

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., OCTOBER, 1902.

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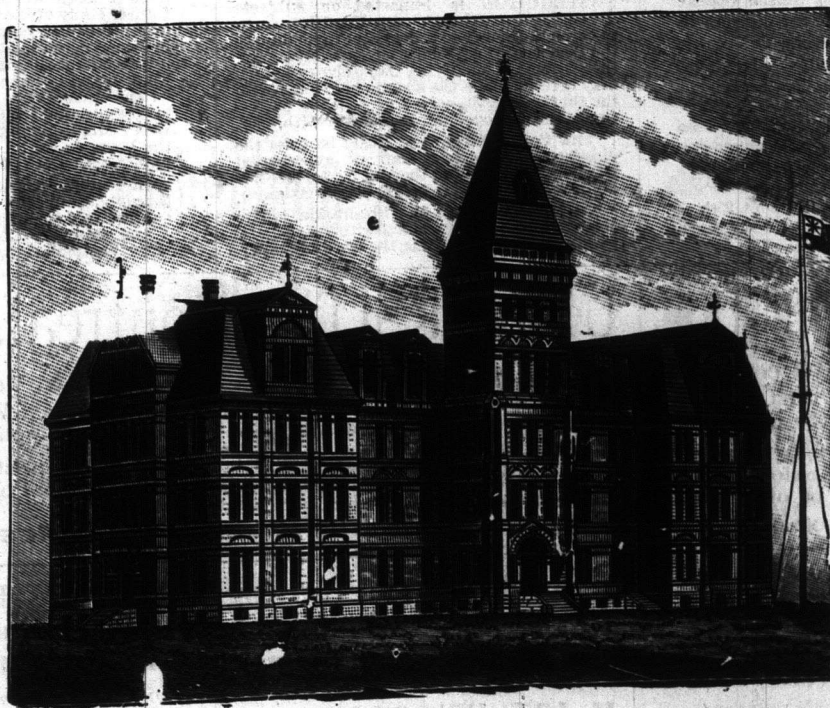
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Always Read this Notice.

THE EDUCATIONAL REVIEW is published about the 10th of every month. If not received within a week after that date, write to the office.

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THANKSGIVING DAY, October 16th.

TEACHERS' INSTITUTES are held in Gloucester and Kent counties, N. B., on the 9th and 10th October.

DR. PARKIN, principal of the Upper Canada College, Toronto, has resigned his position, and will spend the next three years in visiting different parts of the British empire to consult with the various educational authorities on the distribution of the Rhodes' scholarships.

MR. T. B. KIDNER, Director of the MacDonald Manual Training School, Truro, has returned from a three months' visit to England. Mr. Kidner will

begin the second series of articles on Cardboard work in the November *REVIEW*. Very many teachers have expressed such appreciation of the value of Mr. Kidner's first series, from January to June of this year, that they, as well as others, will welcome the second series.

WE would not like to endorse vigorously the following opinion, but there may be something in it to set men thinking. It is from the pen of a professor in one of the colleges in the United States, and is taken from the *Delineator* for October:

"So far as English literature goes, it is scarcely worth while to teach most men. When they come here very few can speak good English. Five hundred words constitute their average vocabulary. A large proportion of the men in the general courses flounder about for years with no aim or object beyond barely getting a diploma at the end, which amounts to nothing. They think more of athletics than of literature; of sprawling in the mud at football, and the mud seems to stick in and affect their souls. Women are far more serious. I should long ago have given up the post of English literature if it had not been for the interest shown by women who have come to my classes."

WHAT slaves are we to custom! The child must be sent to school with his primer in his hand. What a gain it would be to education to make a bonfire of most of the primers in the world. Then the child would go to school with eyes and ears open to all novel experiences, sights and sounds by the way, ready to translate them into speech and make them the framework of language lessons in the school-room under the guidance of the teacher. How absurd it is to teach language as a thing by itself. And yet we are doing that by a slavish use of the primer. If there is one thing a child can do before he goes to school, it is to talk about things that interest him. Let him continue to do that in school, and be taught reading, writing and number upon this basis. Then as soon as he can read a little, let him be introduced to real literature—the fable, the story, easy nature readings, all carefully graded to his comprehension.

THE new and enlarged edition of Webster's International Dictionary, edited by Wm. T. Harris, United States Commissioner of Education, easily stands at the head of all dictionaries. Webster has been a standard book of reference for nearly half a century. Its revisions from time to time have adapted it to the wants of English-speaking scholars everywhere, and now its latest revision, containing thousands of new words from scientific and other sources, makes it absolutely indispensable to the student or general reader. There is no better dictionary equipment for a teacher or school.

LATIN PRONUNCIATION.

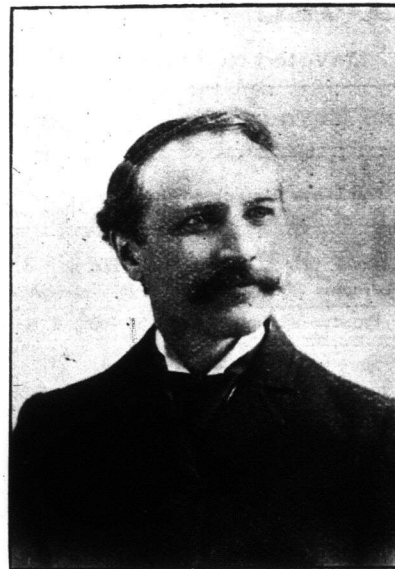
In last month's REVIEW we published a strong argument by Prof. W. T. Raymond in favor of the Roman pronunciation of Latin. Such an argument, as the REVIEW broadly intimated at the time, should not be necessary at this date after the battle between Roman and English pronunciation has been virtually decided, and the result accepted by nearly every college and university on the continent. We hope the Board of Education, which seems to have taken a one-sided and somewhat hasty and ill-advised view of the matter, will not pursue the course of insisting upon the English pronunciation, a course which will bring upon us the well deserved contempt of scholars.

The *Canada Educational Monthly*, in its issue for September, takes the same view.

"Whatever consonant sounds are best to choose, the vowels at least should approach modern Italian vowels. Every one is agreed on that—except, it seems, a headmaster and an inspector of schools in New Brunswick. It is to be hoped, in the interest of sound learning, of good taste, and of respect for common sense and elementary knowledge, that that province will not go back to a comparatively recent corrupt English method, abandoned now in English authoritative books, unknown in any university of note in the United States or Canada, and a subject of amusement to every nation of cultivated beings on the face of the earth.

"Strange, if New Brunswick, or any one in New Brunswick, should be so far behind Nova Scotia; where that now discredited English insular method of a couple of centuries is forbidden. However, we know that the University of New Brunswick has respect enough for what is better and wiser not to have kept this up. It is to be hoped that the Education Board will not take a foolish and indeed ignorant step backward."

A SUCCESSFUL TEACHER.



Mr. John Brittain, science master in the New Brunswick Normal School, has resigned his position to become instructor in the group of rural schools to be established in the province by Sir William MacDonald. Mr. Brittain will spend a year at Chicago University in order more fully to prepare himself for the work which he is about to undertake. He will be greatly missed in the Normal School, where his influence as an inspiring teacher and guide has been felt for nearly a dozen years. We hope that the Normal School, after the lapse of a few years, will have the benefit of Mr. Brittain's wider scholarship and maturer experience.

THE following resolutions on school consolidation and better opportunities for country children was adopted at the annual meeting of the National Educational Association in July. It will bear passing along and being read everywhere:

"We believe that it is both just and possible to keep the country schools in the forefront, and, in all respects, up to the highest standard of excellence and efficiency. The movement to consolidate the weaker districts in the country, and to provide public and free transportation for the pupils to and from the schools, tends to that end. We, therefore, congratulate those states which have been pioneers in demonstrating the possibilities of this mode of re-organization, and renew our endorsement and commendation of it as the best plan yet proposed in relief of the isolated one-room schools."

"We believe that justice and fair play require that high school opportunities should be as ample and free to the country children as they are fast coming to be to the children of every progressive urban community."

NATURE STUDY.

The hints upon Nature Study in the Primary Department and elsewhere in the REVIEW for this month are so full and suggestive that we give up this space to a contributor who has something to say on this subject and says it well. The boy who stones birds or squirrels, the girl who thoughtlessly picks flowers from the wayside and strews them, wilted and forgotten, a few paces further on, needs to cultivate a wider sympathy and respect for the life in nature. The instinct of the boy with a stone or gun to kill something, or of the girl to pick something because it is pretty, needs to be repressed, not with a "don't," for that arouses antagonism, but with a tactful teaching, something akin to the spirit that induced the guardians of a public lawn to take down the sign "Keep off the grass" and put up the following in its place: "Every one who likes fair play will keep in the walk, and give the grass a chance."

Nature and Nature Study.

What is the tendency of Nature Study? Is it adding something to our enjoyment of life and taking nothing from it; or are we letting our new found interest in the subject lead us away from that old-fashioned love of nature, which the poet and the painter best interpret, but which even the most unlearned can enjoy?

