

PAGES

MISSING

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., FEBRUARY, 1894.

\$1.00 PER YEAR

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Editor for New Brunswick.

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Editor for Nova Scotia.

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THE EDUCATIONAL REVIEW.

Subscribers should promptly notify the REVIEW of change of address giving old as well as new address. Communications from New Brunswick should be addressed EDUCATIONAL REVIEW, St. John; from Nova Scotia and Newfoundland to W. T. Kennedy, Academy, Halifax from Prince Edward Island to J. D. Seaman, Charlottetown.

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FROM British Columbia: "It is a great pleasure to note the success of your venture in the journalistic line, and I must say that the REVIEW is a credit to its editors."
D. W.

A CORRESPONDENT asks us to give some hints, through the REVIEW, on teaching color. This will be done in next issue.

REV. DR. DEBLOIS, principal of St. Martins Seminary has resigned his position, the resignation to go into effect at the end of the present school year. This will be heard with regret by the friends of the institution. His earnestness, scholarship, and personal magnetism, have gathered to the institution since he assumed the principalship a large and constantly increasing band of students and a capable staff of teachers. The difficulties which Dr. deBlois had to contend with in administering the affairs of the seminary, have to a great extent disappeared, but there still remains a heavy debt. Dr. deBlois, by his scholarly attainments and his excellent and judicious management of the seminary at St. Martins, is making the institution better known, and it is to be hoped that he may reconsider the question of his resignation.

WE are requested by the N. B. Chief Supt. of Education to say that candidates for first class license at the examination in June next will be examined on Shakespeare's Julius Cæsar and the literature found in the Sixth Royal Reader, and *not* on "Macaulay's Essay on Hallam's Constitutional History," as announced previously.

THE Canadian Pacific Railway Company has just issued a new and elaborate wall map of Canada and the larger portion of the United States. The map, which is one of the handsomest ever issued, covers the immense C. P. R. system and its connections, including the lines of the Minneapolis, St. Paul & Sault Ste. Marie; and Duluth, South Shore Atlantic railways. The greatest care has evidently been taken in its preparation to secure accuracy, and so complete and minute are the details that every station on the road is shown, besides the different steamship routes of the Atlantic and Pacific coasts. The map will be an invaluable acquisition to the business office, school-room or home, and like the other excellent maps issued by the Company, will doubtless be in great demand.

A ST. JOHN correspondent sends the following report of a meteor which was seen in broad daylight :

About four o'clock in the afternoon of January 23rd, as I was entering a sleigh on Mount Pleasant, I noticed a brilliant meteor in the direction of Lily Lake (about north-east) which blazed with a whitish light in the bright sunshine, and with a distinct report exploded, leaving a trail of smoke which remained some seconds in the clear sky.

THE *Canadian Magazine* for February completes the first year of its publication. It is to be hoped that this bright magazine will live to enjoy many years of prosperity, and increase in excellence every month. Its first year's numbers are rich in promise of what it may accomplish if it receives that support to which it is justly entitled on account of its enterprise.

ANSWERS to a number of questions for our Question Department are unavoidably held over until next number. We are glad that this department of the REVIEW is appreciated by teachers, and hope that it may become still more valuable. We would make two suggestions to inquirers for information,—first, that they bring all the skill and knowledge they possess to bear upon the questions before asking aid in solving them; secondly, that they send their names (not necessarily for publication), otherwise no notice can be taken of their requests.

"I VALUE the REVIEW too highly to lose even one number."
A. B.

DO NOT worry when the working spirit appears to have left the school-room and the demon of unrest and mischief has taken possession. Stop. Inquire the cause. See if the physical conditions of the school-room are all right. Remember that physical comfort has more to do with a child's ability to give attention than we generally acknowledge. When "memory gems," songs and good advice, do not make angels of the children, try what fresh air and school-room exercise will do. A good, sensible, sympathetic, human teacher will do wonders towards restoring the working spirit to a school-room.

IN a graded school the principal requested the teachers to endeavor to correct a prevailing evil, with the following result: Teacher No. 1 tried to ridicule her pupils out of the evil habit, but failed, and not only so, but lost the respect of her pupils. Teacher No. 2 scolded and lectured, but the practice was not discontinued, and she acknowledged that she could not do anything further. Teacher No. 3 requested

her pupils in the morning to discontinue the practice; during the day she noticed the names of those who had failed to do as requested, detained them for a quiet talk, spoke to them kindly on the matter, and asked for a voluntary promise not to offend again, got the promise which was faithfully kept.

WHICH is more important, the information a teacher has, or the ability to influence for good those whom he instructs? Without doubt the latter. Given on the part of the teacher, a sense of responsibility, a determination to do good to and benefit human beings, a comprehension of how they may be benefited, a power to work on a number of persons and to use his pupils in influencing for good each other, then the success of a teacher thus qualified may safely be predicted, even supposing in scholarly attainments he may not rank among the highest.

"THIS one thing I do," said one of fame long ago. How many teachers are there that make their teaching the one thing? Go into their class rooms and you are soon painfully aware that their minds are not on their work—that they are merely teaching for the money that is in it. The teacher who takes her embroidery to school, or his special studies that they may snatch a few moments at recess, or other times, will not make the successful teacher that the one who makes teaching that *one thing* of their life.

THE EXTENT OF THE TEACHER'S AUTHORITY.

IN the June number of the EDUCATIONAL REVIEW for 1893 we published an article on Corporal Punishment. The views propounded are those of a man who has been eminently successful as a disciplinarian in all the varying circumstances in which he has been placed as a teacher, and whose views on this subject are not distorted by that sentimentalism which often characterizes the young teacher of strong magnetic influence and sympathies, but only of narrow experience in some favored locality where moral influence seemed to render harsh measures needless. We have known those having the strongest faith in the power of moral suasion develop in a few weeks by change of environment into the strongest advocates of the rod.

The teaching of the article in question is briefly this: It is shown that corporal punishment has had the sanction of the greatest educators of all ages; that employed, when milder measures would succeed, it has a demoralizing tendency; and that generally the more the teacher has to punish, the less he is worth as a teacher.

Expulsion is often cowardice on the part of teachers and trustees—the greatest cruelty to the pupil and an injury to society. Cases are cited to show that the *common law* of England and the United States will support the teacher when, in the judgment of reasonable men, the punishment is not excessive, but proportioned to the fault and rightly administered.

We wish to supplement Principal Miller's able article by briefly answering such questions as the following, which are frequently asked :

1. What offences are to be cured by corporal punishment?
2. How is it to be administered?
3. May the teacher punish for offences committed beyond the play-ground, or out of school-hours?
4. If taken to court, what should the teacher do?
5. Is the teacher justified in using the strap on a child when positively forbidden by the parent to do so?
6. Can the teacher legally compel a pupil to take up a subject of the prescribed course if the parent objects?

1. Persistent, deliberate, intentional disobedience is about the only offence requiring corporal punishment. If from forgetfulness or frivolity a child is continually whispering, the fault might be cured quickly, perhaps by the use of the rod, but it would not be the best way. Avoid the use of the rod for a first offence of any kind, unless it be gross cruelty, indecency, or an aggravated case of stealing or lying.

2. Corporal punishment is to be administered after the offence is proven beyond doubt. The instrument should be a flexible leather strap, devoid of sharp edges, although a rubber strap or a rod are not illegal. The punishment should be on the palm of the hand, avoiding the wrist. If the pupil will not submit to receive punishment on the palm of the hand, it is generally best to report him to the trustees—as a struggle between pupil and teacher is injudicious. But where the teacher is perfectly sure of being able to administer adequate punishment (without running the risk of striking the more vital parts of the body) it will be justifiable and politic to do so. The punishment should be in presence of witnesses. The teacher should be most deliberate and calm throughout the performance.

3. The teacher is justified in inflicting reasonable punishment on any pupil guilty on his way to or from school of any act which *directly* injures the order, discipline, or well-being of the school. The cautious teacher will be careful to see that the offence has a direct and immediate tendency to injure the school before taking action upon it. Such offences are truancy, wilful tardiness, quarrelling, indecent language in the company of other children, rudeness to the teacher, etc.; but not trespass, larceny, and

those which render the pupil liable to punishment in the courts. But even the latter offences, when it is certain that they are not to be dealt with according to process of law, come under the cognizance of the teacher—if the offences have been committed in the presence of other pupils.

4. A teacher should never be a defendant in a court. If there are well-defined regulations regarding corporal punishment sanctioned by the trustees and carefully observed by the teacher, then the trustees should be the defendants and bear the expenses, and appeal the case if necessary. If some unreasonable parent takes a teacher before a justice of the peace, he will not be likely to select one of the noblest specimens of that varied class, but some one who will reason thus: "The complainant is a permanent neighbor, I must not offend him; the teacher will be somewhere else before six months. I will give the case against him." Accordingly the teacher who happens to have no friends is almost invariably fined in the lower country court. If the trustees are so mean as to allow the teacher, who has strictly followed their regulations, to defend her own case, then let her hire a lawyer and write a full, minute and accurate account of all the circumstances to the *EDUCATIONAL REVIEW*, and she will find friends to help her—if she deserves help. A prudent teacher has always a good case in common law if she appeals to the higher courts. We know a school section which on two occasions undertook the defence of the teacher successfully—the only cases in which there ever was any need of its doing so.

5. The teacher is justified in punishing a pupil, even when forbidden by the parent, but a wise teacher in such a case will be most cautious,—for in some cases there may be peculiarities in the child's temperament which makes it more prudent for the parent to undertake what must always be to a teacher a most ungrateful task. A child should never be twice punished for the same offence. If the parent has already punished, or is likely to do so, let that suffice.

6. If a pupil refuses to study any prescribed subject, report to the trustees. If after full inquiry regarding the pupil's health and other circumstances, they decide that the subject must be studied, the law will sustain them. In Ohio, and one or two other places, however, there are decisions of the supreme court against this view, while in the majority of cases the decisions are in favor of the trustees.

