quarterly Magazine, Vol. X. 2

'Twas after Ivry broke Mayenne's and every Leaguer's lance;
And Henry sat at length secure upon the throne of France;
A little fleet set sail from Dieppe to cross the western main,
De Monts he held the chief command, with him was bold
Champlain,

And many a gallant gentleman from Paris and Rochelle,
And Poutrincourt from Picardie and Biencourt as well;
Enough to form a Colony, for in that motley throng,
Were artisans and soldiers brave, and peasants rude and strong,
And learned Huguenot ministers, and priests from Aquitaine,
And Aubrey Père a wanderer from the pleasant banks of Seine;
All eager to behold a land to Europe long unknown,
O'er which a strange romantic veil of mystery was thrown.

Four weeks they sped with eager sail before a favoring breeze,
Westward their prows were pointed still across the unknown seas;
Bright skies, fair winds, a broad expanse of sea on every side,
But not a sail to cheer their souls as on and on they glide;
And many a longing eye was turned towards their distant home,
And many a heart in secret cursed the thought which bade it
roam.

At length on the horizon dim a cloud-like line appears,
And here and there a rugged crest a bolder summit rears.
Acadie's rocky coast uplifts its dark form to the sky;
Loud roar the waves upon the shore, the white spray leaps on high
O'er rocks on which the sea had dashed since time's first hour
began,
Destined to rend in after years the noblest works of man.

Onward they sail and Fundy's Bay expands to either shore,
Never had European keel parted its tide before.
All things were strange, the sea, the land, the forest stretching
wide,
Stranger than aught their eyes had scanned the swiftly flowing
tide,
Nature, attired in brighter hues than in their own fair land,
Appeared to bear a nobler front and a more bounteous hand.

O'er summer seas they swiftly pass with spirits light and gay,
Their vessels part the dark blue waves of still St. Mary's Bay,
The anchors cast, the boats are manned, they reach the silent
shore,

Never had foot of white man trod that unknown beach before—
Near sixty centuries had sped since the Creation's birth;
But what had all time's changes wrought upon this spot of earth?
With eager feet the wanderers haste to range the forest-wide,
They wonder at the grand old trees which rise on every side;
New flowers and birds arrest their eyes, new scenes their
thoughts employ,

Their laughter echoes thro' the woods and all is mirth and joy.
Aubrey had strayed far from the rest, and like a curious child,
Unconscious of the passing hours, he wandered through the wild,
Nor thought how far his feet had strayed, until the sun's last ray
Glared like a watch fire in the West, and passed in gloom away,
Then stricken with a sudden dread he turned and backward ran,
He shouted loud, the forest mocked the lost and lonely man.
Help! help! He cries for help in vain who in the midnight dark
Is swept into the seething sea from the swift flying bark;
And Aubrey in the pathless wood, dark silent as the grave,
Seemed lost as one who hopeless sinks beneath the boisterous
wave.

Small hope for him whose feet had strayed in that Acadian land,
No white man for a hundred years again might touch its strand,
The wolf upon the wanderer's corse its hunger there might sate,
A few white bones alone would tell his dread and mournful fate.
While thoughts like these perplexed his mind despairing down
he lay,

And darkness spread its sable plumes like a raven's o'er the day,
And dark despair with constant voice still whisper'd in his ear,
"There is no hope but death for those who rashly wander here."
But looking up as captive looks from out his prison bars,
Dotting the darkening sky above he saw the glittering stars,
And brightening o'er the broad expanse of Heaven's lofty dome,
They cheered his eyes and calmed his soul with happy thoughts
of home;

For often in his youth he watched from his chamber window high,
That constellation, seven starred, climbing the northern sky;
The Galaxy a golden stream flowing through fields of gloom,
Like the pathway of the blessed souls to their home beyond the
tomb:

Tho' lost and lone the sky seemed still familiar as of yore,
And watching it he sank to sleep beneath the forest hoar.

Brightly the morning sun arose and lit up wood and glen,
As Aubrey woke from joyous dreams to misery again,
Hungry and faint he ranged the wild, but vainly sought the
shore;

And vainly paused with listening ear to hear the wild waves roar.
The forest brought no sound to him except the dreary sigh
Which came forth from its topmost boughs as the sudden
breeze went by.

At length with looks of joy and hope the weary wanderer stood
Beside a tiny little stream that murmured through the wood—
He drank its tide, he bathed his brow, he bent in prayer his
knee,
And said "Heaven makes this stream my guide—'twill lead me
to the sea."

At last he stands upon the shore and strains his eyes in vain,
Across a sea which seems as wide and boundless as the main—
This is indeed another sea and not the narrow bay
In which the fleets he vainly seeks secure at anchor lay;
'Tis Fundy's waves which darkly roll before the lost one now,
And as he looks his cheek grows pale and anguish clouds his
brow,
Alas! he cries in bitter grief, "what hope is left for me,"
"Must I but perish by the shore of this strange restless sea."

Seventeen long weary days have passed and Aubrey wanders
still,

His food the shellfish from the shore, his drink the sparkling rill,
Lean visaged and like tottering age bent down by weight of care;
For he has lived in these sad days a life-time of despair.
His steps are feeble now and slow, his eyes begin to fail,
From weary watching day by day to see a friendly sail,
On the horizon once he deemed he saw that blessed sight,
'Twas but a sea gull's wing that skimmed the blue wave in its
flight;

And sudden joy was changed to grief and cheerfulness to care,
For promised blessings unfulfilled but deepen man's despair.
Hunger and pain have done their work, his race is nearly run,
And hope dies daily in his breast with every setting sun.
Down on the beach he sank at length and gazed upon the sand,
His thoughts were wandering far away unto his native land,
The summer sun was gliding down low in the western skies,
Weak as he was he scarce could hope again to see it rise.
And thinking thus as there he lay beside the cheerless shore,
He turned his eyes towards the west to gaze on it once more;
When lo! a shallop's sail appears around a point of land,
And lightly skims the placid sea a stone-throw from the strand,
And at the sight, strange joyous thoughts rise in his bosom's core,
And nerve him with a sudden strength where weakness reigned
before—

He rose and down the beach he ran to catch the boatman's eye,
And shouted loud and took his staff and waved his hat on high.
They hear him, see him, he is saved, the steersman's answering hail
Comes sounding landward as in haste he jibes the swelling sail.
Shoreward the shallop's bow is turned, it grates upon the sand
And eager friends and shipmates grasp the helpless Aubrey's
hand,

And not a heart in all the fleet but gave a joyous bound,
When Champdore brought the thrilling news that Aubrey had
been found.

