

PAGES

MISSING



THOROUGHBRED.

From a Painting by H. Hardy.



The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., JULY-AUGUST, 1910.

\$1.00 PER YEAR.

G. U. HAY,
Editor for New Brunswick.

A. MCKAY,
Editor for Nova Scotia.

THE EDUCATIONAL REVIEW.

Office, 31 Leinster Street, St. John, N. B.

PRINTED BY BARNES & CO., ST. JOHN, N. B.

CONTENTS:

Editorial Notes	35
Vacation and School Hours	36
Trained Teachers and Salaries	36
Good Teaching	37
N. B. Provincial Educational Institute	37
A Family of Robins	39
Nature Study—August and September	41
Geography in Rural Schools (to be concluded)	41
What People are Saying	43
The Better Way	44
Teaching Truthfulness	44
Drawing	45
Spelling—Second Grade	45
A Proposition to Reform the Calendar	46
Little Poems for Little Folk	47
For the First Day	47
Old Sayings in Rhymes	49
School Games, Indoors or Out	50
Where Mary and Her Lamb Went to School	51
Current Events	51
School and College	54
Recent Books	56
Late Magazines	57

NEW ADVERTISEMENTS

Headquarters for School Supplies, p. 31; Mt. Allison Academy, p. 32; Acadia Ladies' Seminary, p. 34; Carnegie College, p. 34; N. S. Provincial Educational Association, p. 53; Mt. Allison Ladies' College, p. 55; School Calendars N. B. and N. S., p. 55; Chapman's Loose Leaf Note Books, p. 57; Canadian School of Musketry, p. 57; Halifax Ladies' College, p. 58.

THE EDUCATIONAL REVIEW is published on the tenth of each month, except July. Subscription price, one dollar a year; single numbers, ten cents. Postage is prepaid by the publishers, and subscriptions may begin with any number.

When a change of address is ordered, both the NEW and the OLD address should be given.

If a subscriber wishes the paper to be discontinued at the expiration of the subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired. It is important that subscribers attend to this in order that loss and misunderstanding may be avoided.

The number accompanying each address tells to what date the subscription is paid. Thus "278" shows that the subscription is paid to Aug. 1, 1910.

Address all correspondence to

THE EDUCATIONAL REVIEW,
St. John, N. B.

Teachers should draw the attention of their pupils to the opening of the colleges next month. There may be scholars who are looking forward in the future to a college course. Encourage them to lay a good foundation in their studies so that they may be well prepared for this or for any work in life that lies open before them. Their interest will be aroused in their present work if they have an object in view.

The meeting of the Provincial Educational Association of Nova Scotia will be held at Truro on the last day of August and the first two days

of September. A programme of particulars will be found on another page. The subjects to be discussed are important and will no doubt draw together a large representation of teachers.

The Royal Commission on Industrial Training and Technical Education, of which Dr. J. W. Robertson is chairman, is now making a tour of the Maritime Provinces collecting evidences and making inquiries in regard to industries and other operations. The Commission will visit other portions of Canada with the same object in view after which it will make an inquiry into systems and methods of technical instruction in the United States, Great Britain, Germany, France and other countries. It is confidently expected that the results from the labours of such a commission will be of the greatest advantage to Canada in developing its resources and in advancing technical pursuits.

The REVIEW goes to three hundred and fifty new subscribers this month in addition to those who have been receiving it in the past, some of whom have been its steady subscribers since the first number was issued—more than twenty-three years ago. Never in its history has the REVIEW had so many subscribers as at present, and we thank them for the continued financial support and encouragement received. No effort will be spared during the coming year to make it the best in its history.

The following back numbers of the EDUCATIONAL REVIEW are needed: September, 1887; November, 1889; February, 1890; March, 1890; February, 1891. A year's subscription to the REVIEW will be credited to a subscriber sending each one of the above numbers.

No REVIEW was published in the month of July. This has been the custom for many years past, yet subscribers frequently write asking for the July number.

We ask a careful reading of the article on Geography in Rural Schools, part of which appears in this number, the remainder to be published in the September REVIEW. The author is probably the highest authority on geography on this continent. He invests his subject with a fascination that will stimulate teachers and their boys and girls to study the subject from nature as well as from books. It is not only an essay on geography; it takes in the whole problem of nature-study, and may be made the foundation of an intelligent study of agriculture and of better rural conditions.

Vacations and School Hours.

The tendency to shorten school hours and the school term by making the vacation longer is undoubtedly responsible for some superficial school work. Our school courses are crowded, and there are important subjects, such as music and drawing, pressing for more attention. It may be necessary, as Superintendent Carter recently admitted, to lengthen the school day to allow sufficient time to teach these subjects. There is no good reason why city schools should have a day of five hours and the country schools one of six, nor is there any reason why the summer vacation in the country should be shorter than in the city, which has been the rule until very recently.

Teachers of advanced schools in towns and cities find the time all too short to overtake their work, and the worry incidental to the effort to do this is more wearing on the teacher than would be a less congested day of six hours. The school work in the country with its longer day is done more leisurely and with less strain; and, other conditions being equal, it is done more thoroughly. Parents in the city would welcome the longer day of six hours, since it should mean less home study; and so would conscientious teachers welcome it, who frequently spend more than six hours in the school room in their efforts to bring forward backward pupils.

In English schools there is a longer recess than in our own—a half hour twice a day, if we are not mistaken, and part of this recess is given up to

music and physical training without encroaching on the time for play.

With the longer six-hour day, the high school might be able to accomplish its work in three years, instead of taking four years, the practice in the most of the high schools in Canada and the United States; and the colleges instead of taking four years for their undergraduate work would do it equally well in three years, if the summer vacation were shortened.

Trained Teachers and Salaries.

The demand for trained teachers in the west has drawn a large number from these provinces. "The Lure of the West," as it is called, appeals to the adventurous spirits of the teaching profession, and the larger salaries there paid have an influence in drawing away our best teachers. One obvious way of keeping teachers here would be to increase their salaries.

Teachers who are trained in the normal college of Nova Scotia are required to teach three years in that province in return for the free instruction received, or pay a fee of ten dollars for each year short of that service. Thus a fee of thirty dollars will exempt a graduate from this three years' service. It is proposed to make it sixty dollars in the future if occasion arises. Graduates of the normal college going into other provinces without completing this period of service suspend their licenses by their own act and therefore will not be recognized by the education departments of the other provinces.

In New Brunswick there is at present no law to compel teachers trained at the normal school to teach for a term of years in the province, but it is understood that the board of education is contemplating such a step.

The Quebec government has recently passed a law demanding that those who enter Macdonald College, which is the normal school of that province, shall pledge themselves to teach for at least three years in Quebec.

It seems reasonable that where a province goes to the expense in part, of educating its teachers it should receive the benefit of such an outlay. On the other hand it is an injustice to compel teachers to accept lower salaries than they deserve or can obtain elsewhere.

Good Teaching.

Dr. Sinclair, dean of the school for teachers, Macdonald College, at the recent closing for vacation of that institution, gave the following noteworthy instance of the results of good teaching:

There is a class of little children in Macdonald College Day School, who last September knew nothing about reading or writing, not even a single letter. To-day they all read and enjoy children's stories, containing long and difficult words, and can spell and write fairly well. This means that they have learned in one year what often takes two, three or even four years to accomplish. They have made similar progress in other studies, and have taken additional subjects, such as nature study and color work, not usually taken in unprogressive schools. They are in good health and have enjoyed their year's work. Similar examples of rapid and easy advancement can be found in the best schools of Montreal and other parts of the province. This is a statement which can be tested by any layman, and if any one will come to Macdonald College we shall be quite glad to furnish the proof at any time.

Now I submit that is a fact of no small significance that a child under the charge of one teacher will make three times the progress that he will under another and with less effort and greater enjoyment than the poorly taught pupil. It is necessary to pay but one year's salary to the teacher, instead of three years, and on the other hand—and this is of far greater importance—two years of the child's life have been saved. The moment that the public realize this truth the problem of how to secure such teaching becomes a vital one. But such teaching cannot be done by an untrained teacher, nor by one who is poorly trained, nor by one who possesses no natural aptitude for the work, nor by one under unhygienic conditions. The only solution of the problem consists in furnishing an adequate supply of well trained teachers and seeing that they are placed in the schools under satisfactory conditions and with living salaries.

For one thing we can realize and remember that all good education is education in goodness; all right training is training in doing right. If a boy is shifty, cowardly, evasive, superficial in demonstrating a problem, he is preparing for shiftiness, cowardice, evasion and superficiality in commerce, politics or religion. His attitude toward the problem is part of his attitude toward life. So in language, a slovenly and befogged nature manifests itself in a slovenly and foggy method of study, and a bad method tends to make a bad man. In the most elementary study of science, loyalty to fact, patient investigation, candor and modesty, willingness to be corrected by the larger knowledge of coming years—these things are taught at the outset of the work, and these things are the warp and woof of honorable character.

N. B. Provincial Educational Institute.

Meeting in the High School hall, St. John, June 28-30.

Ideal weather prevailed, except during the first day.

The attendance of more than 600 teachers distanced all previous records.

Promptness, harmony and despatch characterized the work of every session.

The liberal recesses between sessions gave the members time to look about.

Seaside and Rockwood Parks and the Natural History Society Museum were favorite recreation places.

"Ladies, please take your hats off!" was a request cheerfully complied with which added to the comfort of the audience.

Frequent vigorous requests made to the teachers to remain during the sessions were generally observed.

In his opening address Chief Superintendent Carter made a feeling allusion to the retirement of Dr. Inch, and the recent death of Dr. W. P. Dole.

He thought that in the long summer vacation of eight or nine weeks we had reached the limit. It may be advisable to start vacation schools in this province and to lengthen the school day to six hours.

Referring to the Teachers' Pension Act, he regretted there was no disability clause and suggested that possibly two per cent. of teachers' salaries might form the nucleus of a fund for this purpose to be supplemented by an equal amount from the government.

The report that pupil-teachers would have to spend two years at Normal School instead of one was entirely unauthorized; there would be no change at present. He advocated three years at college instead of four; and spoke of the advantages of the system of physical training and the nature study course.

Professor Frank Harrison with the aid of a class of boys and girls from Miss C. M. Robinson's school gave a fine illustration of musical training; and Miss Eleanor Robinson read a well planned paper on the teaching of composition in the high school, the usefulness of which was greatly appreciated.

A largely attended evening meeting was held in the Opera House and addressed by several

St. John physicians. Dr. G. G. Melvin, the recently appointed medical inspector of the municipality said that children were compelled by law to attend school, and the law should therefore throw around the child all the safeguards from disease that were possible. Dr. Walker gave it as his opinion that children should not be sent to school until they had reached the age of eight years.