In conclusion, if you deliberately conclude that corporal punishment is the only remedy appropriate to the case in hand, waste no energy in useless sentiment, but rather let your energy be used in such a

way that the punishment will not require to be repeated. But, as Locke says, "Beating them is not the discipline fit to be used in the education of those we would have wise, good and ingenious, and therefore rarely to be applied, and that only on great occasions and cases of extremity. The right way is to teach them a liking and inclination to what you purpose them to be learned and that will engage their industry and application."

THE NOVA SCOTIA NORMAL.

The subscribers to this periodical, two numbers of which have appeared, should include every living graduate of the normal school, and probably will include every live graduate. The January number, just out, has a very fine likeness of Dr. Hall.

An article on the "Normal School and the Colleges" takes exception to the action of Dalhousie College in asking for some recognition by the educational authorities of its graduates who have taken the course in the science of education. We think the writer is undoubtedly right. So long as Dalhousie College confines its course to educational history and the theory of education, its graduates should not receive licenses to teach, although their course in the normal school might very reasonably be shortened. But if Dalhousie College, availing itself of the 128 school departments of the city of Halifax, gives its fifteen or twenty educational students not only a practical training equivalent to that of the normal school, but real, genuine practice in the school-room for several months under experienced teachers, instead of the three, four, or five short half-hour practices given to each one of 140 student-teachers in four primary departments of a model school, then why not recognize its work?

Of course no other college in Nova Scotia is so well situated for this work as Dalhousie; but if any other college according to its opportunities gives an extended course of both theory and practice, why not encourage it to do so? The normal school, with its present staff, cannot properly supply one-half of the demand for trained teachers when trained teachers only are allowed to teach. Why enlarge its capacity for theoretical work when the field for practice, already altogether inadequate, cannot be enlarged? In the United States it requires several normal schools to supply teachers for 500,000 people. It may require several in Nova Scotia. If so, let them be located where the student-teachers can have proper opportunities for *practice* as well as for *theory*.

No. 2 of the *Nova Scotia Normal* has an excellent article on "Manual Training and Science." We give an extract in another column.

Education in Nova Scotia for 1893.

We have just received the annual report of the Superintendent of Education on the public schools of Nova Scotia for the transition year ending July, 1893. The period reviewed covers only about nine months, that is from November 1st to July 31st, 1893. Partly on this account and partly because the statistical tables are differently constructed from those of former years, the ordinary comparisons with former years are not easily made. The radical changes that were made in the school regulations produced none of the friction that was feared, showing that they were wisely made and that the people were ready for them. During the last year much activity was shown in the improvement of school buildings. There was also a slight increase in the average salaries of teachers. Of the 2319 teachers employed, only 408 held normal school diplomas, and this notwithstanding that for many years past there have been about as many pupils at the normal school as it could accommodate. During the nine months under review only 70 sections changed teachers as against 800 the previous year—a strong argument in favor of making the school year to consist of but one school term. The tables show ten per cent of the school population as not attending the public schools and another ten per cent as being present less than twenty days each. Though it may be taken for granted that many are educated in private schools, yet this is a very bad showing for Nova Scotia. In order that society may be protected from the dangers of ignorance the people are taxed—the schools are open—the teachers anxious for full classes and yet there is no law compelling the education of the classes most needing instruction. A new table shows the average time devoted to each study in all the schools. Reading, arithmetic, spelling and writing take up 63 per cent of the teachers' time; nature lessons 2 per cent and hygiene nearly 2 per cent.

The normal school is now devoted wholly to professional work. To afford more practice in actual teaching two new departments have been added to the model school.

Of course the amount of practice that can be obtained by over one hundred student teachers in a model school of four departments is ridiculously inadequate; but an increase in the number of departments here is decidedly a present advantage though it can scarcely be said to be a move in the right direction, as no model school can supply a tithe of the necessary practice to our would-be teachers. A most desirable addition has been made to the clear-headed common sense of the normal school staff, in the appointment of Professor Russell to the chair of physics, chemistry and manual training.

In summing up his remarks Dr. Mackay says that "more than one out of every five of our people attended school during the year as pupils of the common school grades, less than one out of a hundred as pupils of high school grades, one out of a thousand as college students, and one out of three thousand as students abroad."

Fifty three pages of the report are devoted to the Nova Scotian educational exhibit at the World's Fair. A detailed list is given of nearly all the individual exhibits with the names of the pupils who sent them.

In the appendix we find the reports of the principal of the normal school, of the ten district inspectors, of the supervisor of the Halifax city schools, of the Victoria school of art and design, of the World's Fair and of the Summer School of Science. We cull from these reports a few thoughts that will be of interest to the general reader.

It is fitting that the annual report for this year should have for its frontispiece a pretty picture of Halifax Academy, which, in the government examinations, passed about twice as many students as any other institution in the province.

NECESSITY FOR NORMAL SCHOOL TRAINING.—If those who assume the office of the teacher made teaching a life calling, or a business of several years' duration, they might by and by acquire a good degree of skill in the school of experience and thus in the later years of their service make some compensation for their blundering in the earlier periods. But if our schools are for the most part in the hands of beginners the impression forces itself pretty strongly on the thoughtful mind that there is all the more need of some special training that these tyros may, during their brief tenure, have the benefit of the thinking and experience of others.

I cannot help thinking that the born teachers and those who have the gift of becoming self-made teachers may be able to work with less expenditure of energy and with more economy of time and material after some study of the fundamental principles on which successful teaching depends, and a little guiding by those who have given long years to the work. Success in this department of human effort is governed by law and is dependent on rational principles as well as in most other kinds of business.—*Principal Calkin.*

HALIFAX CITY SCHOOLS.—I have never visited the Halifax schools with more perfect satisfaction than during the months of March and April of the present year. The steady improvements in the primary schools with regard to accommodation, teachers and classification in every respect during the last ten years, is remarkable and most encouraging. Writing on slates that would have done credit formerly to pupils of the third grade is now to be seen in all the primary departments. The city schools are now in a state of higher efficiency than at any previous period. They are conducted as a whole by a competent class of teachers who certainly discharge their important duties with energy, ability and fidelity. The time for mere cramming or even for book teaching alone, and for lifeless routine in our schools is most certainly past.—*Inspector Condon.*

LUNENBURG AND LIVERPOOL ACADEMIES.—Lunenburg Academy continues increasing in attendance and efficiency. This year the number enrolled was 664, an increase of 35 over last year. The number of high school pupils is also increasing every year, and their success at the provincial examination shows how thoroughly the work is being done. Principal McKittrick and the same staff of teachers continue in charge next year.

Liverpool Academy also made a splendid showing at the recent provincial examination and the general work of the whole institution was up to the usual high standard. Mr. Smith, principal for over fourteen years, retired at the close of the school year. He was one of the oldest and most successful members of the profession in the province and as a classical teacher had few equals. During his principalship, the academy enjoyed continuous success, and many of his former pupils are now occupying prominent positions in the professions both at home and abroad. He is succeeded by J. D. Sprague, Esq., for years preparatory teacher in the institution, a gentleman who has few peers in the profession and one to whom Liverpool Academy owes much.—*Inspector Mackintosh.*

TIME TABLES—A NECESSITY.—An original feature of the new register is the table for the entry of the number of minutes per week devoted by the teacher to each subject taught. Everyone will admit the utility of this table; but I would humbly submit that it ought to be preceded by a positive mandate for teachers to have a time-table in the school room, subject to the review of the inspector of schools. The public would then have a guarantee of the actual application of the time as entered in the register.—*Inspector Munro.*

SCIENCE AND HYGIENE.—The course of study has produced beneficial results. A uniformity of school work now exists which was formerly unattainable. The main studies of the course are receiving due attention. The chief difficulty experienced by some teachers consists in a supposed inability on their part to teach drawing and to give the prescribed oral lessons on health, temperance and nature. The lack of previous training in methods of oral instruction causes some to shirk this work as far as possible. The use of the books on health and temperance recently prescribed will help to remove this difficulty. The gradually increasing number of trained teachers will also tend to more general and systematic instruction in the rudiments of natural science.—*Inspector Morse.*

A SUMMER NORMAL SCHOOL.—If there could be a summer normal school or teachers' institute established in each district or county, for four weeks, during each year, for the purpose of training young teachers, and old ones too, when they need it, in new methods; instructing them in the new subjects introduced into the course of study, and stimulating them to make more of their time in the school-room and do better work, it would prove of great advantage to the schools. One normal school may train 150 teachers each year; but these are not enough to supply half the vacancies from ordinary causes. The time lost by not knowing how to teach is making our schools too expensive for the progress made. Of the 265 teachers employed in Hants and Kings, 68 only hold normal school diplomas. If the normal school is what is claimed for it, then it goes without showing that all teachers should, in some way, be put in possession of normal training.—*Inspector Roscoe.*

ELEMENTARY SCIENCE.—Indeed, the elements of a great many of the natural sciences by a little private study on the

part of the teachers, could easily be taught in our most elementary schools. Besides the educational advantage which would result from work of this kind, it would remove much of the tedium that make school life so unattractive to children. Classes might be taught to distinguish the principal organs of plants and flowers; to name and recognize the various forest trees of the locality or neighborhood, the different materials of their own clothing, as cotton, wool, flax or silk, and the principal varieties of animate life from the insect tribes to the large domestic quadrupeds. The geography of the school vicinity, of hill, dale and brook, as well as the leading figures of geometry, as squares, triangles, circles, cubes, spheres and cylinders, might also be made from time to time the subject of inspiring oral lessons. The simplest mechanical laws, steam and electricity, in an elementary way, might also receive some attention. The importance of cultivating in the youth a taste for studies of this kind cannot easily be overestimated.