[NOTE.—The foregoing is an attempt to render into ballad verse one of the earliest incidents of Acadian History. Aubrey was one of the Priests of de Mont's expedition which left France in 1604. He was lost in the woods when the flotilla was at anchor in St. Mary's Bay, and wandered to the shores of the Bay of Fundy where he was found seventeen days afterwards by Champdore who was exploring the coast in a shallop in search of an iron mine. The colonists brought out by de Monts consisted of a mixed assemblage of Catholics and Huguenots, and one of the latter had been accused of murdering the missing Aubrey; the joy with which the tidings of his safety were received was therefore extreme as it was felt that such a suspicion of foul play would destroy the harmony and endanger the success of the expedition.]

For the REVIEW.]

The Schools of P. E. Island.

The annual report of the public schools of P. E. I. for 1897, by D. J. McLeod, Chief Superintendent of Education, is replete with valuable information concerning educational matters in the island province. There are at present 467 schools in operation, an increase of three over the preceding year. It is gratifying to know that during the last year there were no vacant schools on the island. There were 579 school departments in operation during 1897, being an increase of ten over the previous year.

Last year the number of teachers employed was 579, an increase of ten over 1896. Teachers of the first or highest class employed in 1897 numbered 72, an increase of seven; of class II. 339, an increase of 33; of class III., 168, a decrease of 30. The number of male teachers employed was 332, an increase of eight; of female teachers 247, an increase of two. In very few instances are third class teachers employed except as assistants in graded and first class schools, and in these cases female teachers are generally hired.

There were fewer pupils by 293 enrolled during 1897 than during 1896, and the average attendance was 434 less than in 1896. This decrease in attendance is evidently due to sickness which was very prevalent during the winter months of '97. The percentage of the population enrolled in schools is 20 and the average attendance 59.41 per cent.

There is an increase of over \$2500 in the expenditure for education for the past year. The additional number of second class teachers employed during the year account for the greater part of this amount. The average expenditure for each pupil enrolled was \$12.44. Of this amount 80 per cent was paid by government and 20 per cent by the school boards.

The average salaries of the teachers for 1897 were: Class I., males, \$426.88, females, \$333.33; Class II., males, \$246.46, females, \$198.70; class III., males, \$193.14, females, \$151.38. The highest salary paid was \$783 and the lowest \$130.

As regards inspectors, the island is divided into two districts, Mr. Alex. Campbell of Victoria, is inspector for the western inspectorial district, and Mr. Geo. J. McCormac, of St. George's, for the eastern district. There are 43 Acadian schools. These are inspected by Prof. J. O. Arsenault, principal of the Model School, Charlottetown. Mr. Ewen Stewart is inspector and grading master of the Charlottetown schools.

The Provincial Teachers' Association meets at Charlottetown every September, and is always well attended by the teachers as well as by others interested

in educational matters. At the eighteenth meeting of the Association held last September, a very interesting address on "Individuality in Education," was delivered by Prof. W. C. Murray of Dalhousie College, Halifax. Among other things, the lecturer said that the teacher should be given greater latitude and responsibility, and the pupil should not be compelled to conform to the common mould. The tendency of the age is against the individual; and our system of education either retards or hastens this movement. If we wish to remain in the van, we must so shape our system of national education that our young men will become not faint echoes of the opinions of others, not feeble and ineffective imitators of a hardier race, but men of vigor, original, and leaders in every enterprise and daring. Examinations, overloaded courses and bad text-books hem the teacher in on every side. The central authority says he must teach so much and from such and such books, and then it holds over his back the scorpion lash of examination. We want a system that will allow the teacher to teach a few useful and congenial subjects thoroughly, to encourage curiosity over as wide a range of subjects as possible, and not to overteach. We must make the classes conform to the needs of the individual not the individual to the classes. M.

Bird Conundrums.

(Answers next month)

- 1.—In fiery draughts I once was found,
I wade in the water or walk on the ground.
- 2.—In olden times I used to ride,
With lords and ladies by my side.
- 3.—The rank is but the guinea's stamp,
But I'm a fowl "for a' that."
- 4.—A bird as happy as happy can be,
And also a name for frolic or spree.
- 5.—I am not foolish, or easily deceived,
As from my name might be believed.
- 6.—In wintry weather I come to cheer,
Of storms and blizzards I have no fear.
- 7.—A plaited muslin collar, by lords and ladies worn,
For me, alas! is all the name I own.
- 8.—They call me gaudy, vain, and proud,
My voice discordant, harsh and loud.
- 9.—I am harmless and gentle alway,
Be ye like me, the Scriptures say.
- 10.—I can sew up a nest with stitches, you'll find,
But general sewing is not to my mind.
- 11.—My first is a color, my second a tool,
A species of woodpecker they call me at school.
- 12.—An architect of world-wide fame
Methinks was proud to bear my name.
- 13.—A pet idea, men sometimes bestride,
"He rides, my goodness! how he rides!"

- 14.—My make-up is to steal and give good cheer,
Quite glad you are to see me here.
- 15.—A lady's name, and something good to eat,
Noisy and mischievous, I can be taught to speak.
- 16.—I am remarkable for size, strength, and grace,
And am very much coveted by the human race.
- 17.—The disappointed politician's proper food,
I'm seen the season 'round in field and wood.
- 18.—More than any bird that flies,
I am reputed wise.
- 19.—I soar and fly and never rest,
And sailors seeing me, are blest.
- 20.—For a misnomer I have cause to grieve,
As in moral suasion I firmly believe.
- 21.—The first Sunday in May I woo and wed,
I hang my nest by a slender thread.
- 22.—Bird, blossom, or bee, 'tis hard to tell
Which I most resemble.
- 23.—I'm homely and ugly, yet seem to own
What ladies and savages prize in each zone.
- 24.—I'm eagerly sought with my slender bill,
In my lord's menu I've a place to fill.
- 25.—Mockery is quite bewitching in me,
But wine is a mocker from which you should flee.
- 26.—Mythology made me a monster, I've heard,
But now I am sure to be only a bird.
- 27.—I am not an animal, as my name might imply,
But have a nest made of mud, and two wings to fly.
- 28.—My home is an island in far-distant seas.
My sweetest songs are memories,
- 29.—A taste for cereals I do not lack,
I mourn my sins in a coat of black.
- 30.—Black and white, with a dash of red, is seen,
As I hunt for frogs in pastures green.
- 31.—A stupid fellow expresses what I am,
But as a bird I do the best I can.
- 32.—My glad heart sings by day and night,
Six olive eggs are my delight.
- 33.—I made a poet famous evermore,
But I never sat above his door.
- 34.—It's not by flesh, but by my quill,
That I am great for good or ill.
- 35.—My whole expresses what you would say
When William is surly or sour some day.
- 36.—A kind of cloth, and somebody's pet,
My name as a bird, pray, do not forget.
- 37.—A ravenous bird, with hooked bill to destroy,
And also used as an amusement for boys.
- 38.—I've three names, "the prettiest bird of spring,"
So says Washington Irving.
- 39.—My first is a name for royalty,
My second supposed to follow the sea.
- 40.—The words I speak do not a thought conceal,
Nor yet by words do I a thought reveal.