Who now climbs the hillside, to see the distant hills rise into view with every step, and feels rewarded as his prospect widens. The landscape must be studied and analyzed, and the meaning of its geographic features well worked out. Who lies upon the beach in listless quiet, idly content to breathe the fresh sea air and to enjoy the rhythm of the waves? Or who, in the long summer days, dreams away an hour beneath a tree, soothed by the murmur of its leaves, and thinks the time well spent? Rather must he be alert to all the facts of his surroundings, and note them in the interest of science; or gather things that can be carried off, to classify and catalogue them for some future reference, and count his time as lost if something new has not been guessed or found. The world has moved. The painter and the poet may no longer be content to stir men's souls; they must satisfy the intellect as well.

Yet we have senses to which appeal the things

that cannot be counted and measured and reduced to rule. The beauty of a landscape can never be told or indexed, although it opens itself more clearly as the eye is trained to see. The joy of life is in living, not in knowing how we live; and all the senses minister to that enjoyment, however trained and disciplined they be, in ways that neither art nor science quite can understand. Not by instruction, but by sympathy, the real love of nature is attained.

In our holiday pursuits, then, or in our educational methods, are we doing well to let the study of nature lead the love of nature? Not so; unless our study of nature begins in the natural way, and the beauty and sublimity of nature first claim our attention. Art and literature may teach us to see and know something of what is admirable in nature; but the subtle appreciation of natural beauty is best acquired by contact with one who sees and knows. A landscape or a tree will not be beautiful to us because we are told that it is so; we must learn to feel its beauty. But we are so constituted that we enter into each other's feelings; and so the lover of nature still, as of old, unconsciously conveys to others, by his own appreciation, something of that nature love which no other training can impart.

The joy in life and the instinctive horror of death are a part of this untaught and unteachable love of nature; therefore it is a hopeful thing that so much of our nature study of to-day is the study of living things.

J. V.

THE HEAVENS IN OCTOBER.

This is the month to study an eclipse, although the hours are somewhat unfavorable. A total eclipse of the moon, visible in Canada and the United States, will take place on the night of the 16th and 17th. The moon enters the penumbra or partial shadow at 10.17 p. m. on the 16th; the total eclipse begins at 12.19 a. m. and ends at 1.48 a. m. on the 17th.

A total eclipse of the sun will take place on the 30th October, visible in eastern Europe and Asia, invisible in Canada.

Explain to pupils the causes of eclipses.

Jupiter is the planet this month that engages most attention. He is evening star and comes to the meridian soon after dark. The *Scientific American* is authority for the statement that "he is bright enough to cast shadows which can be seen faintly out of doors and easily in a darkened room when the planet shines in the window." Let some

keen-eyed young people test the truth of this statement and report to the REVIEW.

Saturn still keeps his position west of Jupiter. Try to pick out the double star in Capricornus a little above the space between the two planets. Mars is morning star in the constellation Leo, rising about 2 a. m. On the 19th he passes close to the bright star Regulus, being about one degree north of it. Venus is morning star, rising just before the sun and approaching conjunction, after which it will be evening star, but not visible for months yet.

TALKS WITH PRIMARY TEACHERS.

BY MRS. S. B. PATTERSON.

Suppose we had been asleep for months, and had just waked up, could we guess what season of the year it is just now? If no one told us the name of this month, would we be likely to guess that it is October?

Ask children such questions as these to set them thinking, to induce them to use their eyes and ears and feelings to some purpose, and to note the changes going on around them. Lead them to observe the characteristics of the different seasons, and the general features of each month as it comes round.

What changes are noticed in temperature in October? How does it compare in that respect with July and August, or with January and February? What is the appearance of the flower gardens, or of the vegetable gardens? What work is going on there in October? Compare all this with the gardens of April, May, or June. Note the gathering of seeds instead of the sowing. How many seeds were required to produce a single plant? Now count the seeds on some plant. What is being done with the vegetables? Why are they being stored away? Why not bring them in as needed for use?

What kind of work is being done in the fields and in the orchards? What month was it when the apple trees were in bloom? Are the farmers hoping for rain or for fine weather just now? Note that though fine weather may be desirable now while the potatoes are being dug and other out-door work is going on, yet we need heavy rains later on before winter sets in. If the children cannot explain why this is so, tell them to ask at home if such is not the case, and to find out the reason why.

What change does October bring to the woods? Observe the changing color of the leaves, and, later

on, their gradual falling to the ground. What colors are to be found in maple leaves? Note different kinds of maple trees. What colors are elm leaves now? What colors are to be seen in willow leaves? Have any of the children ever gone to the woods in the autumn to gather nuts? If so, what kind of nuts, and what sort of leaves had the tree on which the nuts grew?

What work is going on now in the homes? Notice different kinds of preparation for winter, preserving, canning, pickling, etc., besides sewing and knitting, in the making of warm dresses, coats, stockings, mittens, etc. Ask the children if moths have been eating holes in any of their last winter's woollen clothes or furs during the summer.

In connection with talks on the stores of good things gathered in before winter, make special reference to Thanksgiving Day. When our friends give things to us, we say, "Thank you." As God has sent sunshine and rain through the spring and summer to make things grow for us that we may be comfortable during the long, cold winter, we set apart a special day for giving thanks to Him. "Thanksgiving" just means being thankful, and saying so, or doing something to show that we are so. Lead the children to see that if we are truly thankful we will not be selfish. Those who have plenty should always share with those who have not. Encourage the bringing of fruits, vegetables, and other things to school on Thanksgiving week, so making a collection of good things to be sent to some home where the children are poor. This will do much towards developing generosity and regard for the comfort of others. Children, as well as grown people, often grow selfish, and fail to see the needs of others, simply because they get into the habit of thinking only of themselves. They must learn to be generous by practising generosity, and the better habit may be formed in time. It will help them much to see, or to think of the pleasure they have the power to arouse.

Autumn leaves may be made the basis of various interesting desk exercises. Encourage the children to gather fine specimens, and either at school or at home to press them between the leaves of some old pamphlet or book. If not pressed they curl up in an hour or two and are unsuitable for work.

Draw outlines of different leaves, naming the kind of tree to which they belong.

Observe the leaf more closely, and fill in the outline by drawing ribs and veins.

With colored pencils repeat this work, coloring the drawing as nearly as possible like the real leaf. In doing so, notice especially the mixtures of brown and yellow with the greens. Brown and yellow pencils are necessary in order to give the proper tones of green and red.

Another exercise may be the cutting out of these plain or colored drawings of leaves.

Colored papers to match the greens, reds, browns and yellows of autumn leaves can be obtained, and paper leaves cut from outlines. These leaves may then be grouped and pasted on a sheet of cardboard.

Real autumn leaves may be preserved in their natural colors by rubbing wax over a warm flat-iron and passing it over both sides of the leaf. This can be done in the schoolroom if there is a stove, and thus would be doubly interesting to the children.

An Autumn Song.

BY EMILIE POULSSON.

The song-birds are flying,
And southward are hying,
No more their glad carols we hear.
The gardens are lonely,
Chrysanthemums only
Dare now let their beauty appear.

The insects are hiding,—
The farmer providing
The lambkins a shelter from cold.
And after October
The woods will look sober
Without all their crimson and gold.

The loud winds are calling,
The ripe nuts are falling,
The squirrel now gathers his store.
The bears, homeward creeping,
Will soon all be sleeping
So snugly, till winter is o'er.

Jack Frost will soon cover
The little brooks over;
The snow-clouds are up in the sky
All ready for snowing;
Dear autumn is going!
We bid her a loving "good-by."

I am an ardent admirer of the REVIEW. It is a much-needed inspiration every month, and helps me to keep out of ruts.—*M. A. H.*

September number of REVIEW excellent.—*Inspector.*

Teaching Sounds to Primary Pupils.

One of the most important matters that can engage the attention of the primary teacher is to teach the ear to distinguish, and the voice to utter, the plain sounds of speech. Many children do not speak distinctly; others give the sound of one letter for another, as that of *t* for *c* in come, *d* for *th* in they, the short sound of *oo* for the broad sound of *a* in was, etc. To a large extent this may be corrected if instruction in the elements of speech be given in childhood.

At one time I did not teach sounds to Grade I until the second term, thinking that little tots had enough to learn the first term without that; but during the last few years I have found it best to commence as soon as the pupils knew a few words.

To what extent should sounds be taught in the primary grades? is a question frequently asked. Much depends on the ability of the class. Sometimes I have found Grade I capable of learning almost all to be taught about the subject; but at other times, much remained to be learned when they passed to Grade II.

For such young children, it is not necessary to take up all the sounds of the letters and their combinations. At first, I teach the sounds of the consonants and the short sounds of the vowels. They are next taught the names of the letters, and are then ready to learn the long sounds of the vowels.