—Inspector McIsaac.

THE PROPER USE OF THE COURSE OF STUDY.—The course of study prescribed by law is used in all the public schools, and in cases where for various reasons its provisions cannot be strictly carried out, it is utilized as a general guide for the proper arrangement and orderly sequence of studies and a basis of classification. As is well known, its primary aim is to improve the education imparted to the children, not so much with a view to make all schools alike by impressing on their operation a mechanical uniformity as to make each school more effective by giving to its work a definite and continuous character. That the regular annual high school examinations are now unified with the course of study in the public schools, furnishes an additional reason for its virtual adoption in all the public schools.—Inspector Gunn.

A TEACHERS' MANUAL.—I believe that if the educational department were to issue a brief manual to teachers, containing simple and precise directions as to the way in which the various subjects in the prescribed course of study should be taught, improvement might be effected in a comparatively short time. The official character of such a publication would secure for it prompt and careful attention, and it would provide inspectors with a means of enforcing their directions.—Inspector McLellan.

AMHERST ACADEMY.—This is now being occupied for the first time, and every parent feels that his children cannot have a better home than in these elegantly furnished apartments. The heating and ventilating by the new system, Fuller and Warner's, are all that can be desired. Principal Lay is indefatigable in making in every way the academy worthy the people's sacrifice and pride. An elegant piano has been placed in the assembly hall, and has been paid for by his exertions. A series of exhibitions, concerts and lectures are contemplated early in the autumn as a means to raise funds for further furnishings and apparatus.—Inspector Craig.

The EDUCATIONAL REVIEW is a periodical that should be heartily supported by every teacher in the province. It is an excellent publication, one that will do a great deal towards elevating and improving the teaching profession, as well as advancing the cause of education generally. \$1.00 a year.—*Eastern Chronicle.*

New Brunswick Schools of the Olden Time.

By W. O. RAYMOND, M. A.

(Continued.)

In the early years of the Province the same intimate relationship which exists in England between "Church and State" prevailed throughout the colonies of the Empire. Much of our provincial legislation for the first fifty years was modelled on that of the mother country, and in consequence references to the Church of England are of frequent occurrence in the early statutes of New Brunswick. The decided preference accorded to the interests of that Church need not be a matter of surprise to any who justly weighs the state of affairs then existing. The great majority of the founders of the province were members of the Church of England. The Executive Council and all the governmental offices were filled by its adherents. The representatives of the various Counties in the House of Assembly, the judges of the Supreme Court, sheriffs, magistrates, lawyers, doctors, school masters, etc.,—all were, with very few exceptions, members of the "Established Church." Among the English speaking inhabitants the adherents of other religious bodies—the Presbyterians, perhaps, excepted—were then but few in number, and of small influence in the government of the country. It was a perfectly natural thing that where matters connected with religion or education were concerned, our first legislatures should conform to English precedent.* In England the church exercised a general supervision of the education of the youth of the country. Following the same line of procedure the college of New Brunswick and the grammar schools at St. John, St. Andrews and elsewhere were placed largely under the control of the rector and local church authorities of the parishes in which they were respectively situated. In process of time the system thus introduced proved distasteful to the majority of the inhabitants of the province. Emigration, chiefly from the South of Ireland, added a large Roman Catholic element to the population, and at the same time the adherents of the Presbyterian, Methodist and Baptist denominations correspondingly

* As illustrating the intimate relationship of church and state at this period, it may be mentioned the Royal Instructions to Governor Thomas Carleton, issued the 18th day of August, 1784, contain the following clause: "You shall take especial care that God Almighty be devoutly and duly served throughout your government; the Book of Common Prayer, as by law established, read each Sunday and holy day, and the blessed sacrament administered according to the rites of the Church of England."

This section was contained in the Royal Instructions to Lord Cornbury (afterwards Earl of Clarendon) on his appointment as Governor of New York and New Jersey in 1703, and the same and similar clauses were continued, word for word, in the Instructions sent out to Colonial Governors in America until far on in the present century.

increased. The Church of England was no longer the church of the majority, and the exclusive privileges granted to it as the Established Church by the statutes of George III were one by one removed, until finally the highest judicial court in the British realm declared that, "In all colonies in which there is an independent legislature, the Church of England is in no better position than any other religious body, and in no worse." *

The more recent controversies which have resulted in the removal of the college and the grammar schools from ecclesiastical supervision should not be allowed to blind the eyes of any unprejudiced reader to the fact that the province owes a debt of gratitude to the old S. P. G. missionaries of the Church of England for the great interest they took in the education of the young. The efforts of Oliver Arnold in Kings County, of Frederick Dibblee at Woodstock, of Samuel Cooke at Fredericton, of John Beardsley at Maugerville, of Richard Clarke at Gaagetown, of James Scovil at Kingston, of George Bisset and Mather Byles at St. John, and of Samuel Andrews in Charlotte County, were largely instrumental in the establishment of schools in all parts of the province shortly after its formation; and although the number of the schools was far too few and the work done was of a simple and even primitive character, the children of the early settlers were enabled to acquire the rudiments at least of a common school education, which proved of incalculable benefit in after life. Men who were destined to fill high positions in the learned professions and in the government of the province were indebted to the foundation laid in the schools thus established for a large measure of the success they afterwards attained.

As already mentioned, four Acts dealing with educational matters were passed by the House of Assembly in the year 1816. Three of these have been already described; they were designed to promote secondary education. The remaining Act

* Bishop Medley, in his charge to his clergy of June 30th, 1868, says: "To talk of an Established Church in this province at this time is one of the idlest dreams that could enter into the mind of man. The words—found indeed in the Statute Book—apply to the time when all officials and most of the inhabitants were actually churchmen. Emigration and other causes have reduced that statute to a dead letter, and the legislature deals with us exactly on the same footing as with all other religious bodies under the protection of the state. I would not wish it otherwise; for what can be a more invidious and dangerous position than to be the church of the small minority, caressed and pampered, and perhaps corrupted by state patronage, whilst all our fellow Christians, equally worthy of assistance with ourselves, are willingly giving their hard earned money to the building of their churches and schools, and to the support of their clergy, and are denied other assistance or favor. On this ground it may be said that we have paid dearly even for the glebes granted to us by the crown, which have yielded more odium than profit, and have contributed to foster the injurious suspicion that the clergy of our church are paid by government and have some secret support of which no body can give any account."

concerned the common schools and was largely experimental in its nature. The event proved that some of the provisions were in advance of the spirit of the times, but the Act is of special interest as containing the germ of our present free school system. An abstract will enable the reader to form an idea of the departure inaugurated by the promoters of this important bit of legislation.

The Act is entitled, "An Act to Encourage the Establishment of Schools in this Province." The preamble repeats the well worn phrase, "The education of youth is of the utmost importance, and public attention to that object in affording them every means of acquiring useful knowledge has been found to be attended with the most beneficial effects in society." A summary of the provisions of the different sections here follows:

1. The justices of the General Sessions of the Peace for the several counties shall, when making the annual appointment of parish officers, have power to appoint two or more fit persons as trustees of schools in the several towns or parishes, who shall be sworn to the faithful discharge of their duty, and shall be subject to the same rules, regulations and forfeitures as other parish officers. In counties where the Court of General Sessions shall have been held before the publication of the Act, the justices of the Sessions may call a special session for the appointment of such trustees of schools, who shall in all cases continue in office till others are appointed in their stead.
2. As soon as may be after their appointment, the trustees, having given fifteen days public notice, shall summon the inhabitants of the parish, being free-holders, or having a yearly income of forty shillings, to meet for the purpose of voting a sum of money to be assessed for the establishment and support of schools in the town or parish to the end, that the youth therein may be taught orthography, reading, writing and arithmetic. The money thus raised to be not less than £30 nor more than £90 per annum; and if raised by assessment, the same to be determined by a majority vote at the meeting.
3. The inhabitants at such meeting may subscribe or raise money for building or providing one or more school-houses in each parish and procuring necessary furniture and utensils for the same, and may also define and settle the limits of school districts.
4. At the request of five free-holders the trustees of schools shall once in each year, either on the first Monday in March, or the first Monday in October, summon a meeting for any of the purposes before mentioned, fifteen days public notice to be given of the same.
5. The amount of money voted at the annual meeting to be assessed and collected in like manner as poor rates and paid into the hands of the trustees; the sums voted to be assessed by the parish assessors upon such inhabitants as reside within three miles of some school-house.
6. Trustees may agree, from time to time, with proper persons, being duly licensed, as by His Majesty's Royal

Instructions is directed, to keep school and to fix the salary of the school-master. The trustees are further required to use their best endeavors to cause the youth of their respective towns and parishes regularly to attend school, and themselves to visit and inspect the school twice in each year, and to enquire into the discipline and regulations thereof, and of the proficiency of the scholars; also to take care that the benefit of such school shall be confined to the youth of such persons as contribute to their support in cases where the money shall be raised by subscription.

7. Trustees are empowered from time to time to enquire into the conduct of the master or teachers employed and to report to the Court of General Sessions of the Peace, which shall have power to remove any master or teacher found to be negligent, inefficient, or of bad morals.

8. Trustees are authorized to remove or expel any scholar being of abandoned and wicked habits.

9. As soon as it has been duly certified by the Court of General Sessions of the Peace that a school-house has been built or provided, and a school-master appointed in any town or parish, and money to the amount of £30 raised, there shall be granted from the treasury of the province the sum of £20 per annum, and a like portion for any larger sum raised by the people not exceeding £90; the same to be drawn by warrant of the Governor in Council in favor of the trustees, and to be by them applied in accordance with this Act. No one school in each parish to receive in any year more than £20 from the province treasury, nor any town or parish more than £60 in any one year.