—*Amelia A. Jennings in N. E. Journal of Education.*

Eternal vigilance is the price of good order.

Your Voice.

Your voice has a great deal to do with your success or your failure in life. This is particularly true in regard to the voice of the teacher. The teacher who habitually lets her voice fall is the one who usually gets obedience without delay. A positive tone, not necessarily a low tone, is one of the best possessions of the successful teacher. The sound of her words indicates that she believes she is making a success and there is no doubt about it in the minds of those who hear her.

The weak teacher proclaims her weakness in the slides of her voice. It is well worth study. If you have not a clear, cheerful tone, you can secure it by a little careful practice. If your work is not satisfactory it may be largely due to the fact that you have a sort of complaining or whining tone. The teacher who says, "Now, dear children, don't you want to study your spelling?" has a great deal yet to learn.

A continuous string of talk is a bad thing. The teacher who repeats the answers she gets from the children to make them more impressive is a failure as everyone knows, but the one who cackles all day about what she thinks important is just as bad. The more the soup is watered the thinner it gets. The more the old hen clucks the less the chickens pay attention. The clucking is for her own benefit, the chickens soon learn to pay no attention but let her cluck till she really has a fact about a bug or worm, and they find this out by her altered tone. Her animation alters her cluck. And so should the teacher's.

You can't help a certain delightful ring in your voice if you are so pleased with your subject that it animates you. Notice what your voice does when you have in your teaching what the preachers call a good time. Use that occasionally.—*Watts' Extra Teacher.*

How to Know a Bird.

To know the name of a bird is of comparatively little value; to know to what class he belongs is of no great moment; in short, to know him from the scientific standpoint amounts to little so far as the average child is concerned. If he becomes a specialist, he will learn all this quickly in later life. But to love birds and to form habits of observation sufficient to watch carefully every bird is worth as much as any branch of study. No training of the ear is better than that which comes from listening to the song of birds; no training in color knowledge is better than discrimination of their hues and tints; no better form of study than appreciation of their shape; no better discipline in the study of motion than in the study of their hopping, pecking, and flying.

Answers to Arbor Day Puzzles.

Below we give the answers to the Arbor Day Puzzles printed in our April number:

- | | |
|------------------------|---------------------|
| 1. Mistletoe. | 19. Primrose. |
| 2. Forget-me-not. | 20. Morning-Glory. |
| 3. Poppy. | 21. Magnolia. |
| 4. Aster. | 22. Carnation. |
| 5. Jack-in-the-Pulpit. | 23. Dogwood. |
| 6. Thistle. | 24. Peony. |
| 7. Box. | 25. Johnny-jump-up. |
| 8. Pennyroyal. | 26. Lilac. |
| 9. Dandelion. | 27. Sweet Peas. |
| 10. Dock. | 28. China Aster. |
| 11. Lady Slipper. | 29. Fuchsia. |
| 12. Flag. | 30. Elder. |
| 13. Tulip. | 31. In Violet. |
| 14. Trumpet. | 32. Larkspur. |
| 15. Snowball. | 33. Orchid. |
| 16. Goldenrod. | 34. Century Plant. |
| 17. Wandering Jew. | 35. Buttercup. |
| 18. Marigold. | 36. A Yellow Rose. |

Only one sent in answers completely corresponding to the above — Miss Maria Cavanagh, New Glasgow, N. S. Of eleven others, the nearest to the successful competitor and winner of the prize had five errors, the next eight, and so on.

Summer School of Science Notes.

Applications for information respecting this summer's meeting are being received by the secretary from all quarters. This year's school promises to be a large one.

Dr. Bailey, of Fredericton University, will give a course of geological lectures at the Summer School again this year. Those who had the opportunity of attending the doctor's lectures last year will gladly avail themselves of the opportunity of again attending the same, while those who missed the opportunity last year will be sure to embrace it this year.

Mr. G. U. Hay will take charge of the course in botany, and will also conduct the field work in that department.

The Moncton meeting of the Summer School will be the twelfth session, each one of which has grown in interest, profit and attendance.

The teaching of science is receiving more attention each year by our education departments. Teachers who may wish to improve their knowledge of and methods in teaching science will be greatly benefited by attending the July meeting of the Summer School.

To those teachers who have never attended the Summer School the programme offers a rare opportunity for self-improvement. To those who have attended, nothing need be said. The experience gained at the school will vitally touch and illumine their teaching. Civics, science, literature, etc., will be a new subject to many after having received the inspiration that comes from a course at the Summer School.

Arrangements are being made for a first-class, popular lecture during the session.

THE CLASS-ROOM.**Hints on Teaching History.**

Young students of history often find their greatest difficulty in properly connecting the several parts, in their minds and in their memories. They too often, when attempting to recite, attribute the wrong act to the different actors, or they put it in the wrong place, or at the wrong time, or they fail to see its proper connection with what has gone before or what follows. Now, there are these four natural connections, viz., *actors, time, place, cause and effect*. The first is the one in which young children are especially interested; they are moved by the stories of men who have done great things; and most of the attempts to teach them history should be in the form of biography. And how much may be given in this way! One who carefully reads the life of Franklin or Washington, or Webster or Lincoln, will acquire a considerable knowledge of an important period of our national history.

Too much is often attempted in the way of chronology; too many dates are undertaken; but an error still worse is to attempt too few or none at all. Let a few central dates be thoroughly fixed; and then refer other dates to them. For instance, in studying the Revolution, fix the dates of the Lexington fight, the Declaration, the surrender of Burgoyne, and then associate other events with these dates, as earlier or later.

As to place, it often happens that a series of most important events can be made to center around a certain locality, like Lake Champlain in studying our early history, or Mounts Ebal and Gerizim in studying Bible history. By means of maps, vivid descriptions, and all available illustrations, lead to a clear conception of the locality; then associate the events in a chronological order.

The relation of cause and effect is, at the same time, the most important and the most difficult of historical connections; it is the philosophy of history. To the mature student, it is the only thing of much value; but for the child, but little should be attempted along this line. Still a skilful teacher may do something even here, with bright children of twelve or fourteen. — *Public School Journal*.

