

# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XII. No. 12.

ST. JOHN, N. B., MAY, 1899.

WHOLE NUMBER, 144.

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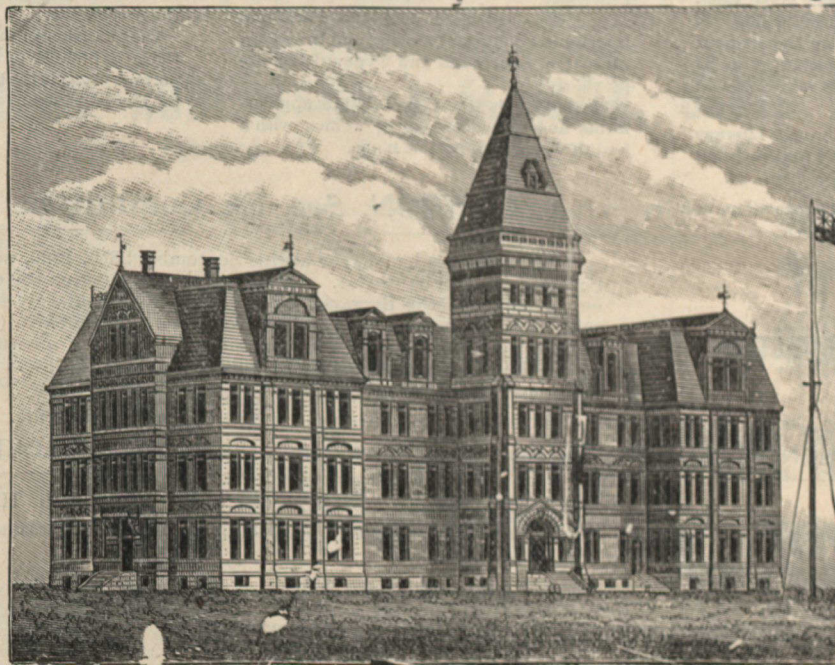
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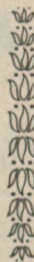
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Editor for New Brunswick.

A. McKAY,  
Editor for Nova Scotia.

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**Always Read this Notice.**

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

This number closes the twelfth volume of the REVIEW, and the next number will bring us into our 'teens. Twelve years ago the editors of the REVIEW were preparing to venture into the comparatively untried field, in these provinces at least, of educational journalism. A few pessimists predicted immediate and certain failure. Others, more hopeful, gave us two or three years to live, but they would be years of tribulation and anguish of spirit, ending with "death from financial causes" without hope of resurrection. But the REVIEW has stood the test. It has increased in strength with the years and bids fair to reach a vigorous and healthy old age.

An index to volume twelve will be sent with the June number.

As this number closes the year, we send out reminders to our subscribers. These need not be regarded as duns, but a payment in the near future will enable us to meet our obligations as readily as in the past.

FROM all sections of these provinces we hear of numbers who have already decided to attend the Summer School of Science on the Restigouche. Those who have not yet decided how to spend a part of their vacation in the most useful and pleasant way, should send for a calendar to the Secretary, Mr. J. D. Seaman, Charlottetown, P. E. I.

WE give up a large portion of our space in this number to matter that may be used as Exercises on Empire day—the 23rd of May. We hope the day will be observed in the schools throughout Canada. Teachers should enter into preparation for it with enthusiasm. There is no danger that it will be overdone if we have several Empire days in the year. We need to cultivate more of that kind of loyalty that will insist on a better knowledge of the empire, its resources, capabilities, heroes, poets, statesmen. Even in schools where the day is not specially observed, the literature that is given in this number may be profitably used throughout the month.

A correspondment writes: I am glad that the question of free text-books is engaging so much attention in New Brunswick. Here (in Massachusetts) all text-books are supplied. My grade one pupils read not only one, but six primers a year, reading each but once. This makes some 400 pages of reading matter covered in the first year.

THE EDUCATIONAL REVIEW.—Up from St. John, New Brunswick, the briskest and one of the best cities east of Boston, there has come to the Bangor *Daily News* office one of the best specimens of what an educational paper should be that has been issued in a long time. It is a copy of the EDUCATIONAL REVIEW for April, 1899, a small quarto monthly that is devoted to the educational interests of such of Her Majesty's domain as is situated east of the "States." It is really a model of its kind. New England has a few fairly good papers that are issued for the benefit of those who teach or who desire to advance the cause of education, but as a rule, they are filled with many fine spun theories regarding the how and why of things, and contain very few facts. The EDUCATIONAL REVIEW, which is ably

edited by Mr. G. U. Hay, reverses the New England custom and deals with things practical. It tells something that people want to know. Instead of trying to teach people how to educate, it educates. It handles the subject and ignores the shadow. For these reasons the EDUCATIONAL REVIEW is a valuable addition to current literature and contains much matter that makes the paper worthy of preservation for future reference. —*Bangor Daily News.*

THE state superintendent for New York reports a remarkable increase of interest in the observance of Arbor Day. There has not only been a great increase in the work done on that day, but it has been followed by an increased pride in the appearance of school grounds, as well as in the interior of school buildings. A new impulse has been given to Nature study, and Junior Naturalists' Clubs have been organized in every direction. The College of Agriculture of Cornell University, which has largely assisted this movement, has answered sixteen thousand letters from children asking about the making of gardens, and over twenty thousand teachers have been in communication with the College in regard to Nature study in the schools. The result of this work can not be measured.

At a meeting of teachers and trustees, held in St. John recently, the idea of having a few schools devoted entirely to the service of backward and irregular pupils, was strongly advocated. In the larger cities especially, this plan could well be carried out and it has many features to commend it. It would remove from the schools many pupils that are an incubus, while it would afford these a better opportunity of being drilled upon work that they can not go forward with among pupils who have made average progress.

THE Ontario Educational Association of 1899 has been in interest and attendance the most successful that has yet been held. A committee has been appointed to consider the academic standing desirable for those who are entering the profession, and to report at the next meeting. Among the resolutions passed were: "That no teacher's certificate be granted to those under twenty-one years of age;" "That Latin be not compulsory for teachers' certificates;" "That reading at the entrance examination be not simultaneous with other subjects."

As Dominion Day falls on a Saturday this year, it will not be a school holiday in Nova Scotia. From the official correction of the April *Journal of Education*, published in another column, it will be seen that the

law determines the number of days in the last half of the school year to be 108, and the number of days in the whole school year 216, in the Province of Nova Scotia.

DR. MACKAY, Chief Superintendent of Education for the province of Nova Scotia, informs us that in the *Journal of Education* for April last a typographical error in the second line of page 55 has been puzzling some teachers. "July, 1899," should read "July, 1900." The October *Journal* contains the prescriptions on which the next July examinations will be held. The April *Journal* contains the prescriptions for the school year, beginning the following August, as usual.

#### Some Jottings by the Way.—I.

During the past winter and spring there have been a series of popular excursions from Boston to Washington which have proved very attractive to those wishing to visit the national capital, taking in New York and Philadelphia by the way, and in the depth of winter prolonging their journey to Florida, New Orleans, or St. Louis. The last of these excursions for this season was made from Boston on the 24th of April, and consisted of a party chiefly from that city and other portions of New England. The desire to escape for a few days from the chill east winds of the North Atlantic and meet the warmer breezes from the south, made me a willing partner in the excursion whose destination was Washington, with the privilege of a "stop-over" on the return at Philadelphia and New York. The party consisted of nearly two hundred persons, the majority of whom were ladies. It was a specially conducted party. There was a chaperon for the ladies, and a general manager whose duty it was to relieve the tourists from all cares incident to travel and give them the opportunity to enjoy to the fullest extent the pleasures of the journey.

A special train on the Pennsylvania railway carried us from New York to Philadelphia in a little less than two hours. Here a stop of five hours gave the party an opportunity to visit some of the principal objects of interest in that city. A run of three hours more brought us to Washington, with one stop of a few minutes at Baltimore. On this road there is a record for fast time. Our rate on some portions was a mile a minute, and at times even exceeded that. As we sped southward every mile brought into view new features of interest: Fruit trees in blossom and buds expanding into leaf, with other evidences of a newly awakened spring; broad expanses of fertile lands which made the country seem one great garden; great rivers widening into

estuaries as they found their way to the Atlantic, glimpses of which we occasionally saw as we sped onward,—all combined to make the scene, with the point of view constantly changing, one of the greatest interest.

Washington is a strikingly beautiful city. Viewed from the top of the Washington Monument, 550 feet high, its symmetry and regularity charm the beholder. I had seen nothing so impressive since I stood on the top of the Eiffel Tower and looked down on Paris with its magnificent streets and buildings, its parks and gardens. The city of Washington was all carefully planned before a house was built. From the Capitol broad avenues and streets radiate in every direction, while parks and gardens everywhere refresh the eye, until the city is gradually lost in the open country beyond. The Congressional Library Building, the Smithsonian Institution and National Museum, the building that houses the State, Army and Navy departments, the Bureau of Engraving and Printing, are all constructed on a magnificent scale and are objects of which the citizen of the United States may justly be proud. One need not be surprised therefore to hear the said citizen make constant apologies for the unpretentious plainness of the White House, the home of the President. To be sure it is plain when compared with the stately buildings around it, but as I saw it on a bright April morning, its plain white walls rising from verdant lawns spangled with bright blossoms and over-arched with great trees in their fresh spring foliage, I thought it was good enough even for a president.

"This suits me," said a New Englander, one of our party, as he stood in an alcove of the Green room and gazed longingly around, "I would like to board here."

"Then you would like to be president," I said.

"Yes."

"What would you do first?"

"I would surround myself with the greatest and wisest of the land. I would keep out the white trash of Europe by making every man pay three hundred dollars for the privilege of breathing God's pure air in this great and glorious land."