10. Trustees may retain out of the school money (local and provincial) a sum not exceeding twenty shillings for each scholar, to be expended in the purchase of stationery, books and other suitable rewards, to be by them distributed to scholars who shall excel in each one of the subjects of orthography, reading, writing and arithmetic at the school examinations. No reward shall be distributed to any scholar who cannot repeat by heart the Creed, the Lord's Prayer and the Ten Commandments.

11. In schools established in accordance with the provisions of this Act, supported by assessment upon the inhabitants, scholars shall be taught free from all expense whatsoever, other than their own books and stationery and individual proportion of fuel.

12. The trustees annually to report to the Sessions of all moneys received and disbursed.

THE study of English should extend to every subject in the curriculum. It is not sufficient to know and apply the rules for correct expression while dealing with the grammar or composition recitation, and as soon as we begin the history or geography recitation to violate the very rules we were previously enforcing. It is only by constant watching, by never allowing an incorrect expression to pass, that we may hope to have correct talkers and writers among our people.

For the REVIEW.]

NATURE LESSONS.

THE BELTED KINGFISHER



"A Blue Jay? No."

"Ha! It's too top heavy."

"And it has too short a tail. Not the proper blue either. Not true blue, eh?"

"I should say so. It is only a slate or ashy blue. See, his large crest is pretty well streaked with black, although he wears a white spot over his nose."

"He must be a dude with a white spot for an eye-glass over that nose."

"Yes, and what a superb white high standing collar he wears. I guess you must be right."

"I suppose that lead-blue belt around his breast, separating the white neck and throat from the white belly is distinct enough to give him the title of the belted dude. Head end all first-class as to size. Tail end—it must have required the stuff to build up the huge bill. That little black tail with its dainty cross speckling of white, can scarcely balance him should he attempt to fly."

"But after all he is a little taller than the Blue Jay. Over a foot in length I would say."

"You are right, And then, just look at its curious foot. Don't you see how short the lower joint of the foot is,—the hind toe nearer the heel than the front toe which, by the way, seems to have started off as a single toe and then after growing about long enough divided into two and went on growing again, leaving the third front toe away behind. But here comes Jack. He will know all about it. But I am sure no Blue Jay ever had such a foot. What do you say about that foot, Jack?"



SYNDACTYLE FOOT.

JACK. "Oh! a syndactyle foot. *Syn* Greek for 'together,' and *Dactylos* Greek for 'finger' Two fingers grown together at their base, that's it — syndactyle. Only the birds' fingers are its toes as you call them. It is the foot of our Kingfisher—the belted Kingfisher."

BOY. "Jack, you have so much in that head of yours that it is a wonder you are not top heavy like the Kingfisher."

JACK. "The Kingfisher top heavy? If you could only see him poising himself in his flight over a large pool in the river, then dive down like a flash into the water, directly reappearing with a small fish which he carries off to his perch for leisurely attention, you would conclude his head was not too heavy for his heels, as somebody I know has surely heels too heavy for his head."

BOY. "I suppose you can give the Latin name of him?"

JACK. "Hum. Suppose I can. *Ceryle Alcyon*. The halcyon days of the ancient mariners of Europe derived its name from the Mediterranean kingfisher, as the weather was believed to keep fine for seven days before and seven days after the winter solstice to enable the Alcyon to build its nest."

BOY. "But what about the other outlandish name 'serrily'?"

JACK. "That is worth knowing too. You should pronounce your Latin according to the Roman usage of the olden time, and say 'kerilly,' for the Latin is from the Greek name of the kingfisher, *Kerulos*, with the accent on the second syllable,—somewhat thus *Ker-ool'-os*."

BOY. "Why, that is just the note of the kingfisher."

JACK. "You are right. The Greek name pronounced according to the Greek accent is about the best articulate representation of the kingfisher's call, at least of the European, which is different from ours."

BOY. "It can't be spelled. It is more like the rattling whistle of a policeman."

BOY. "Or like an alarm clock a-going."

BOY. "*Ker-ool'-os* is good enough for me. Never heard before that the Belted Kingfisher spoke Greek according to the accent. He can do more than some of our high school students then, if all I hear is correct."

We left Jack within the circle of a number of good humored boys. They no doubt planned some excursions to observe the kingfisher in his native haunts.

They could easily find him, for he is found throughout all America. The female is very much like the male, but is readily distinguished by the chestnut band beneath the belt of slaty blue and along the edges of the blue along the flank.

The nest is a depression towards the end of a long horizontal tunnel into the side of a bank of a stream, generally four or five feet from the mouth, and is lightly covered on the bottom with dried grass, fibres and fine fish bones. This hole which is always at least one or two feet below the surface of the bank, is dug by their strong black bills and by their curiously toed feet. The female lays about five white eggs, over one inch in width and over one and a third in length; and after the attentive care of both the parents for a fortnight the young birds are hatched and soon learn to visit the woodland streams under the delightful sky of our June.

In the month of May, 1850, on a little creek in Connecticut, we are authentically informed, a belted kingfisher was observed on the ground, flapping his wings and seemingly in great distress. On going up to him the observer found that his bill was stuck fast in a large clam. He had probably seen the clam in the water or by its margin, with the shell partly open, and in the attempt to peck the clam out of the shell was instantly pinched and firmly held. Too heavily loaded to fly away he was soon taken prisoner by the fortunate observer and liberated, which kind act he acknowledged by biting his benefactor on the thumb, and springing his rattle at him most indignantly as he flew away.

If to the belted kingfisher we add the *yellow-billed cuckoo*, nearly of the same length, but with its feet more like the four toed woodpeckers, two toes before and two behind, and the *black-billed cuckoo*, nearly as rare here, we shall have the names of all the birds in one whole order as represented in these provinces—the order *Coccyges*. It need scarcely be added that the reason for thus coupling the cuckoos and the kingfisher, so unlike each other, is that they could fit into no other order of birds.

Tardiness is one of the besetting sins of teachers. They are tardy in reading the best educational literature of the times; tardy in attending teachers' meetings; tardy at institutes; tardy in preparing class work; tardy in following up the little things which may very materially aid in heading off that which, a little later on, may become unmanageable. And yet, who says more about tardiness than the teacher who is never on time?

[This is from an educational exchange. It does not apply to all teachers, certainly. But does it apply to you? — ED.]

For the REVIEW.]

Drawing in the Public Schools.

OZIAS DODGE, HEAD MASTER VICTORIA ART SCHOOL, HALIFAX

CHAPTER V.—DRAWING IN CONNECTION WITH THE NATURAL SCIENCES.

Below we give the examination paper of a student in botany. The paper, we think, will explain itself. The student in botany brought the plants and, laying them upon her desk, drew in the upper left hand corner the young beech-tree (Fig. 1). Below this, at the side of the paper, was drawn the young plantlet (Fig. 2); also a somewhat enlarged drawing of the beech-nut cut in halves, the upper portion held up by a pin passing through, as Fig. 3.

HOW A TREE GROWS — THE BEECH.

"The beech tree grows from a kernel called a beech-nut, which is good to eat. When the nut is cut crosswise, as Fig. 3, we see a curved line, which is the outline of the folded first leaves of the plantlet. This is called the embryo, and the meat about it is to feed it until it grows strong enough to burst its shell. In the spring, when it is moistened by the rains and warmed by the sun, it grows, bursting its snug quarters and becomes a little plantlet—like Fig. 2. At that time it can be seen in the woods coming up through the dead leaves, and we see peeping from between the folded embryo leaves a little green leaf. This little green leaf (*a* Fig. 2) is called the plumule, and the stem (*b*) is called the radicle. In a short

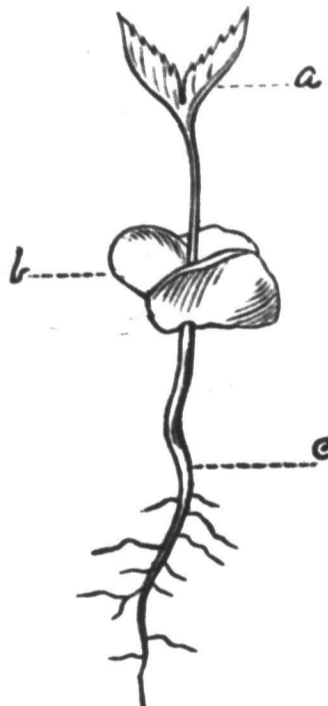


FIG. 1.

time this plumule grows upon its stem and spreads out into two leaves, the first leaves of the coming tree like *a* Fig. 1. The leaves below it (*b* Fig. 1) are called the cotyledons. Then gradually—"

By preparing such a paper as the above, the student gains a lasting impression of the plant and its parts. It is not necessary that it be elaborately drawn, but let it have the character of the particular plant or flower, and show plainly its essential parts, and he has learned a valuable lesson. Also a drawing lesson is combined with the science lesson, and the pupil is learning to explain his meaning by drawings as well as words—a method that is every

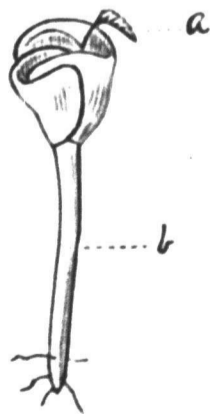


FIG. 2.

day becoming more universal. Drawing in this way can be combined to great advantage with mineralogy, zoology, physiology, etc.; in fact with all the natural sciences where specimens can be obtained for drawing subjects, which have too often been taught in a dull and laborious way, will in this way be found to become bright and interesting.



FIG. 3.

EDUCATIONAL OPINION.

"The person who has grown careless, through long experience, or who is satisfied with present acquirements, is not worthy the time of pupils."—Supt. J. W. Roberts, Tacoma, Wash.

"In the district school meeting, the opposition to paying the teacher a generous remuneration usually originates, and is carried to a successful issue, by the aggressive talk of a few individuals."—A. B. Polard, New Jersey.