Language and Grammar.

Write the correct abbreviation of each of the following words: Sunday, Wednesday, September, Mister, postmaster, principal, superintendent, barrels, dozen, interest, month, number, postoffice, first, second, fourth.

Write the plurals of the following names: Tree, bird,

wing, grasshopper, cricket, stick, stone, flower, meadow, potato, cargo, turkey, hawk, woman, gas, bench, tooth, knife, wolf, thief, plow, monkey, handkerchief, country, cherry, buoy.

Write the feminine forms of the following names : Lion, poet, prince, adventurer, actor, executor, testator, king, father, negro, emperor, duke, hero, widower, tiger.

Write sentences containing the following words used (1) as nouns, and (2) as verbs : Man, load, pass, work, play, hand, whip, heat, chain, stand, fly, rock, strap, point, milk, fan, iron, water, fire, sale.

Substitute a single word for each of the following metaphors : Earth's white mantle ; the land of nod ; the vale of tears ; the staff of life ; the king of the forest ; the ship of the desert.

Which of the bracketed words is preferable ? It tastes quite [strong, strongly] of cloves. He told them to sit [quiet, quietly] in their seats. They live just as [happy, happily] as before. The carriage rides [easy, easily]. Your piano sounds [different, differently] from ours. Doesn't that field of wheat look [beautifully, beautiful] ?

Copy the following words, correcting errors in spelling : Sacramento, kernal, cymbol, manouver, bachelor, asylum, gipsy, parsly, pulleys, forfeit, Margeret, counterfet, separate, associate, exagerate, advertize, insolvency.

The plurals of some nouns differ in meaning from the singulars ; as, salt, salts. Give other illustrations.

You are secretary of the Young People's Association of your town : Write a newspaper local calling the members together for a special meeting.

Change the following compounds into equivalent phrases : Moonlight, bull-baiting, carving-knife, free-man, scarecrow, garden-fruit, hotel waiters, grave-yard. —*School Record.*

Can You Pronounce Them.

We herewith present some names of persons which are often mis-pronounced. Even persons of education sometimes make amusing blunders in their use :

Munkasey, the Hungarian painter of the well-known picture, "Christ Before Pilate," pronounced his name Moonkotch-e, second syllable accented.

Mr. Gladstone, prime minister of England, pronounces Glad-stun, first syllable accented.

Mr. Carnegie, founder of the New Music Hall, located in West Fifty-seventh street, New York, pronounces his name Car-na-gy, second syllable accented.

Colquhoun, the Scottish statistical writer, died in 1820, aged seventy-five years. The pronunciation of his name is Ko-hoon, second syllable accented.

Coleridge, the English metaphysician and poet died in 1834, aged sixty-two years. His name is pronounced Coalridge.

D'Aubigné, the French historian, author of "History of the Reformation," died in 1872, aged seventy-eight years. His name is pronounced Do-bean-yea, last syllable accented.

Meissonier, the celebrated French painter, died in 1891, aged seventy-eight years. His name is pronounced May-sown-yea, last syllable accented.

Boulanger, French general, died in 1891, aged fifty-four years. His name is pronounced Boo-long-zha, last syllable accented.

Boucicault, the Irish dramatist and actor, died in 1892, aged seventy years. His name is pronounced Boo-se-ko, last syllable accented.

Desmoulin, French revolutionist, died in 1794, aged thirty-four. His name is pronounced Da-mou-lan, last syllable accented.

Michael Angelo, Italian painter and sculptor, died in 1562, aged eighty-eight years. The Italian pronunciation of the name is now given the preference, Mick-el-on-jel-o. The i has the sound of i in pickle, third syllable accented.

Scharwenka, German musical composer and pianist, was born in 1850. His name is pronounced Shar-ven-ka, second syllable accented.

Troyon, French painter of animals and landscapes, died in 1865, aged fifty-two years. His name is pronounced Trwah-yong, last syllable accented.

Khedive (Persian), a prince, a governor or viceroy—a title granted in 1866 by the Sultan of Turkey to the ruler of Egypt. The pronunciation is Ked-eve, last syllable accented.—*National Educator.*

Composition Subjects.

- What I know about Fishing.
- My Favorite Books.
- The Bravest Man I Know.
- What I would like if I could have my wish.
- How I shall spend my Vacation.
- Some Pets of Mine.
- Description of My Room.
- The Happiest Day of My Life.
- What I would do with a Hundred Dollars.
- How to Make a Kite.
- My Visit to the City.
- Weeding the Garden.
- How Maple Sugar is Made.
- What we did at our Picnic.
- How I tore my Dress and how I mended it.
- Ten years from now—What I shall be doing.

like doves," replied ——. "I wish we could get them." "O, no," said Inez, "it would be —— to take them even if we could —— them. Their —— is out here in the —— and they would be unhappy elsewhere." So they finished their pleasant —— and came —— happy.

Spelling and Language.

Fill each blank with a single word that means more than one.

- A — of flies. A — of people.
 A — of soldiers. An — of soldiers.
 A — of soldiers. A — of soldiers.
 A — of daisies. A — of grapes.
 A — of books. A — of wood.
 A — of stones. A — of corn.
 A — of trees. A — of clouds.
 A — of musicians. A — of flowers.
 A — of wolves. A — of pigeons.
 A — of ships. A — of cattle.
 A — of locusts. A — of chickens.
 A — of roses. A — of sand.
 A — of sheep. A — of pigs.
 A — of pictures. A — of sailors.
 A — of bushes. A — of flowers.
 A — of keys. A — of mackerel.

Waste No Time.

Few things are more depressing to the intelligent visitor in many of our schools, than the prodigal waste of time that he observes. Lack of promptness in calling and dismissing classes, in announcing lessons and giving directions, in putting questions and making explanations,—all this and more on the part of the teacher,—with slowness of bodily movements, waste of time in making recitations, time consumed in blundering, on the part of the pupil,—all this waste, if it were accurately computed, would diminish by a large percentage the available minutes of the day. When we remember that, for most children, the entire number of their school days will not exceed 400 or 500, we may well think the loss of time appalling.

But this is not all of it. Where things go on in this way, the "loins of the mind" are never girded up, and the best work is never done. Furthermore slackness, shiftlessness, grows into a habit. In estimating the qualifications of a teacher, it seems to us that few matters deserve higher consideration than a habit of wakeful, intelligent, promptness that shall save every minute of the pupil's time, shall rouse him to his best efforts, and shall form in him habits of quick, vigorous, activity, that will be a permanent acquisition of the highest value,

Age of Trees.