But the White House with its cozy and comfortable appearance, may soon be a thing of the past, for the citizen of "this great and glorious land," with his imperial appetite whetted, will be satisfied with nothing short of a greater Windsor Castle or a Versailles.

What appeals most strongly to the visitor, perhaps, is Mount Vernon, the home of George Washington. Situated on a commanding elevation which overlooks the Potomac and a great extent of country, it is indeed a beautiful place. Here were the books, pictures, relics of Washington; and the house and its surround-

ings are kept as nearly as possible the same as in his time. His remains rest in a plain tomb overlooking the Potomac.

There is not much satisfaction in looking minutely over the wardrobe, the private papers, or even the books left by a great man. It was more satisfaction to wander in the woods near by and beneath the shade of the great oak trees to see the spring flowers bursting through the dead leaves that formed their winter covering. Here were the Spring Beauty, the Bluets, a Violet (*V. tenella*), the Early Saxifrage and other well known spring flowers; and all around the birds were filling the grove with their melody. It pleased me more to notice these, and to think perhaps that Washington, in his declining years, saw and delighted in these yearly recurring tokens of spring.

G. U. H.

#### Normal School Training in Nova Scotia.

A letter from "J. M.," Queens county, has been accidentally overlooked for several months. Referring to an editorial in the REVIEW for April, 1898, he says that "Normal school training can scarcely be said to be optional in Nova Scotia; for the untrained teacher is degraded by law; thus if he passes 'B' he must take 'C,' etc.

Take the case of two students, Messrs. "X" and "Z," in any of our academies. They both take a "C" certificate. This merely implies so much scholarship by which they are fitted in a *general* way for any occupation in life, such as farming, engineering or fishing. Suppose, however, that they decide to become teachers. To obtain a license of class "C" there are two ways open to them, each requiring one year. Mr. "Z" elects to go to some academy for one year, study for grade "B" and read for the M. P. Q. examinations. Mr. "X" chooses to go to the normal school and study the theory and practice of his profession directly, just as the would-be lawyer receives a special training in a lawyer's office, or the would-be doctor receives a special training in the medical college and the hospital.

Starting from the same point, they were entirely free in the choice of the different courses, and they reached the same point at the same time,—one having no advantage over the other in that respect.

We repeat then that "in Nova Scotia normal school training is optional." The mistake of our correspondent arose from the fact that he did not distinguish between the "certificate" of *general* scholarship and the "license" which implies some *special* fitness for teaching.

We regret that it seems to be expedient in Nova Scotia to allow the majority of teachers to enter their profession without any normal school training.

### Irregularity of School Attendance.

In the schools of Nova Scotia for 1898, "the average of quarterly percentage of attendance" was only 66. That means that in a school of one hundred pupils, thirty-four were absent every day. Or to put it another way, every pupil on an average lost over a day and a half each week. About half the pupils enrolled attended but two days per week. There were 20,000 pupils who went as low on an average, as one day per week. The attendance in the schools of New Brunswick was no better.

Every teacher knows that irregularity of attendance is one of the worst evils against which he has to contend. At the beginning of the term he carefully classifies his pupils. He goes to school on Monday morning with his lessons carefully prepared. Those present in the various classes are deeply interested, understand the lessons fully, and are prepared to make fresh advances in the different subjects. On Tuesday morning some absentees turn up. If the teacher goes on with the work they are unable to follow, not having learned the preceding day's lessons, and not being interested they soon infect adversely the other members of the class. If, for the benefit of the irregular pupils, the teacher goes over yesterday's work, the regular pupils, being compelled merely to mark time, lose interest. In the majority of cases the irregular pupils are those who can least afford to lose any part of the teaching. It is evident then, that the tardy or irregular pupil, not only ruins himself, but that he inflicts a serious injury upon every other member of the school. School trustees are therefore justified in taking severe measures to protect the schools under their charge from so great an evil.

But there is another line of argument that leads to the same conclusion. The state, assuming that ignorance and illiteracy are dangerous elements, says that all property should be taxed to support education. It accordingly provides teachers and school accommodation for all the children, but out of every one hundred pupils thirty-four are absent. In Central Europe, and in such cities as Worcester and Cambridge, Massachusetts, only ten are absent. Now there can be no valid reason why in a city like Halifax, there should be in the hundred, say twenty-six absentees, while in Worcester there are but ten.

It is evident that the amount of time and money spent upon the schools might be productive of sixteen per cent more good than at present, if parents were only conscious of the loss their children suffer by non-attendance and the equally great loss they inflict upon others.

A man is taxed to educate his neighbors' children, under the pretence that the value of his property will be increased by the general intelligence produced. Teachers and school accommodations are provided for *all* the children, but every day many of the seats are vacant because of the carelessness of parents who permit their children to wander in the streets and drift into criminal habits. In these circumstances the schools can do but little to give the tax-payer the protection for which he pays. Evidently the state must do its duty and compel the attendance at school of those children whose ignorance is most likely to become dangerous to society.

Influenced by these considerations the school commissioners of Halifax obtained at the recent meeting of the Legislature, the most complete compulsory attendance act that has yet been enacted in America, except perhaps in New York. It provides that every child between six and fourteen shall attend school during the regular school hours, every school day. If a child is absent five days without excuse, his parent or guardian is to be notified in writing, and for a second offence he is liable to a fine of from one to twenty dollars, or to imprisonment.

If this law is honestly carried out, it will be of very great benefit to the schools of Halifax, in raising the school attendance to the high average of the most favored cities of the world. It is not wise, however, to rely wholly upon compulsory laws to secure good attendance. Teachers should make their school-rooms attractive; they should be sympathetic with their pupils, in their play as well as in their work; and they should always keep in touch with the parents in all that relates to the education of their children.

### Minimum Salaries.

Considerable alarm is being manifested in various quarters as to the tendency of teachers' salaries to decrease. In nearly all parts of the Dominion the rate of salaries paid to them has year by year shown a decrease until in Quebec the average salary of elementary teachers has fallen to \$102 per year. The logical result has followed. The Principal of the Jacques Cartier Normal School says: "The pupils who received academy diplomas were desirous to teach, but up to the present time only three have been able to procure tolerable situations." In other words the province is spending money to train teachers but has not the benefit of their services because they can not make a living at teaching.

What effect has the cheap teacher upon the schools? In the same Province of Quebec, while there is an increase in the enrolment of pupils in the lowest grades,



there is actually a decrease in the fourth year pupils. The parents do not appreciate the importance of sending their children to school on account of the little progress made by them. It is useless, they say, and the pupils are put to work. In every province in the Dominion state aid instead of improving the teacher's position, has gone toward lessening the local effort put forward by the ratepayer.

This is true elsewhere to that extent that public opinion has been aroused upon the question, until, in New York city, a minimum salary of \$600 is, by law, to be given each teacher, with a progressive increase to \$1,650, based upon merit and length of service. In Massachusetts certain additional public moneys have been given the schools, conditional upon a corresponding effort on the part of school sections, and chiefly in the direction of increased salaries for the teachers.

The argument that teachers' salaries should depend on the law of "supply and demand" is most fallacious. The law of supply and demand does not apply to skilled labor, and only to a limited degree to unskilled. No sensible man discharges his doctor, lawyer, clergyman or clerk because, perchance, he may find others who will work cheaper, nor do school boards in cities and towns put up their teachers' positions to competition. It is in the rural districts that the evil exists and the state is responsible in two ways: First, that it permits young and partially trained teachers to enter the field against those of broader training and riper experience; secondly, it gives large grants of public money without calling upon the ratepayer to make any corresponding effort.

#### Action By School Board.

Principal McLeod has been notified by the school board that his services will not be required after the present year. We have not consulted Mr. McLeod, but this is the first time the principal has received such a notification. We do not know what has led the members of the board to take this action, but the opinion seems universal that it is on account of the manful and consistent stand which Mr. McLeod has taken in his efforts to rid his own town from the evils of intemperance. No hint has ever been made of Mr. McLeod's incompetency to fill his present position. The present condition of our school and academy, compared with what it was years ago, indicates what Mr. McLeod has done for our town and county, and we believe that the citizens will not allow him to be summarily dismissed without some reason being expressed for so doing.

As for Mr. McLeod, he need not fear a dismissal. His record here as a citizen and as principal of the school is such that any town would be proud of his services.—*Kentville Advertiser*.

Mr. McLeod has been head master of the Kentville Academy since May, 1884. At that time it scarcely deserved to be called an academy, as there were only

ten pupils attempting to do high school work. But Mr. McLeod was an adept at his work—at home in the schoolroom, thoroughly in earnest, and possessed of untiring energy. The pupils of the town became interested in their studies and their success soon attracted others from surrounding sections until now there are 126 high school pupils on the roll,—68 of whom are from outside the town. This will be considered all the more remarkable when it is known that Berwick, Hantsport and Wolfville, only a few miles distant, all have excellent high schools which are competing against Kentville for the high school pupils of the county.

With the characteristic perseverance and energy that made the academy a success, Mr. McLeod performed his duties to church and state, always working for the social and moral upbuilding of the community. It might be expected from what we have stated that such a principal would receive the heartiest approval of the School Board. But on the contrary it seems that he has been dismissed without any cause being assigned. They are many circumstances which make the dismissal one of peculiar hardship.

In equity, teachers who have faithfully and efficiently performed their duties should be considered as holding their positions by right. The teacher should be looked upon as a member of the civil service, secure in the tenure of his office during good conduct. This has long been the case in Germany, and we might almost say in Britain and the towns of the United States.