"The relation of the hereditary to the acquired factor is of as great practical importance to the teacher as it is of speculative interest to the psychologist, and the information now afforded by comparative psychology might be increased by the observation of experienced teachers."—Wm. R. Newbold, Ph. D.

"Educational workers are strengthened by association with one another, and their professional consciousness is deepened, at the same time their conference will bear fruit in two directions: it will result in better work in each department of education, and it will tend to unify the work so as to bring all parts into full harmony."—John S. Stahr, Ph. D., President of Franklin and Marshall College.

"In discussions before an educational club let the result of experimentation be given as largely as possible."—President Angell, University of Michigan.

"Health and enthusiasm for the work are just as essential to a teacher's proficiency as scholarship and experience."—Supt. J. W. Roberts, Tacoma, Wash.

"Character alone would not make a good teacher or a good principal, but to place a person of a bad character over a building or school would be a crime indeed."—Supt. J. A. Shawan, Columbus, O.

"Properly taught, music becomes more than an art. It must be taught in our schools, not so much with the idea of producing skilled musicians as for character and enjoyment."—Emma A. Thomas, Detroit.

"I would heartily endorse the enactment of a law empowering trustees to make a special levy for the purpose of purchasing books with which to establish libraries in the various districts."—*Chas. Metsker, Supt. Carrol County, Indiana.*

The absolute necessity of having a well defined purpose in the training of pupils is nowhere more manifest than in the primary school. It is there that habits are formed; but if the teacher has no end in view, what is there to form it?—*The Progressive School.*

A sand pile near the school-house may teach more geology than the most costly maps, books, or purchased collections. A jack-knife may make apparatus better suited to the needs of the pupils than that which a fortune could buy. It is in this direction which we hope the application of the manual training given at the normal school will tend. If it makes teachers more self-reliant, more courageous to attempt, more practical, it will have found a sufficient excuse for its existence. If, in addition, it arouses an interest in the learning of the truths of nature *at first hand*, and spreads this feeling throughout the country, it will make the acquisition of knowledge more pleasant, and more profitable, and it will fit the rising generation to succeed in life in the broadest interpretation of which the word success is capable. There is no better place in which to study nature than the country school. There is no laboratory in which experiments are performed on so grand a scale, so regardless of all expense in time or money, as in the great laboratory "out of doors." Few countries are so rich as this in material for this sort of study, along many and diverse lines.—*Nova Scotia Normal.*

Those few who enter college with the one aim of fitting themselves for service to the world—to humanity—will one day be honored by the world—if not by the world by themselves—conscious of the fact that they are truly great. Upon them will devolve the positions of responsibility and influence. Great men are men of self-sacrifice. If one would serve the world he must be willing to give all into its service. Nothing less will suffice.—*Acadia Athenaeum.*

Mamma.—"Bessie, how many sisters has your new playmate?"

Bessie.—"He has one, mamma. He tried to fool me by saying that he had two half-sisters, but I guess he didn't know that I studied fractions."—*New York Sun.*

"The Nines."

"The nines are so hard!" said Fred, running in from school the other day; "I missed on them. Is supper 'most ready? I'm so hungry. Say, mamma, do you think you could help me learn them?"

"Yes, my dear, after the supper things are cleared away I will help you; and supper is almost ready. Wash yourself and set the chairs around the table. Are the girls close by?"

"Yes, there they are at the gate." And in came Daisy and Nelly, and Ralph, too.

Bright young faces soon surrounded the well-spread board, and unspoiled appetites enjoyed the wholesome meal. "Mamma's bread is the best in the world!" attests one eager voice, while others chat of the day's doings in school.

Soon, the meal over, the boys hasten to milk the cow and bring in the wood for the fire-place, while the girls with deft hands wash and wipe the dishes.

As I get out my mending basket I say, "Daisy, we are going to have a blackboard lesson to-night. Please get the chalk and write 'The Nines' neatly on the blackboard." (We have a blackboard, one of the cloth kind, that rolls up like a map, and it is very useful).

"O! good, good!" cried Ralph and Nellie, "mamma's blackboard lessons are always so interesting."

"But I don't know what she can tell us about 'the nines,'" said Fred.

"I mean to tell you some very interesting things," said I; "so put on your thinking cap and be quiet."

By this time the blackboard looked thus:

$$1 \times 9 = 9$$

$$2 \times 9 = 18$$

$$3 \times 9 = 27$$

$$4 \times 9 = 36$$

$$5 \times 9 = 45$$

$$6 \times 9 = 54$$

$$7 \times 9 = 63$$

$$8 \times 9 = 72$$

$$9 \times 9 = 81$$

$$10 \times 9 = 90$$

"Now all of you look at the board thoughtfully, and don't speak. Perhaps some of you will discover something curious. I will give you five minutes."

Before they were up I saw Fred had discovered something and was aching to tell it, so when I gave the signal he burst out with, "They count right straight down. 'Don't you see they do?' And he arose and showed Ralph, pointing to the tens column. "See: 1, 2, 3, 4, 5, 6, 7, 8, 9!"

"And," said Daisy, "the unit column counts backward."

"So it does," exclaimed Fred. See: 9, 8, 7, 6, 5, 4, 3, 2, 1," running his pointer down the line of figures, "I never noticed that before. I believe I shan't miss now. I always know $2 \times 9 = 18$, and $3 \times 9 = 27$, and $5 \times 9 = 45$, and $10 \times 9 = 90$, and some of the rest. Now if a fellow doesn't know 4×9 , all he has to do is to take 3×9 is 27, add 1 to the 2 and take 1 from the seven. There you have it, 36! Why is it, mother? What makes it count up and down so?"

"Well, you see, Fred, every time you add nine, you add $10 - 1$, which is the same thing. You add one ten and subtract one unit."

"Oh, yes! so we do!" they chorused. "And there is another curious fact which will help Fred more still. I wish I had known it when I was a girl. Don't you see the tens figure each time is one less the number of times 9?" "So it is! so it is! Hurrah!" said the boys. "And also (here is more help still) don't you see the units figure plus the tens figure makes 9 every time?"

"Who can't say the 9's now?" cried Fred.

"1 and 8 equals 9; 2 and 7 equals 9; 3 and 6 equals 9; 4 and 5 equals 9; 5 and 4 equals 9; 6 and 3 equals 9; 7 and 2 equals 9."

"Why didn't we see it all before? I'm going to tell all the boys at school in the morning."—*The Children's Friend*.

Devices for Primary Geography.

TEACHER.—"Who will guess this city first?" "I will tell you a story. Long ago a great man sailed up a river. He came to an island upon which he built a trading fort. Here the Indians used to come and trade with the few white people who came there to live.

"After a time the white man bought this island of the Indians for a sum of money equal to about twenty-four dollars.

"This little settlement grew—."

SCHOLAR.—"Plymouth."

T.—"No, not Plymouth." "One day a very reckless white man sold the Indians firearms and intoxicating drinks. After this the Indians and white men had some severe conflicts.

"At last a good and wise man was chosen to be their governor, and the settlement rapidly increased. They built houses, ships, and men from different countries settled there. Churches and schools sprung up; men engaged in business with foreign countries. To-day this city rivals all others—."

S.—"Chicago."

T.—"No, not Chicago."

S.—"New York."

T.—"Yes." "Shall we guess again?"

S.—"O, yes, please."

T.—"Well, some mountain peaks catch the sunlight, and when it is very clear and bright beautiful hotels can be seen on the sides of the mountains. Cascades go tumbling down the sides of the mountains to a beautiful river not far away.

"I remember the story of a man who used to come among these mountains with his dog and gun—."

S.—"Rip Van Winkle, and the mountains are the Catskills."

T.—"Yes. Now tell me where they are."

By story all the principal places can be described and guessed. Another device. Place pictures such as white house at Washington, parliament buildings at Ottawa, Niagara Falls, etc., in envelopes. Let the pupils draw an envelope each, take out their picture, and in a few words describe them.

Still another device. Class forms a ring with joined hands, teacher in centre with pointer. Teacher asks a question. If the pupil does not answer before ten is counted, takes his seat.—*Adapted from Popular Educator*.

Outline of a Geography Lesson.

In teaching the geography of any country, province or state, give the pupils an outline similar to the sub-joined one, and require them to study the subjects indicated, not merely from the geographies, but from every available source. Having found out all they can, let the teacher supplement it by any additional information she may be able to give. The teacher of geography cannot afford to sit down with one book—it takes a library to teach with any satisfaction to yourself or your pupils.

OUTLINE.

- | | |
|------------------|-----------------------------|
| 1 Location. | 8 People. |
| 2 Extent. | (a) Kind. |
| 3 Size. | (b) Number. |
| (a) Actual. | (c) Rank in civilization. |
| (b) Comparative. | 9 Belongs to. |
| 4 Climate. | 10 History. |
| 5 Productions. | (a) Origin of name. |
| (a) Animals. | (b) How discovered. |
| (b) Plants. | (c) Settled by. |
| (c) Minerals. | 11 Leading cities and towns |
| 6 Occupations. | (a) Names. |
| 7 Settlements. | (b) Locations. |
| | (c) Derive importance from. |

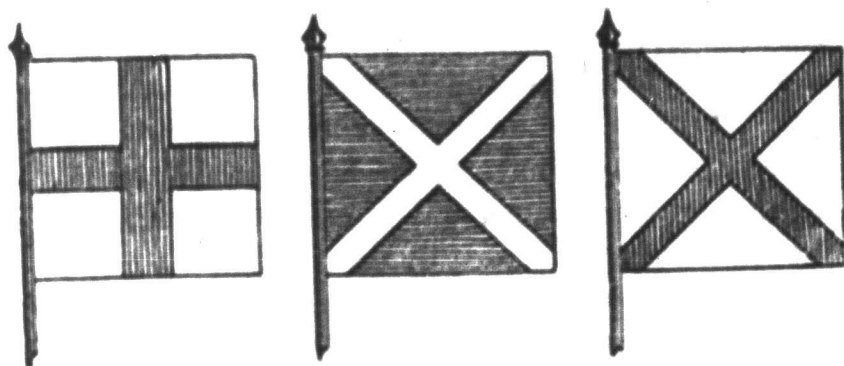
—*Adapted from Popular Educator*.