Dr. A. H. MacKay, Superintendent of Education for Nova Scotia met with a hearty reception and after passing a tribute to the worth of Dr. Inch and congratulating the province on the elevation of Dr. Carter, he made a moderate plea for a four years' course for high schools. He said New Brunswick and Nova Scotia had like educational interests and a closer sympathy existed between them than among the other provinces.

He traced the development of the high school in America and contrasted our schools with those in Germany. Owing to the greater simplicity of their spelling, mathematics and classics, the European pupils get a year ahead of ours and their grade XI. practically corresponds to our grade XII. In Nova Scotia, Latin, Geometry, Algebra (except elementary) are first taken up in the high school. This gives more time for nature work, practical arithmetic, composition and English in the common school. It also offers greater opportunities to specialize in the high school, the courses of which should be varied to suit the needs of individual communities.

The high school course should include a history of the world and general geography with especial reference to Canada in both subjects. In the earlier grades physical subjects, geography, agriculture might be used to lead up to physiography and geology. Manual training and drawing are important and the speaker said a teacher especially should be able to illustrate her verbal teaching with drawings. The teaching of the sciences is important both to the individual and to the country at large. Physics and chemistry should be studied in the laboratory. Physiology and hygiene are very important and in these New Brunswick is ahead of Nova Scotia. In the country schools especially no subject could be more important than agriculture. Music, drawing and physical culture should not be neglected in high school work.

Latin and Greek should be studied for the training

they afford. Botany and zoology form an important part of high school work. War between man and man has, we hope, ceased, but war between man and insects must be constantly waged. The laws of health should be studied. Teachers should know as much as doctors. A report on each pupil's health should be made at least once a year.

Dr. MacKay's thoughtful address was discussed by Dr. H. S. Bridges, Principal Oulton, Principal Myles and Superintendent Carter. The weight of opinion was against extending the course.

Capt. A. H. Borden, of Halifax, N. S., director of physical and military training for the Maritime Provinces, gave a fine address on this subject. His soldierly bearing, incisive speech as if conducting a parade penetrated to every corner of the audience-room, whose acoustic properties are none of the best. Health, he declared, is the most important thing in the life of every man, woman and child. It would be a sad mistake if we should pay a great deal of attention to intellectual training, and allow boys and girls to go out from school physically unfit, when their very happiness depends upon their health.

Dr. John Brittain of the Macdonald College, gave an address on Agricultural Education. On taking the platform Dr. Brittain was accorded a warm reception from the teachers, many of whom had pleasant recollections of him as a teacher at the Normal school. He said that much had been done in the past few decades to improve agricultural education, but much remains to be done. Reading, writing and arithmetic are useful and necessary arts, and we must insist that they shall be taught well in all our schools; but they are not the fundamentals of a good education. There are thousands of unhappy and of unthrifty homes where both parents can read, write and cipher. These arts have no more direct bearing on the quality of the life than has a good eyesight or a keen scent. To be desired above all other things are healthful, thrifty, happy homes — homes in which the old and the young are in harmony with each other and with a beautiful and inspiring environment. Let us then cultivate in our schools those tempers, tastes and abilities which are essential to the realization of such homes. To treat others with courtesy, forbearance and justice, to be honorable and truthful from principle — to strive after purity of thought and of word, to revere God and

sympathize with all his creatures — these transcend all other aims, and without these neither wealth nor learning can make a home worthy of the name.

Since the main aim of the school should be to conserve and improve the home life of the people, a garden is as useful an adjunct to the school, both in the country and in the city, as it is to the home. The main principles of plant culture may be learned by children in a garden plot quite as well if not better than on a farm. Something may be done in schools where there is no garden by means of window boxes and flower-pots. To tend sympathetically a few plants, supply their needs from day to day, and learn to look upon plants as living things, each with a wonderful life-history, could scarcely fail to leave a lasting impression upon the minds of the young.

We may venture to hope for a time when capitalists shall see that family life is necessary to the highest success of their enterprises, and when they will prefer, or be required by law, to establish their factories at some distance from the cities where their employees may live under more natural and less depressing conditions, each family in a separate cottage with its lawn and garden. But unless the husband and father has acquired in youth some practical knowledge of the cultivation of plants and some sympathy with country life, there is little likelihood that he would profit much by the better conditions. The speaker urged that efforts should be made to retain in the service of the country schools, as their life-work, a greater number of the best male teachers, and that suitable courses of study should be provided to fit men of ability, with the instinct of leadership, to organize and direct the educational forces in each parish or unit of territory, and to conduct special courses for the older children.

A discussion followed the reading of this valuable paper, in which Inspector Steeves, Dr. G. U. Hay, Dr. H. V. B. Bridges and W. H. Hubbard, Secretary of Agriculture, took part.

Mr. George Raymond, school trustee, of Bloomfield, Kings County, gave an excellent practical address on How the School Trustees may Promote the Educational Interests of a District. He advised that teachers should apply their work to the grown people as well as to the children; also that trustees should attend institute meetings.

A feature of the closing sessions was the passing of resolutions referring to the excellent work

done for education by Dr. J. R. Inch, ex-chief superintendent of education; and Dr. W. S. Carter, the present chief superintendent, was congratulated on his promotion.

The following were elected on the executive committee: Principals Myles, Belyea, Owens, DeLong, Mersereau, Oulton, and Anderson, and Misses Thorne, Wilson, Belyea and Knight.

W. J. S. Myles, principal of the St. John high school, was the choice of the meeting for the vacancy on the senate of the University of New Brunswick.

A Family of Robins.

Over the front door of our house in the country a pair of robins built their nest in early June. It was a snug spot, covered by the roof of a verandah, quiet and free from possible enemies. On our arrival in late May we found a quantity of twigs and dried grass before the door. The robins had evidently made several attempts to build on the ledge above the door, but it was too narrow. Seizing a favorable opportunity when the birds were not about a shingle was nailed on top of the ledge, making surface enough to hold the nest. Then we awaited the result. A glass door, opening out on the verandah, commanded a full view of the lawn and the possible nest. The front of the house was used as little as possible and every opportunity was given the robins to become our tenants.

They were shy at first, studying our every movement from the branches of the trees in front. It was pleasant to hear their notes of question or caution, but never of alarm. They flew up to the ledge and appeared to examine it carefully. Then other consultations followed. They finally decided that it was just the place for them and began to build. The nest, composed of coarse grasses with an inner wall of mud lined with fine grasses and other soft material, was finished in two or three days. Then as much time was spent in further watchings before the precious eggs were laid. When their minds were once made up the work went briskly on. We thought it not wise to pry into the family affairs of our tenants too closely, so could not tell when the first egg was laid or the clutch completed. The female robin began sitting on the tenth of June.

Until the young appeared, some fifteen days later, the male robin did not visit the nest unless

he came in the hours of the early morning. Perhaps he was keeping guard unseen from a view point on some neighboring tree, or giving the first lessons in catching worms and grubs to the offspring of an earlier nesting. Wherever he was, he appeared to know his place and kept it. The female gave her undivided attention to the nest.

We carefully avoided giving her any cause of alarm, entering the house by the rear entrance and taking visitors in that way. If one approached the doorway or left the house she at once flew from the nest; but if the front door was left open it did not disturb her. Indeed the more noise and talk there was in the house the better she seemed to like it. At any movement that seemed like a secret one she immediately took alarm. A coat or cap hung on a peg inside the glass door in full view of the nest. If either of these was taken down she immediately left her perch; and the same was done if any one stepped suddenly in her view upon the lawn.

About the 25th of June, an unwonted activity began. Both robins appeared on the lawn with worms or grubs in their mouths, and after perching on the back of a seat flew alternately to the nest and then away for more food. Now that the affairs of the family appeared to be working smoothly, we ventured to climb up to the nest and look in. Three little fledglings opened their mouths expectantly, and the parents, far from resenting our curiosity, seemed to chirp their approval. We evidently possessed their confidence—as far at least as a bird may trust a human being; and that is not very far. Who can blame them?

From day to day the work of the parents in filling three hungry mouths with food went on. Every few minutes a series of twitterings announced the arrival of either parent with a fat worm or other bird delicacy. Then the half was delivered to one and half to another, the morsel being pushed well into the throat of each youngster, who closed his eyes with a look of ineffable content. The third waited his turn. How the parent who next came with food knew which one had been slighted is a mystery. But more wise things happen in a family of robins probably than one dreams of. The one who had bided his time was alert to claim his share at the next feeding.

At every visit the parent bird, after attending to the wants of the young, carefully looked over the nest, seized in its bill any foulness and flew with

graceful motion to the nearest tree. This latter movement was watched apparently with close attention by the nestlings in the last few days before they flew, as if anticipating the time when they too should skim the air with the same graceful motion.

The day before the flight was one of unusual activity in the nest. The parents, grown thin from their exertions and probably from denial of food to themselves, were making a game effort to meet the wants of their brood, grown almost as big as themselves. The demands for food—and more of it—were more insistent than ever. The young birds were restless, preening their feathers, flapping their wings almost continually and testing the strength of their legs. They were cramped in their narrow quarters, but bore it without complaint. They jostled each other good naturedly from side to side of the nest, even out of it, till we held our breath for fear they would fall. But their unerring instinct and a discipline whose influence we could not fathom kept them within bounds. "Birds in their little nests (do) agree" in spite of many causes of disagreement.

On this day we determined to occupy the verandah. The parents perched in front of us and coaxed; the nestlings called hungrily for food and poured their bird vituperation upon us in cries that grew louder and shriller. But we did not yield. Finally they seemed to understand that we meant no harm to them, flew within a few inches of our faces up to the nest and thereafter paid no attention to us though evidently watching our every movement with sharp eyes.

Next morning (July 11th) shortly after eight o'clock the birds flew, each in strong flight, as if fully prepared, from what seemed to us a dangerous position. But they balanced themselves on the branches with firm tread and rejoiced in their new life. The grove was tuneful with the songs of small birds, who perhaps had assembled to offer their congratulations.

Ingleside, July 20.

Empire building depends on altruism. We do not at present require our youth to die for the empire. The youth of Canada are to lengthen their days and their efficiency. Every teacher in an isolated schoolhouse should be as conscientious as a lighthouse keeper.—*From Address of Rev. T. Hunter Boyd, at N. B. Normal School.*

Nature Study—August and September.

LAULA S. SMITH.