After that, they have the simple sounds represented by two letters, as *sh*, *ch*, *wh*, *ng*, *nk*; the voice and breath sounds of *th*; the diphthongs *oi*, *oy*, *ow*, *ou*, and the digraphs *ea*, *ee*, *oa*, *aw*, *au*, *ay*, *ai* and *ei*. The pupils take great delight in finding out new words from sounds; but I generally reserve for Grade II the more difficult words, where the letters have not their own sounds, or have silent letters.

In the second year, the sounds are used mostly as a help in finding out the new words. Something new also is now taught, but not until they have a word which cannot be found out from sounds known. Some of these new things are, for instance, that *a* has other than the long and short sounds; that letters do not always have their own sounds; that *ph* has the sound of *f*; that *gh* in most English words has no sound, but in a few at the last, that of *f*; that *w* before *r* is silent, as in wrong and wreck; that *g* and *k* before *n* are mute, as in gnaw and kneel; that *c* and *g* are soft before *i* and *e*, etc.

To what extent should primary pupils be able to

read new words from their knowledge of sounds? They cannot be expected, without assistance, to read those that have letters with other than their own sounds. For instance, take words with *ea*. In bread they have the short, and in mean the long sound of *e*; in great, the long sound of *a*, and in heard the short sound of *u*. But with help in such words, children should be able to read any word. Teachers need not be surprised, however, if they have in Grade I pupils who cannot find out even simple words from sounds.

Others in that grade will read words of three syllables. Nothing pleases the bright pupils better than to find out a long word. On Friday afternoons I sometimes give them a long word like photograph. By dividing it into syllables and telling that the *o's* have the long and the *a* the short sound, it is easy for most of the class to find out.

One of the first words with which they will find difficulty in the second Primer is "cousin" in "Jip and Topsey." If they are told that *ou* has the short sound of *u*, and *s* that of *z*, almost all will read it correctly. In the same lesson, I say that *i* has the long sound, and that *b* is always silent after *m*. The children read "climb." When all the unfamiliar words of one lesson have thus been gone over, I require the pupils to read them from a written list on the board, or to read the lesson backwards from their books. The next day nearly the whole class will be able to read any word in the lesson. Words in which *ough* occurs are puzzling. To aid the children, I write "though," and say that *th* has the voice sound, and *ou* the long sound of *o*, and that *gh* is silent. Then I affix *t*, and note the changes. Now, *th* has the breath sound, and *ou* the short sound of *o*; *gh*, as before, silent. It is "thought." Again I write it with *r* after *th*. Now *ou* has the long sound of *oo* (*th* the breath sound). They have "through." Erasing *th* from the last word makes *ou* have the short sound of *u*, and *gh* the *f* sound. It is "rough." "Cough" is similarly dealt with. It is needless to say that I do not take up all these words in one lesson. In those grades I do not speak of the Italian sound of *a*, but the sound it has in arm; nor do I use the terms "diphthong" or "digraph." Instead of the diacritical marks, I ask for the long, short, broad, breath, voice, or soft sounds, as I require them.

Sometimes it is not easy for little tots to utter all the sounds. If attention be paid to the position of the vocal organs this difficulty will be overcome, at least in most cases. For the *f* sound the upper

teeth should be placed on the lower lip, and the breath forced gently out. The organs in the same position, and the voice forced gently out, will give the sound of *v*.

To teach the sound of the consonants, I take several words with the same termination, and get the pupils to notice that at the last they look and sound alike, but at the first differ. By pronouncing them slowly, it is easy to get the initial sound. The short sounds of the vowels are learned from words of two letters, as at, up, in, on and egg.

To get the long sounds of the vowels, I write two lists of words, as

can,	cane,
pan,	pane,
mat,	mate,
cap,	cape,

In the first row the words have three letters and three sounds; but, although four letters each in the next row, there are only three sounds. I require them to find out the last sound in that row, and in every case see that it is that of the second last letter. Therefore, it is the *e* that is silent. By slowly repeating the sounds of the opposite words, they distinguish a new sound, *a*. When all the vowels have thus been dealt with, they learn that *e* at the last is not sounded, but it brings out the long sounds of *a*, *e*, *i*, *o* and *u*.

BESSIE M. CREIGHTON.

Chatham, N. B.

Rote and Sight Singing in School.

A great deal can be done to interest children—even very young children—in singing, if the teacher will only set his or her wits to work to devise simple means, which shall also be effective in accomplishing the results desired. For example: Nature has supplied us all with a musical staff and pointer, by the use of which the names and positions of the notes may be ineradicably fixed upon the pupils' minds, especially if accompanied with a few rhymes. Standing facing the class, extend the left hand, palm outward and fingers extended, using the right index finger for a pointer, and say:

"See five straight lines before your eyes;
Between them are four spaces;
Now, in a space, or on a line,
We give the notes their places."

Of course the lines are not really straight, but that little fiction can easily be remedied by having the children draw as a form exercise five parallel horizontal lines on blackboard, book, or slate, telling

them that this constitutes a musical staff. Let the children hold up their hands and repeat the quatrain, pointing to the fingers and the openings between them as the words "lines" and "spaces" are spoken. That constitutes Lesson I, and in less than five minutes you have fixed forever in the young mind the idea of a musical staff.

Follow it up in Lesson II by naming the notes upon, above and below the staff, still using the left hand, and the right index finger as a pointer, and say:

"Under the lowest line is D;
Upon the lowest line is E;
See F in the first open space;
On line the second G we place;
In space the second A we see;
On line the third we place the B;
In space the third we C assign;
And upper D on the fourth line;
In the fourth space is upper E;
And on the fifth line F we see;
Above the fifth line upper G;
Upon two leger lines may be
The upper A and lower C."

Explain the meaning of the word "leger," and let the children, again as a lesson in form, draw the "staff," place the "notes," (letters) upon it, and draw two additional leger short lines above and below the staff, with A and C properly placed.

Lesson III may be on the forms of the notes, explaining that if made on a white ground the notes will be black; if on a black ground, they will be white. Here is a little rhyme which will fix the forms in the pupils' minds, and awaken a lively interest if rapidly made by the teacher on the black-board as the lines are recited:

"There are two round or open notes,
The semibreve and minim;
Four with round black heads—
The crotchet first we give;
The quaver next, which has one spur,
The semiquaver two,
The demisemiquaver three—
As here you clearly view.
Sometimes the quicker notes are tied;
Wherever they occur,
Remember this, that every line
Just answers to a spur."

The use of the scientific names of the note form may appear difficult, but very young children will pick them up in the rhymes, and with a little after instruction will recognize their values as readily as though called "whole" notes, "half" notes, "quarters," "eighths," "sixteenths," and "thirty-seconds."

A form exercise may be subsequently taken up and a table built up, or rather down, by placing one "whole" note at the top; below it two "half" notes,

and so on, till the equivalents of each note form are shown.

Lesson IV might relate to time values, as follows:

We hold the notes and count the beats:
For semibreves count four;
The minims hold while counting two;
The crotchets one—no more.
Two quavers to a crotchet go;
Of semiquavers four;
Of demisemiquavers eight—
The quickest note we score."

Teach the children the note sounds, using the open hand staff and index finger pointer, with the letters whose location they have learned, and gradually get them to sing to your dictation—that is following your pointer with the correct sounds—simple melodies, at first using the letters, and, when thorough, the words set to them. It will not be long before you will have not only a singing school, but quick and accurate sight readers of musical notation.

Hampton, N. B.

ALLEGRO.

TEACHERS' CONVENTIONS.

KINGS COUNTY, N. B., INSTITUTE.

The Kings County, N. B., Teachers' Institute met at Hampton on Thursday and Friday, September 25th and 26th, Vice-president Miss M. A. Stewart in the chair. Inspector R. P. Steeves was present and delivered an earnest address on the Relations of the Teacher to the School and to Society. Dr. G. U. Hay gave a lesson on ferns, and this was followed by an excursion to Frost's Mountain, Lower Norton, in the afternoon, when the natural history of that beautiful region was studied. At the public meeting in the evening, addresses were given by Chief Superintendent Dr. Inch, Prof. W. T. Raymond, Inspector Steeves, John March, and others. Centralization of schools was discussed, and there was a strong sentiment in its favor.

On Friday morning Dr. Hay read a paper on Nature Study; Miss Florence Prichard explained a time table for lower grades; Miss Beatrice E. Duke read an excellent paper on Manual Training; Mr. Willard Brewing gave a suggestive paper on Discipline, and Miss H. S. Raymond one on History. These papers were discussed in a very thorough and spirited manner.

The following officers were elected: D. P. Kirkpatrick, President; Miss Ella Seely, Vice-president; Willard Brewing, Secretary-treasurer. Additional members of Executive, Miss Ada Small, Miss Ida Northrup, Orton W. Gray and Rex R. Cormier.

ALBERT COUNTY INSTITUTE.