WHO are the teachers that stand at the head of their profession to-day? Those that read educational papers and attend teachers' meetings.

Union Jack.

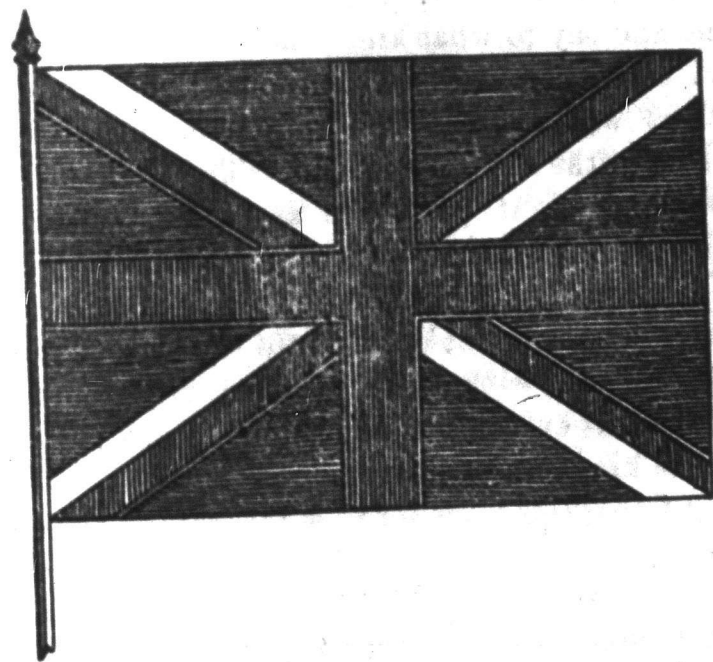
Let the school children know something about the British national banner and the story of its origin.

Britain owes its renowned Union Jack, as in part also its name, to King James the First. The flag of England was, previous to his reign, a red cross—that of St. George—on a white field; the flag of Scotland



a white diagonal cross—that of St. Andrew—on a blue field. That one flag might be formed for the united countries of England and Scotland, the king, in 1606, ordered the red cross of St. George bordered with white to represent its white field, to be so placed on the flag of Scotland that the two crosses should have but one central point. This flag was first hoisted at sea on the 12th of April, 1606, and was first used as a military flag by the troops of both nations on the ratification of the legislative union of England and Scotland, on the 1st of May, 1607.

On the parliamentary union of Great Britain and Ireland the red diagonal cross of St. Patrick was placed side by side with the white cross of St. Andrew



so as to form one cross, the white next to the mast being uppermost, and the red in the fly, while to it on the red side a narrow border of white was added to represent the white field of the flag of Ireland, and upon these was placed the bordered cross of St. George as in the previous flag. The three crosses thus combined constitute the present Union Jack.

Duties of Teachers to Each Other.

1. Every teacher should entertain a due respect for the wisdom and judgment of his seniors. In turn, teachers of experience and standing should extend every courtesy and render every assistance possible to young teachers just entering the work. In general, every teacher is under obligation to aid and encourage his fellow teachers by a friendly recognition and appreciation of their work.

2. For a teacher to apply for a position before a decision has been reached in regard to the incumbent, to send out applications at random, or to underbid other applicants in the matter of wages, shows a wanton disregard for the rights of others.

3. For superintendent or principal, without the consent of the proper authorities, to make tempting offers to teachers in other schools, or to recommend the appointment of any teacher to a position, the acceptance of which offers or position will necessitate the breaking of a previous contract, is inconsistent with the principles of ethics.

4. It is unbecoming to the dignity of the teacher to criticise a predecessor. It is the part of the true teacher to adjust himself to conditions as he finds them, and to plan his work according to the needs of the situation.

5. It is the duty of the retiring teacher to make all conditions as favorable as possible for his successor, and to hold himself in readiness to give him necessary aid and encouragement. For a teacher, however, to claim any proprietary right to his former school, to manifest undue interest by frequent visits, or to assume a dictatorial manner towards the new management, is prejudicial to the interests of the school and embarrassing to the new teacher.

6. Every teacher is entitled to testimonials containing fair and truthful statements of facts. Lack of discrimination and candor on the part of persons giving testimonials or recommendations, is to be condemned. No superintendent, principal, or person in authority, is justified in recommending for a position any teacher whom he would not recommend, under similar conditions, for a position in his own school.

7. It is derogatory to the dignity of the vocation to gossip about the failures and faults of other teachers. The very act of tale-bearing and detraction is vicious. To slander a fellow teacher is not only a violation of a teacher's code of ethics, but is dishonorable and base.—*Ohio Educational Monthly.*

There are only four teachers in the United States who receive a salary as high as \$10,000 a year and three of them are college presidents.

Clear Away the Little Difficulties.

An uninitiated person would be surprised to find how much of the time, energy and patience of our teachers is wasted, owing to the pupils not clearly understanding some word or phrase used by the teacher. This is the rock upon which very many come to grief. If our teachers could enlarge their sympathies—try to put themselves in the place of their pupils—many difficulties would be avoided. Children are often blamed for stupidity when a clearer apprehension by the teacher of the real mental condition of the pupil—an explanation of a technical word, or the removal of some slight misunderstanding—would cause the wheels of thought to run smoothly and the pupils to be made models of clear thinking. To illustrate:

Happening, one day, in a class-room where the teacher was trying to teach her pupils how to find a common denominator of fractions, I saw that the pupils were not enlightened by her explanation; and the failure was so evident to her that she informed me, in an undertone, that the class was particularly stupid.

I told her I had not noticed any stupidity on their part.

"Why then," said she, "don't they understand it?"

I told her I thought there were two good reasons: They don't know the meaning of the word "denominator," and they have never used the word "common" in the sense in which it is here used. They know the difference between their common and their best clothes, but their use of the word has been to express a difference rather than a sameness.

"Let us," said I, "drop those terms for the present, and teach them to change fractions to the same name."

"By the way,"—to the teacher—"have you taught them to reduce whole numbers to a common denominator?"

"Why, I don't know what you mean," said she.

"Ah," said I, "the pupils don't know what you mean, and you don't know what I mean; but I'm not going to call you stupid. Perhaps the fault is with me."

"Well, do," said she, "teach my class to find a common denominator in whole numbers, and perhaps I shall understand it."

I then said to the class, "Take three cats from five dogs, how many will remain?"

"Five," they answered.

"Five what? five dogs? But that isn't subtraction; there are as many left as we had at first. Well," said I, "let us try addition. How many are three cats and five dogs?"

"Eight."

"Eight what?"

That was a puzzler. Finally, a little fellow, who had been regarded as the dullest boy in his class, stammered out, "Eight animals."

It was all over then. Four boys and three girls are seven children, etc. The teacher laughed heartily, and she told

me afterwards that she had little difficulty in teaching her class to find the *same name* for several fractions, and they now understand what was meant by a common denominator.—*Prof. B. F. Trowd in American Teacher.*

The Best Kingdom.

A pretty story is told of the old Kaiser Wilhelm at the age of eighty-five, in "Germany Seen Without Spectacles." During his stay at Ems, where he had gone to drink the waters, he paid a visit to a large orphan asylum and school that was under government patronage. Of course the presence of so distinguished a personage created a sensation in the establishment.

After listening with much interest to the recitations of several of the classes, his Majesty called to him a bright, flaxen-haired little girl of five or six years, and lifting her into his lap, said to her:

"Now, my little fraulein, let me see how well you have been taught. To what kingdom does this belong?" and taking out of his pocket an orange, he held it up to her.

The little girl hesitated a moment, and looking up timidly to the emperor's face replied, "To the vegetable kingdom."

"Very good, my little fraulein; and now to what kingdom does this belong?" and he drew out of his pocket a gold-piece and placed it on the orange.

Again the little girl hesitated, but soon replied, "To the mineral kingdom."

"Better and better," said the emperor. "Now look at me and say to what kingdom I belong."

At this there was an ominous silence among the teachers and visitors who were listening with much interest to the royal catechism. The little girl hesitated long, as if perplexed as to what answer she should give. Was the emperor an animal?

Her eyes sought those of her teachers and school-mates. Then she looked up into the eyes of the aged emperor, and with a half startled, frightened look, as if she was evading the question, replied:

"The kingdom of heaven."

The unexpected answer brought tears to the emperor's eyes.

"Yes, yes, my little fraulein," said he. "I trust I do belong to God's kingdom. And you think it time I was there, do you not? And the day is not far distant."

HOW LONG ANIMALS LIVE. The horse lives from 20 to 25 years; the cow, 15; the dog, 14; the cat, 15; the pig, 25; the sheep, 15; the rabbit, 7; the fox, 13; the camel, 45; the lion, 30 and the elephant nearly 100 years.

The Message of the New Year.

I asked the New Year for some motto sweet,
Some rule of life with which to guide my feet.
I asked and paused; he answered, soft and low:
"God's will to know."

"Will knowledge, then, suffice, New Year, I cried,
And ere the question into silence died
The answer came: "Nay; but remember, too,
God's will to do."

Once more I asked: "Is there no more to tell?"
And once again the answer softly fell;

"Yes; this one thing, all other things above,
God's will to love."

—Selected.

Ben Shalom.

Ben Shalom read one night from out a roll:
"Vessel of honor! consecrate! ('O soul!')
Prepared for every worthy work! and meet
For the Master's use!"