#### TALKS WITH TEACHERS.

Empire Day is in no sense to be regarded as a holiday, but it is intended as an occasion on which special emphasis may be laid upon a sentiment which has already taken root and is rapidly spreading throughout Great Britain and her colonies. I refer to the Imperial idea, which has for its object the closer union of all parts of the empire. Its advocates number thousands, and embrace many of the most prominent men and women in all walks of life in the mother country and colonies. Societies for the purpose of adding strength and purpose to Imperialism are to be found in all lands under the Union Jack. The Queen's Diamond Jubilee brought together representatives from dependencies in all parts of the world, and added a further impetus to the movement.

It is within the memory of all that Canada, Australia and the Cape have volunteered to send assistance to the mother land in troublous times. Australia and the Cape have already voted warships to add to the strength of the navy, and Canada has given a preference in her tariff to the manufacturers of Great Britain. There

has just been consummated a scheme to girdle the world with a cable of Imperial ownership, toward the expenses of which Canada, Australia and other colonies will contribute.

On Empire Day these facts should be brought to the notice of the pupils, and patriotic sentiment should, in addition, be cultivated. The reading books abound with suitable selections, and the teacher can call to her assistance numberless historical incidents. It would be well to invite the parents to come during the afternoon when readings and recitations might be given. Some of the following could be selected: Scott's ode, "Love of Country," J. G. Lyons' "Triumphs of the English Language," Byron's "Waterloo," Campbell's "Battle of the Baltic," "The Great Siege of Gibraltar," Campbell's "Ye Mariners of England," Young's "Colonial Loyalty," J. T. Headley's "Relief of Lucknow," Tennyson's "Charge of the Light Brigade," incidents in the lives of Lord Clive, Nelson, Wellington, Wolfe and Montcalm. Kipling is an ardent Imperialist, and some of his poems have a direct bearing upon the subject.

All who have flags should utilize them to the utmost on this occasion. A good lesson should be given as to the origin and make-up of the flag.

The imperial postage stamp of Canada, and Parkin and Bartholomew's map of the world, on which the stamp seems to be based, should be studied and referred to with special reference to coaling and naval stations and ocean routes. Note how the British possessions girdle the world. The reveille of the British soldier greets the rising sun in his course around the world, and he never sets upon British possessions.

In these days there seems to be a very cordial feeling between Great Britain and the United States, and it would be well not to let the occasion pass without special reference to the broader idea of race and language. The incident in the Chinese war of the American ship coming to the assistance of the British fleet when hard pressed should be referred to, as well as the saying of the captain, "Blood is thicker than water." On the other hand, the incident of a British consul in Cuba preserving the lives of some unjustly condemned Americans by enfolded them in the British flag and daring the Spaniards to violate it, can be related. Do not affect to regard all this as sentiment; sentiment is yet the ruling factor in both the lives of nations and individuals.

I find the REVIEW very valuable and instructive. It has improved wonderfully under its new management. I wish it every success.

J. P. C.

### Art in the Schools.

The May number of *Chambers' Journal* has a most interesting and suggestive article on the subject of "Art and Literature in the School-room." This subject has received much attention by those interested in education in England and Scotland. In 1883, a Society known as the "Art for Schools Association," was organized with John Ruskin as president. The headquarters of the Association are at 29 Queen Square, London, W. C. "Since its foundation, over forty thousand standard pictures have been sold through its agency. The catalogue embraces a list of four hundred photographs, engravings, etchings and chromo-lithographs from the works of old masters and living artists as well as studies from nature, of birds and beasts and flowers. They are supplied at a reduced rate to elementary and secondary schools."

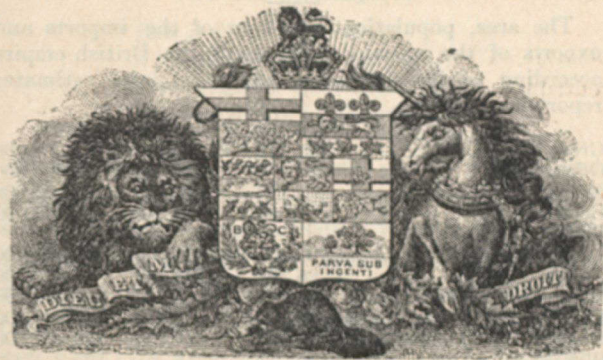
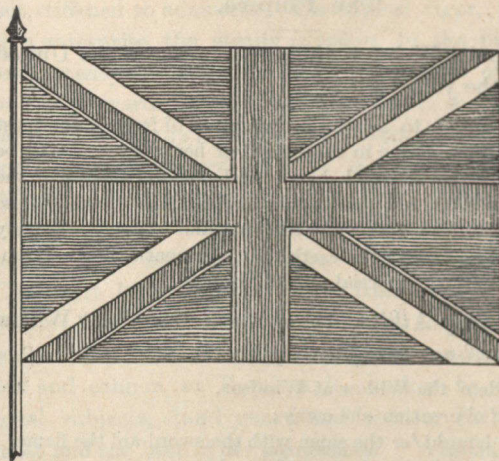
"Hitherto," said Ruskin (speaking in 1883), "we have been contented to do our educational work surrounded by cheap furniture and bare walls, and supposed that boys learned best when they sat on hard forms and had nothing but blank plaster above and about them whereon to engage their spare attention." The object of the Art for Schools Association, was "to bring within the reach of boys and girls in our board— and other schools—such a measure of art culture as is compatible with their age and studies."

"It is worthy of notice," the writer of this article goes on to say, "that the latest Scotch code embraces a scheme of "nature knowledge" whereby junior scholars shall acquire, "by means of observation and inquiry a knowledge of common objects, natural phenomena and the surroundings of the school."

Mr. T. C. Horsfell, in 1884, drew attention to what the Committee of the Manchester Art Museum was prepared to do in lending to schools pictures of beautiful scenery, interesting buildings, and historical scenes with engravings of flowers, trees and animals.

A recent report of the United States Commissioner of Education gives great prominence to this subject. The more advanced schools in Boston, New York, Chicago, Cambridge, New Haven, Brooklyn, Milton, Salem and Quincy, have been adorned with photographs, engravings and casts. "The silent beauty," it is very evident, "irradiating from such decoration will quicken and purify the taste of the scholar without at all encroaching on school time." In a catalogue of works of art suitable for school decoration which was prepared for an exhibition at Brooklyn, there were four hundred and twelve entries, including photographs, engravings, statuary, pottery and etchings.

Great stress, but certainly not too great, is laid on the importance of varying the monotony and enriching the life of the school-room by greater scope and variety in the number of reading books used. "From the horn book of a past generation, we have travelled a long way. Good literature and good pictures elevate the taste and cultivate and enrich the understanding of the pupil."



I have fought for Queen and faith  
like a valiant man and true,  
"I have only done my duty as a man  
is bound to do,  
With a joyful spirit, I, Sir Richard  
Grenville, die."  
—Tennyson.

Oh England,  
"What mightest thou do, that honor  
would thee do,  
Were all thy children kind and  
natural!"

Not once or twice in our fair island  
story,  
The path of duty was the way to  
glory.  
—Tennyson.

"Here and here did England help me,  
how can I help England?"  
—R. Browning.

A great empire and little minds go  
ill together.  
—Edmund Burke.

"Thou who of thy free grace didst  
build up this Britannick Empire  
to glorious and enviable height,  
with all her daughter lands  
about her, stay us in this  
felicity."  
—John Milton.

"Wise laws and just restraints are  
to a noble nation not chains,  
but chain mail—strength and  
defence."  
—John Ruskin.

**"Empire Day" in Nova Scotia.**

The Council of Public Instruction for the Province of Nova Scotia has approved and adopted the recommendation of the Dominion Educational Association with reference to "Empire Day," as will be inferred from the official calendar.

"Empire Day" is not an addition to the holidays. Quite the other way, for it implies a school day of more than usual effort. But that effort will both prepare for the intelligent utilization of Her Majesty's natal anniversary for the purpose underlying its prescribed observation, as well as for its purely physical enjoyment.

The exercises to be conducted on that day, in the afternoon, if not during the whole day, should embrace references to our history as a part of the British Empire; the development, resources, and unity of the Empire; the advantages of such unity; the privileges which as British subjects we enjoy through the courage, manliness and self-respect of our forefathers in contending against prerogative and traditional claims, which in the course of the development of society, injuriously restricted the free expansion of the enlightenment and power of the people as a whole.

These exercises should enlist the services of the pupils themselves, both in the form of recitation and of music, with such addresses from trustees or local public speakers as might be available.

During the whole of the day the British flag or a Canadian ensign should be hoisted over the school building, where a flag has been provided for the school.

Teachers are hereby asked to report to the Inspector as to the manner in which the day was observed in the

school. This special report is recommended to include also the manner in which Arbor Day was observed in the school.—*Journal of Education, October, 1898.*

1. From the above we infer that whenever it can be conveniently done, schools which have not yet got a school-flag should get one or commence to take measures to get one. This should be done by voluntary subscription, or by funds raised by the pupils by an entertainment or otherwise. The red ensign of the Empire would probably be the most appropriate. Flags of the best material are sold at the following prices by those who furnish regular shipping supplies:

Red Ensign—						
Length in yards,	1	2	3	4	5	6
Prices,	\$0.75	\$2.00	\$3.60	\$5.35	\$8.50	\$10.00

Intermediate sizes at corresponding prices.

2. Where it can be done conveniently, the afternoon might be devoted to public exercises in which the pupils and parents might be addressed by one or more local orators. The pupils should sing patriotic songs, and some of them might read essays.

3. When public exercises cannot be held, the day should be utilized in studying the history and geography of the Empire, with a special view to the illustration of the benefits of British solidarity to the Empire and the world. The history of the flag (see EDUCATIONAL REVIEW, June, 1890, illustrated oral lesson), and patriotic songs should be features of the work of the day.

Public meetings are being arranged for in Halifax and Dartmouth on the above lines.