The twenty-fifth annual session of the Albert County Institute met at Hopewell Hill on Thursday and Friday, September 25th and 26th, President T. E. Colpitts in the chair. About fifty teachers enrolled. Papers were read by W. C. Anderson, of

Riverside, on Discipline; on Teaching, by Wm. M. Burns, of Hillsboro; on Free Text Books, by L. R. Hetherington, of Hopewell Cape; on the Teaching of Latin, by T. E. Colpitts, of Alma; on Teachers' Unions and Salaries, by E. A. Coleman; and a lesson on Spiders, by Miss Mary A. Smith. A committee was appointed to take measures for the formation of a teachers' union, and the institute approved of the principle of free text books. The following officers were elected for the ensuing year: Thos. E. Colpitts, President; Miss Edna M. Floyd, Vice-President; Wm. M. Burns, Secretary. Additional members of Executive, Miss A. Grace McGorman, Miss Bessie Horsman.

An interesting and largely attended public meeting was held on Thursday evening, at which addresses were given by several clergymen.

VICTORIA COUNTY, N. B., INSTITUTE.

About twenty-five teachers attended the Victoria County Institute, which was held at Andover on the 25th and 26th September. Mr. John Brittain, of the Normal School, was present and gave an interesting outline of the MacDonald schools to be established in the Atlantic Provinces. Mr. Brittain also conducted an outing for the study of Natural Science, which proved very profitable for the teachers. Papers were read at the different sessions—on Practical Arithmetic, by Thos. Rogers; on the Beautifying of School Premises, by Inspector Meagher; on Manual Training, by Miss Iva Baxter; on Busy Work, by Miss Maud Waldron; on Patriotism in our Schools, by Mr. McVain. A lesson on the Robin was given to Standard III by Miss Bessie Scott. All the papers were followed by interesting discussions. Mr. Brittain added greatly to the value of the institute by his practical suggestions. Afterwards he met the school trustees and gained their approval to make Andover one of the group of rural schools to be established by Sir Wm. MacDonald and Prof. Robertson.

WESTMORLAND COUNTY INSTITUTE.

The Westmorland County Teachers' Institute met at Port Elgin on Thursday and Friday, September 25th and 26th, Miss Ella Copp, Vice-president, in the chair. About ninety teachers were in attendance, and the people of Port Elgin gave the visiting teachers a cordial welcome. Papers were read as follows: Is the Teaching of Latin Practical? by Mr. G. Fred McNally, A. B.; on School Organization, by Miss Janet Reade; on Canadian History, by Miss Ella McCormick; on Nature Lessons in Grade V, Miscellaneous Schools, by Miss Bessie Oulton; on Reading, by Miss Louise Prescott. The public meeting on Thursday evening was addressed by speakers from the ranks of the teachers present. The officers for the ensuing year were elected as follows: President, H. B. Steeves, Moncton; Vice-president, Miss H. Ramsay, Sackville; Secretary-treasurer, S. W. Irons, Moncton. Ad-

ditional members of the executive, H. Burns, Petitcodiac; M. J. Wallace, Salisbury; and Miss Mary McLeod, Sackville.

P. E. ISLAND TEACHERS' ASSOCIATION.

The annual meeting of the teachers of P. E. Island began on Wednesday, September 24th, Principal R. H. Campbell, of Summerside, presiding and delivering an appropriate and suggestive address. Dr. A. H. MacKay, Superintendent of Education for Nova Scotia, was present and took an active part in the discussions, besides delivering addresses at the opening and at the evening public meeting. Dr. Anderson, Superintendent of Education, gave the institute the benefit of his wide experience as a teacher, and his addresses were suggestive, directly touching upon an increase of teachers' salaries, to which end he has been actively devoting himself since he assumed the superintendency. Other subjects that came up for discussion were Centralization of Schools, Manual Training, in both of which there is much interest felt on the Island.

The following papers were read and discussed: By Mr. A. D. McArthur, on Crowding the Curriculum; by Supervisor Stewart, of Charlottetown, on English Grammar, in which he contended that the text-book teaching of grammar is practically useless; by Prof. Watts, on Music; by Mr. John McSwain, an object lesson on Ferns; by Principal W. R. Campbell, of Truro, an address on Domestic Science; by Miss Eva Reagh, a paper on Discipline. Resolutions were adopted asking the government to provide for the teaching of Domestic Science, and to make a grant to the Summer School of Science. The following officers were elected: President, W. J. McMillan; Vice-Presidents, W. V. Newson, C. W. Walker, and Fenton Aitken; Secretary-treasurer, John W. Young.

The Kind Old Oak.

It was almost time for winter to come. The song-birds had all gone far away, for they were afraid of the cold. There was no green grass in the fields, and there were no pretty flowers in the gardens. Many of the trees had dropped all their leaves. Cold winter, with its snow and ice, was coming. At the foot of an old oak tree some little violet plants were nestling. "Dear old oak," said they, "winter is coming, we are afraid that we shall die of the cold."

"Do not be afraid, little ones," said the oak, "close your eyes in sleep, and trust to me. You have made me glad many a time with your sweet blossoms. Now I will take care that the winter shall do you no harm."

So the violets cuddled down and went to sleep; they were sure that they could trust the kind, old oak. And the great tree softly dropped leaf after leaf upon them, until they were all covered over.

The cold winter came, with its snow and ice, but it could not harm the violet plants. Safe under the friendly leaves of the old oak, they slept and dreamed happy dreams until the warm rains of spring came and waked them up again.—Selected from "Little Flower Folks."

MEMORY GEMS.

And let these altars, wreathed with flowers,
And piled with fruits, awake again
Thanksgiving for the golden hours,
The early and the latter rain!

WHITTIER—*Autumn Festival.*

Trust men, and they will be true to you; treat them
greatly, and they will show themselves great.

EMERSON—*Essays.*

Dare to be true, nothing can need a lie;
A fault which needs it most, grows two thereby.

HERBERT.

To-day is ours; what do we fear?
To-day is ours; we have it here.
Let's treat it kindly, that it may
Wish at least with us to stay.

COWLEY.

To-morrow's fate, though thou be wise,
Thou canst not tell nor yet surmise;
Pass, therefore, not to-day in vain,
For it will never come again.

OMAR KHAYYAM.

Be noble—that is more than wealth;
Do right—that's more than place;
Then in the spirit there is health,
And gladness in the face;
Then thou art with thyself at one,
And no man hating, fearest none.

Glorious are the woods in their latest gold and crimson,
Yet our full-leaved willows are in their freshest green.
Such a kindly autumn, so mercifully dealing
With the growths of summer, I never yet have seen.

BRYANT.

Why stay we on this earth except to grow?

BROWNING.

Do noble deeds, not dream them all day long.

CHAS. KINGSLEY.

There is no service like his that serves because he loves.

SIR PHILIP SIDNEY.

Without halting, without rest,
Lifting Better up to Best,
Planting seeds of knowledge pure,
Through earth to ripen, through heaven endure.

EMERSON.

It is not what man does to exalt him,
But what he would do!

BROWNING.

Our greatest need to-day is primary education, the education of the masses, the great common people, who are the brawn and sinew of our community. We spend too much thought and money on high schools, colleges and universities, while the simple education of the great masses is too much neglected. In our public schools the primary grades are overcrowded, and the high schools are partly empty! That is an object lesson for our legislators and our rich men.—*F. T. Howard, New Orleans.*

Hints and Suggestions for the Class Room.

ECONOMIZE TIME.—Much keeping in after school may be avoided if teachers will establish the rule that failures in written work should be made up during the fifteen minutes before the opening of school. Tell the pupils to come in as soon as the doors are open, and have the work all ready on their desks for them to begin upon as soon as they enter. They are fresher and so is the teacher less fatigued than after school.—*Popular Educator.*

SUGGESTED EXERCISES.—“Scholars who can spell *weird, gauge, repellent* and *omnivorous*, with their eyes shut, go the head of the class.” It is a rare accomplishment.” Let me add to the list, *exonerate, exhilarate* and *exorbitant*. That will do for one lesson. Let me remind teachers very earnestly that nothing is gained by drilling pupils in spelling words that they never miss. Find out the words that trip them; then make sure work with such words, whatever the cost.—*School and Home Education.*

A NUMBER GAME.—Passing quickly through the aisles, crayon in hand, place a number on each slate, not going beyond sixty. A boy or girl is then called to the platform, holding the slate so that all can see the number. The children rise in turn, hold up their slates and telling what the numbers are, ask the pupil on the platform a question. When he fails to answer correctly he goes to his seat, and the one who asked the question answers it and takes his place. The following are some questions that may be asked:

“My number is thirty-seven; how many more is yours than mine?”

“My number is ten; if cents, how many ten-cent tops could you buy, and how much over?”

“My number is twenty-seven; add mine to yours.”

“How many nickels in your number?”

“If my number be taken from your number, what will be left?”

“Your number is how many times my number?”

etc.
This calls for close attention and rapid thinking.
—*Indiana School Journal.*

SUGGESTION FOR BUSY WORK.—A collection of small pictures, such as are found in reading books, is of great advantage as a means of supplying pupils quickly with work that is variously useful. Give each pupil a picture from which he may write a story. These written stories can be used later as a reading lesson, each child reading his own story to the class. The same set of pictures can be used many times, giving each pupil an opportunity to write about a different picture each lesson.
Have each pupil write the story of yesterday's reading lesson.