And finger on scroll,
He prayed aloud: "Make me His silver bowl!"
Lo! Emeth at his side, God's angel fleet.
"Yea, in His mansion here; and when unfold
The everlasting doors, chalice of gold
Brimming with His great love—
Heaven's vintage sweet!"

THEODORE H. RAND.

—Canadian Magazine for February.

The teacher who merely glances through an educational paper for devices that she can use this afternoon, to-morrow, or next week, does not know what education is.—*N. Y. School Journal*.

When it is noted that a teacher has broken down in health, it is concluded that it is over-work of the brain. This is true, probably, but it is not over-intellectual-work. That is, it is not over-thinking, over-study, but over-anxiety, over-emotion. "It is not intellectual work that injures the brain," the *London Hospital* says, "but emotional excitement. Most men can stand the severest thought and study of which their brains are capable, and be none the worse for it, for neither thought nor study interferes with the recuperative influence of sleep. It is ambition, anxiety, and disappointment, the hopes and fears, the loves and hates of our lives, that wear out our nervous system and endanger the balance of the brain."—*School Journal*.

Mr. Acland went to the root of the matter when he said that the great object before them was not merely knowledge, but character. How children learn is even more important than what they learn. One fact acquired in such a way as to develop the faculties is more profitable than the words of ten

facts got by rote, just as one grain thrown into the earth is more productive than ten put into a bag. Mr. Acland, of course, knows, but it is necessary to remind some people that the function of a school is not merely the formation of character, and to remind others that it is not merely the imparting of knowledge. A school does not deserve the name unless it forms character by imparting knowledge. The fact that it makes its pupils high-minded cannot be considered as sufficient excuse if it should happen to leave them empty-minded.—*London Journal of Education*.

QUESTION DEPARTMENT.

[From A. L. Matheson, Arcadia, Yarmouth.]

1. Why does a long screw-driver give more power than a shorter one, though of the same weight?
2. By what formula may the area of each zone of the earth be found?
3. A ship moves forward twenty-four feet while a ball is falling from the mast head to the deck, a distance of 64 feet. How far did the ball move?
4. Describe a system of pulleys with separate cords attached to the weight.
5. Multiply £1 7s. 6d. by the value represented by £1 7s. 6d., first reducing both to pence.
6. What are *recurring decimals*? Give a definition.

ANSWERS.

1. The power of a screw-driver depends upon the relative magnitudes of the diameter of the handle and the diameter of the screw. Length of handle may, in some instances, give a better position to the operator. Besides the power applied to the screw is somewhat more evenly distributed,—the twisting, or torsion, of the long handle acting as a balance wheel does in machinery.
2. Multiply the circumference of the earth by the height of the zone, and the product will be the area.
3. The path described by the falling ball will be a parabolic line, of which the absciss will be 64 feet and the ordinate 24 feet. Then the distance traversed by the ball will be the square root of $24^2 + \frac{1}{4} \times 64^2 = 77.7$ feet.
4. Let there exist a system of three such pulleys. The higher pulley will be fixed. A string tied at one end to the weight passes over No. 1 and is tied at the other end to pulley No. 2, which is movable and lower than No. 1. A second string tied at one end to the weight will pass over pulley No. 2 and be tied at the other end to pulley No. 3, which is also movable and lower than No. 2. A third string tied at one end to the weight will pass over the third pulley and at the other end of the string the power will be applied. Neglecting the weights of the pulleys, $W = P(2^n - 1)$. For figure, see Wormell's *Natural Philosophy*, page 70.

5. A multiplier must be an abstract number, therefore this exercise has no meaning. For example, five pence taken five pence times is a meaningless expression.

6. Recurring decimals are indeterminate decimals in which the same figure, or series of figures, recur infinitely in the same order.

C. L. A.—Would you have the kindness to solve the following questions in arithmetic (Hamblin Smith's)?

1. A company took a risk at $2\frac{1}{2}$ per cent, and re-insured 4-5 of it in another company at 3 per cent. The premium received exceeded that paid by \$10. What was the amount of the risk?

2. A person buys an article and sells it so as to gain 5 per cent. If he had bought it at 5 per cent less and sold it for 5 cents less he would have gained 10 per cent. Find the cost price.

3. A number of men, women and children are in the proportions 2, 3, 5; divide \$517.65 among them, so that the shares of a man, a woman and a child may be proportional to 3, 2, 1, there being 9 women.

1. Page 194, Exercise cvi. 7:

$$\frac{2\frac{1}{2}}{100} \text{ of risk} = \frac{3}{100} \text{ of } \frac{1}{5} \text{ of risk} + \$10.$$

$$\frac{5}{200} - \frac{3}{125} \text{ of risk} = \$10.$$

$$\frac{1}{40} - \frac{3}{125} \text{ of risk} = \$10.$$

$$\therefore \frac{25-24}{1000} \text{ of risk} = \$10.$$

$$i. e. \frac{1}{1000} \text{ of risk} = \$10.$$

$$\text{risk} = \$10 \times 1000 = 10000. \text{ Ans.}$$

2. Page 221, Exercise cxi. 14:

The number of men, women and children are 2, 3, 5, and there are 9 women.

$$\text{Then if } \frac{3}{10} \text{ of number} = 9.$$

$$\therefore \frac{1}{10} \text{ " " } = 3.$$

$$\text{And } \frac{1}{10} \text{ " " } = 30.$$

$$\text{Number of men} = \frac{2}{10} \text{ of whole} = \frac{2}{10} \text{ of } 30 = 6.$$

$$\text{" children} = \frac{5}{10} \text{ " " } = \frac{5}{10} \text{ of } 30 = 15.$$

Their shares are in the proportion of 3, 2, 1.

$$\therefore \text{the men's shares} = 6 \times 3 = 18.$$

$$\text{" women's " } = 9 \times 2 = 18.$$

$$\text{" children's " } = 15 \times 1 = 15.$$

51 shares.

If 51 shares = \$517.65

$$1 \text{ " } = \frac{517.65}{51} = \$10.15.$$

$$18 \text{ " } = \$10.15 \times 18 = \$182.70 = \text{men's shares.}$$

$$18 \text{ " } = \quad \quad \quad \$182.70 = \text{women's "}$$

$$15 \text{ " } = \$10.15 \times 15 = \$152.25 = \text{children's "}$$

Answer.

3. Page 217, Exercise III, 4:

Cost price — 1.

Selling price — $1\frac{1}{3}$ or $\frac{4}{3}$ of cost.

Supposed cost price — $\frac{3}{2}$ or $\frac{3}{2}$ " "

" selling " — $1\frac{1}{3} - \$\frac{1}{2}$ or $(\frac{4}{3} - \frac{1}{2})$ of cost.

But supposed selling price — $1\frac{1}{3}$ of supposed cost.

That is $(\frac{4}{3} - \frac{1}{2})$ of cost — $\frac{5}{6}$ of $\frac{3}{2}$ of cost.

$$\therefore \frac{5}{6} \text{ of cost} = \frac{3}{2} - \frac{1}{2} \text{ of cost.}$$

$$\therefore \frac{5}{6} \text{ " " } = \frac{3}{2} - \frac{1}{2}, \text{ that is } \frac{1}{2} \text{ of cost} = \frac{1}{2}.$$

$$\therefore \text{cost} = \frac{1}{2} \times 2 = \$10$$

M. F. F.—Please solve the following in the columns of the REVIEW if you have space:

1. If the increase in the number of male and female prisoners is $2\frac{1}{2}$ per cent, while the decrease in the number of males alone is $7\frac{1}{2}$ per cent, and the increase in the number of females is $10\frac{1}{4}$ per cent, compare the antecedent number of male and female prisoners. Hamblin Smith's Arithmetic.

1. Page 198, Example III, 3:

$$2\frac{1}{2} \text{ per cent } \frac{2\frac{1}{2}}{100} \text{ or } \frac{1}{40} \text{ per unit.}$$

$$7\frac{1}{2} \text{ " } \frac{7\frac{1}{2}}{100} \text{ or } \frac{3}{40} \text{ " "}$$

$$10\frac{1}{4} \text{ " } \frac{10\frac{1}{4}}{100} = \frac{41}{400} \text{ " "}$$

Net increase — $\frac{1}{40}$ of males + $\frac{1}{40}$ of females.

Decrease of males — $\frac{3}{40}$ " "

Increase of females — $\frac{41}{400}$ of females.

Increase of females, per unit, must equal decrease of males per unit, plus net increase.

That is, $\frac{41}{400}$ of females — $\frac{3}{40}$ of males + $\frac{1}{40}$ of males + $\frac{1}{40}$ of females.

$$\therefore (\frac{41}{400} - \frac{1}{40}) \text{ of females} = (\frac{3}{40} + \frac{1}{40}) \text{ of males.}$$

$$\frac{41-10}{400} \text{ of females} = \frac{4}{40} \text{ of males.}$$

$$\frac{31}{400} \text{ " " } = \frac{4}{40} \text{ " "}$$

$$\therefore \text{numbers are as 31 is to 40.}$$

Ans.

SCHOOL AND COLLEGE.

Inspector Mersereau will visit the schools in Beresford, and Bathurst, Gloucester County in February, and the schools in New Bandon, Caraquet, Shippegan and Inkerman, in March.

Mr. H. W. Robertson has taken charge of the Superior school, Havelock, Kings Co., N. B.

Archibald Kennedy, Esq., has been reappointed to the Charlottetown, P. E. I., school board by the local government.

The Nova Scotia government has increased the grant to the common schools for next term by \$15,000. This will make the government grant to each teacher somewhat higher than it ever was before. We hope the teachers will get the benefit of the increase and not the trustees as is too often the case.

Archie M. Covert, who has been principal of Superior school at North Head, Grand Manan, for over three years is occupying the same position for the present term. The teacher for this term, in the intermediate department is Aaron Perry of Lake View, Queens Co. The teacher in primary department is Miss Edna I. Daggett. All departments have a good attendance.