Elm, 300 years; ivy, 355 years; maple, 516 years; larch, 575 years; orange, 630 years; cypress, 800 years; walnut, 900 years; Oriental plane, 1,000 years; lime, 1,100 years; spruce, 1,200 years; oak, 1,500 years; cedar, 2,000 years; yew, 3,200 years. The way in which the ages of these trees have been ascertained leaves no doubt of their correctness. In some few cases the data has been furnished by historical records and by traditions, but the botanical archaeologists have a resource independent of either, and, when carefully used, is infallible.

Of all the forms of nature, trees alone disclose their ages candidly and freely.—*West Virginia School Journal.*

A Good Motto.

Many, perhaps most, of our school-rooms have their walls adorned with mottoes, more or less appropriate and artistic; sometimes they are written or printed on the blackboard. This use of good mottoes serves many good purposes, not the least of which is that a sentiment or injunction on which a child's eye rests every time he raises it from his book, is pretty sure to be indelibly fixed in his memory, and to give rise to thoughts whose pondering may be of great profit.

Somewhere, recently, we came across the following, which seems to us well worthy a place among the mottoes of a school-room: "Pay for what you get, and don't forget your manners." There is no more important element of a sound character than a genuine wish and purpose to give a full equivalent for all we receive, to pay for what we get, to deal justly in all things. In truth, it may be said, with hardly an exception, that a desire to *get something for nothing* is at the root of most of the devilry in the world. What but this is the source of over-reaching in trade, of all kinds of cheating, of breaches of trust, of gambling, stealing, robbing and burglary, and often of murder? What other enemy lurking in the mind offers a more fatal invitation to temptation? One of the strongest foundations of a strong and righteous character has been laid when one's choice and habit make him unwilling to receive without giving equally.

But one may be just, and yet be a boor, as he may, perhaps more easily, be courteous and yet be a rascal. So the motto does well in that it couples manliness and manners, and puts them in the right relation to each other. It will do the boys and girls good to put this motto into their memories, and to put its habitual observance into their lives.

Jock, when ye hae naething else to do, ye may be aye sticking in a tree; it will be growing, Jock, when ye're sleeping.—*Scott.*

Petting the Children.

You have heard it said—perhaps some cold-blooded principal has given you orders—“Don’t pet the children.”

Why not? Haven’t the tiny tots just come from a warm, loving home life, where the mother’s caress was the balm for every ache? And now, I suppose, that they have arrived at the dignity of entering the public school, no matter how homesick and mothersick their lonesome little hearts, no matter how strange and cold seem their surroundings, the teacher is never to give them a “love pat,” an affectionate caress, a motherly hug? Such a thing as putting an arm around some neglected child is to be looked at with horror? No, no! The teacher without a loving, motherly heart in her bosom is out of place in the primary schoolroom. Don’t let your natural inclinations be trampled on in that style, you primary teacher.—*The North Western Monthly.*

Family of Four on \$200 Per Year.

A. H. Zander, a Wisconsin teacher, contributes an article to the *March Ladies’ Home Journal* in which he tells how he maintains a family of four persons—his wife, two children and himself—on \$200 per year. He is a teacher, and is paid a salary of \$405, out of which he saves and puts out at interest \$200 yearly. Living in a small Wisconsin town, he has the advantage of cheap rents, his house costing him \$36 per year. His other expenses are: Provisions, \$94.82; clothing and footwear, \$38; magazines and newspapers, \$5; incidentals, \$40.

“Our meals,” Mr. Zander writes, “we find abundant in quantity and variety. For breakfast we have coffee, coffee-cake, bread and butter, with eggs or fried ham occasionally. For dinner we have boiled potatoes with butter gravy, boiled cabbage or other vegetables, and pudding or pie, and coffee. Sometimes we have pork and beans, and sometimes some egg preparation, as potato pancakes, dumplings, etc., while with one meal in the week we have meat. For supper we have the remains of our dinner, with fried or baked potatoes, and eggs. We have coffee with every meal. On this fare we thrive well.”

Why is the English pound called a pound sterling? Why is the word “sterling” stamped on silverware? The explanation is as follows: Among the early minters of coin in Northern Europe were the dwellers of Eastern Germany. They were so skilful in their calling that numbers of them were invited to England to manufacture the metal money of the kingdom. The strangers were known as “easterlings.” After a time the word became abbreviated to “sterling,” and in this form it has come to imply what is genuine in money, plate or character.—*Christian Work.*

A Cleveland Experience.

In one of the public schoolrooms of the primary grade the teacher has been reading Longfellow’s “Hiawatha” to her pupils. Of course this is a rather ambitious work for the little ones; but they enjoy it, and the rhythm seems particularly pleasing to them. When they come to a hard word the teacher goes to the blackboard and draws a picture to illustrate its meaning. This the pupils find highly entertaining, and it helps in quite a remarkable way to fix the text in their minds. A few days ago they came to this line in the early part of the poem:

“At the door on summer evenings sat the little Hiawatha.”

At—th’ door—on sum-mer eve-nings sat th’ little—,” read the children. “Go on,” said the teacher. But they didn’t go on. The name of Hiawatha was too much for them. They knew who Hiawatha was, but they didn’t recognize his name. So the teacher went to the board and took considerable pains in drawing. First, a wigwam with the poles sticking up above it, and a rude aboriginal painting on the side; second, little Hiawatha, with feathers in his hair, squatted at the wigwam door; third, a fine harvest moon. Then she pointed at Hiawatha and asked what it was. There was a general craning of necks and shaking of heads. “Come, come,” cried the teacher, “you know what that is.” Then one little girl spoke up: “I guess I know what it is, teacher.” “You may tell the class, Laura.” “I guess it’s a mud turtle.” And instantly, with one accord, the class glibly repeated:

“At the door on sum-mer eve-nings sat th’ lit-tle mud-dy tur-tle.”

And the teacher feels that her artistic cleverness received a hard and cruel blow.—*Cleveland Plain Dealer.*

THE ‘ROUND TABLE TALKS

BETWEEN EDITORS AND READERS.

FOR ENQUIRER.—(1) The sum of \$500 is borrowed at the beginning of the year at a certain rate per cent., and after 9 mos. \$400 is borrowed at double the previous rate. At the end of the year the interest on both loans is \$35. What is the rate at which the first sum is borrowed?

(2) What is the difference between *high water* and *high tide*?

(1) At 1% int. on \$500 for 1 year = \$5.

“ 2% “ “ 400 “ $\frac{1}{4}$ “ = 2.