In August and September many flowers are still in bloom; the insects are in the air; seeds, grain, and fruit are ripening, and the birds and their nests are in the trees. These aspects of nature may be the teacher's guide in planning the Nature lessons for the month. In some primary schools the morning talk furnishes the keynote for the day's work. For the first week when there are a lot of little homesick beginners let it be of the things nearest the child's heart. If encouraged they will talk about their home, mother, and their baby brother or sister, of the mother's care of them. From this lead them to look around them and see the flower babies in their seed cradles, that Mother Nature cares for so tenderly, of the ways in which they are protected from harm during their formation and growth, of the ways in which they are sent out into the world to find new homes. The phase of plant life which most appeals to the child is the side of life and energy, rather than the structure. The opening and closing of the flower, its work, the formation, protection and scattering of the seeds will interest them at this time.

Of course, the most common plants and those nearest are the best ones to study, viz., sunflower, aster, goldenrod, thistle. The whole plant, root and all, should be brought into the room. Talk about the parts—root, stem, leaves, blossom, and the use of each to the plant. The children could be encouraged to visit the homes of the plants, and talk about the different places in which plants seem to like to grow. What kind of places do ferns seem to like? Which ones love the sun? The shade? The grass? The brook? The wood? What visitors do plants have and why do they come. Talk about the uses of plants. Pupils may be led to see that plants as well as people have work to do, and that when their work is done or over, they sleep or rest. They may then find out what plants have finished their work and are now preparing for their winter's sleep; What plants are still blooming and working

The inner side of every cloud
Is bright and shining;
I therefore turn my clouds about,
And always wear them inside out,
To show the lining.

Geography in Rural Schools.

By Richard Elwood Dodge.

(Used by special permission from the forthcoming volume on "The Teaching of School Geography," by Richard Elwood Dodge and Clara B. Kirchwey.)

As a rule most of the courses of study and the other educational guides available for geography teachers have been prepared for city school systems, with little thought of their adaptability to the conditions pertaining in rural communities. The recent interest in this country in the improvement of rural education has caused many a teacher and leader in various subjects to consider seriously and possibly for the first time how far the ways of handling his subject, which he has learned and practised amid urban conditions, is really adapted to the conditions in rural communities. Geography has suffered very much in the past because of this one-sided viewpoint, in spite of the fact that many of the topics usually included in geography courses are specially fitted to be taught better in rural than urban communities.

Even teachers brought up in the country and perhaps never familiar with other than rural conditions have failed to see the opportunities in geography teaching that surrounded them. This has been largely because their attention has never been called to such opportunities or because, in their subservience to authority, they have concluded that what was not definitely included in their texts and courses of study was thereby distinctly tabooed as out of place, unscientific or "unpedagogical."

Yet, as a matter of fact, geography has always been particularly well adapted to be taught better in the country than in the city schools. Even though it were the old-fashioned type of geography which called for definitions of objects and not the relation between life and the earth, where could rivers, hills, divides and similar items be better taught than in a rural region where these natural features were unobscured by man-made inventions like sewers, pavements, concentrated city blocks, etc.? The country boy who has roamed the hills and valleys about his home knows much from experience that is geographically worth while. It may not be set in the exact phrases of the textbook or course of study, but so much the better. Yet this information has not been brought out, analyzed, developed and classified or used as points of departure as it should have been.

The ordinary geography text or course of study

does not as a rule need much, if any, change in order to be adapted to rural conditions. The great change should be one in the method of approach. In much of the introductory work, children can, in the rural schools, deal with things rather than with the representations of things as must be the case in many city schools. Hence observational work, which is vital in any real study of geography, can be pursued in rural regions as nowhere else. Yet, as a matter of fact, in great numbers of rural schools all the common terms and definitions used in the description of land and water forms are taught from books rather than things. The writer as a pupil in a small rural school played at recess and at noon in the neighboring stream, and the schoolhouse was cosily situated amid some striking land features, but these surroundings were never used in school work. Valleys were illustrated from pictures in the text and not from nature and the same thing was true of all the phenomena of the geography work. This failure of opportunity is not a question of one locality; it is widespread and persistent. The materials are available and not even a special course of the study is necessary to make it possible for teachers to use the features of their surroundings. The facts are too glaring and obvious to need any special attention in a course of study. Any observant teacher who is not bound by the pages of a text can readily use the local illustrations and should be made to realize that such a use is necessary to make any text materials clear and full of meaning.

The local applications and illustrations of geography are not wholly confined to the physical features, however. The relations between the physical features and life conditions can be more easily observed in the country than in a city. The way streets and railroads are laid out; the relation of fields, orchards, pasture and waste land to slopes and soils; the relation of ground water to slopes, soils and crops; the reasons for location and growth of towns or villages; or for the location of manufacturing establishments; and many other social conditions can be readily studied. In certain parts of the country where farms are laid out in sections and quarter sections, the reasons for the boundaries can be understood only through showing the relations to latitude and longitude lines, which of course are geographically determined. The relation of the use of machinery, of good roads, of modern conveniences for transportation and

communication to surface features—all these and other similar topics valuable from the economic side, can be included to advantage.

Rural life is not merely a question of improved economic conditions, however, and no subject ought to be taught, in urban or rural localities, purely with a view to making a pupil a better wage earner, however important, practical and necessary such a purpose is. Rural life is more than a question of money making and rural education should not solely be framed "to keep the boy on the farm" by showing how he can get a better money return. Rural conditions are recognized by many people as the most pleasant and healthful for living, and living involves health and comfort as well as the seeking of property. Many of the topics studied in geography can readily be applied to good living, and comfort and health in many rural regions would be better secured if some of the simple principles of geography were followed in house building and location, for instance, as well as in many other ways. Some of the topics which may well be studied in detail and applied to rural conditions are indicated below. Obviously all localities are not alike in their offering of possibilities and hence a choice must be made that will fit the special conditions of any one region.

The most obvious features in any landscape are the slopes which are or ought to be considered in agriculture, in the choice of a site for a home, in the building of roads and in an infinite number of ways. Regions of gentle slope are often poorly drained naturally and hence the necessity of underground drainage; roads and railroads can run in almost any direction, though as a rule farms are laid out more regularly and roads are more systematically placed in regions of gentle slopes than in those of steep slopes. The ease of tilling gentle slopes, the strength of winds and the need for wind breaks in large regions of this type are facts familiar to all but often little appreciated.

In more rugged regions, we find, as a rule, the houses and tilled fields, the roads and railroads, concentrated on the more gentle slopes and the forests and pastures and waste lands, and in some cases the orchards, placed on the more irregular areas. Almost any country boy will be interested in making a simple map of his home farm to show the relation of crops and usage to slopes; he will know the warm and the cold sections, the slopes where the early spring flowers are found and where the best fruit grows, just as he knows many other

personal things that he has learned by experience and which illustrate geographical principles very readily if once his attention is called to them.

The soil is another topic that may be made the basis of some interesting lessons for children. The kinds of soil for corn, potatoes, cotton, wheat or fruit can be studied by samples or on the ground, and their relation to slope, to their ability to hold and to transmit water, and to the effects of drying and tilling may readily be shown. A large part of any farmer's work in the growing season is devoted to tilling his crops. Tillage or stirring the ground is a means not only of killing weeds but of keeping the soil thoroughly stirred so as to save the ground water that is constantly rising to the surface by capillary action. It is also a means of permitting rain to soak into the ground. It is distinctly related to the question of ground water and a farmer's boy who understands this has gained a point of information of great practical value. The reasons for mulching soil by plowing in straw or of covering orchards or fruit beds with straw are the same. Similarly the advantage of a grass cover in preventing a rapid run-off after a rain and of conserving the forests can be shown to be related to the question of ground water. In those regions where summer fallowing of fields or dry farming are followed, the same principle holds true.

(To be concluded in September.)

What People Are Saying.

"I was amazed to find England so well provided with technical schools and at the same time planning for further advancement. She is not slavishly copying any system or systems but is taking the best from the best and using it as she sees it suits her people's needs."—Dr. Jas. W. Robertson.

The written examination must retain its place as one of the instruments of education, particularly in the higher schools and colleges, and more especially in technical subjects, but it has far too much prominence in the general educational scheme of today. Smaller classes, more teachers, so that every instructor will be able to give every pupil some individual attention and thus be able to judge his capacity from day to day, instead of by his performance on the rack one day in the year—that is the system educationists should work toward.—Amherst, N. S., News - Sentinel.

One of the great unsolved problems of the country is the religious education of the children who go to the public schools. The solution most of the Catholics want is a division of the school moneys raised by taxation, so that the people of every sect or church can have their own schools and run them to suit themselves. But the sentiment against diversion of taxpayers' money to church schools is very strong and deep and there is no prospect of overcoming it.—Harper's Weekly.

The study of music aids rather than hinders the work of the school; it has a softening influence on the discipline of a schoolroom, and tends to ease the strain incident to steady application in other branches. Outside of the school, the mastery of music is one of the very greatest sources of pleasure to be found in life.—Supt. L. McCartney.

The public school and the small college are together undoubtedly the best educators to-day. The public-school boy or girl who graduates from the small college has the best chance.—Saturday Evening Post.

Education cannot be regarded as successful unless it creates the appetite for knowledge, and if a child leaves school with the thirst for knowledge strong within him he carries with him not only the key to success in after life, but the most priceless gift that a teacher can impart.—Mosely Commission.

If you crush the fighting instinct, you produce the coward; if you let it grow wild, the brute; but if you link it with the higher instincts, you get the man of energy and force, the man of executive ability, of affairs.—Dr. T. M. Balliet.

Everybody's Prayer.

As everybody says it:

"Now I lay me down to sleep,
I pray the Lord my soul to keep;
If I should die before I wake,
I pray the Lord my soul to take."

As everybody should say it:

"Now I lay me down to sleep,
I pray Thee, Lord, my soul to keep;
If I should die before I wake,
I pray Thee, Lord, my soul to take."

—School and Home

The Better Way.

I had a boy in my last school of a very sullen disposition, easily angered and pouty if I may use the word. He was quite hard to manage in school and was very quarrelsome on the playground. He acted as if he had been boss around the place for years. I soon had him understand that his authority there must come to an end. After that he took quite an inactive part both in school and out. I joined in the children's games a great deal, but so long as I was taking a part in the games the boy's face wore an expression of genuine poutiness most detestable. Now, I thought that it would be very unwise to whip a boy because of a certain expression on his face so I did not know just what course to take. This was in the fall. I intended going shooting some Saturday so I asked the boy to go with me. He eagerly consented and we set off together. During the day I was careful to be as agreeable and companionable as I could. By kindness I made him feel that I was as anxious for him to have a good day as that I should have one myself. We were very successful and the boy returned home with warm recollections of his day's outing. From that time on his attitude at school was quite different, being much more agreeable. This experience started me thinking on the problem — is every boy a good fellow if you take him the right way. Since then I have experimented and thought on the question a great deal, with the result that I have come to the conclusion that no matter how repulsive the manner or expression there is slumbering beneath its icy coldness a better nature but waiting the touch of a gentle hand to arouse it into life, for life is feeling.— Selected.