### The British Empire.

The area, population and sum of the imports and exports of the various portions of the British empire according to the census of 1891 and later estimates reported :

	Sq. Miles.	Population.	Trade.
Great Britain.....	121,115	37,740,283	3,727,000,000
Gibraltar.....	2	25,000	3,370,000
Malta and Gozo.....	116	186,000	20,800,000
Cyprus.....	3,584	209,286	2,640,000
British India and Feudatories.....	1,700,000	288,350,000	190,000,000
Ceylon.....	25,365	3,298,342	45,000,000
Straits Settlements.....	1,472	512,342	311,000,000
The Federat'd Malay States	28,860	463,413	50,000,000
Hong Kong and Mirs Bay	230	248,000	100,000,000
Wei-hai-wei.....			
Borneo, Labuan, Sarawak	360,031	2,501,800	12,000,000
Red Sea to Persian Gulf (Aden, Perim, Sokotra, Kuria Muria, Bahrein)...	1,750	155,000	50,000,000
Somaliland.....	68,000	50,000	6,388,000
Egypt and Dependencies..	760,000	11,000,000	115,000,000
The Soudan.....	650,000	5,000,000	
Mauritius, Seychelles, Rod- riguez, Diego Garcia, etc.	950	400,000	20,000,000
The Zanzibar Protectorate.	985	165,000	13,000,000
Central Africa do.....	38,000	845,000	725,000
Uganda do.....		2,500,000	
East Africa do.....	1,000,000		
Rhodesia.....	750,000		
Natal.....	20,851	630,000	22,000,000
Basutoland.....	10,000	250,000	1,200,000
Cape Colony and Walfisch Bay.....	277,151	1,600,000	187,000,000
Gold Coast.....	26,600	1,500,000	
Lagos and Loruba.....	20,070	3,000,000	24,000,000
Gambia.....	2,700	50,000	
Sierra Leone.....	4,000	136,000	
Niger Coast Protectorate..			7,000,000
British Nigeria.....	500,000	25,000,000	
St. Helena and Ascension.	85	5,000	200,000
Tristan D'Acunha.....	40	65	
Falkland Islands.....	6,500	2,050	600,000
South Georgia.....	1,000		590,000
British Guiana.....	109,000	285,000	16,205,000
British West Indian Islands	13,750	1,350,000	59,000,000
Honduras.....	7,562	33,000	2,841,000
Bermudas.....	20	16,000	2,068,000
Canada.....	3,315,647	5,250,000	250,000,000
Newfoundland.....	42,200	202,000	13,000,000
New South Wales.....	310,700	1,535,800	227,500,000
Victoria.....	87,884	1,169,434	160,500,000
South Australia.....	903,690	358,224	70,000,000
Queensland.....	668,497	484,700	72,500,000
Western Australia.....	975,922	162,000	52,000,000
Tasmania.....	26,215	147,000	13,500,000
New Zealand.....	104,471	703,360	90,000,000
Cook Islands Federation ..	142	8,400	215,000
Fiji (about 250 islands)....	8,000	122,000	3,400,000
British New Guiana.....	90,000	150,000	270,000
Tonga Islands.....	385	17,500	1,000,000
Solomon Islands.....	8,357		
Gilbert Islands (16).....	166	35,200	
Christmas Island.....	234	100	

And the following more important islands in the Pacific ocean : Ducie, Pitcairn, Manihiki group, Suvarof, Dudoza, Victoria, Union or Tokelan group, Faakafor (Bowditch), Nukunono (Duke of Clarence), Oatafu (Duke of York), Nassau and Danger, Phoenix group (8), Lagoon or Ellise (9), Starbuck, Malden, Fanning, Washington, Palmyra, Cato, Raine, Bell, Cay, Pilgrim, Bauman, Roggewein, Toinhoven, Toral, Little Scrub, Palmerston, Surprise, Vostoc, Willis, etc.

### The Empire.

Said Daniel Webster, the great orator of the United States in the year 1834 :

"... a power to which, for purposes of foreign conquest and subjugation, Rome in the height of her glory is not to be compared,—a power which has dotted over the surface of the whole globe with her possessions and military posts, whose morning drum-beat, following the sun, and keeping company with the hours, circles the earth with one continuous and unbroken strain of the martial airs of England."

Says Tommy Atkins, one of the sons of the "Widow at Windsor," according to Kipling :

Walk wide o' the Widow at Windsor,  
For 'alf o' creation she owns ;  
We have bought 'er the same with the sword an' the flame,  
An' we've salted it down with our bones.  
(Poor beggars ! its blue with our bones !)

Hands off o' the sons of the Widow,  
Hands off o' the goods in 'er shop,  
For the kings must come down an' the emperors frown  
When the Widow at Windsor says "stop !"  
(Poor beggars ! we're sent to say "stop !")

Then 'ere's to the Lodge o' the Widow,  
From the Pole to the Tropics it runs—  
To the Lodge that we tile with the rank an' the file,  
An' open in forms with the guns.  
(Poor beggars ! its always them guns !)

We 'ave 'eard o' the Widow at Windsor  
It's safer to let 'er alone :  
For 'er sentries we stand by the sea an' the land  
Wherever the bugles are blown.  
(Poor beggars ! an' don't we get blown !)

Take 'old o' the wings o' the mornin',  
An' flop round the earth till you're dead ;  
But you won't get away from the tune that they play  
To the bloomin' old rag over'ead.  
(Poor beggars ! it's 'ot over'ead !)

Then 'ere's to the sons o' the Widow,  
Wherever, 'owever they roam ;  
'Ere's all they desire, an' if they require  
A speedy return to their 'ome.  
(Poor beggars ! they'll never see 'ome !)

Hon. George E. Foster : "It has been often said, not so often now as some years ago, that Britain was growing decrepid and infirm, that her power was waning and that the time was rapidly approaching when Macaulay's New Zealander should take his seat on London bridge and survey the ruins of an Empire greater than Rome has ever been. I deny the assumption, and I protest with all my heart against the inference. The expansive, the assimilative, the cohesive power of Britain is neither dead or stagnant. The plastic crust, from which in centuries past has burst forth that splendid energy that has ever and anon vivified the world, has

not stiffened to adamant. The typical vigor, the eruptive enterprise, the steady overflow of the higher life and potency are there still, and the march of Empire is ever forward. To-day her drum-beats sounds on the far distant Pamirs; we hear the boom of her guns and see the flash of her steel in the rock passes of the Afridis. Her banners gleam at Hong Kong and Wei-Hai-Wei, and her flag floats over the vast insular continents of the southern Pacific. In the whilom Dark Continent bugle calls to bugle from Bulawayo in the south to Omdurman in the north, and imperial outposts sentinel the Nile and Niger, while her cannon at Halifax and cannon at Esquimaux, backed by 5,000,000 loyal subjects, stand guard and sponsor for the foremost and the best of her possessions. Who dares to say that the Imperial eye is dimmed, the Imperial heart numbed, or that the irresistible might of her strong right arm is shattered? Rather do we affirm that the insular has become world-wide, that the merely national has broadened into the truly Imperial, and the sphere of Britain's influence and the grandeur of her power are immeasurably advanced.

#### England's Answer (To Her Colonies.)

RUDYARD KIPLING

Truly ye come of the blood; slower to bless than to ban;  
Little used to lie down at the bidding of any man,  
Flesh of the flesh that I bred, bone of the bone that I bare;  
Stark as your sons shall be—stern as your fathers were.  
Deeper than speech our love, stronger than life our tether,  
But we do not fall on the neck nor kiss when we come together.  
My arm is nothing weak, my strength is not gone by;  
Sons, I have borne many sons, but my duggs are not dry.

Look, I have made ye a place and opened wide the doors,  
That ye may talk together, your Barons and Councillors—  
Wards of the Outer March, Lords of the Lower Seas,  
Ay, talk to your grey mother that bore you on her knees;  
That ye may talk together, brother to brother's face—  
Thus for the good of your peoples—thus for the pride of the race.

Also we will make promise. So long as the blood endures,  
I shall know that your good is mine; ye shall feel that my  
strength is yours:

In the day of Armageddon, at the last great fight of all,  
That our house stand together and the pillars do not fall.  
Draw now the threefold knot firm on the ninefold bands,  
And the law that ye make shall be law after the rule of your lands.  
This for the waxen heath, and that for the wattle-bloom,  
This for the Maple-leaf, and that for the southern Broom.  
The law that ye make shall be law and I do not press my will,  
Because ye are sons of the blood and call me mother still.

Now must ye speak to your kinsmen and they must speak to you,  
After the use of the English, in straight-flung words and few.  
Go to your work and be strong, halting not in your ways,  
Balking the end half-won for an instant dole of praise.  
Stand to your work and be wise—certain of sword and pen,  
Who are neither children nor gods, but men in a world of men.

FOR THE REVIEW.]

#### A Poet of Empire.

"How could poet ever tower,  
If his passions, hopes and fears,  
If his triumphs and his tears  
Kept not measure with his people."

—James Russell Lowell.

Long, long ago, two Greek cities, Athens and Sparta were at war with each other. In Sparta, only those men who made good soldiers were thought to be of any use, so a poor lame man called Tyrtaeus was turned out of the city because he could not fight. He went over to the people of Athens, who seem to have been wiser; for when they found out that he could sing stirring war songs, they put him in the front of the army and their soldiers were so encouraged and excited by his singing, that they fought very bravely and conquered the Spartans. This shows that the poet has good work to do even in war time, as well as the soldier.

As our own great poet Tennyson has said:

"The singer for his art,  
Not all in vain may plead,  
The song that nerves a nation's heart  
Is in itself a deed."

But the song may nerve the heart of a nation to noble deeds in peace, as well as in war.