STAR HOLIDAYS.

Bridgeport, Conn., has a star holiday scheme that works to a charm. When any room in the city has had a month without an absence or lateness, the room is given a star holiday. With the children it is a real holiday, but with the teacher it must be spent in visiting schools outside the city. As an incentive to punctual and constant attendance it is a success, and the value to the school of such school visitation is inestimable.— *N. E. Journal of Education*.

IF IN DOUBT WORK IT OUT.

I time 9 plus 2 equals II.
 12 times 9 plus 3 equals III.
 123 times 9 plus 4 equals IIII.
 1234 times 9 plus 5 equals IIIII.
 12345 times 9 plus 6 equals IIIIII.
 123456 times 9 plus 7 equals IIIIIII.
 1234567 times 9 plus 8 equals IIIIIIII.
 12345678 times 9 plus 9 equals IIIIIIIII.
 I times 8 plus 1 equals 9.
 12 times 8 plus 2 equals 98.
 123 times 8 plus 3 equals 987.
 1234 times 8 plus 4 equals 9876.
 12345 times 8 plus 5 equals 98765.
 123456 times 8 plus 6 equals 987654.
 1234567 times 8 plus 7 equals 9876543.
 12345678 times 8 plus 8 equals 98765432.
 123456789 times 8 plus 9 equals 987654321.

WORDS FREQUENTLY MISPRONOUNCED.

Sinew—ew like u.
 Re-al-ly—three syllables.
 Nothing—sound the o like u.
 Little—sound the t's.
 Depth—sound the th.
 History—three syllables.
 Feb-ru-ary—sound the first r.
 Arithmetic—a-rith.
 Recess—accent on last syllable.
 Juvenile—short i.
 Italian—first i is short.
 Idea—accent on second syllable.
 Oasis—first syllable accented.
 Elm—one syllable.
 Salmon—sam-un—accent on first syllable.
 Finance—last syllable accented.
 Reptile—short i.
 Avenue (new).
 Subtle—(sut-tl).

WEATHER STUDY.

Weather study, if properly pursued, will touch upon many sides of geography and history. During the school year it will lead to a consideration of the effects of weather upon the seasonable occupations of men and women, and also upon the material and the amount of clothing, and to some extent the quantity of food. From the above we draw

the three following conclusions: 1. That a knowledge of climate and its effects upon man, are the beginning and end of geography study. 2. That an intelligent knowledge of climate must be based upon the continued daily weather study. 3. That the importance of weather study justifies a graded series of topics and experiments along the line of weather observations, adapted to the pupils of each grade.—*Pa. School Journal*.

The Autumn Leaves.

FIRST CHILD:

I am a leaf from the tall elm tree
 That stands high upon the hill top there;
 Patiently my watch I keep
 O'er all the hillsides and valleys fair.

SECOND CHILD:

I came from the maple tree
 By the church with its huge iron bell;
 Many a time I've heard it say,
 "A tale of hope and peace I'll tell."

THIRD CHILD:

I am a leaf from the old oak tree
 Deep in the woods; I know
 All the secrets of fairyland,
 And how the flowers grow.

FOURTH CHILD:

And I am a leaf from the aspen,
 Do you know why I tremble so?
 I heard a child tell a lie one day,
 'Tis an awful thing to know.

FIFTH CHILD:

Down where the dead lie sleeping,
 In a calm and quiet spot,
 I came from the willow, weeping,
 O'er the blue forget-me-not.

SIXTH CHILD:

I grew on the big old apple tree,
 Where the blue birds and robins nest,
 The children love me, and the breeze—
 O, you can guess the rest.

SEVENTH CHILD:

And now we will make a wreath,
 Red and yellow and green;
 When you see you will all agree
 'Tis the prettiest wreath that ever was seen.

All join hands and sing:

Away to the woods, away,
 Away to the woods, away,
 All nature is smiling,
 Our young hearts beguiling,
 O, we will be happy to-day.

CHORUS.

Away, away, away, away,
 Away to the woods, away,
 Away, away, away, away,
 Away to the woods, away.

Scholar or Gentleman?

He was one of the best-known and most prosperous business men in the West, and I leave it to you to judge whether he spoke as a wise man or as a fool. He was talking about the education of his boys—you know men are sometimes really interested in the education of their boys—and after an exchange of opinions regarding their teacher, he remarked: "I don't understand how teachers so often overlook the fact that the most important thing in teaching a boy is to give him the instincts and manners of a gentleman. When I went to high school in the East we had six or eight teachers, and it is said to be the best school in the district, yet my recollection of it to-day is this: The principal, who taught classics, and who should have been a man of refinement, was nothing but a cold-blooded registering machine. He seemed to be made of metal. He followed the progress of the boys in their studies with a lynx-eyed vigilance; if a boy was shaping well for examination, that was enough; no matter what merits he had outside of that, they were disregarded. I have seen boys come into that school who needed above all things a little talk as to dress and deportment—just a little word would have sufficed—but that word was never spoken.

"There were others who had offensive ways—they were slovenly and dirty; yet they were good students and they were in the favored lot. They left that school resembling 'the learned hog,' and they are probably after that pattern to-day.

"Our mathematical teacher was a quiet, patient man, who could solve anything in the shape of a problem, but we ran wild with him. His influence was altogether in the direction of producing 'hoodlums.' Our English master was one of the driest specimens imaginable. There was nothing he could not analyze, except a boy's nature. If he had been capable of doing that he would probably have discovered a boy's needs. He gave us words, words, words, but there was no inspiration, no life. The teacher of science, however, was a man, and a gentleman. Whenever he came into the room we felt the presence of a lofty soul. He said nothing about manners, but most of us began to reverence him and copy him. His spirit was infectious. The other teachers gave us most of our schooling; he gave us most of our education. I shall love the memory of that man as long as I live. We had a man who taught us bookkeeping and history. He was boorish, narrow, conceited. He was self-educated, and never having been in the world of men never really understood how ignorant and full of faults he was. He had dirty hands, greasy coat, unkempt beard. I can't understand to this day how they kept such men in a school. But, you know, they were all hustlers. Yet, I wish to heaven they had all been gentleman before they were hustlers. When my boys are old enough to go to high school

or college, they are going where the teachers are first of all gentlemen."

Now here is a criticism of the schools of twenty years ago, by a gentleman capable of forming a judgment, and it raises a series of questions that deserve consideration:

1. *Should the school consider the cultivation of a gentlemanly demeanor as of very great importance?* It will be conceded that in life a gentlemanly bearing is most desirable. None of us wish in our business relations to deal with uncultured, uncouth specimens of humanity, and in our social intercourse we are careful to cultivate the acquaintance of those who have not only intelligence, but that style and manner which characterize the gentleman. It may be said that *internal worth*, and not *form*, determines the man. In answer to this it may be said that where real worth exists the form will be desired, and many a man of real worth suffers because he has not that repose and manner which indicate "the man of good breeding." Again, it may be said that the special aim of the school is "scholarship," and it is the duty of the home and society to look after manners. In answer to this it might be asked, "Who settled it that the special aim of the school was 'scholarship?' and if it were, is not the great aim of education—the upbuilding of life—of more account than this special aim?"

2. *Does the criticism apply to the schools of to-day?* There is no use in evading this question by saying that our teachers have a high sense of their moral responsibility, that they are aiming at character formation. This is quite true. Yet the conduct of pupils, the bearing of teachers in schools, the reports of inspectors, would all indicate that this "making gentleman" is not, in many cases, receiving the attention it should. There are indeed schools in which the very worst of bad manners may be seen, where both teachers and pupils lack the repose, the courtesy, the finish that characterize the refined. There is instead an air of roughness, crudeness, confusion and discord. A gentleman is known by his temper, his speech, his address, his general style. He does not scold and nag, he does not use coarse or inelegant expressions habitually, he does not insult childhood, he is more careful to speak gently and tenderly in the presence of little ones than in the presence of his ball-room associates; it is in him to be kind and gentle; he cannot be otherwise. *O si sic omnes!*

3. *What is required under the circumstances?* First of all it would seem that our teachers must perceive the importance of training of the kind indicated. But there is no hope so long as those in charge of our schools think only in terms of intellect. Additional intellectual ability is the last thing some people need. Soap and curry-comb would be more to the point. Yet there are cases on record where children have entered a school rough, untidy, unmannerly, and at the end of a year have gone away worse than they came. A man came into a high school down East. He was dirty, rough,

uncultured, offensive in his ways, crotchety and all the rest of it, but he was a wonderful worker. At the end of a year he passed the teachers' examination and received a license to teach. It would have been as fitting for a Zulu to take charge of a school as that man. Why in the name of all that is sensible didn't the teachers of that school take him where he came short instead of bending all their energies to making him come out first on examination? It requires more courage to talk to a man on personal matters than to teach him physics or algebra; but what is a teacher for, if it is not to assist in building up life? There are some of course who shout "cant" as soon as you mention character-building or anything of that kind. Can a man not be as honest in trying to help a fellow to a better life, as in trying to teach him history or literature? The fact of the matter is, teachers require to have their eyes open to dirty hands, greasy coats, rough manner, signs of bashfulness, and everything of this kind. Then they can do something. But they never in this world will do anything of account if they are thinking in terms of the subject of study rather than in terms of the pupil.