“What kind of a boy does a business man want?” was asked of a merchant. He replied, “Well, I will tell you. In the first place he wants a boy who doesn't know too much. Business men generally like to run their own business, and prefer some one who will listen to their way rather than teach them a new kind. Second, a prompt boy, one who understands seven o'clock is not ten minutes past. Third, an industrious boy who is not afraid to put in extra time in case of need. Fourth an honest boy — honest in service as well as matters in dollars and cents. And fifth, a good-natured boy, who will keep his temper even if his employer does lose his now and then.”

Teaching Truthfulness.

I shall not soon forget the sudden gleam of intelligence upon the face of the little fellow, ten years of age, whom I had occasion to censure for an attempt to copy from a neighbor's slate, when he saw his act in its true light. After some little talk, in which he acknowledged that he could not learn by copying, I asked, “What do you suppose I gave you that question for, Henry — the answer?”

“I always thought that it was the answer you wanted,” he replied.

“There you have made a great mistake. The answer is of no consequence to me at all if you do not comprehend it. The example was given that I might see whether you could reason it out or not. Instead of showing me that you understand it, you bring to me Johnny H's work, which only proves that Johnny understands the example, if you do not.

This talk produced the desired effect not only upon Henry but upon others who showed a like tendency.

But schools differ as individuals, and in one or two cases I have given a pupil whom I saw making sly attempts to filch from his neighbor, permission to stand where he could more conveniently copy, saying pleasantly (and not sarcastically) that if he thought he could learn more quickly in that way, I was perfectly willing that he should try the experiment, but that I wished him to be open and truthful about it, and do his copying honestly, not like a thief— American Primary Teacher.

I occasionally use the following exercise in keeping up an interest in the history class. I assign some topic, as one of the administrations, and have the pupils come prepared at the next recitation to ask me all the questions they possibly can bearing upon it. I begin at the head of the class, and each pupil in turn is allowed to ask one question that has not been previously asked. If a pupil is unable to ask a question when his turn comes, he is dropped out. This is kept up until all have failed. I answer the questions, but each pupil is required to be able to answer his own if called upon to do so. In place of the teacher answering the questions he may call some pupil to do it. If this exercise is properly handled I find it extremely interesting to a class.— Selected.



Drawing.

There are many educators who do not realize the importance of the study of drawing as a means of developing the mental faculties. There are many mistaken ideas about the study of drawing and one is that the object of the study is to make everyone an artist. But drawing is not taught in the schools with the idea of making every pupil an artist any more than reading and writing are taught with the idea of making every pupil an author or a poet. It is the same in every subject. The fact that a child can do certain examples in arithmetic does not mean anything unless it means that the child has developed a reasoning power that will enable him to solve problems. When a child has made a drawing of some natural object and has made it good enough to enable any one to recognize the object, it does not mean that it was done to be framed and put on the wall, but the main thing about it is that by making this drawing, the child has acquired a new power of expression and of observation. Herbert Spencer says: "The question is not whether the child is producing good drawings: the question is whether the child is developing its faculties."—Selected

Companioned.

I walked to-day, but not alone,
A down a windy, sea-girt lea,
For memory, spendthrift of her charm,
Peopled the silent lands for me.

The faces of old comradeship
In golden youth were round my way,
And in the keening wind I heard
The songs of many an orient day.

And to me called, from out the pines
And woven grasses, voices dear,
As if from elfin lips should fall
The mimicked tones of yesteryear.

Old laughter echoed o'er the leas,
And love-lipped dreams the past had kept,
From wayside blooms like honeyed bees
To company my wanderings crept.

And so I walked, but not alone,
Right glad companionship had I
On that gray meadow waste between
Dim-litten sea and winnowed sky.

—L. M. MONTGOMERY, in *The Canadian Magazine* for August.

Spelling — Second Grade.

(These words are those upon which perfection is very nearly attained in the schools of Milwaukee, Second Grade. About two new words are learned daily, and all past words learned are reviewed every week carefully.)

About, afraid, again, almost, already, answer, around, away, basket, bear, because, become, been, before, believe, berry, besides, best, blind, blossom, bowl, brave, bread, bridge, bring, broken, brother, brush, build, butter, buy, called, candy, carry, catch, chair, cheeks, cheese, chicken, children, choose, city, clean, climb, cloud, corner, could, country, course, creek, cried, crow, cunning, daisy, dance, death, dinner, dollar, dozen, dress, eagle, else, empty, eyes, fairy, faithful, falling, farmer, feather, feet, fellow, field, flew, follow, forget, found, friend, frog, garden, golden, goose, grain, grapes, great, hair, happy, hard, head, health, heard, heart, hero, high, honey, huge, hungry, hurt, keep, kindness, king, lame, lark, large, laugh, leaf, life, little, loaf, lost, middle, mouth, never, next, number, once, our, pantry, parlor, party, pasture, peas, pencil, penny, piece, pitcher, place, plates, pleasant, poor, praise, pretty, quarrel, queen, rabbit, rain, rich, right, root, round, safely, said, says, school, search, selfish, sell, sew, shall, should, silver, sing, smile, soft, solid, sour, spring, strength, stood, store, street, such, sugar, suppose, summer, sweet, tail, talk, teeth, then, there, think, tiny, together, tooth, town, tried, truly, turtle, until, very, vine, violet, visit, voice, was, watch, water, wave, weep, were, when, where, which, while, why, wind, wish, woman, world, would.—*Journal of Education*.

"How shall we keep the boys off the street?"
Let them scrub the front steps and back porch,
sweep the rooms, take care of the furnace, care for
a garden, be it ever so small; keep chickens, sew
on buttons, trim the lamps, mow the lawn; give
them a workbench in the basement and elect them
tinkers-in-chief to the household, and on Saturdays
let them earn their shoes as errand boys for
druggist or grocer. There is plenty of time for all
this, besides an hour or so for play each day, and
a half holiday, too, on Saturday. A boy with less
work or more free time than this will find it hard
to keep clear of trouble.—*Prof. Jackman, University of Chicago*.

A Proposition to Reform the Calendar.

At present the usual calendar year consists of fifty-two weeks and one day, and so the dates of particular days of the weeks change from year to year. Much time is spent by almost everybody in looking up the day of the week upon which some fixed holiday or definite date will fall. Notably is this the case with regard to Easter and Christmas days. Another though a minor objection to the present calendar, is the irregular and unequal number of days in the different months, which not a few people find it difficult to remember.

It may therefore be of interest to state that a proposed plan of calendar reform will be submitted by a Netherlands delegate to the Congress of Chambers of Commerce which will meet in London this month. The plan is said to have been submitted to some eminent German authorities in such matters and to have been approved by them.

In brief, it is suggested that the first two months of each quarter shall have thirty days each, and the last month thirty-one—the odd day required to make up the 365 to be New Year's Day and considered an extra unusual day. If this system is started in 1911, when New Year's Day will have the further advantage of falling on Sunday, the following day, Monday, will become January 1, and all the other three quarters will also begin on Monday and end on Sunday. In this way the days of the week will always be associated with the same dates, the extra day in leap year not being counted, but inserted in the middle of the year, and being simply Leap Year Day.

The promoters and advocates of this scheme are particularly desirous that it shall be adopted and come into vogue next year, as, if 1911 is allowed to pass, the next favored year with New Year's falling on Sunday will not occur till 1918. Notwithstanding this reason for hastening the proposed reform, we think it extremely improbable that the change can be adopted at so early a date as June next, and it may never be adopted. Other plans of calendar reform had before been proposed which seemed quite as promising, but did not captivate the world.

One plan put forward was to increase the number of months by one, making thirteen, to correspond with the moon's revolutions about the earth. This would make all the months of equal

length, with the exception of one day to mark the middle of the year and remain uncounted. If this plan were adopted, every year and every month would begin with the same day of the week, and the beginning of the week would always be marked by a change of the moon.

Let us suppose that the year began with Sunday. Every one of the thirteen months would in like manner begin with Sunday, and every week, month and year would end with Saturday. Empire Day, or any other fixed holiday would fall on the same day of the week each year in succession. As every month would have an equal number of days no one would need a calendar to tell him when the month began or ended. This would seem in some respects to be a better and simpler plan than that which the great commercial Congress is about to consider.—*The Guardian.*

"Some years ago," says Mr. Joseph M. Rogers in *Lippincott's*, "one of my friends—a college man of fertile ideas—taught a country school in a western state. He was seeking health, and he conceived the idea that, as he did not like to be cooped up in the schoolhouse on pleasant days, probably the children didn't either. So on fine days he took them out into the fields, up on the hills, or down by the brook. All the time they were picknicking, he was teaching them geography, astronomy, geology, zoology, and—though they didn't know it the three R's as well. At first, he was laughed at, then remonstrated with, and finally brought up with a round turn. Parents joined with the directors in saying that this foolishness must stop. He hadn't been hired to loaf and play with the children, but to teach them, and if he didn't want to do his work properly he could leave. He refused to resign, but stipulated that at the end of the month—making three in all that he had taught—his scholars should be examined by the county superintendent. The result was that he came off with flying colors so far as the examinations were concerned, but he was too far in advance of that neighborhood and soon left—to the great regret of his pupils. But he had planted some seed destined to produce results. I know of three minds which were at this time stimulated sufficiently to accomplish great things in later life."

Little Poems for Little Folk.**School for Froggies.**

The sun was shining softly,
 The day was calm and cool,
 When forty-five wee froggies met
 Down by a shady pool —
 For little frogs, like little folk,
 Are always sent to school.
 The master, perched upon a stone,
 Besought them to be quick
 In answering his questions,
 Or else (his voice was thick)
 They knew well what would happen,
 He pointed to his stick.
 Their lessons seemed the strangest things;
 They learnt that grapes were sour;
 They said that four and twenty days
 Exactly made an hour;
 That bricks were made of houses,
 And corn was made of flour.
 That six times one was ninety-five,
 And "yes" meant "no" or "nay".
 They always spent "to-morrow"
 Before they spent "to-day,"
 Whilst each commenced the alphabet
 With "z" instead of "a!"
 As soon as school was over
 The master said, "No noise!
 Now go and play at leap-frog,"
 (The game a frog enjoys),
 "And mind that you behave yourselves,
 And don't throw stones at boys!"

Mabel Atkins and the Catkins.

Mabel Atkins found some catkins
 Growing by a brook;
 All the catkins, Mabel Atkins
 In her apron took.
 But a pretty little bluebird
 Perched upon the fence;
 "Mabel Atkins, they're my catkins
 You are taking hence,"
 Sang the saucy little bluebird
 Very loud upon the fence.
 Mabel Atkins dropped the catkins
 And away she fled.
 So the sprightly little bluebird
 Tossed his pretty head.
 Then he called, with sweetest signal,
 One he loved the best,
 And she flew about and helped him,
 With the catkins lined their nest.