Interest on both sums = \$7.

But the given interest on both sums is \$35, which is 5 times greater than \$7. Therefore the required rate must be 5 times 1% = 5%.

(2) *High water* occurs twice in about every twenty-five hours. *High tide*—that is, *spring tide*—occurs at new moon and at full moon,

SCHOOL AND COLLEGE.

The Teachers' Institute of District No. 4, N. S., L. S. Morse, Inspector, will be held in the Masonic Hall, Annapolis, on Thursday and Friday, May 19th and 20th. An excellent and varied programme has been arranged.

The oldest teacher under engagement on P. E. Island is Mr. Alexander McNeill, of Village Green, Queens County. He is seventy-four years old, and has been teaching continuously for the last fifty-seven years.

France has 83,465 public schools, with 154,563 teachers, and 4,580,183 pupils.

Owing to deficiency in attendance, one of the departments of Mt. Stewart School, Queens Co., P. E. I., has been closed.

Miss Agnes B. Scott, the principal of the graded school at Sandy Cove, Digby County, and Miss Ida M. Bishop, of Mink Cove, Digby County, have each succeeded, by means of school entertainments, in raising funds for apparatus and for improving the appearance of their schoolrooms. These young ladies are efficient first-class teachers, and they are deservedly popular in their respective spheres of labor.

During the last school year three new schools have been put in operation in the eastern inspectorial district of P. E. Island, viz.: Alliston, Pamare Island and Boughton Island.

Boston expects to have a high school commercial course in full operation next September.

Mr. C. C. Richards, of Charlottetown, has recently accepted the principalship of the Colville High School, Souris East, which became vacant owing to Principal McFarlane resigning. We are sorry to note that Mr. McFarlane's health is such as to necessitate his going under treatment in a Montreal hospital.

After a trial of three years, medical inspection in the public schools of Boston is a most gratifying success.

On P. E. Island there are forty-three Acadian schools, seven of which are graded, and contain two departments each.

On April 21st, Inspector McCormac visited the high school at Murray Harbor, South Kings County, P. E. I. This is a school of three departments under the principalship of Mr. A. D. Fraser, one of the most energetic and efficient teachers in the province. Mr. Fraser has recently, by means of a very successful school concert, been able to furnish his school with a Canadian flag and a bell. Nicely framed pictures of Premier Laurier, Queen Victoria and Sir John A. Macdonald adorn the walls of the principal's class-room. The vice-principal, Miss Mary McLeod, and the primary teacher, Miss Julia Brehaut are working very successfully.

Mr. A. Bennet McDonald resigned his position as teacher of Red Point school district, P. E. Island, on April 1st. He is succeeded by Mr. Raymond McPhee.

Mr. Timothy McDonald, principal of Bridgetown school and one of the oldest as well as one of the most successful teachers on P. E. I., has for several weeks been very ill with inflammation of the lungs. We are pleased to learn that he is convalescent and trust that he may soon be able to resume his duties.

The Chief Superintendent of Education for P. E. Island, in his annual report just published, refers to the late Inspector Murphy in the following words: "During the year now ended the cause of education throughout the province has sustained a serious loss in the death of Mr. D. F. Murphy, late inspector of schools for the eastern division. Though a very young man when he assumed the duties of his responsible position yet he proved himself well worthy of the confidence reposed in him by his employers. In all the duties connected with his office, he exercised sound judgment, caution and penetration. The teachers throughout the inspectorate, who have had the inspiration of his instruction and guidance, will feel that they have lost a good friend and a wise counsellor."

The Superior school at Hopewell Hill, Albert Co., N. B., has just added fifty-seven volumes to its library, making a total of 225 volumes. The library was started in 1888, when Principal, now Inspector, R. P. Steeves, had charge of the school. The present principal, Mr. A. C. M. Lawson, has done much to increase the value of the library, by recent additions, many of the books being for the children of primary grades.

The Local Council of Women in Charlottetown, at a meeting held recently, decided to petition the legislature to so amend the school law that women may be appointed to the school board.

Arrangements have been completed by the teacher, Mr. B. W. Robertson, to hold a public meeting in the interests of education at the Westfield public hall on the evening of May 20th, beginning at 7.30 p. m. An address will be given by Inspector Carter on the "Duties and Responsibilities of Parents, Pupils and Teachers." Mr. G. U. Hay and others will also deliver addresses. It is hoped that at the meeting steps may be taken to form an association of the teachers of the parish—all of whom as well as school officers and parents are cordially invited to be present.

The trustees of Glen William School, Kings County, P. E. I., have recently provided their school with new furniture of the improved type. This school is well supplied with maps and has a large blackboard surface.

By the Ahern Bill which has recently been passed in New York, a minimum salary of \$2160 has been fixed for men teachers after twelve years' service and for women of \$1200 after fifteen years' service.

Mr. John A. Cameron of Centre Line Road, who has been "wielding the birch" for over thirty-five years, and has taught several of the primary schools of P. E. I., bade adieu to the profession on the 31st of March last.

Inspector Carter expects to visit the schools on the islands of Charlotte County in June.

The closing exercises of Dalhousie College took place on the 26th of April in the Academy of Music at Halifax. In spite of the unfavorable weather a very large audience gathered. The number of degrees conferred was the largest in the history of the university. In the faculty of arts thirty received the

degree of Bachelor of Arts, fifteen the degree of Master of Arts, and one the degree of Bachelor of Letters; in the faculty of science the degree of Bachelor of Science was conferred on two, and that of Master of Science on one. The law school had twenty-three graduates and the medical college nine. A Prince Edward Island student, Mr. D. A. MacRae, received, as the reward of a very brilliant course, the university medal. The nomination to the 1851 Exhibition Scholarship, worth £150, was given to Mr. E. H. Archibald. A student from far off Trinidad received recognition of exceptionally brilliant work in mathematics and other subjects of the first and second years' course. After the degrees had been conferred and the various medals and prizes awarded, the gathering was addressed by the Rev. Mr. Armitage, rector of St. Paul's church, Halifax, and by Mr. Wallace, M. P. P. The former gentleman dwelt on the benefits which a university like Dalhousie brought to the city of Halifax and the Maritime Provinces. He made an appeal for her support, and especially for her scientific department, a department so necessary for the development of the resources of our country. Mr. Wallace recalled the early history of the law school, paying a fine tribute to the influence and power of the Dean, Dr. Weldon. The friends of Dalhousie everywhere can be justly proud of the great and varied work she is doing in spite of all disadvantages.—*Com.*

RECENT BOOKS.