The great poets are those who see more and more clearly than other people, and are able to put what they see into fitting and beautiful words; and not only that, but they are, as it were, the spokesmen for other people; for they speak out, very often, the highest and best thoughts and feelings that we have in our minds and hearts but are not able to put into words for ourselves. When we find a poet who can do this we are grateful to him, we admire him, we go to his poems for counsel and for pleasure, and he becomes our friend.

There is a man now living, and still young, who has in this way become the speaker for and the friend of a great many people; and especially he has spoken for us and to us about our country and the feeling that we have for her. I mean, of course, Mr. Rudyard Kipling. Now the feelings of pride and affection that we have for our country are not to be boasted about or talked of lightly and carelessly any more than what we feel for our father and mother, but something to be held sacred and precious, and to be felt as a help and strength, and as one of our reasons for living a good and useful life.

Mr. Kipling speaks thus about his own city, Bombay:

"Men," he says,  
"Cling to their cities' hem  
As a child to its mother's gown.  
\* \* \* \* \*  
When they walk in the stranger lands,  
By roaring streets unknown:

Blessing her where she stands  
 For strength above their own.  
 On high to hold her fame.

\* \* \* \* \*

So thank I God \* \*  
 That she lent me worth  
 And gave me right to pride.

Surely in toil or fray,  
 Under an alien sky,  
 Comfort it is to say,  
 'Of no mean city am I.'  
 Now for this debt I owe,  
 And for her far-borne cheer  
 Must I make haste and go  
 With tribute to her pier."

But at this time our thoughts are turned not so much to our own birthplaces, or even to Canada by herself, as to the mighty empire of which she forms a part. And here Mr. Kipling speaks for us more than any other poet has done.

He tells us of the beginnings of the empire, how it was born of English love of adventure.

"When Drake went down to the Horn  
 And England was crowned thereby,  
 'Twixt seas unsailed and shores unhailed,"—

And those first adventurers who went forth into danger and hardship call to those of our own day :

"Follow after, follow after,  
 We have watered the root,  
 And the bud has come to blossom  
 That ripens for fruit."

Then he sings of those who have been born in Canada, Australia, India, Africa :

"The native born "  
 "The men of the four new nations  
 And the islands of the sea."

And these new countries, England's children, speak to their mother England in all loyalty and love :

"We that were bred over seas  
 Wait and would speak with our kin.  
 \* \* \* \* \*  
 Gifts have we only to-day—  
 Love without promise or fee—  
 Hear, for thy children speak  
 From the uttermost parts of the sea."

In the poem called the "Song of the Cities," Kipling speaks for the cities of the different parts of the empire : "Hail, England !" they say, "Hail, Mother !" and tell of their power and what they can do for their common country. Perhaps our own city, Victoria, expresses best the feeling of oneness and loyalty :

"From east to west the circling word has passed,  
 Till west is east beside our land-locked blue ;  
 From east to west the tested chain holds fast  
 The well-forged link rings true."

And England answers proudly to her children :

"So long as the blood endures  
 I shall know that your good is mine :  
 Ye shall feel that my strength is yours."

The time when these feelings of pride and loyalty were highest was two years ago at the celebration of the Jubilee. English speaking people from all parts of the world were drawn together then by their strong love and admiration for the Queen, and their delight in the glories of her reign and the advancement of the Empire. Then wise and good men began to fear, for they knew there was danger of our being so proud of our great men and our great country that we would forget the misfortunes that we, as a nation, had passed through, the wrongs we had to be sorry for, and the duties that lay before us. Then was the moment for the poet, "faithful and far-seeing," to say his word of warning, and say it he did, in that grand hymn called, "The Recessional."

There he prays God, who has led us all these years, to be with us still, and to keep us in remembrance of Him. Let us keep this prayer in our minds on Empire Day, together with the words of a greater poet, written long ago :

"Thou who of thy free grace didst build up this Britannic Empire to a glorious and enviable height, with all her daughter lands about her, stay us in this felicitie."  
 E. R.

A nation's commercial prosperity consists in the last resort, not in rich soil or in deposits of coal and iron, but in the energy, and power and ingenuity of its inhabitants.

What, then, we want to do is to maintain the qualities of our race. How is this to be done? Something may, and no doubt ought to, be done in the way of educating our people more thoroughly, and not merely by technical, but by mental training. But above all, we must keep our moral strength undiminished. Whatever tends to the moral building up of the nation, will also tend to maintaining and increasing our commercial position. Therefore, though we do not think the Empire can be shown to pay in pounds, shillings and pence, we hold that it is of vast importance. It gives the nation moral, as apart from purely material aims, and helps to make our people think of other things than pure money grubbing.

A slavish empire, an empire of nothing but rich estates and valuable plantations, an empire that was merely a tied-house to our manufactories would degrade, not raise, our moral tone, as it degraded first the moral tone and then the commercial prosperity of Spain. But an empire that is freely governed, and on a non-selfish basis—on the basis, that is, of the good of the people governed—helps very greatly to build up the morals of the nation.—*Spectator, April 22nd.*

# CANADA, LAND OF THE FREE.

*Spirited.*

Words and Music by E. G. NELSON.

1. There's a land in the North, where the riv - ers are flow - ing In  
 beau - ty and ma - jes - ty on to the sea ; And the bright sun of heav - en its  
 glo - ry is show - ing—The land that is dear - est of all lands to me.

2

When our sires, brave and true, in the wilderness  
 planted  
 The standard of liberty, trusting in God,  
 Though it was but a home on free soil that they  
 wanted,  
 They founded our country, a continent broad—Cho.

3

Let us tell to the world, both in song and in story,  
 How bravely our fathers fought, free men to be ;  
 And tho' thousands have fallen on battle fields gory,  
 Defending their birthright, the land still is free.  
 —Cho.

**CHORUS.**

Then here's to the land of the moun - tain and riv - er, Stretch - ing in  
 glo - ry from sea un - to sea ; God save our her - i - tage, now and for -  
 ev - er, Can - a - da, Can - a - da, land of the free !

(By Permission.)

**A Song of the English.**

Fair is our lot—O goodly is our heritage !  
 (Humble ye, my people, and be fearful in your mirth !)  
 For the Lord our God most high  
 He hath made the deep as dry,  
 He hath smote for us a pathway to the ends of all the earth !

Keep ye the law—be swift in all obedience—  
 Clear the land of evil, drive the road and bridge the ford.  
 Make ye sure to each his own  
 That he reap where he hath sown ;  
 By the peace among our peoples let men know we serve the  
 Lord !

—Rudyard Kipling.

### Inspectors' Reports.

Our public school inspectors are now almost wholly selected from the teaching profession. They represent the best elements of the profession—those who have made it their life work, men of sound scholarship, and who have distinguished themselves for zeal, sound judgment, and as practical teachers. They give their whole time and thought to their work. They have the most favorable opportunities for seeing the practical working of the school system. Private individuals are compelled for the most part to found their judgments on a few isolated cases, but the school inspectors are able to average results, and in their visits to hear all sides of every educational question that may arise.

It is on this account that their annual reports should receive the special consideration not only of teachers generally, but of every member of the Council of Public Instruction or Board of Education.

We will note here a few of the more important points referred to in the reports of the school inspectors for Nova Scotia.

#### GENERAL SCHOOL SUPPLIES.

"A better supply of books and material to work with, put in at the opening of the schools, would make them much more efficient than now. When these schools open, and for two or three months afterwards, nearly one-third of the pupils are not supplied with drawing and copy-books, slates, pens, pencils, etc., as they should be at the outset. As I have before urged, I would have these small things supplied by the trustees at the opening of the school"—*Roscoe*.

"The want of regular supplies of slates, pencils and material for writing and drawing is a very serious hindrance to the work of the rural schools. These supplies should be provided by sectional assessment."—*Creighton*.

"If the payment of the county grant should be stopped until all essential apparatus has been provided, it would be productive of much good."—*Morse*.

It would seem well to entrust inspectors with the power to compel careless trustees to vote the necessary supplies that would make the labors of the teachers at least thirty per cent more productive for the first few months.

On the other hand teachers should carefully note what Inspector MacIntosh says:

"The complaint of lack of apparatus very frequently comes from the teacher who makes poor use of what there is. I notice that the intelligent and tactful teacher, who makes herself a really necessary factor in the school and section, gets anything she wants simply for the asking."

#### ENLARGED SCHOOL SECTIONS.

"It might be well to consider whether irregular attendance and other defects of our school system might

not be remedied—partially at least—by the abolition of existing school sections, and by the formation of sections having a much larger extent of territory under the control of one Board of Trustees. By that means large graded schools could be established at convenient centres,—the Concord System of conveying pupils to school beyond certain limits could be introduced,—teachers would be able to do more efficient work than can now be accomplished in miscellaneous schools,—fewer teachers would be required,—taxation would be equalized,—and in the thinly populated portions of the Province one good teacher would be able to accomplish the work now required to be done by two or three."—*Morse*.

This proposition is ably supported by Inspectors Roscoe and McKinnon. But the average section and the average trustee will hesitate long before voluntarily giving up the right to manage their own little schools. At first it will be necessary to pass an act permitting a number of school sections to unite into one township to form a superior system of schools. If happily such a township were formed in some enlightened part of the province, the advantages would be so manifest and so great as soon to induce other sections to follow the example.

#### AUTHORIZED PLANS FOR SCHOOLHOUSES.

\* \* \* \* "There is urgent need for some directions respecting the erection of new school buildings from some authoritative source. Such important public work should not be left haphazard to the geniuses who may be found in every section to elaborate, and who too often know little and care less about the effect of light, heat or ventilation in the schoolroom."—*Craig*.

"As there are new schoolhouses being erected each year in various parts of the province, it seems to me necessary that prescribed plans should be issued for the guidance of trustees."—*Morse*.