In the second place teachers must know in theory and practice what the gentlemanly life means. Ay, there's the rub. How can one with rasping voice, slovenly expression, bad temper, insolent tone, hyper-business air, cast-iron precision, understand the life we are considering? The thing is impossible. It may be that with many of us we shall never reach the ideal; it may be that early training and environment are against us; it may be that we have it not in our blood, for there is a good deal in that; but we can do our best. And when we review our work for the term upon which we are just entering, one of the questions we shall ask ourselves in all seriousness is this, "Have we helped our boys to be gentlemanly in thought, act, and word?" and if we have, our labor has not been in vain.—*W. A. McIntyre, Winnipeg, in N. Y. School Journal.*

We have imagined that there is a royal road to the making of good teachers. There is not. Good teachers cannot be extemporized or made in a hurry. They cannot be made by the mere teaching of psychology, pedagogy, or normal school methods. Something infinitely more important is needed. Content is always more important than form. What is the worth of method if you have nothing to teach? A good teacher must know thoroughly what he has to teach. If it is English, he should know English literature, should know and love the great masters, should have made at least one epoch or department his own, so that he might write intelligently regarding its relations to the whole. So with every other subject that he may be called on to teach.—*The late Principal Grant.*

Attractive School Rooms.

In the country schools there is so often an inability or a disinclination on the part of the school board to expend money in making the interior of the schoolroom attractive, that most schoolhouses so situated have an uninviting, not to say repellent interior.

The walls are usually white plaster, much smoked, and beside desks, a globe, and map case, green window blinds are considered a satisfactory finish in the furnishing of a room where the children of the district spend almost half of their waking hours.

If the teacher is willing to put in a few extra hours not called for in her contract, she can make attractive even the most barren interior. The board will, without doubt, if properly approached, allow the expenditure of two or three dollars of their funds, and consider them well spent.

Take one dollar for the purchase of wall finish. Alabastine is the best, for it does not show streaks, no matter how unevenly applied. A dark rich cream is the better color, as it does not show dust so readily, and yet makes the room appear light and cheerful.

Beg or borrow a kalsomine brush, clean it thoroughly, and have two of your larger boys apply the finish. (They work better in pairs, and if you can make use of your bad boy, you have accomplished something worth while).

Give the big girls the window washing. But in keeping the children busy, do not forget to be busy yourself. Remember it is *they* helping *you*, and not the reverse.

Use as much of the money as necessary in buying Swiss, dimity, or cheesecloth (white) for sash curtains. If kept clean, the latter will look very well.

Have your younger girls hem them.

Put them up with wire, and not cord, as the latter so soon sags down, giving the whole an untidy appearance.

Spend any money there may be left in buying pictures.

Put the pictures up with autumn leaf frames, or if glass can be obtained a few cents more will give you an excellent means of preserving your pictures, making them last quite as long and look about as well as though they had been framed. The expense is very small.

Have the glass cut the size of the pictures, supply

yourself with several pieces of pasteboard, and cut them the same size as glass and pictures, place the pasteboard on a table, lay the picture on it face upward, and over this the glass. Now take a roll of passe partout binding (the roll will cost ten or fifteen cents, and contains about twelve yards of binding). Cut in proper lengths and paste one edge of the binding down to the glass; holding firmly, press the other edge down on to the pasteboard. This binds it firmly, and makes a very pretty finish.

The binding comes in various colors as well as gold and silver, so there need be no lack of variety.

Small rings for hanging are sold at a small cost, and are inserted in the pasteboard before binding, but a strong cord may be used instead if the picture is sufficiently small to make its use safe.

Autumn leaves carefully pressed, dipped in melted paraffine and pressed with a hot iron make a pretty and lasting decoration.—*Popular Educator*.

Fall Nature Work.

The children take much pleasure in bringing in caterpillars of various kinds in the fall months and "raising cocoons." If they are not given the proper diet, or if for any other reason they do not seem inclined to spin their cocoon they may be released and others obtained. Late in the fall bright eyes may find cocoons on vines and bushes. Good specimens of another kind may be found covered by the earth under tomato vines. We have been most successful with the cecropia and polyphemus moths. This makes an excellent beginning for nature study in any grade, and one which holds the pupils' interest from fall until the moth or butterfly emerges in the spring. Much may be learned of its habits, manner of drying wings, eating, and of its construction before releasing the developed moth.—*Am. Primary Teacher*.

A schoolmaster who seldom brushed his clothes, and apparently never brushed his hair, except with his coat on, was trying to explain to a class what the Sahara was. "The desert," he said, "is one vast expanse of sand in every direction. Wherever you look it is sand, sand, sand. You can't tell where it comes from, but it is always there, till the eye grows wearied of it. Have you ever seen anything like that?"

"I know! I know!" cried a little girl eagerly.

"What is it?" asked the gratified schoolmaster.

"It is just like the dandruff on your coat collar," said the little girl.

This fable shows that sharp eyes often make tongues unconsciously sharp. — *School Bulletin Fables*.

CURRENT EVENTS.

Vast areas of the richest soil in the world, which have lain idle for thousands of years, will be brought into use by the great irrigation works which the British government is constructing in the valley of the Nile, and which are now nearing completion. From time immemorial irrigation has been carried on in the Nile valley, the waters of the annual inundation being carried through artificial channels for that purpose. Under Turkish rule, the canals and dykes built by the ancient inhabitants have been neglected, and have fallen into ruin; therefore the extent of the land under cultivation is much less to-day than it was when Egypt was governed by native rulers. The present work, which includes the great dam at Assouan, nearly a mile and a half in length, will not only restore the former area of cultivation, but will, when finished, supply an irrigation system more extensive than any the world has ever seen. The land reclaimed will be used for growing wheat, sugar, cotton and other staples.

The British South Africa Company has begun the erection of electric works at the great falls of the Zambesi, known as the Victoria Falls. The immediate purpose is to furnish power for mining an enormous deposit of copper that has been discovered within the last two years. It is believed that recent improvements in the long-distance transmission of electricity will enable the company to also furnish power for use in the coal fields, 150 miles away.

The Boers who at the close of the war went into German territory in Southwest Africa are dissatisfied, and will, it is said, return to live under British rule.

The Boer delegates who are to visit this country and Australia have started on their Canadian tour. They will probably be taken through the fruit growing regions of Ontario and the grain raising districts of Manitoba and the Northwest, where they will be afforded every facility for seeing the country and its resources.

Canada's surplus of wheat over what is required for home consumption was ten million bushels in 1900; in 1901 it was twenty-six million; this year it may be nearer seventy-five million, and there is as yet but a very small part of the fertile land under crop.

The influx of settlers to Canada during this year has so far been quite unprecedented. There were more homestead entries in the month of July than there were for the whole year in 1895.

For the first time in history, a president of the United States has reviewed a regiment of British soldiers under arms. The occasion was President Roosevelt's visit to Detroit, and the soldiers were six companies of the Twenty-first Regiment of the Canadian militia, who by special permission had

crossed the lines to do honor to the chief magistrate of the neighboring republic.

A militia order directs that henceforth swords are to be used only on parade by the Canadian cavalry forces, and that our mounted troops hereafter, no matter what they are called, shall consider the rifle as their principal weapon.

A battalion of the Royal Garrison Artillery has been sent from England to Halifax, and the special battalion of the Royal Canadian regiment which was on duty there during the war has been disbanded.

The people of the Yukon territory are to have a representative in the Dominion Parliament. This, with the establishment of municipal self-government in Dawson, is in strong contrast with the state of affairs in the adjoining United States territory of Alaska, where crime and disorder prevail under the arbitrary form of territorial government.

Newfoundland has agreed to a further postponement of the settlement of the French shore question.

A beautiful valley, never before seen by man, is said to have been lately discovered in the interior of Newfoundland. Stranger still than the existence of such an unknown region is the story that a river which runs through it disappears in a cave, larger than the Mammoth Cave in Kentucky, and finds a subterranean outlet to the sea. It is not necessary to believe all this at once, though it is not wholly incredible, as the interior of Newfoundland is little known.

A new river has been discovered in Labrador, by an exploring party which left Boston last July and has just returned. Its mouth is near Nain, one of the Moravian mission stations on the Labrador coast. It drains a chain of seven lakes, the largest of which is forty miles in length, with many cascades pouring over its mountainous shores.

A British aeronaut, Stanley Spencer, has accomplished a remarkable flight over London in an airship of his own invention. It is estimated that his ship travelled about thirty miles, which is three times as far as the longest trip made by the Brazilian aeronaut, Santos-Dumont. The new airship is supported by hydrogen gas, and propelled by a petroleum motor. The trip was made without accident, but there was great danger of an explosion.