Books to train students for public speaking are legion, and too many of them are of that vapid style of oratory which produce little impression, or create false ideas of public life and duties. The one¹ before us, compiled for use of students of united schools and colleges, has many excellent features, the selections being for the most part from the speeches and writings of distinguished authors, orators and statesmen such as Henry Cabot Lodge, Chauncey M. Depew, Geo. William Curtis, Wendell Phillips, William H. Seward, Henry Ward Beecher, and others. There is a Part I consisting of 156 pages, a large part of the book devoted to a number of selections for drill. These selections have been carefully made, and contain shorter passages from some of the masterpieces of English literature.

"In writing this book²," says the author, "I have endeavoured to include everything that is usually given under the head of arithmetic." In addition to this he has given a valuable chapter on Stocks and Foreign Exchange, which, though not strictly a part of arithmetic, will be welcomed from its practical importance. Another addition that will be found very useful is an appendix, which contains a description of coins and their values, calendars, measures of length, weight and capacity, paper currency, etc. Appended to the important chapters there will be found a set of miscellaneous examples, which furnish excellent material for reviews.

We have from time to time in the REVIEW noticed Murché's excellent series of science readers, published by the Macmillan's of London. The new series, which they have just begun

¹ THE NEW CENTURY SPEAKER, for School and College, by Henry Allyn Frink, Ph. D., of Amherst College. Pages, 346. Cloth. Ginn & Co., Publishers, Boston.

² AN ARITHMETIC FOR SCHOOLS (with answers), by S. L. Loney, M.A., sometime Fellow of Sidney Sussex College, Cambridge. Pages, 432 + xliii. Price, 4s. 6d. Publishers, Macmillan & Co., London.

by the same author, on Domestic Economy¹ is destined to be very useful, if we can judge from the first number. It is a Teacher's Manual, the guiding principle throughout, as in the science readers, being "from the known to the unknown, and that by easy natural stages, so that each step may suggest the next." No better example could be given of the excellent plan in which this is carried out than in the "First Chat" on a Loaf of Bread. The process of bread making, grinding the flour, growth and harvesting of wheat, cultivation of the land for its production, are illustrated in simple language, accompanied by drawings; and so on through the book with cheese, butter, salt, tea, coffee, sugar, fruit, fish, and the varied products of household economy.

The two simple and charming stories, in German², in Heath's Modern Language Series, furnish excellent material for early and easy reading by students. The text is very simple both in matter and style, and the notes and vocabulary, with introduction, make each little book complete in itself. The price—25c. and 35c.—is a marvel of cheapness when one looks at the clear and beautiful text, and the catch words in the vocabulary and notes printed in full-face type. The series—Heath's Modern Language Series—has become almost indispensable to beginners in the study of modern language.

"I have written these little scenes³, taken from the life of a small French child, with the two-fold hope of teaching English children my native tongue and of amusing them." No more delightful way of illustrating how French should be taught to children could be devised than this charming little book. "Bébé" (not Baby) is a five-year-old Briton who is initiated into the mysteries of the French language in a series of conversations on every-day topics. There are twenty-four illustrations, taken from the every-day life of the child. These are happily conceived, and help to make the book a veritable treasure trove.

The editors of Euclid work on ground which has already been so exhaustively cultivated that they can expect to make few striking additions or improvements. Any new translation published must, to justify its appearance, be almost perfect in every respect. The edition before us⁴ seems to reach a high standard, both in external form and in accuracy of explanation and in logical arrangement of all the material of the book. Great care seems to have been taken, not only with a view to making the proofs logically perfect in conclusions and sequence of the parts of the arrangement, but also to helping the beginner by placing each conclusion and its basis separate and distinct on the printed page. In this way the book seems to afford unusually good models for examination work. The use of symbols and contractions is extensive—perhaps not a desirable feature for the beginner, however convenient the ability to

¹ THE TEACHER'S MANUAL OF OBJECT LESSONS IN DOMESTIC ECONOMY, by Vincent T. Murché. Pages, 250. Cloth. Price, 2s. 6d. Macmillan & Co., publishers, London.

² DER ZERBROCHENE KRUG, by Heinrich Zschokke, edited by Edw. S. Joynes, South Carolina College; BAUMBACH'S NICOTIANA, edited by Dr. Wilhelm Bernhardt. Pages 76 and 106, boards. Published by D. C. Heath & Co., Boston.

³ SCENES OF CHILD-LIFE IN COLLOQUIAL FRENCH, by Mrs. J. G. Fraser (Lilly Grove). Illustrated by H. M. Brock. Pages, 123. Price, 2s. 6d. Publishers, Macmillan & Co., London.

⁴ EUCLID'S ELEMENTS OF GEOMETRY. Books I. and II., by Charles Smith, M.A., and Sophie Bryant, D.Sc. Price, 1s. 6d. London: Macmillan & Co.

make use of symbols may be at the examination desk. The exercises are good. The most important of them are solved at the end of each book. On the whole, the mathematical teacher will find much to admire in this little book.

B. OKS RECEIVED.

To be reviewed in next number, or when space will permit:

LESSONS IN ENGLISH: Nova Scotia School Series; by Prin. G. R. Marshall and Prin. W. T. Kennedy. MacKinlay & Co., Halifax, 1898.

From Macmillan & Co., London: MURCHÉ'S SCIENCE READERS, No. VII, by Vincent T. Murché; L'ABBÉ DANIEL, by André Theuriet; ZWISCHEN DEN SCHLACHTEN, by Otto Elster; SACS ET PARCHEMINS, by Sandeau; SAPPHO, by Franz Grillparzer.

THE MAY MAGAZINES.

The May number of *The Century* appears in a special cover, printed in gold and colors, after a design by Fernand Lungren, representing the great mesa of Katzimo. This is apropos of an article in the number by F. W. Hodge, of the Ethnological Bureau, describing his recent "Ascent of the Enchanted Mesa." Mr. Hodge claims to have discovered proofs of the truth of the old Ancoma tradition that the mesa was once the site of a pueblo settlement. The article is illustrated from photographs. . . . In *St. Nicholas* a second and concluding paper, on "The Little Japanese at Home," is contributed by Ida Tigner Hodnett. In this article Miss Hodnett describes girl life and school life in the Sunrise Kingdom. The serial features still