This is a subject requiring the attention of the Council of Public Instruction at the earliest date possible, for every year of delay means the erection of several badly-planned schoolhouses, with their injurious effects upon scores of children for years to come. The best ideas on school architecture immediately available, though not the best possible, would be a vast improvement on those that now prevail in rural sections. New suggestions might be published from year to year in the *Journal of Education*; hence there is no need for delay.

#### LOCAL "NATURE" OBSERVATIONS.

The arguments in favor of the introduction of Nature lessons into our common schools seemed so convincing and the directions regarding them so clear, explicit and persistent, that we have often been surprised at the slow advance made in that direction. There are now, however, encouraging signs of progress. A number of the school inspectors attribute the recent improved work



in Nature study to the interest awakened by the Phenological Observation Blanks, issued by Dr. MacKay, the Superintendent of Education, to the teachers and their pupils. These blanks lead the pupils to record the earliest appearances of the most common and interesting wild and cultivated plants, birds and meteorological phenomena. Incidentally the pupils learn the common and scientific names of these objects and a vast number of useful facts. But more important than all, their powers of observation are being trained and they are learning to love Nature. The number of observations made last year was about 30,000. These were collected by Dr. MacKay and made the subject of a valuable paper, read before the Institute of Science.

"A most important and valuable impulse is being now given through the Phenological Observation papers, sent from the Education Office with the Journals. I anticipate in the immediate future much progress from this source in the study of nature on the part of teachers and pupils."—*McKinnon*.

"The Nature Observation Sheets are doing much to encourage the study of nature in the schools. In many cases the pupils really take the lead. The work done by some of the teachers and pupils, and the knowledge gained thereby concerning the flora and birds of the sections are really surprising."—*MacIntosh*.

Inspector Craig's district sent in 107 phenological reports of which he says: "You cannot fail to notice the improvement over last year, especially in point of accuracy and the supplementary information volunteered by many in new fields.

"Nature Lessons, thanks to the Local Observation blanks \* \* \* are being much better given."—*MacLellan*.

Dr. MacKay is to be congratulated upon his scheme which has not only given the impetus needed to elementary science in the common schools, but which also supplies a vast mass of valuable scientific material for the use of future naturalists.

There are other important points in the Inspectors' reports to which we shall refer at another time.

#### Arbor Day.

Not lightly, but with reverent thought,  
This Arbor Day,  
I set my little sapling elm  
Beside the way;  
And think how, in long years to come,  
Some passer by  
Will bless its shade, when fiercely glows  
The summer sky,  
And, dust in dust, beneath the turf  
Asleep am I.

—*Marian Douglas in Harper's Bazar*.

For the EDUCATIONAL REVIEW.

#### The Hermit Thrush.

The sun was setting; far to the east a glow,  
Gold tinted, climbed to dight the hills with light;  
Though purple smoke lay stretched o'er valleys low,  
The western sky was blazing, ruddy bright,  
But twilight lurked 'mid every leafy grove,  
And in each dingle, slow, with sunshine strove.

Nature expectant seemed to wait; no sound  
The stillness woke, save from a tinkling bell  
In distant field, or from a brook that found  
Its way o'er mossy ledge, and dripping fell.  
Perhaps some wee bird, drowsy, chirped right glad  
Her nest was safe, the while, from harrying lad.

Sudden began a throstle, sweet and low  
To greet the coming night; and then in song  
She told to heaven a tale of love and woe,  
Learnt in her woodland home. I listened long  
While she, with throbbing breast, outpoured her lay,  
Nor marked the gathering mirk of waning day.

I. ALLEN JACK.

St. John, N. B.

#### The Flower Wedding.

1. What is the bridegroom's name?
2. The bride's name?
3. At what hour was the wedding?
4. What high dignitary married them?
5. Who assisted him?
6. Who was one dark-eyed bridesmaid?
7. One from between the mountains?
8. One precise bridesmaid?
9. What sealed the marriage contract?
10. Who gave the bride away?
11. What did she wear on her head?
12. What did she wear on her feet?
13. What gloves?
14. What style of collar did she wear?
15. How did she know she would marry him?
16. Where did the groom salute her?
17. What was the color of her eyes?
18. The color of her cheeks?
19. The color of her lips?
20. What put the blush on her cheeks?
21. What were the ages of her guests?
22. What denomination were they?
23. What fop was at the wedding?
24. What bashful guests?
25. What witness signed the certificate?
26. What was her restless little brother's name?
27. Her robust maid's name?
28. What dishevelled bird sang there?
29. What waved over the house?
30. What bird's song was peculiar?
31. Who was her favorite author?
32. What did the groom think his bride was?
33. What gifts had she from country friends?
34. What refreshments had they?
35. What flower did the groom remove from his buttonhole after the wedding?
36. The groom being rich, the bride said what?
37. How did she govern her husband?
38. What were her parting words to her friends?
39. What did her husband smoke?
40. What heavenly bodies lighted their journey?
41. What musical instrument was played?
42. How enduring was their love?

(Answers in June REVIEW).

### On the Value of Nature Studies.

[From the English Education Report.]

It is sometimes forgotten that one of the most natural and fruitful methods of education is to train the powers of observation, and to build up intellectual and scientific interest around the natural objects of daily experience. Children are naturally interested in flowers, trees and animal life, and, in country schools, an observant teacher, who is fond of such objects, and who has properly prepared himself for studying them, can find in such "Object Lessons" a far more powerful instrument of early education than can be drawn from the less attractive institutes on which the town teacher has to rely. Care should, therefore, be taken in training teachers to show them that much that will give life and interest to their teaching is ready to their hand in the country district. A country school fails if it misses the opportunity of showing its scholars how much skill and knowledge underlie the operations familiar to them in their daily life, and of teaching them to feel pride in practical work well done, and intellectual interest in the principles involved in doing it.

### The Product of the Maple.

It will be interesting to Canadians to read the following brief "resumé" of an article in a leading Scotch magazine on "The Maple Sugar and Syrup Industry of Canada." "In wheat, butter, eggs, cheese, pork, bacon, beef and fruit, Canada is fast ousting all competitors from the English market. Canada, that a few years ago was looked upon as land of snow, ice and barrenness! But there is still another product distinctly Canadian, and grown in no other country in the world, save in the State of Vermont, and that is maple-sugar. Canada thus has this important industry, still in its infancy, in her own hands, and it only remains for the product to be placed on the English market to create a demand for all the surplus she has to spare. Unfortunately adulteration is practised to a great extent by unscrupulous manufacturers and dealers, especially in the United States, . . . only last spring one of the largest dealers in Montreal showed me a tub full of one-pound bricks of new maple-sugar. On breaking a brick in two it was found that the outside was coated with a thin layer of new sugar, the whole of the inside being—well, I don't like to say how many years old. . . . The best quality of the syrup has a delicious delicate flavor, and a much larger amount can be enjoyed than of either golden syrup or honey, the only two syrups that can be compared to it. While these two clog and nauseate the appetite if partaken of too freely, maple-syrup has no such effect. I have seen it eaten as a soup from a soup-plate. As it is slightly laxative, it is largely partaken of as a spring medicine."

### PRIMARY DEPARTMENT.

#### Use of Trees.

We find that children very early like to think for themselves. So we should give them a chance. To be familiar with the uses of trees is a good chance. To get good results such lessons should be assigned and be kept at the front for several days or weeks.

- What trees are used for clothing?
- What trees are used for fruit?
- What trees are used for furniture?
- What trees are used for building?
- What trees are used for ship building?
- What trees are used for medicine?
- What trees are used for ornamenting grounds?
- What trees are used for groves?
- What trees are used for shade?
- What trees are used for fuel?
- What trees are used for paper?
- What trees are used for bean poles?
- What trees are used for carriages?
- What trees are used for axe handles, etc.

#### Primary Teaching.

The first six years of a child's life are spent in the home, surrounded by mother love, and his actions have been controlled entirely by those who thoroughly understand him. At six he is transplanted into another element, and as a plant's most critical period is when it is transplanted from one soil to another, so this beginning of a new life is the most critical in the child's education.

The first school year is the one in which the child's habit of study is well established or forever ruined. It is here he is either started upon a healthy educational growth or stunted in a manner that he can never thoroughly overcome. How important then that primary teachers be thoroughly trained for their work, carefully selected by the Board of Education and well paid for doing this important work. On a recent visit to a large botanical garden we noticed one house where only tender plants are grown, where the greatest care is observed to keep an even temperature, and where the gardener—the man in charge of this primary room in the plant-world—is an expert and receives the highest wages. The same should be true of our primary teachers. We hope the day is not far distant when inexperienced teachers must get their experience somewhere else than in the primary room.—*American Journal of Education.*

The EDUCATIONAL REVIEW, from the practical and vigorous stand it has taken on the educational affairs of our provinces, is making itself valuable to the aggressive student.—*Acadia Athenæum.*

**'ROUND TABLE TALKS.**

G. B. C.—(1) If the increase in the number of male and female criminals 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.

(2) If three fluids, whose volumes are 3, 7, 12, and their specific gravities .95, 1.15 and 1.36, be mixed together, what will be the specific gravity of the compound?

(3) In the figure of Euclid II, 11, show that if BE and CH meet at O, AO is at right angles to CH.

(4) In the figure of Euclid II, 11, show that the lines BG, DF, AK are parallel.

(1)  $2\frac{1}{2}$  per cent of the males +  $2\frac{1}{2}$  per cent of the females are equal to  $10\frac{1}{4}$  per cent of the females -  $7\frac{1}{2}$  per cent of the males.

$\therefore$  10 per cent of the males =  $7\frac{3}{4}$  per cent of the females.

40 " " " = 31 " "

There are therefore 31 males for every forty females.