At a gathering of Russian nobles and other persons of influence, held in Moscow early in last month, it was secretly determined to petition the Czar to establish representative government in Russia. There are local elective assemblies in Russia at present, somewhat similar to our town and county councils; but the general government of the country, both legislative and administrative, is in control of the emperor and his councillors; that is, the government is an absolute monarchy. If representative government is granted, the people, through their representatives, will make the laws, and the emperor and his advisers will execute them, as in Germany; or the people will make laws and ap-

point an executive to carry them out, as in the United States; or they may go further and form a responsible government, as in Canada and other parts of the British Empire, in which the whole policy of the government is at all times subject to the approval of the people's representatives in parliament.

The prolonged strike in the Pennsylvania coal regions has so increased the price of anthracite coal that Welsh coal is now being shipped to this country.

A credible explanation of the blowing up of the United States battleship "Maine" in Havana harbor, which was made the occasion of war with Spain, is now published. Since the death by suicide of a naval officer who was an electrician on the "Maine," it is said that his acquaintances have always believed he knew the cause of the explosion, and that it was due to defective electric wiring.

The president of the new republic of Cuba has requested that the United States troops remaining in Cuba be withdrawn. The United States authorities will probably comply with this request.

The United States is sending additional forces to the isthmus of Panama, where its military officers have already to some extent interfered in the civil war in Colombia, their orders being to preserve free communication across the isthmus at any cost. The revolutionists have lately gained some successes in North Colombia, while the Colombian government still holds the mountain regions to the south, in which the capital, Bogota, is situated. The real matter at issue between the parties is the struggle for supremacy between the conservatives, who are principally of pure Spanish descent, and the liberals, who represent the newer families of mixed white and Indian blood. Together they form only about fifteen per cent of the population, the great mass of the people being descendants of the aborigines.

In Venezuela, where, for the present, the liberals are in control, the government forces have suffered a defeat. The whole country is disturbed, and organized government is practically suspended. Either the United States or some other power will probably have to interfere and restore order.

In Hayti, a revolutionary vessel has been sunk by a German cruiser, and it is to be hoped that this is the beginning of an intervention that will lead to better government. At the end of next year, Hayti will have completed a century of political independence. In all that time, it is said, no president has been legally elected; no government has been secure; life has never been safe from military execution; taxation has been organized plunder. It is very rich in natural resources; and, under a settled government, should be the richest country in the West Indies.

Prof. Macoun has returned to Ottawa from a botanical survey of the Yukon territory. Expecting to find there Arctic plants, he came across none

below an altitude of 3,700 feet. The most remarkable feature of the country he finds to be the absence of wind. The summer is warm without wind; the winter clear and cold without wind. Though the days of sudden wealth from placer mining are passed, he thinks the prosperity of the country will continue.

Esperanto is the name of a new international language. Invented by a Russian, in 1887, it has of late made rapid advances. It is already used by some 80,000 persons, principally in the Latin countries of Europe; and there are newspapers published in Esperanto in Russia, Austria, France, Germany, Holland, Belgium, Spain, Italy, England and Canada.

Another Arctic explorer, Lieut. Peary, has returned without having succeeded in his proposed dash for the Pole. He has, however, reached a higher latitude than ever before attained in the western hemisphere, and has rounded the northern point of Greenland, in latitude $83^{\circ} 39'$. Robert E. Peary is a lieutenant of engineers in the United States navy, and a former resident of Portland, Me. With five years' leave of absence, he set out on his last expedition in July, 1898, taking with him the steamer "Windward," which Alfred Harmsworth, the London publisher, had presented to him for the purpose. His work is not to be considered a failure, though he did not reach the farthest north yet visited, the Duke of Abruzzi, in 1900, having been 150 miles nearer the Pole.

Capt. Sverdrup, who sailed for the same region in 1898, under the auspices of the Norwegian government, but whose declared aim was to explore Greenland and the islands north of Canada, not to reach the Pole, has also just returned. He has explored the coast of Ellesmereland, and discovered a great island north of the Parry Islands, which is probably the most northern part of our Dominion. He has also discovered deserted Eskimo encampments, which seem to show that at a comparatively recent time there were settlements farther north than any in existence at the present time. The settlements are supposed to have been abandoned because some change in the ice conditions cut off the supply of food.

The new British armored cruiser "Blake" is the fastest war vessel in the world, having made on her trial trip a speed of over twenty-four knots an hour.

Another exploring party is about to start for the Antarctic regions. The leader is William S. Bruce, Director of the Laboratory of Marine Zoology at Edinburgh.

Venezuela protests against the British occupation of Patos, a small and uninhabited island off the Venezuelan coast, which Great Britain has claimed for many years as part of the Trinidad group.

Russia has begun the evacuation of the southern part of Manchuria, and has handed over to the Chinese the control of the railway in that region.

The jealousy between Norway and Sweden which at one time threatened a disruption of the Scandinavian union, is now apparently giving place to a desire for the union of the three Scandinavian kingdoms, Norway, Sweden and Denmark.

The remarkable series of earthquakes and volcanic disturbances, for which this year will be noted, still continues. Vesuvius, Etna and Stromboli, and three volcanoes in Alaska, as well as those in Martinique and St. Vincent, and two or three in Mexico, are or have been in eruption. Terrible earthquakes have occurred in other places, the most recent being in Japan and the Philippines and in Central Asia. By the latter the town of Ak-Su, in eastern Turkestan, was completely destroyed, and Kashgar, the capital of the district, with many of the surrounding villages, badly wrecked, involving the loss of over a thousand lives.

'ROUND TABLE TALKS.

T. H. S.—A stock of goods was insured for \$30,000 for 18 mos. @ $1\frac{1}{2}\%$. At the end of 12 mos. the policy is surrendered. If the short rate for 6 mos. was 65%, what should be the return premium?

Interest for 18 mos. @ $1\frac{1}{2}\%$ per annum on	
\$30,000=	\$675.00
65% of \$450.00=	\$292.50
65%	= 292.50
	<hr/>
	585.00

Or, insurance for 18 mos. @ $1\frac{1}{2}\%$ for the	\$90.00
time =	\$450.00

For which return premium	
would be 80%	= 360.00
	<hr/>
	\$90.00

W. A.—Is the tamarack a deciduous tree?

Watch it during the next few weeks and determine for yourself. This may not be satisfactory to our correspondent if she wants to tell the *fact*, but it will be worth something if she observes and asks the children to observe.

T. M.—What causes the leaves to change color?

Consult the REVIEW for October during the last few years. It may be said here that the leaves change because they have finished the season's work and are ripe. During the process of ripening chemical changes take place and useful material is drawn into the stem or branch. The change in color is not due to frost, but takes place usually when the cold weather sets in. But one may see leaves turning red in midsummer. This shows that the tree has been attacked by insects or that early decay has begun.

S. R. A.—What are the swellings sometimes seen on the stem of the Golden Rod and at the ends of the twigs of willows?

They are where insects have stung the plant and deposited their eggs. They may be seen best later in the season after the leaves have fallen. As our correspondent is interested in these "growths," the REVIEW will have something more to say of them in November.

T. H. S.—As, when it introduces a restrictive clause following the words such or same, is a relative pronoun, *c. g.*, You will always find him such as he professes to be. Why is "He professes to be" a restrictive clause?

The relative clause, introduced by "as," does the work of an adjective to the noun "man" (such a man) because it restricts the application of this noun to that particular man who "professes to be."

M. A.—Do we observe sufficiently the Thanksgiving season in our schools? Can you give me some suggestions for it?

Every teacher ought, as Thanksgiving day approaches, to draw some special attention to it. Tell the pupils stories of the day and how it was observed in the past. Teach the ninety-fifth Psalm. Have short readings from poems and prose on the *thought* of thanksgiving. Show how dependent we are on the summer's abundance for a supply for winter. Display, and have short talks upon, the principal fruits and vegetables of autumn. Have small bunches of grasses, wheat, oats, and other grains, neatly tied and hung about the room.

SCHOOL AND COLLEGE.

Manual training schools have been opened in Montague and Georgetown, P. E. Island.

Pictou Academy won high honors in the recent provincial examinations, as we learn from the *Standard*. Out of the twelve candidates in the province who were successful for the complete Grade A, six were Pictou Academy students. Miss Lucy A. Lorne won the Academy gold medal with an aggregate of 1720 marks—the highest ever made in the province. Ernest E. Fairweather won the silver medal with an aggregate of 1520 marks. The Tupper gold medal for the B class was won by Miss A. I. McKenzie, whose aggregate was also highest in the province; and the highest in the D class was Herbert B. McLean. The Academy is to be congratulated on such excellent results.

The teachers of the Superior School at Blackville, N. B., held a social on Friday, September 5th. The sum of \$22.40 was realized. This amount will be used for the purpose of starting a school library.