continue in interest. . . In its issue for May 28th *Littell's Living Age* will begin the publication of the most striking English serial of the year, "John Splendid, by Neil Munro, now in course of publication in Blackwood's Magazine. The *Living Age* has bought the right to print this story from the owners of the American copyright, and will continue its publication in weekly instalments until it is completed. . . . "Cuba and Her People" is a subject to which William Eleroy Curtis does full justice in his article in *The Chautauquan* for May. . . . No one could do better than to get that high class periodical, *The Ladies' Home Journal*, and find out what to do in vacation by reading "Vacation Days on a House-Boat," "Ten Weeks in Europe for \$200," "Comfort in Tent and Cabin," and "Summer Pleasures for Suburban Places." . . . In the May *Atlantic* Prof. Mark H. Liddell, in English Literature and the Vernacular, points out the difference between the spoken and the written language, and shows how small distinctions and variations gradually grow until the language of one generation is uncomprehended or miscomprehended by the next. . . . The *Popular Science Monthly* has several valuable articles, among which are "The West Indian Bridge Between North and South America," "A Study of Snow Crystals," "A Study of Children's Ideals," etc. . . . Those who would keep abreast of medical science could not do better than subscribe for *The Medical Record*, a weekly journal of medicine and surgery published in New York. Its articles are not only interesting to the profession, but to teachers also. . . . The *Forum* for May contains some important educational articles: "The Physical Factor in Public School Education," "The Primary Education Fetich," and an article that will be of interest to all Canadians by Dr. J. G. Bourinot, "Canada's Relations with the United States and Her Influence in Imperial Councils."

Educational Institute of New Brunswick,

The Institute will assemble in the HIGH SCHOOL BUILDING,
ST. JOHN, N. B., on TUESDAY, JUNE 28, 1898, at 2.30 p.m.



PROGRAMME—(REVISED.)

TUESDAY, JUNE 28, 2.30 p. m. Enrolment of Members and Election of Secretaries.
3.30 p. m.—Address, "Half-Finished Work," by Rev. W. O. Raymond.
8.00 p. m.—Public Educational Meeting.
WEDNESDAY, JUNE 29, 9 a. m.—"The Advantages of the Concord System," by Supt. Stetson, of Maine. Discussion opened by Inspector Carter.
10.30 to 12—"How Others Do." Prof. W. C. Murray will read a paper on Education in the German Schools, and D. Mitchell, B.A., on the Schools of Massachusetts.
2.00 p. m.—"The Teacher's Ideals," by Prof. Andrews, of Mount Allison University. Discussion opened by ————
3.30 p. m.—Election of Executive Committee and Representative to University Senate.

8.00 p. m.—Conversazione, Natural History Society Rooms.
THURSDAY, 9 a. m.—"Some School Studies in Relation to Mental Development," by H. C. Henderson, B. A. Discussion opened by Principal Mullin and Mr. Wm. H. Parlee.
10.30 to 12—"Agricultural Development and Its Educational Needs," by W. W. Hubbard, Esq. Discussion opened by G. J. Oulton, B. A.
2.00 to 3.00 p. m.—Address by Prof. Kierstead, of Acadia College.
3.00 to 3.30 p. m.—Discussion on the Advisability of Supplying Free School Material to Pupils. Opened by Principal McFarlane, of St. Stephen, and Principal Sutherland, of Milltown.
3.30 to 4.30 p. m.—General and Unfinished Business.

The usual arrangements for reduced fares will be made with the Railway and Steamboat Lines.

JOHN BRITTAIN, Secretary.

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which consist of two cards or more (according to number of pupils) tied together with silk cord. On the first is printed the name of school, town, teachers, date, officers, or such special matter as you may desire, in bright gold letters, and on the second the names of all the pupils in the school. Heavy embossed ivory finished cards, specially made for this purpose, are used, and the Souvenirs are highly artistic in every respect. In addition to their attractive appearance they contain matter which renders them so valuable that they will be highly prized and always kept.

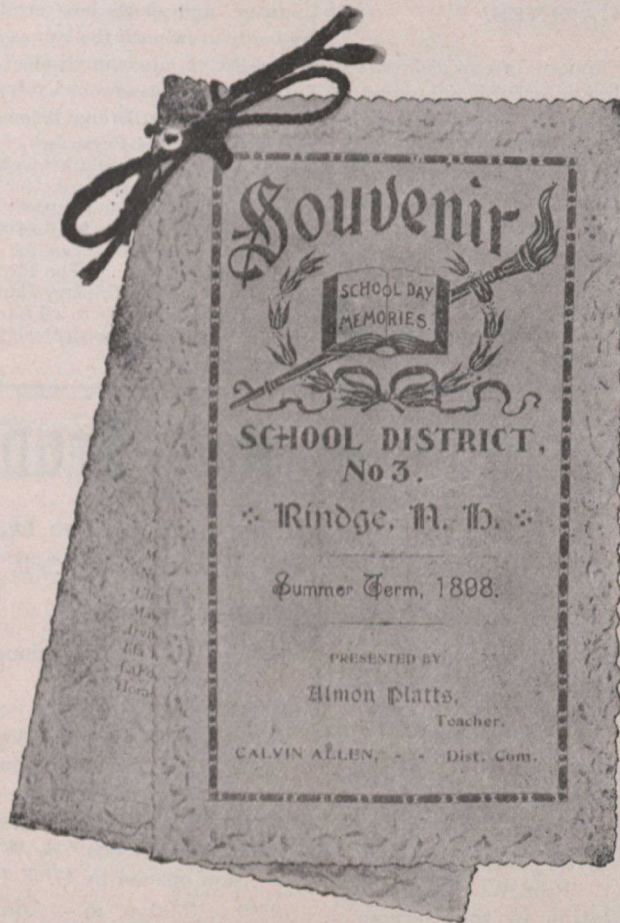
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Canadian Magazine, Monthly,	\$2.50	\$2.50
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Littell's Living Age, "	6.00	6.40
Popular Science, "	2.00	2.30
The Century, Monthly,	4.00	4.40
The Atlantic Monthly,	4.00	4.40
The Forum, Monthly,	3.00	3.65
Popular Science Monthly,	5.00	5.00
Toronto Mail and Empire, Weekly,	50	1.40
Farm and Fireside, "	50	1.40
Family Herald and Weekly Star,	1.00	1.65
Montreal Witness, Daily,	3.00	2.90
" " Weekly,	1.00	1.50
Northern Messenger,	30	1.10

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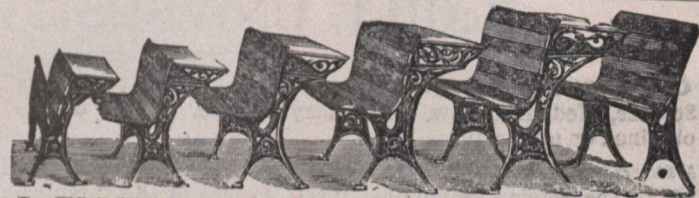
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