The district of Clare in Digby is to have the privilege of establishing an academy for the benefit specially of the French speaking population provided the conditions, governing other academies are fulfilled.

The annual report of the Superintendent of Education for Nova Scotia, has been most favorably commented upon by the provincial papers.

Professor Johnson of Dalhousie College has resigned his position as Professor of Classics. He is likely to be succeeded by Howard Murray, B. A. of Halifax Academy. The college will be very fortunate if it secures the services of one of the best teachers of Latin and Greek in the Maritime Provinces.

The distribution of prizes for the Halifax Academy for last year took place in the Assembly Hall on Friday, the 2nd inst. in presence of 250 students and 500 spectators. After a short but excellent programme of vocal and instrumental music under the direction of Miss Mackintosh, the medals and other prizes were presented by Lt.-Governor Daly. Short speeches followed from Lord Bishop Courtney, Dr. Weldon, M. P., Dr. Mackay, President Forrest and others. A considerable proportion of the prizes went to Cape Breton students. J. P. Longard, Esq., chairman of the Halifax school board, presided. He and others offered medals for the current year.

Geo. J. Trueman, recently teacher of the Superior School at Upper Sackville, is taking a course at Mt. Allison University.

Miss Edith A. Allison one of the most popular teachers of Halifax, has resigned her position in Albro St. school to accept an appointment in the Methodist Ladies' College of St. John's, Newfoundland.

BOOK REVIEWS.

COMPLETE GRADED ARITHMETIC, in two parts, by George E. Atwood. D. C. Heath & Co., publishers, Boston. This book consists chiefly of examples, extending in their range from simple questions on the fundamental rules to problems in stocks and mensuration. Part II commences with decimals. It has been the aim of the author to give teachers a series of sets of examples, each of which would not only give the pupil some advance, but give him some review of his past work. In Part II particularly will be found a large number of rules for practical operations, together with the principles on which they are based. At the end of Part

II forms for promissory notes and drafts are given. The metric system of measures also receives attention from the author. The advantages of such a book, for their own use at least, will be apparent to teachers.

ELEMENTARY CLASSICS, Exercises in Unseen Translation in Latin, by W. Welch, M. A., and C. G. Duffield, M. A. Publishers: Messrs. MacMillan & Co., London and New York. Price 1s. 6d.; pp. 114. The aim of this selection of Latin extracts is to give the teacher exercises apart from the regular text-book for sight translation by the class. The authors have judiciously selected such passages as illustrate very well the Latin idiom yet not too difficult. The selections are from familiar authors, and not too long for a brief exercise at the close of a regular lesson, when not much time could be given to additional work. Teachers of Latin will find this work useful in relieving the tedium of the regular class work.

ELEMENTARY SCIENCE AND PHYSIOLOGY TAUGHT OBJECTIVELY, by H. Dorner, Ph. D., Principal Milwaukee Public Schools; pp. 160. Price, 45 cents. Published by the author, 1922 Cedar Street, Milwaukee. This book is the outcome of work done in the school-room. The aim is to lead up from observations and experiments to theories and laws. Science is taught in connection with physiology and hygiene. It is written in simple language, and suggestive rather than exhaustive.

LA PRISE DE LA BASTILLE, by J. Michelet; edited and annotated by Jules Luquiens, Ph. D., Professor of Modern Languages in Yale University; pp. 130. Publishers, Ginn & Co., Boston. Professor Luquiens has carefully edited Michelet's Taking of the Bastille, and given helpful explanations of historical references, etc., in his notes.

TALES FROM THE CYROPEEDIA OF XENOPHON; adapted for the use of beginners, with vocabulary, notes and exercises, by Charles Haines Keene, M. A.; pp. 115; Price 1s. 6d. Publishers: MacMillan & Co., London and New York. This is a very satisfactory text-book, with full vocabulary and suggestive notes. The exercises are a valuable feature of the book.

WESTWARD HO! by Chas. Kingsley. Abridged for the use of schools. Cloth, pp. 252. Price 1s. 6d. Publishers, MacMillan & Co., London and New York. This novel is a favorite on account of its absorbing interest, its quaint style and the manly sentiments which it inculcates. This edition, though abridged, gives us all that is most interesting of the story without the minor details.

OBJECT LESSONS, and How to Give them. First series for primary schools, pp. 202; second series, for intermediate and grammar schools, pp. 214; Cloth, price 90 cents each. Publishers, D. C. Heath & Co., Boston. These books contain short, attractive and simple series of object lessons suitable to our primary and advanced schools. The method is conversational, and the aim kept constantly in view is to teach children to observe and think. The lessons seem to be admirably adapted to secure these important results.

TEACHERS' MANUALS, No. 21, Rousseau and Emile, No. 22, Horace Mann, by O. H. Lang. Price 15 cents. Published by E. L. Kellogg & Co. These admirable little books will do much to popularize the History of Education. The contents of one of them can be pretty thoroughly mastered in one or two hours; but the new inspiration which they give to the teacher will last for months.

OUTLINES OF PEDAGOGICS, by Professor Rein of Jena. Price 75 cents, pp. 145. Publishers E. L. Kellogg & Co., New York. Like the bee that extracts from every flower sweets which he converts into honey all his own, Professor Rein presents us here with a very simple and beautiful system of pedagogy elaborated from the profounder and obscurer systems of Herbart and to some extent other German philosophers. Indeed the study of this volume might be the best introduction to the study of Herbart.

THE GERMAN DECLENSIONS, simplified and symbolized by W. A. Wheatley. Publisher C. W. Bardeen, Syracuse, New York, pp. 53. Price 25 cents. The diagrams used to assist the memory may be suggestive to the teacher of German. The declensions are reduced to the simplest forms possible.

THE CONTENTS OF CHILDREN'S MINDS ON Entering School by G. Stanley Hall, President of Clark University, Worcester, Mass. E. L. Kellogg & Co., New York; pp. 56. Price 25 cents. Anything from the master of the Psychological Laboratory at Clark University must command the attention and respect of teachers. This little volume is of great value to primary teachers particularly, not only for the knowledge it imparts but also on account of the way in which it discloses method, by which teachers may discover facts regarding child-nature for themselves.

THE STRIKE AT SHANE'S is the title of a story issued by "American Humane Education Society," Geo T. Angell, President, 19 Milk street, Boston. This is a sequel to the story of "Black Beauty," over a million and a half copies of which have been circulated, and the influence of which in promoting kindness to animals cannot be estimated. The object of the present story is the same, and it should have a wide and sympathetic circle of readers.

BOOKS RECEIVED.

LEGENDS OF THE MICMACS, by the Rev. Silas Tertius Rand, D. D., D. C. L., LL. D.; published by the Wellesley College Department of Comparative Philology. Longmans, Green & Co., New York.

GUIDE TO THE STUDY OF COMMON PLANTS, by Volney M. Spalding. Publishers, D. C. Heath & Co., Boston.

MORCEAUX CHOISÉS, par D'Alphonse Daudet. Publishers, Ginn & Co., Boston.

RULES FOR ESSAY WORK, by A. W. Emerson; BOYS AS THEY ARE MADE, by F. H. Briggs. Publisher, C. W. Bardeen, Syracuse, N. Y.

PRACTICAL BUSINESS BOOK-KEEPING by double entry, by Manson Seavy, A. M., English high school, Boston. D. C. Heath & Co., publishers.

The February Magazines.

In the *Atlantic Monthly* the article "The Educational Law of Reading and Writing" by Horace E. Scudder, will appeal to teachers. The great principle of stirring the imagination of children by giving them to read of the best of the world's literature, and the making of reading a means to an end are most clearly discussed, and the dangers of overdoing it are plainly shown.

The *Forum* has two important educational articles—Child Study, A New Department of Education; and a Bootless Wrangle about Religion in the Schools, but Frederic Harrison's English Literature of the Victorian Age is the article of the number. In summing up, he says: "It (literature) is industrious, full of learning and research—but it regards its learning as an instrument of influence, not an end of thought. * * * It can 'tear a passion to tatters,' or tumble its note-books into a volume all in a heap." It has no "standard," no model, no "best writer,"—and yet it has a curious faculty for reviving every known form and imitating any style. It is intensely historical, but so accurately historical that it is afraid to throw the least color of imagination around its history. * * * It has now no single poet of the first rank * * * no single writer living to be named beside the great romancers of the 19th century."

Heredity in Relation to Education is the subject of a paper by Prof. Wesley Mills, M. D., of McGill University, Montreal, published in the *Popular Science Monthly*. The idea made most prominent in it is that teachers could learn much as to the proper treatment of each of their pupils from observing the characteristics of the parents.

In this month's *Century*—the mid-winter number—there is a valuable article by James Russell Lowell on Criticism and Culture, concluding with this bit of sound advice: "Special culture is the gymnastic of the mind, but liberal culture is its healthy exercise in the open air. Train your mental muscles faithfully for the particular service to which you intend to devote them in the great workshop of active life, but don't forget to take your 'constitutional' among the classics—no matter in what language. That is the kind of atmosphere to oxygenate the blood and keep the brain wholesome."

The *Cosmopolitan* for February introduces a famous European author to its readers—Valdes of Madrid, and the artist Marold, of Paris, well known as a French illustrator.

Littell's Living Age justifies its title. It is a transcript of the best current British literature of the time, and one who reads it cannot fail to know the best that is thought and written. The current numbers fully sustain its high reputation, and contain several papers which the cultured reader can ill afford to lose. Worthy of special mention are "Prof. Tyndall," by Prof. Huxley; "Recent Science," by Prince Paul Kropotkin; "Upper Houses in Modern States," "The Cradle of the Lake Poets," by Wm. Connor Sidney," and "The Manchester Ship Canal," by Egerton of Tatton.