Little Buttercup.

I'm called Little Buttercup,
 Dear Little Buttercup,
 All of the children know why.
 They laugh and they chatter
 And make a great clatter

On seeing my bright yellow eye.
 I come in the spring-time
 The first of the spring-time.
 I come when the grass still is brown;
 To gather my posies,
 Like wee yellow roses,
 The children all run up and down.
 For I'm called Little Buttercup,
 Dear little Buttercup,
 All of the children know why.
 They laugh and they chatter
 And make a great clatter
 On seeing my bright yellow eye.

Froggie in His Throat.

There was a little froggie
 That hopped out in the spring;
 He sat upon a hollow log,
 And then he tried to sing.
 But his voice was very husky
 And he couldn't sing a note,
 For the froggie on a log
 Had a froggie in his throat.

The Laughing Way.

Would ye learn the road to Laughtertown,
 O ye who have lost the way?
 Would ye have young heart though your hair be gray?
 Go learn from a little child each day.
 Go serve his wants and play his play,
 And catch the lilt of his laughter gay,
 And follow his dancing feet as they stray,
 For he knows the road to Laughtertown,
 O ye who have lost the way.

— Katharine D. Blake.

What a Child Would Like to Know.

Would I were wise enough to know
 How the little grass-blades grow;
 How the pretty garden pinks
 Get their notches and their kinks;
 How the morning-glories run
 Up to meet the early sun;
 How the sweet-peas in their bed
 Find the purple, white, and red;
 How the blossom treasures up
 Drops of honey in its cup;
 How the honey-bee can tell
 When to seek the blossom cell;
 Why the jay's swift wing is blue
 As the sky it soars into.

I wonder if the grown folks know
 How and why these things are so.

— Mary F. Butts in the Independent

School Time.

Hippity, hoppity, hippity-hop,
Down the long street past the old candy shop,
Crossing the bridge o'er the bright little pool,
We are so glad 'tis the first day of school.

Flippity, Floppity, flippity-flop,
Bob the sun-bonnets with big bows a-top.
Reading-book, paper, and pencil, and rule,
We are so glad 'tis the first day of school.

Hippity, Hoppity, hippity-hop,
Flippity, floppity, flippity-flop,
Teachers there waiting where shadows lie cool—
We are so glad 'tis the first day of school.

The Fairies' Tea.

Five little fairies went out to take tea
Under the shade of a juniper-tree;
Each had a cup from an acorn-ball cut,
And a plate from the rind of a hickory-nut,
And the table was spread with a cloth all of lace,
Which the spiders had woven the banquet to grace.

Oh, such good things as they all had to eat!
Slices of strawberry — my, what a treat!
Honey the sweetest the wild bee could hive,
And a humming-bird's egg for each one of the five!
Then they pledged their host's health in their favorite drink,
Which was — well, what was it? Can anyone think?
Why, the dew-drop that comes from the heart of the rose
Is the drink of the fairies, as everyone knows!

— Selected.

Teachers can make no mistake in introducing Chapman's Loose Leaf Exercise Books in their classes. The loose-leaf system is now regarded by leading teachers and inspectors as a distinct improvement over the old fashioned "scribblers."

Chapman's books have now been in use for seven years and have been adopted by hundreds of the leading schools and colleges throughout Canada. The new "Century Binder" just published by this Company, permits the leaves to open perfectly flat, and is the best and simplest device of this kind made.

Teachers should investigate these books with a view to their introduction at school opening. The publishers, The Chas. Chapman Company, London, Ontario, will give full information. For convenience of eastern teachers they have appointed E. G. Nelson & Co., St. John, agents for the Maritime Provinces.

For the First Day.

The following exercises may help the teacher on the first day to grade the pupils and also afford diverting employment in the midst of regular lessons.

Spelling Contests.

Operate, volunteer, contrary, fashion, opposite, visitor, alcohol, mineral, passenger, peaches, really, attention, excursion, suburb, wholesale, squeak, liquid, vegetable, molasses, necessary, brakeman, explode, address, charcoal, business, fortune, almost boundary, torment, butterflies, quotient, attractive, calico, furnish, invitation, strawberry, patriot, southern, windows, terrible, salary, electric, dentist, neuter, courtesy, dredge, drudge, liniment, lineament, alligation, allegation, supersede, intercede.

For lower grades.— Great, grate, glue, pew, blew, blue, mane, main, weak, week, spice, soap, hope, scald, scold, salt, fault, carve, glance, pair, pare, pear, hare, hair, pearl, purl, mince-pie, steak, stairs, fowls, catch, weasel, equal, eager, spicy, foul, seals, bleak, brief, funny, clumsy, hazel, dainty, ditches, fences, chubby, fairy, attic, knitting, raisins, ruff.

Compositions.

How we may beautify the schoolroom; what happened on the last day of school; the need of a school playground; what flowers are now blooming in the neighborhood; what you see in the Review's Picture for the month; describe a trip you took in vacation; the books that you read in vacation; the fruits that are ripe in August.

If there are teachers fussy in discipline and talkative let them read this. Others may pass it by.

A bright, active little boy once had a fretful, fussy mother, who was incessantly talking and giving needless instructions. One day she sent the little boy down town on an errand, and as soon as he had left the yard, his mother came to the door and called to him. The little boy heard, but heeded her not, until, as she did not cease after awhile, as she usually did if he paid no attention to her, he stopped abruptly and called out. "Say, ma, be you in earnest, or be you just hollerin?"

Old Sayings in Rhymes.

As poor as a church mouse, as thin as a rail,
As fat as a porpoise, as rough as a gale,
As brave as a lion, as spry as a rat,
As bright as a sixpence, as weak as a cat.

As proud as a peacock, as sly as a fox,
As mad as a March hare, as strong as an ox,
As fair as a lily, as empty as air,
As rich as was Croesus, as cross as a bear.

As pure as an angel, as neat as a pin,
As smart as a steel trap, as ugly as sin,
As dead as a door nail, as white as a sheet,
As flat as a pancake, as red as a beet.

As round as an apple, as black as your hat,
As brown as a berry, as blind as a bat,
As mean as a miser, as full as a tick,
As plump as a partridge, as sharp as a stick.

As clean as a penny, as dark as a pall,
As hard as a millstone, as bitter as gall,
As fine as a fiddle, as clear as a bell,
As dry as a herring, as deep as a well.

As light as a feather, as hard as a rock,
As stiff as a poker, as calm as a clock,
As green as a gosling, as brisk as a bee,
And now let me stop, lest you weary of me.

—Exchange.

Acadia Seminary believes with Froebel that Woman is the Educator of the Human Race.

Acadia Seminary believes in Christian Education. She believes that true Culture results in the formation of Noble Character. All departments of study are organized to the accomplishment of this end.

Acadia Seminary seeks to foster and develop those personal traits and qualities of character that mean so much in the Home, the Church and in Social Life.

Acadia Seminary and Efficiency in matters educational are becoming synonymous phrases in the Homes of the Maritime Provinces.

The Teaching Staff of Acadia Seminary, in all departments, is recognized as being exceptionally strong.

Acadia Seminary graduates year by year more pupils in Collegiate and Sophomore Matriculation Courses than all similar schools in the Maritime Provinces combined.

Not only does Acadia Seminary lead in the more strictly Academic Departments but provides courses of the highest excellence in Music, Art, Expression and Domestic Science.

The location of Acadia Seminary is ideal. Nothing to be compared with it can be found in the Dominion of Canada.

The expense for a year at Acadia Seminary is very moderate. Our motto is the Best Value for the Least Money.

Simplicity in Dress and limited amounts of spending money are insisted upon at Acadia Seminary.

Acadia Seminary is patronized by the people who know Values in Education.

Acadia Seminary has more than doubled its attendance during the last Seven Years. Why?—Com.

Cleanliness is next to godliness.
The apparel proclaims the man.
Speech is the index of the mind.
Clean linen gives moral strength.
True delicacy is solid refinement.
A loud voice bespeaks a vulgar man.
Good taste is the flower of good sense.
Refinement creates beauty everywhere.
If a man be a fool his speech will tell it.
Slovenly attire betokens a careless mind.
A foolish woman is known by her finery.
Excessive laughter shows a shallow mind.
Beauty without grace is a violet without scent.
He is the best dressed whose dress no one observes
The power of dress is great in commanding respect.

The manner of speaking is as important as the matter.

When the taste is purified, the morals are not easily corrupted.

Laughter costs too much if it is bought at the expense of propriety.

Such as are careless of themselves can hardly be mindful of others.—Morals and Manners.

The question as to where to send your son or daughter for further education is answered by the Mount Allison advertisements in this issue. There is no better preparatory school for boys than the Mount Allison Academy—one of the oldest of its kind in Canada. There is no better Commercial College in eastern Canada than the one in connection with the Academy. A residential school, the Academy and Commercial College is one in which the most thorough instruction is given under conditions which make for the proper development of character.

The Mount Allison Ladies' College—including the College of Literature and Science, the Conservatory of Music, the Massey-Treble School of Household Science, the Owens Museum of Fine Arts, the Oratory Department—is the largest in Canada. All its teachers are specialists, the members of the Conservatory staff having been trained abroad. Its equipment is extensive and thoroughly modern. The school aims to be, and is, a home-like institution where the development of the individual along all lines is sought. In this fact is the reason why the school has attained its leading position in the Dominion.—Com.

A course in pharmacy has been arranged in connection with the Nova Scotia technical college, Halifax. This will be a great boon for those taking up the work of preparation for the business of a druggist.

School Games, Indoors or Out.

Tie a rope between two trees within easy reach of all who care to compete. Give the contestants a dozen clothespins each, all starting from the same point twenty feet from the line, make a dash and see who can put all his clothespins on the line and return to the starting point first.

The company sits in a circle with one person, the postmaster, in the centre. Each person takes the name of a city and when the postmaster calls out the names of two cities as "From Halifax to Vancouver" the two people bearing those names change places, the postmaster trying to get one of their chairs. If after six or eight attempts he still fails to secure a chair he may call "General Delivery" when everybody must change places, the one being left without a chair becoming the next postmaster. Do not let it drag.

Stand in a circle and toss about a beanbag. The person in the centre must try to catch the one having the beanbag in his hands or if it falls near a person he may catch the one nearest the bag. If it falls between two people he may catch either one, and if it falls outside the circle he may catch the one who threw it. The person caught must become catcher.