(2)  $3 \times .95 = 2.85$   
 $7 \times 1.15 = 8.05$   
 $12 \times 1.36 = 16.32$   


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 22 volumes 27.22

Specific gravity =  $\frac{27.22}{22} = 1.2372 \dots$

(3) Since EF = EB, therefore angle EBF = angle EFB. And in the triangles OBI, CFL, we have the angles OLB, CLF right angles, therefore the angle FCL = the angle BOL = the angle EOC.

Therefore EO = EC = EA, and the angles EAO, ECO = the angles EOA, EOC = the angle AOC. Therefore the angle AOC must be equal to a right angle as it is equal to one-half of the three angles of the triangle AOC.

(4) Produce FG and DB to meet at M. Then by the converse of I. 43, since the square FH = the rectangle HD, H lies on the diagonal CM. Join GD and FB. Then the triangle FGB = the triangle GBD (Ax. 7) and GB is parallel to FD (I 39).

K. E. O'BRIEN.—(1) Three men bought a grindstone four feet in diameter, paying equal sums. The first ground off his share, the second an equal share, and likewise the third. If one-fourth of the grindstone was left, what was the thickness ground by each?

(2) Show that  ${}^{n+1}C_r = {}^nC_r + {}^nC_{r-1}$

(3) Produce a given straight line so that the rectangle contained by the whole line thus produced and the part produced may be equal to the square on another given line.

(1) The areas of the concentric circles will be to each other as the squares of their diameters.

It is evident that each man uses one-fourth of the grindstone. To find the diameter of the unused part: (Diameter in inches).

$$4 : 1 :: 48^2 : \text{diam.}^2$$

$$48^2 = 4 \text{ diam.}^2$$

$$24 = \text{diameter of the unused part.}$$

To find the part used by the third man :

$$2 : 1 :: 48^2 : \text{diam.}^2$$

$$1152 = \text{diam.}^2$$

$$33.94 = \text{diam.}$$

$$\therefore \text{the third man uses } \frac{33.94 - 24}{2} = 4.97 \text{ in.} = .41 + \text{ft.}$$

To find the part used by the second man :

$$4 : 3 :: 48^2 : \text{diam.}^2$$

$$3 \times 48^2 = \text{diam.}^2$$

$$41.56 = \text{diam.}$$

$$\therefore \frac{41.56 - 33.94}{2} = 3.81 \text{ in.} = .31 + \text{ft.}$$

To find the part used by the first man :

$$\frac{24 - 41.56}{2} = 3.22 \text{ in.} = .26 + \text{ft.}$$

[NOTE.—The answers given in the book are wrong.]

$$(2) {}^nC_r + {}^nC_{r-1} = \frac{|n}{|r| |n-r|} + \frac{|n}{|r-1| |n-r+1|}$$

$$= \frac{|n}{|r| |n-r+1|} \{n-r+1+r\}$$

$$= \frac{(n+1) |n}{|r| |n-r+1|}$$

$$= \frac{|n+1|}{|r| |n+1-r|}$$

$$= {}^{n+1}C_r$$

(3) Let AB and X be the given line. Bisect AB in P. From B draw BC at right angles to AB, making BC = X. Produce PB to Q, making PQ = PC. Then AQ.QB + PB<sup>2</sup> = PQ<sup>2</sup> (II, 6) = PB<sup>2</sup> + X<sup>2</sup>.

Therefore AQ.QB = X<sup>2</sup>.

L. O. W.—(1) If through a point O within a parallelogram ABCD two straight lines are drawn parallel to the sides, and the parallelograms OB.OD are equal, the point O is in the diagonal AC.

(2) If two right-angled triangles have the hypotenuse and one side of the one equal respectively to the hypotenuse and one side of the other, the triangles are equal in all respects. Prove this by Prop. E., Hamblin Smith's Geom.

(1) If O be not in AC, let it lie on the side of AC nearest to B, and let the line drawn through O parallel to BC cut AC in P. Through P draw another line parallel to CD. Then the parallelogram BP = parallelogram PB. Therefore parallelogram OB is less than the parallelogram OD, which is contrary to the hypothesis. Similarly it may be shown that O does not lie on the side of AC nearest to D; and therefore O will be in AC.

(2) This theorem cannot be a corollary of Prop. E, unless we assume II, 32.

ENQUIRER.—Please solve the following, Hamblin Smith's Arithmetic, page 224, Example 11: A and B rent a field for \$88.20. A puts in 10 horses for  $1\frac{1}{2}$  months, 30 oxen for 2 mos., 100 sheep for  $3\frac{1}{4}$  mos.; B puts in 40 horses for  $2\frac{1}{2}$  mos., 50 oxen for  $1\frac{1}{4}$  mos., and 115 sheep for 3 mos. If the food consumed in the same time by a horse, an ox and a sheep be as the numbers 3, 2, 1, what proportion of the rent must each pay?

A puts in	Proportion.
10 horses for $1\frac{1}{2}$ mos. =	$15 \times 3 = 45$
30 oxen " 2 " =	$60 \times 2 = 120$
100 sheep " $3\frac{1}{4}$ " =	$325 \times 1 = 325$
	490

B puts in	
40 horses for $2\frac{1}{2}$ mos. =	$100 \times 3 = 300$
50 oxen " $1\frac{1}{4}$ " =	$62\frac{1}{2} \times 2 = 125$
115 sheep " 3 " =	$345 \times 1 = 345$
	770

$$\begin{array}{r} A = 490 \\ B = 770 \\ \hline 1260 \end{array}$$

$$\text{A's share of rent} = \frac{490 \times \$88.20}{1260} = \$34.30$$

$$\text{B's share of rent} = \frac{770 \times \$88.20}{1260} = 53.90$$

\$88.20 S.

Hamlet Act 1, Scene 4, Line 15:

"Though I am native here  
And to the manner born."

F. P. Y. asks, "Could you tell me in what edition of Shakespeare I will find this passage with the third word in second line spelled *manor*, and whose emendation it is?"

No, I can't tell you. There is no such reading in any edition of Shakespeare within my reach. Of course I am taking for granted that you mean the fourth word,—not the third—in the second line. It is *manner* in the Globe edition, and in the Clarendon Press, and in Knight, and in Staunton, and in Hudson, and in Grant White, and there is never a word in any of these about any other reading. Dr. Furness's Variorum edition now gives the text of the First Folio (1623), but it had not begun to do so when the two volumes of Hamlet were published. Still, it gives all the important various readings in its textual notes, but there is nothing about *manor* in the notes on this line. It mentions the fact that *born* is spelled *borne* in the Quartos and two of the Folios, and so I suppose it would have given *manor* if any standard edition had used that form. In the first Quarto (1603) the spelling is *maner*.

Perhaps what F. P. Y. wants may be found in the following extract from Rushton's *Shakespeare Illustrated by Old Authors*:

"In the manumission by Henry VIII of two villeins,

the following words are used: We think it pious and meritorious with God to manumit Henry Knight, a taylor, and John Herle, a husbandman, our natives, as being born within the manor of Stoke, Clymmsland.—Hamlet, therefore, may speak of Denmark, or Elsinore as the manor, himself as *nativus*, to the manor born, and the heavy-headed revel as a custom incident to the manor. *Manor* is here used, probably, in a double sense, as in *Love's Labour's Lost*, 1. 1. 208, where it is contrasted with *manner*. It is of little importance whether the word is spelt *manner* or *manor*, the mention of one would suggest the other, which is *idem sonans*, but different in meaning." A. C.

J. F. S.—(1) At what time are the hands of a watch at right angles to each other between 11 and 12 o'clock?

(2) He is *like* a bird of prey.

(3) He receives five pounds a year.

(4) It cost ten *dollars*.

(5) If this were *only* a human institution.

At 11 o'clock the hands are 5 minute-divisions apart. To be at right angles the minute hand must gain ten or forty minute-divisions.

In the first case:

The minute hand gains

11 minute-divisions in 12 minutes;

$$\begin{array}{r} 1 \text{ " " } \frac{12}{11} \text{ " " } \\ 10 \text{ " " } \frac{12 \times 10}{11} \text{ " " } = 10\frac{10}{11} \end{array}$$

$$\text{Or } 40 \text{ " " } \frac{12 \times 40}{11} \text{ " " } = 43\frac{7}{11}$$

So the time is  $10\frac{10}{11}$ , or  $43\frac{7}{11}$  minutes after 11 o'clock.

(2) Like is an adjective. Bird is in the objective case governed by "to" understood.

(3) "Pounds" is the objective case, after the verb "receive." "A" may be taken as an article with a preposition understood before it; or it may itself be considered as a preposition from the Anglo-Saxon.

(4) Dollars is a noun in the objective case used adverbially. Cost is an intransitive verb.

(5) Only may be parsed as "adjectival adverb, irregularly modifying *human institution*."

"Our modern adverbial '*only*' is a compromise between an adjective and an adverb. It is not exactly an adjective in the sense of '*an only tyrant*'; nor yet is the '*only*' an ordinary adverb modifying '*would act*' [in the sentence: *only a tyrant would act thus*]. It is a confusion between '*A tyrant is the only one person that would act thus*,' and '*A tyrant by himself (one)ly would act thus*.'"—*Abbot*.

(6) "An adverb or adverbial phrase never forms the complement of a predicate."—*Mason*.

Z. Y. X.—In the Nova Scotian Provincial High School Certificates are the marks made on a certificate when the candidate has not "passed" as good for all purposes of the "33%" regulation as those made on the "pass" certificates?

They are. In Nova Scotia every candidate who goes up to examination receives a certificate of his marks on every subject examined. The "decapitated" certificates are as valuable as the "pass" certificates, so far as the standing on any of the high school subjects is concerned. A candidate who has made 33% or more on any subject as shown by his "decapitated" certificate, is all right so far as that subject is concerned for a teacher's license, even should he fall below 33 on the same subject in a subsequent "pass" examination.