Mr. D. Garnet Morse, principal of the school, Carlton Section, after a successful year, has been appointed principal of schools at Melvern Square, Annapolis county, N.S.

Mr. G. Fred McNally, B. A. (U. N. B.) takes the place of Mr. C. H. Acheson on the Moncton High School staff. Mr. Acheson has sailed for South Africa to assume the duties of vice-principal of the Normal School, Pretoria.

Mr. W. A. Cowperthwaite, B. A. (U. N. B.), and M. A. (Harv.), has been appointed to the Moncton high school staff at a salary of \$850 a year.

The colleges have all begun their work which promises to be of a progressive character for the coming year. During the vacation Dalhousie has seen an excellent start made toward the establishment of a school of mining. The institutions at Acadia and Mount Allison begin the school year with full class rooms and bright prospects of a prosperous year. The University of New Brunswick has the largest number of students in its history. Two professors enter upon their duties for the first time—Prof. Clawson in the chair of English and French, and Dr. Riley, the professor of philosophy and political economy. We are glad to notice that many teachers have entered college with a view to fit themselves for advanced work in teaching.

The small college has opportunities not possessed by the larger colleges. A distinguished statesman has said that a boy will do better in a college of not more than 300 students removed from the great centres of population, where the students are brought into intimate association with their instructors; where the air is full of college spirit; where he is breathing a scholastic atmosphere year by year, and where the college is the all in all of college life.

Mr. Geo. J. Trueman, recently teacher in the Mount Allison Academy at Sackville, is now in Germany, where he intends taking a course in one of the universities. Mr. Trueman was one of our most energetic and successful teachers, and his friends will watch with interest his further advance.

Mr. Percy J. Shaw, recently of Berwick, N. S., is now principal of the school at South Qu'Appelle, Alberta Territory. Mr. Shaw's training has been largely in the direction of Natural Science and Agriculture, and he did excellent work in the school at Berwick. His experiments in school gardens have been described in the REVIEW, and were instrumental in turning attention to their practicality as a part of Nature Study.

For the system of rural schools, to be established in these provinces by Sir William MacDonalld, the following appointments have been made: Geo. B. McGill, principal of the Central school at Middleton, and Mr. Percy J. Shaw, travelling instructor for the group of rural schools in Nova Scotia; D. W. Hamilton, principal of the Central school at Kingston, and John Brittain, instructor for the group of rural schools in New Brunswick. Geo. B. Fuller has been appointed travelling instructor for Quebec, and Theodore Ross for Prince Edward Island. There will be ten teachers in all appointed, two for each of the old provinces, and arrangements have been made for giving them a short course at the University of Chicago and Cornell Universities. Prof. Robertson will meet them in Chicago early in October.

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THE next Academic year begins September 25th, 1902, when Fourteen County Scholarships will be vacant. These Scholarships (value \$80 each) will be awarded on the results of the Entrance Examination to be held July 3rd, at all the Grammar School centres. To candidates who hold a Provincial School License of the First Class an Asa Dow Scholarship (value \$100) will be offered in competition in September. The Departments of CIVIL AND ELECTRICAL ENGINEERING are now open to properly qualified students.

Copies of Calendar containing full information may be obtained from the undersigned.

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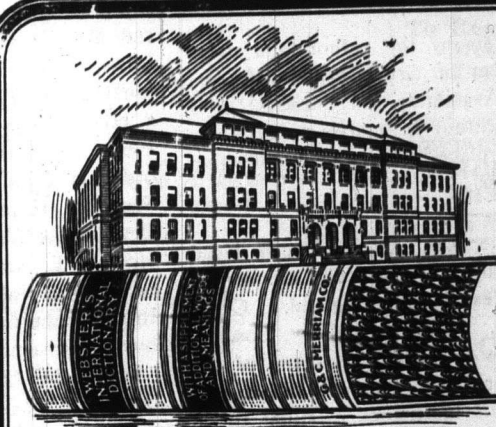
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RECENT BOOKS.

PITMAN'S MANUAL OF PHONOGRAPHY. Designed for class or self-instruction. Board. Pages 114. Isaac Pitman & Sons, London and New York. Copp, Clark Co., Toronto.

This valuable little manual of Phonography should find a place in every school, where some bright scholars will see it and give their leisure moments to learning an art which will prove useful to them in after life. Dr. A. H. MacKay, in referring to the value of phonography, speaks of the importance of encouraging only one system; "and as the Isaac Pitman system seems to have the fullest promise and potency of becoming universal, it is the system to be encouraged in the public schools of Nova Scotia."

STEP BY STEP. A Primer. By S. C. Peabody, Principal of Primary School, Waltham, Mass. Cloth. 98 pages. Illustrated partly in color. Ginn & Co., Boston.

The aim of this primer, with its simple stories, is to make natural, intelligent, and fluent readers of little children. The careful grading and frequent reviews make advancement easy and rapid. The suggestive phonic work and expression lessons are important parts of the book, and add a pleasing variety to the work. There are, in addition, pages of easy drawing in outline, which furnish abundant seat work. The illustrations, many of them in color, give the book a charm that appeals very strongly to the children.

THE HEROES, OR GREEK FAIRY TALES. By Charles Kingsley. Cloth. Pages 278. Price 1s. 6d. Macmillan & Co., London.

This book, with illustrations by the author, and notes and aids to the pronunciation of Greek names, contains the stories of Perseus, The Argonauts and Theseus. It is written by the well known author in a style to captivate children, and well deserves a place in every book collection to which children have access.

APPLIED MECHANICS FOR BEGINNERS. By J. Duncan, Head Department of Civil and Mechanical Engineering, Technical Institute, West Ham, England. Cloth. Pages 324. Price 2s. 6d. Macmillan & Co., London.

The object of this book is to provide students of engineering and allied constructive arts with a practical statement of the principles of mechanics essential to an intelligent interest in their occupations. A constant connection is kept up throughout the work between theory and practice, and sufficient explanation of difficulties is given to ensure a mastery of principles by the diligent and careful student.

DRAMATIZATION OF LONGFELLOW'S HIAWATHA. By Florence Holbrook. Paper. Pages 55. Houghton, Mifflin & Co., Boston.

This arrangement of the song of Hiawatha has been prepared with special reference to its presentation by school children, and it has already been given in many schools. The dramatization of such a well-known story cannot fail to be of interest to young people, and present better ideals than the plays usually prepared for them.

We have received from the publishers a new book containing plans and specifications, with perspective and sectional views, for twenty-five houses of various sizes, from two rooms up. This handy, compact and very useful volume contains, in addition to the foregoing, valuable information relative to building, such as the number of shingles required in a roof, amount of plaster for a house, quantity of material required for building a house, and many other facts of permanent and practical value. A copy of the book will be mailed, post-paid, by the publishers, Geo. W. Ogilvie & Co., 166 to 174 South Clinton street, Chicago, Ill., upon receipt of twenty-five cents in postage stamps.

OCTOBER MAGAZINES.

Frank Foxcroft opens the October *Atlantic* with A Study of Local Option, a discussion of the management of liquor-selling. Several happy literary papers embellish the number. Henry D. Sedgwick, Jr., discusses the character and writings of Montaigne and his influence on subsequent ages; Harriet Waters Preston treats of George Meredith as A Knightly Pen; Edith B. Brown writes of The Moral Hesitations of the Novelist. . . . The October magazine number of *The Outlook* in its hundred pages of reading matter contains in actual amount and in illustration as much as many of the regular monthly magazines; while it is to be remembered that *The Outlook* publishes under one subscription rate fifty-two numbers a year, twelve of which are illustrated magazine numbers. . . . *The Century* for October has for its frontispiece the full-length portrait of Andrew Carnegie, recently painted by John W. Alexander, and Mr. Carnegie is the subject of an appreciation by Hamilton W. Mabie. . . . In the *Century's* "Year of American Humor," there are two diverting stories, On the Links, a tale of love and golf, by George Hibbard, and John Henry's Lobster Trust, by Walter Leon Sawyer, both illustrated, and an article by Catherine A. Chandler, on The Sense of Humor in Children, with specifications. . . . The October *St. Nicholas* presents Slushy the Roustabout, by Howard E. Ames, as the long story. It is the fascinating record of a real boy who served in the United States Navy. In this same number appear a couple of capital articles on home amusements, and an unusually long list of good stories and pictures. . . . The October *Delineator* offers many valuable suggestions to women who would like employment at home, and notes several instances in which a competence has been acquired by women who have followed such unusual lines of work as marking linen, sewing on skirt braids, making plum pudding, Saratoga chips, paper dolls, favors for weddings, etc. . . . In the October *Canadian Magazine* Mr. Colquhoun maps out a possible course of winter reading for those who desire to know more of Canadian literature and history, introducing the subject with some well conceived suggestions. "The Canadian reader is in danger of forgetting two things: that in recent times a literature of undoubted merit has grown up in his own country, and that common sense suggests his knowing Canada through her own writers. This is the home, by birth or adoption, of us all. The ideas, poetry, history and polity of Canada must possess for us a primary concern."

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