Either at the blackboard or with pencil and paper announce a letter and allowing two minutes let pupils write all the geographical names they can, beginning with that letter. Change the letter and write two minutes more, change the letter again and at the end of two minutes see who has the most names. Then pass hastily around the room each in turn locating say number ten or number twelve on his list. The teacher may look around while the writing is going on and make a note of incorrect spelling. These should be counted out.—*Selected.*

While their mother was sick, Ted and Jimmy were spending two weeks in the country at Uncle Joe's. He was a fine uncle, they both thought; but much of the time he was busy with his writing, and then the hours hung heavily. The novelty of the little farm was worn off; there was no place to fish; and the only horse on the place was Uncle Joe's own saddle-horse, too powerful for small boys to be trusted alone with. Uncle Joe knew all this, and he was not surprised on the third morning to be aroused from work by Ted, who entered and sat down with a gloomy sigh.

"What's the matter?" he inquired.

"I want to play baseball, Uncle Joe."

"Why don't you?"

"There's only Jimmy and me, and two can't. There's—there's more fun in places where there's a lot of boys, don't you think, Uncle Joe?" Ted spoke delicately, for he did not wish to hurt his uncle's feelings; but Uncle Joe understood. He always had a way of understanding the boys. "You might play wall-ball," he suggested.

"What's that?" inquired his nephew.

"You need, said Uncle Joe, "a ball, not too hard, four barrel-staves, a shingle, and the back of a woodshed."

Ted's eyes opened wide. "Sounds like a funny game!"

"You get the barrel-staves, and I'll come out and show you," replied his uncle.

When the staves, the shingle, and Jimmy were collected, Uncle Joe sharpened one end of three of the staves, and stuck them in the ground edgewise in a row a foot apart about five feet out from the woodshed. Then he laid the shingle across their tops. The fourth staff he shaved down neatly for a third of its length and then wrapped the cut part in cloth.

"That's the bat," he explained, "and the cloth is put on so that it won't hurt your hands."

"We've got a good bat, Uncle Joe," said Ted. But Uncle Joe laughed.

"Not so good as this for wall-ball," he said. Then he stationed Ted, with the bat, a yard in front of the three staves and the shingle.

"Now," he explained, "Jimmy shall pitch to you; but he must stand back of this line." He marked a line about forty feet from the shed. "If you miss the ball, and it knocks off the shingle, you are out, and Jimmy bats. If you hit it, in any direction, you must run to that tree and back, and you count as many runs as you can make trips before Jimmy can either throw the ball so as to knock off the shingle, or can stand on the home base with the ball. But if he catches it on the fly or reaches the home base with it, or knocks off the shingle while you are still running, you are out."

"How about fouls?" asked Ted.

"A foul is as good as a fair ball in this game; only the woodshed is on the pitcher's side, remember."

"Sounds more like cricket than like base-ball," objected Jimmy, who had read books on games and was well posted, "but I think I'd like to try it."

"You may call it woodshed cricket if you like," answered Uncle Joe, his eyes twinkling.

He returned to his writing, and was interrupted no more that morning. But two hot red-faced nephews met him at luncheon.

"How did it go?" he asked.

"I'm ahead!" cried Jimmy. "Five runs!"

"He's got sixty-two, and I've got only fifty-seven," said Ted soberly. "But we're going to play all the afternoon, and I bet I beat him! When is the game over, Uncle Joe?"

"Not until the woodshed is tired," said Uncle Joe, again with the twinkle in his eyes.—*Youth's Companion.*

The Cow.

The friendly cow all red and white,
I love with all my heart;
She gives me cream with all her might.
To eat with apple tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;

And blown by all the winds that pass
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

—Robert Louis Stevenson.

Where Mary and Her Lamb Went to School.

"Mary Had a Little Lamb" is as familiar to school children as their A B C's, but not many of them know that it is a "really, truly" story.

It all happened in Massachusetts many years ago. Mary Sawyer lived in a pretty little house in Sterling. Her father owned a number of sheep, and when one of them died, leaving a dear little lamb motherless Mary carried it into the house, gave it milk and made a little bed in a box by the fire for it. The lamb grew day by day and before long showed its devotion to Mary by trotting after her wherever she went. But the story of its faithfulness did not reach the world until "it followed her to school one day." No wonder the sight of a snow-white lamb within the halls of learning "made the children laugh and play."

It was not long after that a friend of the teacher, who had been told the story, wrote a poem which soon became known throughout the entire country, and has ever since been a favorite with children.

Mary's care of the lamb was amply repaid. Many years later, when she was a grown woman, happily married, and a member of the Old South Church of Boston, Mary unraveled a stocking made from the wool of that very lamb, wound bits of it on cards and sold each of them for twenty-five cents. The money made in this way she gave to the fund which saved the Old South Church from being razed to the ground.—The Designer for January.

The eminent French teacher, De Saily, has said that when he began to teach kindness to animals in his school, he found his pupils became not only kinder to animals, but also kinder to each other. Out of about seven thousand persons who were, when children, carefully taught kindness to animals, in a large public school at Edinburgh, it was found that not one had ever been charged with a criminal offence.

Answer to Arboreal Puzzle in May REVIEW, from *Woman's Home Companion*: 1, beech; 2, weeping-willow; 3, apple; 4, pine; 5, elm; 6, birch; 7, palm; 8, yew; 9, pear; 10, plum; 11, poplar; 12, ever-green; 13, fir; 14, ash; 15, gum; 16, chestnut; 17, aspen; 18, locust; 19, spruce.

In the same number, to "place the same word twice so as to make the sentence read properly": The Four Missing Words are entrance, desert, subject and object.

CURRENT EVENTS.

On his sixteenth birthday, June 23, Prince Edward was made Prince of Wales.

The first regular airship passenger service was inaugurated in Germany, by the flight of the airship *Deutschland* from Friedrichshafen to Dusseldorf a distance of three hundred miles, which took place on the twenty-second of June. The airship was 485 feet long, and carried thirty passengers. The German aeronauts are talking of mapping out properly lighted airship routes.

The Prince Regent of China, by an imperial decree, has made English the official language in all Chinese schools of the "modern learning." This does not mean that English will become the language of the people, but it makes more certain the spread of English and American influence in China, where English is more widely used at present than any other foreign tongue. Even now it is not uncommon to hear two Chinamen from different provinces using English as a medium of conversation; for though the written language is alike throughout China the speech differs widely.

The governments of Australia and New Zealand are planning a system of wireless telegraphy to connect the British islands of the South Pacific.

An Australian sculptor, Bertram Mackennal, has been appointed to design the coinage for the new reign. He is the first colonial artist ever called upon to design the English coinage.

There are between three and four million books in the library of the British museum, and they occupy forty-three miles of shelves.

In South Australia, the camel is coming into general use for carrying burdens.

There is little hope of saving the leaning tower of Pisa. The old tower is on the verge of collapse, owing to the weakness of the foundation, and the inclination from the perpendicular has recently increased. The ringing of the bells in the tower has been stopped because the vibrations thus caused threatened to throw down the structure.

A Russian naval engineer has invented a chimneyless steam boiler which has been adopted for use on a Russian torpedo boat. The products of combustion are disposed of by being mixed with the steam and sent into the cylinders.

A new fabric made from nettles, between cotton and linen in merit, is now claiming recognition, and may possibly soon be had at a lower price than either linen or cotton.

It is expected that a ship canal from Stettin to Berlin will be completed within a year, by which sea going vessels may reach the inland city.

Fighting is still continued in Nicaragua, the general results being in favour of the government forces.

Peat promises to be the fuel of the future in this country. At the dominion experimental station, peat fuel ready for use has been produced at a cost of less than two dollars a ton.

The three hundred Lapland reindeer brought to Labrador by Dr. Grenfell last year are thriving, and promise to solve the problem of making the interior of the country habitable. These animals furnish meat, milk, butter, cheese, leather, furs for clothing, and a far better beast of burden than the savage arctic dogs that kill game and make it impossible to keep domestic animals. Their food is the forest shrubbery, mosses, lichens and seaweeds. Dr. Grenfell predicts that Labrador will soon be exporting reindeer venison.

The arguments in the Atlantic fisheries dispute before the Hague Arbitration Tribunal are closed, and we may soon look for a decision. The questions involved are varied, and we need not be surprised if they are not all decided in favour of the British claims. One of these is that the rights given to the inhabitants of the United States under the treaty of 1818 do not extend to any fishermen on board United States vessels who are not residents of that country. Another is that United States vessels and their crews, when fishing in Newfoundland waters, are subject to the laws of Newfoundland. A third, that these vessels, when entering the harbours of Newfoundland, should report at the custom houses, and pay light and harbour dues. A fourth, as to whether they have the right to fish in the harbours, bays and creeks.

The last of our boundary disputes with the United States—or the last for a time, at least—has been settled by giving the disputed territory to the United States. It was a little island in Passamaquoddy Bay. It is said, however, that the government of the United States will dispute the Canadian claim to some of the islands north of Hudson Bay.

Captain Bernier, with the government steamer Arctic, has left Quebec on another expedition to the far North; his first purpose being to plant the British flag on islands farther north than those he visited last year. He expects to pass through McClure Strait and complete the northwest passage, passing on through Behring Sea to the coast of British Columbia. This he found that he could have done on his last trip, had his orders from the government permitted it.

The area reserved from settlement on the eastern slopes of the Rocky Mountains extends from the international boundary to a line fifty miles north of Edmondton, and contains upwards of fourteen thousand square miles. It covers the sources of the important rivers that water the prairies; and its great object is to prevent the removal of the forest and the consequent drying up of the streams.

The immigration into western Canada in the last four months has been the largest in the history of the country. Nearly fifty thousand of the new immigrants came from the United States, bringing

with them, it is estimated, about fifty million dollars in cash. Of the other immigrants who arrived within that time, about thirty-five thousand were from the United Kingdom, and about ten or eleven thousand from other parts of Europe.

The Governor-General has started on a trip to Hudson Bay and the far north. He will return by way of Labrador and Newfoundland.

The full story of Peary's arctic exploration has at length appeared. It tells of careful observations at several places near the end of the earth's axis, and of how these observations were made and recorded. In reaching these places, he must have passed, as he says, very near the North Pole, if not over the exact spot. Whether the discredited Cook was really there before him, or supposed that he was there, and failed to bring back equally convincing proofs, or whether he puts forward his claim knowing it to be false, must remain for the present a matter of conjecture. Some day we may know more about it.

Knud Rasmussen, the Danish explorer, has left Copenhagen on an arctic exploring trip which will last six years. He will chart unknown waters, and make inland expeditions; and will build a substantial house on Melville, to be at the disposal of future arctic expeditions.

Captain Scott, who is on his way to the Antarctic regions, is to have competition in his attempt to reach the South Pole, for a Japanese expedition is to make the attempt.

It is understood that one of the members of the Canadian government will be present to represent the Dominion of Canada at the opening of the first parliament of United South Africa.

The coronation of King George is to take place sometime in June next. It is proposed that His Majesty shall then take the title of Emperor of the British, so that we may no longer have a British Empire without an Emperor. Another proposal is that he should be crowned King of Canada; or that the title borne by the late Sovereign, King of the British Dominions beyond the Seas, should be amended by mention of the names of the great self-governing Dominions, which, by their constitutions, are now kingdoms in all but name.

A country teacher of my acquaintance asked a nurseryman whose son was in her school to talk to the pupils about the subject of budding and grafting. The man brought his knife and several young trees and actually set buds and coins, while the children crowded around breathless with live interest, listening attentively to his descriptions, and even trying a hand at the work themselves while the man directed them. Never was there a better nature lesson. Many teachers can follow this suggestion.—Selected.

Provincial Educational Association

OF NOVA SCOTIA.

A Meeting of the Provincial Educational Association of Nova Scotia
will be held in the

NORMAL COLLEGE, TRURO,

ON

WEDNESDAY, THURSDAY and FRIDAY,

the 31st August and the 1st and 2nd of September, 1910.

PROGRAMME.

Enrolment of Members at . . . 9 a. m., Wednesday.

Opening Address, 10 a. m., Wednesday.

AT THE DAY SESSIONS the Amended Report of the Committee of Sixteen on the Course of Study for Common or Elementary Schools will, before adoption, be submitted and fully discussed.

WEDNESDAY EVENING SESSION, The Teachers' Union.

THURSDAY EVENING SESSION, Addresses may be expected on School Gardens, Improvement of School Grounds and Schoolhouses, and on Music in the Schools.

The Chief Superintendent of Education for New Brunswick will be invited to be present.

Those attending should secure Standard Railway Certificates when purchasing their tickets.

A. McKAY, Secretary.

THE EDUCATIONAL REVIEW.

SCHOOL AND COLLEGE.

Mr. J. A. Bannister, formerly of the Sackville, N. B. high school and more recently a student of the manual training school, Fredericton, has been appointed instructor of manual training in the Wesleyan College, Stanstead, Quebec.

At the closing exercises of St. Joseph's College, Memramcook, June 16 and 17, seven students received the degree of B. A., one of B. L. and one of B.Sc.

Mr. R. T. Mack, recently vice-principal of the Lunenburg Academy, has been appointed principal of the Bridgewater Academy in the place of M. K. Harding.

Miss Margaret Belyea, B. A., of Greenwich, Kings County, will become principal of the Grammar school at Gagetown, Queens Co., at the beginning of next term. Miss Belyea was a graduate with special honours at the last encoenia of the University of N. B.

Roy D. Fullerton, M. A., of Point De Bute, N. B., an arts graduate of Mount Allison University, has been appointed instructor in mathematics at Harvard University.

During the present year an addition will be made to the Nova Scotia Technical College at Halifax, to make room for the mining and metallurgical laboratory of that institution. It will cost \$30,000.

Principal E. Fairweather, M. A., has resigned the principalship of Kentville, N. S., Academy to study law. Mr. P. Innes Swanson has been appointed his successor, with Miss Winnifred Webster as vice-principal and Miss Bertha Oxner as assistant vice-principal.

Mr. A. J. Brooks, who recently graduated from the University of New Brunswick has been appointed principal of the superior school at Fredericton Junction, N. B.

The Nova Scotia Normal College closed a most successful year June 29th. The principal, Dr. Sloan, said the attendance had been the largest by twenty-five in the history of the school and embraced a fine class of students. Dr. A. H. MacKay, Superintendent of Education, in an encouraging address urged the students to do their best. "Some of you may be paid small salaries and feel 'the Lure of the West.' But be careful. Be patient and loyal. Make your influence felt for good, and the people will appreciate your worth and desire to retain your services."

Mr. Horace G. Perry, recently principal of the consolidated school at Hampton, N. B., has been appointed instructor in biology at Acadia University, from which he graduated in 1903. Mr. Perry has pursued his biological studies at Harvard during the past year.

Mr. Harris H. Biggar, B. A., of Mount Allison University, has been appointed principal of the Dorchester superior school. He succeeds Mr. J. C. Pincock, M. A., who takes the place of Mr. A. B. Maggs on the staff of the high school, Moncton.

Mr. Charles Gregg, M. A., who has filled the position of principal at the Hortonville, N. S., Academy for the

past year, has resigned, to enter upon a three years' theological course.

Miss Lavinia Hockin, M. A., recently principal of the St. John's Nfld., Methodist College has accepted the principalship of Columbia College, New Westminster, B. C., in which school she was formerly a teacher.

Large vacation schools for physical drill were held in Halifax and Fredericton during the summer vacation.

The New Brunswick Normal School closed on the 10th June. The principal, Dr. H. V. Bridges, said the attendance had been the largest in the history of the school—well up to 400 students. An inspector of English schools in the course of his visit last year had said that in all his travels he had never seen so many students in one normal school. Arthur J. Kelly and Milton Gregg, both natives of Kings County, were the winners respectively of the Governor-general's silver and bronze medals for highest professional standing in classes I and II.

Mr. Ernest Robinson, B. A., has resigned the principalship of Horton Academy, Wolfville. His work during the two years he has had charge has been signally successful.

The Moncton, N. B., school trustees have decided to have an ungraded school for pupils whose education is not equal to their age.

Dr. Thomas McKay has been appointed professor of physics in Mt. Allison University, Sackville. He is a son of Supervisor McKay of the Halifax schools. He graduated with distinction from Dalhousie in 1893, and afterwards took his M. A. degree from that University, and doctor of philosophy from Harvard. Dr. McKay is the author of several works on physics, among them a text book on Physical Measurements in Sound, Light, Electricity and Magnetism, which is now a text book of the University of California.

The progressive town council of Wolfville, despite the fact that their up-to-date school building is in good condition, fairly well ventilated and heated, is now expending some three thousand dollars on a new system of heating and ventilation in order that the comfort and health of the students shall be assured. In these days when the ravages of consumption are so great, it were folly, to say the least, to neglect any of those precautions, that are so necessary, if the life, health and vigor of the present and succeeding generations are to be preserved. . . . To those in authority who proceed to grapple, intelligently and vigorously with so important a problem, let due credit and honour be paid.—*Kentville Advertiser*.

There will be no meeting of the York-Queens, N. B., County Institute this year.

Dr. Howard L. Bronson, assistant professor of physics in McGill University, has been appointed to the chair of physics in Dalhousie University, vacated by the resignation of Professor McKenzie. Dr. Bronson is a graduate of Yale, graduating in arts in 1900, and taking doctor of philosophy in 1904.

Mr. Geo. N. Belyea, who recently graduated B. A. from the University of New Brunswick, has been appointed

N. B. School Calendar, 1910-11

- Aug. 29 Schools open.
 Sept. 1 Normal School opens.
 Sept. 5 Labor Day.
 Oct. Thanksgiving Day.
 Dec. 20 Examinations for Teachers' License (Class III).
 Dec. 23 Schools close for Christmas vacation.
 Jan. 9 Schools open after Christmas vacation.
 April 13 Schools close for Easter vacation
 Apl. 19 Schools open after Easter vacation.
 May 18 Loyalist Day (holiday in St. John City.)
 May 24 Victoria Day.
 May 25 Examinations for Teachers' License (French Dept.)
 May 31 Last day on which Inspectors are authorized to receive applications for Departmental Examinations.
 June 9 Normal School Closing.
 June 13 Final Examinations for License begin.
 June 30 Schools close for the year.

N. S. School Calendar, 1910.

- Aug. 29 Regular opening of Public Schools, First Quarter.
 Aug. 31 Provincial Educational Association meets, Truro.
 Sept. 15 Normal College opens at Truro.

MAPS, GLOBES, BLACKBOARDS, SCHOOL DESKS

E. N. MOYER CO., LIMITED.
 TORONTO, ONT.

SHORT ROUTE

BETWEEN

HALIFAX

Maritime Province Points

AND

MONTREAL

W. B. HOWARD, D.P.A. C.P.R. ST. JOHN, N. B.

CANADIAN PACIFIC

BETWEEN

MONTREAL & VANCOUVER**"IMPERIAL LIMITED"**

Leaves Montreal Daily at 10.10 a. m. Coaches and Palace Sleepers to Vancouver.

"PACIFIC EXPRESS"

Leaves Montreal Daily at 10.20 p. m. Coaches, Palace Sleepers and Tourist Sleepers to Vancouver.

"What School for My Daughter?"**THE MOUNT ALLISON LADIES' COLLEGE.****BECAUSE**

Free Catalogue
on application to
DR. B. C. BORDEN
Sackville, N. B.

- It is the Largest Ladies' College in Canada.
- It is in a Healthful Town.
- It Has Specialists for Teachers.
- It Offers Literary Courses.
(University Graduates as Teachers.)
- It Offers Music Courses.
(Staff, Educated Abroad.)
- It Offers Oratory Courses.
(Teachers of Talent and Training.)
- It Offers Household Science Courses.
(Certificate is Qualification for Teaching in New Brunswick Schools.)
- It Offers Fine Arts Courses.
(Director an R. C. A.)
- Its Aim is True Education, not Surface Culture.

principal of the Sussex grammar school in place of Mr. C. W. Lawson who was made teacher of classics in the Fredericton high school.

Mr. F. J. Patterson, teacher of manual training in the Sussex and Hampton schools, has resigned to enter the University of New Brunswick next term.

The manual department of the Sussex and Hampton schools has been filled by the appointment of Mr. J. A. Starrak, recently principal of the Bass River school, Kent County, N. B.

Mr. Norman L. Fraser, B. A., has been appointed teacher of grades seven and eight of the Sussex grammar school.

Miss Cameron, of Havergal College, Toronto, has been appointed assistant of the Netherwood School for Girls at Rothesay, N. B.

Miss Florence Estabrooks, of St. John, and Miss Isabel

Foster, of Salisbury, have resigned their respective positions on the staff of the Middle Sackville, N. B., school. Miss Estabrooks has been appointed to a position on the staff of the Okanagan College, Summerland, B. C.

Mr. Arthur H. G. Mitchell, B. A., late of the superior school, Harcourt, N. B., has been appointed principal of the Port Elgin, N. B., superior school.

Mr. Howard D. Brunt, B. A., principal of the Bloomfield school, Halifax, has gone to Europe. He expects to study educational psychology at Berlin, and visit the English, German and French schools.

Mr. A. B. Maggs has resigned his position in the Moncton high school to take a position on the school staff of Vancouver, B. C. It is rumored that Mr. Maggs is shortly to be married to Miss Edith A. R. Davis, B. A., recently teacher of classics in the Fredericton high school.

Miss Alberta Roach of the teaching staff of the St. John city schools, recently received the degree of M. A. from the Radcliffe College, Cambridge, Mass., after a successful examination.

Nineteen pupils of the Mount St. Vincent Academy, Halifax, have received diplomas on their ability to write short hand at the rate of eighty words a minute—the result of a speed examination provided by Sir Isaac Pitman & Sons, Bath, England.

The results of the University of New Brunswick matriculation examinations were announced on the first of August. Three students were in the first division, as follows: Mildred Wallace, Fredericton grammar school, 782; Margaret O. Palmer, Dorchester superior school, 772; Mary Beatrice Gosnell, St. Vincent's Convent, St. John, 761.

Miss Marguerite M. Norrad who has taught the school at Boiestown, N. B., for the past two years was presented at the close of the term with a handsome fruit dish and brass stand by her pupils. Miss Norrad has since been wedded to Mr. Angus Edney, Taymouth, N. B., and the REVIEW extends its best wishes for the happiness and prosperity of the couple.

Miss Jessie D. Henry, St. Stephen, N. B., was presented by her pupils with a pretty gift at the closing of the schools in June. The REVIEW extends its cordial congratulations on an event which has since taken place.

RECENT BOOKS.

A new edition of Professor W. F. Ganong's *Teaching Botanist* has been published. (Cloth, pages 439, price \$1.25 net). The new book is on the same plan as the old, but considerably enlarged and almost re-written throughout. This is necessary, Dr. Ganong writes in his preface, for the reasons that he has learned a good deal in the interval and that there has been great progress in botanical education in the past decade—nothing, however, he predicts, to what the next decade will witness. The reader finds the promise in this prefatory note amply fulfilled in the pages which follow, every one of which is in the concise and illuminating style that marks the wise and progressive teacher.

One great merit of Dr. Ganong's book is that the main portion of it is as useful to the general teacher as it is to the teaching botanist. His intense energy and his clear understanding of what is vital in teaching have made him examine theories and reject what is superficial and of less value. The real teacher will be absorbed in the pages of the new book as he was in the old, but in a different degree,—it is full of pedagogy, and pedagogy with progress, as well as of advanced plant study. (The Macmillan Company, New York.)

The Common Weeds of Canada (paper, pages 139, price 50 cents.) is a convenient pocket guide that will be useful to the teacher and agriculturist. It is compiled by Dr. D. Wiley Hamilton, of the Provincial Normal School, Fredericton, N. B. The common and scientific names of weeds are given with descriptions and pictures which will help

very much in their identification. Dr. Hamilton has done his work very well and the result is a useful and convenient manual for the identification of the more common weeds, especially those of eastern Canada. (The Macmillan Company of Canada, Toronto).

Students will welcome the volumes, *Questions on Shakespeare*, by Albert H. Tolman, associate professor of English in the University of Chicago. Volume I (cloth, pages 215, price 81 cents, post paid) consists of a general introduction, a study of Shakespeare's language and verses, with a bibliography and index. Volume II (cloth, pages 254, price \$1.09 post paid) takes up the play of Henry VI, the early poems, and the first comedies. This is to be followed by volumes on other plays and the tragedies.

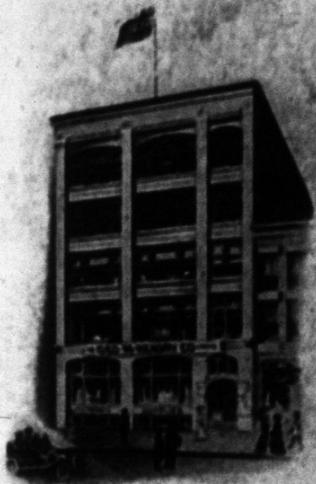
The work is something more than "questions." It is in reality a concise scheme for the study of Shakespeare's works by school and private students, in a manner that shall be interesting and stimulate thought. The author does not believe in making the road too easy for the student. He insists on the pupil's self-activity,—he must grapple with Shakespeare for himself; the poetry, humor, pathos, the abounding diversified life of the plays must be appropriated by each individual reader. With each new drama a "new planet swims into his ken." It is the author's plan to lead his students to do this for themselves, rather than that the results of some other man's reading and thinking shall be poured out upon them in lectures. Mr. Tolman's modesty about his own work and his insistence on the rights of others to interpret for themselves will impress his readers favourably.

Teachers everywhere are asking for practical directions for the use of the school play-ground. In *What to do at Recess* (cloth, 33 pages, illustrated, list price 25 cents) the teacher is told just how to begin, what apparatus to provide, and what games to play. The book considers in turn the needs of the primary, the intermediate, and the grammar school children, both boys and girls. The teacher who makes use of the directions and suggestions given in the book will find that many trials of discipline have disappeared, and that the children have received from the wise use of the school playground a physical, mental, and moral tonic that helps to make teaching both effective and pleasant. (Ginn and Company, Boston).

The Apollo-Collection of Songs for Male Voices (cloth, 264 pages, price \$1.00) has been prepared especially for boys, and is intended for use in preparatory schools, colleges and glee clubs. Only such musical selections are included as have proved attractive and beneficial to students of the high school and college age. These selections are classified as follows: Miscellaneous Songs, Familiar Songs, Anthems, Hymns and Patriotic Songs. Careful attention is paid to the range of each voice, and directions of the classification of voices are given in the foreword. (Ginn and Company, Boston).

A collection of French Anecdotes (cloth, pages 138, price 40 cents) contains many amusing stories, arranged for translation conversation and composition, with

WHERE WILL YOU SPEND YOUR VACATION ?



A Permanent Exhibition of Educational Apparatus and Equipment is to be seen in our new large show-rooms, which are open at all times to those interested in Educational Work. If you get to Toronto, make a point of seeing this. You will be welcome and can examine everything that is used from the Kindergarten to the University. You can sit down and look over books, examine pictures, Art models, apparatus for Physics and Chemistry, Charts of all kinds. You will find many new things of undoubted interest to you. Don't miss it.

By writing now you can secure without cost to you, a neat and clear plan (pocket size) of the business section of Toronto. We mail them free on request. Get one for yourself or for any of your friends.

The Geo. M. Hendry Co., Limited

*Canadian School Supplies
Science Apparatus*

*New Warehouse: 215-219 Victoria St.
Toronto, Ontario*

THOUSANDS OF
STUDENTS IN CANADIAN
SCHOOLS
ARE NOW USING

Chapman's Loose Leaf Note Books

Inspectors and Teachers in all parts of Canada pronounce these books
THE MOST HELPFUL AND PROGRESSIVE EXERCISE BOOKS YET PUBLISHED.

YOU NEED THEM.

Arrange now for their introduction at School opening.

E. G. Nelson & Co.,
ST. JOHN, N. B., EASTERN AGENTS.

The Chas. Chapman Co.,
LONDON, CANADA.

vocabulary. The reading matter is so simple that it may be read with ease and interest at a very early stage of progress and it furnishes ready material for drill in conversation and composition. (D. C. Heath & Co., Boston).

LATE MAGAZINES.

The August *Century* publishes a finely illustrated article by Clara Barrus, on a trip through the Southwest with those two favourite naturalists, John Muir and John Burroughs.

The *Canadian Magazine* for August has two articles on Goldwin Smith that will command wide attention—Goldwin Smith at Oxford and Goldwin Smith in Canada.

Important articles in *Littell's Living Age* in the issue for July 30 are—A Dual Alliance in the Far East, and an impartial and informing view of The Racial Conflict in America.

AUTUMN COURSE.

Canadian School of Musketry AT HALIFAX.

The Autumn Course at the Canadian School of Musketry, 1910, which

Begins on September 6th, and lasts for six weeks, is open to School Teachers who have attended a school of military instruction and who have obtained instructors' certificates.

Applications should be forwarded to the D. A. A. G. for Military and Physical Training in Public Schools, Command Headquarters, Halifax. Teachers authorized to attend are to be treated the same as Officers of the Active Militia for pay and subsistence. Subsistence allowance will be paid as follows:—Officers, \$1.00 per diem.

EDUCATION LIBRARY
AUG 16 1910
ONTARIO.

**No Better Time for Entering
THAN JUST NOW.**

St. John's summers are so cool, our position so elevated and our rooms so well ventilated, that we do not find it necessary to take a summer vacation, and we have good classes during the warmest weather. Also, students can get more attention than in winter, when our rooms are crowded. Send for catalogue.



S. KERR
Principal.

NETHERWOOD

THE

ROTHESAY SCHOOL FOR GIRLS

Reopens for its 17th year on Wednesday, the fourteenth day of September, 1910

Halifax Ladies' College

AND

CONSERVATORY OF MUSIC

(Affiliated with Dalhousie University.)

Residential School for Girls and Young Women.

Regular Course preparation for Dalhousie and McGill Universities.

Special Courses in English, French and German, Domestic Science, Elocution, Stenography, Physical Culture, Fine Arts, etc.

Music, theoretical and practical, from elementary grades to Bachelor of Music from Dalhousie.

Re-Opens Wed., 14th Sept.

For Calendar, etc., address

REV. ROBERT LAING,
Halifax, N. S.



SLATE BLACKBOARDS.

CHALK CRAYONS, SCHOOL SLATES,
SLATE PENCILS, LEAD PENCILS,
SCHOLARS' COMPANIONS.

W. H. THORNE & CO., Limited,
HARDWARE MERCHANTS,
Market Square, SAINT JOHN, N. B.

FIRE INSURANCE.

INSURE WITH

THE SPRINGFIELD FIRE AND MARINE INSURANCE COMPANY

Established 1849. Cash Assets Eight Million Dollars.

KNOWLTON & GILCHRIST, 132 Prince Wm. Street, ST. JOHN, N. B.

Applications for Agencies invited from Teachers. Gen. Agents Maritime Provinces.

The Standard of the World

IN the manufacture of School Furniture we are many laps ahead of our competitors. For durability, honesty of construction, and superior points of merit, our goods EXCEL ANYTHING IN THE SCHOOL FURNITURE LINE. Our New Patent "Ball Bearing" School Desks lead all others. They are absolutely the ONLY School Desks ever made having a Permanently Noiseless Ball Bearing Seat Hinge. This device is NOT an experiment, but has been thoroughly test-d, and its practicability proved. Our Combination "Ball Bearing" Adjustable School Desk is the greatest set success ever achieved in School Desk construction. The time has passed when students must adjust themselves to fit the desks. Health and comfort demand that the desks should adjust themselves to fit the students. That is why our Adjustable Desk should be in every school room in the land.

Write for Catalogue.

Canadian Office and School Furniture Co., Ltd.
PRESTON, ONTARIO, CANADA.