C. J. D.—From 7 mi. 7 fur. 39 rd. 5 yd. 2 ft. 11 in. take 8 mi.

If from 2 ft. 11 in. you take 1 ft. 6 in. (or  $\frac{1}{2}$  yd.) 1 ft. 5 in. will be left. If this  $\frac{1}{2}$  yd. be added to 5 yds. you have 1 rd. This rod added to 39 rods will give 1 furlong, and this furlong added to 7 furlongs will give one mile, which added to 7 miles will give 8 miles.

You have then 7 mi. 7 fur. 39 rd. 5 yd. 2 ft. 11 in. = 8 mi. 0 fur. 0 rd. 0 yd. 1 ft. 5 in.

From this take 8 mi. and the remainder will be 1 ft. 5 in. Or the question may be solved by reducing both quantities to inches and then subtracting.

N. McL.—I will give you this in return for that. Analyze "this" and "in return for that."

"This," object of give; "in return for that," extension of substitution; "in return for," a prepositional phrase; "that," object of the prepositional phrase.

J. B. J.—(1) Through one of the points of intersection of two circles draw a chord of one circle which shall be bisected by the other.

(2) Two equal segments of circles are described on opposite sides of the same chord AB; and through O the middle point of AB, any straight line POA is drawn, intersecting the arcs of the segments at P and Q. Show that OP=OQ.

(1) Let A be a point of intersection of two circles; B the centre of one of them. On AB describe a circle cutting the other circle in C. Then the chord AC produced will be bisected at C. The angle ACB is a right angle (III, 31) Now a line drawn from the centre of a circle at right angles to a chord of the circle bisects the chord (III, 3).

(2) Complete the circles of which the equal segments are parts. Let C and D be their centres, C and P being within one circle and Q and D within the other. Join CD; then it can be easily shown that CD will pass through O. Join CQ and DP. Then the triangles CQO and DPO are equal. (Ex. 13, Cor. p. 92).

S. A. M.—Would you recommend to me a book of recitations, dialogues, readings, etc., all in one large book? I would like to get one large book for my school to suit all grades. I never seemed to get any that had many suitable recitations and dialogues.

We do not know of any such book suitable for Canadian schools.

X. Y. Z.—Please solve the following:

$$(1) \frac{x}{a} + \frac{y}{b} + \frac{z}{c} = 1 \quad \frac{x}{a} + \frac{y}{c} + \frac{z}{b} = 1 \quad \frac{x}{b} + \frac{y}{a} + \frac{z}{c} = 1$$

(2) If two straight lines be drawn from two given points to meet in a given straight line, show that the sum of these lines is the least possible, when they make equal angles with the given line.

(3) Find the locus of the vertices of triangles of equal area on the same base and on the same side of it.

1. To find  $x$ ,  $y$  and  $z$ .

Clear of fractions; thus:

$$bcx + acy + abz = abc$$

$$bcx + aby + acz = abc$$

$$acx + bcy + baz = abc$$

Subtract the second equation from the first and we have

$$acy - aby + abz - acz = 0$$

$$cy - by + bz - cz = 0$$

$$cy - by = cz - bz$$

$$(c - b)y = (c - b)z$$

Therefore  $x = y$ ; similarly by subtracting the third equation from the first we obtain  $x = y$ .

Then substituting in the first equation we have

$$\frac{x}{a} + \frac{x}{b} + \frac{x}{c} = 1$$

$$bcx + acx + abx = abc$$

$$x = \frac{abc}{bc + ac + ab}$$

2. Let A and B be the given points on the same side of the line GH, and let AC and BC make equal angles with GH. Then the sum of the lines AC and BC is less than the sum of any other two lines drawn to a point in GH.

Take any point D. Then the sum of AC and BC is less than the sum of AD and DB. Produce AC to E, making CE=CB, join DE. Then in the triangles BCD and CDE it can be easily shown that BD=DE. But AE is less than the sum of AD and DE, that is the sum of AC and CB is less than the sum of AD and DE.

NOTE.—When the given points lie on different sides of the given straight line, lines making equal angles with the given straight line may be drawn such that the sum of these lines is not less than the sum of other lines not making equal angles drawn to another point.

3. By (I. 39) a line passing through the vertex and parallel to base will be the required locus.

N. B.—What salary from government is coming to a teacher for this term who is getting \$100 per year?

If in a country school she will receive  $\frac{1}{3}\frac{2}{3}$  of the allowance for the year, according to her class.

G. L. M.—The question which you asked me about is found on page 11 of our Modern School Geography (New Brunswick) in the second column, and is as follows: "The day line is the line at which each day begins on the earth." Please explain how the day begins. I thought as the earth is continually moving on its axis that day follows the earth around the sun and has no beginning.

Sunday, the 30th April, began here at twelve o'clock, midnight, of the 29th, or at 0 o'clock on the morning of the 30th. At that instant, to the west of us there was Saturday, to the east of us Sunday. In England it would be four o'clock of Sunday morning at the said instant. It would be still later in the day Sunday in the continent of Europe and Asia, at the same instant. The question is, "Where was it Sunday first?" "Week" days were all around the world the days previous. Sunday could not be anywhere without beginning to be at some place and time.

Supposing our longitude to be exactly 60 degrees west, the instant the said Sunday began with us it would be four hours old at London; at the Philippine Islands in 120 east it would be twelve hours old; at 180 east of London it would be sixteen hours old. On the other side of 180, and over the Pacific ocean and American continent to the 60th meridian, it would be Saturday the 29th of April. If any one were to fly from this province at that instant west across the continent and the Pacific ocean, he would find it to be Saturday. If one were to fly across the Atlantic and the continents of Europe and Asia at the same instant, he would find it all Sunday. The 180th meridian from Greenwich being agreed upon as the day line, it follows that any one crossing it into the Pacific ocean must change his Sunday into Saturday to be in agreement with the inhabitants of the islands and the American continent. Any one crossing it towards Asia or Australia would in like manner have to change from Saturday into Sunday to be in agreement with the people of the region.

But the Saturday over the Pacific ocean will be crowded towards the 180th meridian for the next eight hours, when it will disappear just as the sun is vertically above the meridian of London. Then on the Asiatic side of the 180th meridian, Monday, the 1st of May, will begin to grow, sliding along the equator at the rate of one degree every four minutes.

When it is noon at London, it is the same day all over the earth, and only then. One hour later there is a gore of fifteen of longitude on the Asiatic side of 180,

which is the following day of the week, while over the rest of the world there are twenty-three hours of the London day. Two hours later these become respectively 2 hours and 22. And so on. At one time the day line was a curved line touching the Japanese and Australian coast, so that vessels did not need to change the day until they landed from the Pacific or started out for the Pacific. The 180th meridian is the simplest and best line, however, and the one now universally adopted, we think.

### SCHOOL AND COLLEGE.

Miss Mary B. Conley, one of the teachers of Charlotte Co., N. B., is at present employed on the staff of Lubec, Me.

Miss Annie Richardson, who has had a year's leave of absence to attend a Massachusetts Normal School, will return to resume work in her native province.

The Kings County Academy in Kentville has had one of its best years. Four Class A Teachers have been employed and the grant of \$1500 secured. The school was classed as follows: Grade IX, 43; X, 31; XI, 27; XII, 14; total, 115. With only four teachers doing the work of the eight elementary grades connected with this school, and with good and efficient high schools within from seven to twelve miles distant in all directions, the attendance and progress in this academy has been phenomenal. Seven of Grade XII, from this school, wrote at the last examination and six captured the Grade A. A large percentage of the B candidates were also successful.—*Inspector Roscoe's Annual Report.*

Charles Budd Robinson, Jr., M. A., a Classical Honors graduate of the University of Dalhousie, and for several years Science Master at Pictou Academy, has returned from the University of Cambridge, England, where he had been studying botany for the last two years with eminent success. Here is a chance for some of our lightly manned science faculties in our Canadian Universities.

Inspector Smith has been visiting the schools of Moncton, N. B., and during the remainder of May and in June will inspect the schools of Kent County.

Mr. G. J. Oulton, M. A., who has been pursuing a post-graduate course at McGill University the past year, has returned to assume again the principalship of the Moncton High School, which is now the Grammar school of Westmorland County. This post-graduate course entitles Mr. Oulton to a grammar school license which has been issued accordingly.

The annual meeting of the Teachers' Institute for District No. 4, N. S., (Inspector L. S. Morse) will be held at Weymouth on Thursday and Friday, 25th and 26th May. An excellent programme, and one that carefully considers the needs of all grades of teachers, has been prepared.

The Executive Committee of the St. John County Institute met on Saturday, May 6th, and decided that the annual County Institute would be held in St. John City during the month of September. Programme to appear in later issue.—*Sec'y.*

Mr. William Brodie, A. B., principal of the St. Andrew's High School, has resigned to the regret not only of his pupils and school board, but of the community as well. Mr. Brodie has been principal of this school for fourteen years, during each succeeding year of which his usefulness has increased. Few high schools have maintained a better standard than that of St. Andrews, and few are more amply equipped, all of which is largely due to the retiring principal, supported as he has been by the trustees and community. Mr. Brodie expects to take a post-graduate course either at Harvard or McGill.

A meeting of the executive of the Charlotte County Teachers' Institute was held in St. Andrews on the evening of April 27th, at which a tentative programme was arranged. The time of meeting this year will be September 14th and 15th and the place St. Andrews. A new feature will be attempted this year, that of inviting each school board in the county to send representatives. In view of this the programme has been made up to embrace subjects of common interest. There will be a debate on "Centralization of Rural Schools," to be participated in by trustees and others interested. Among other subjects may be mentioned "How Shall We Induce Our Older Boys to Continue at School?" "The Best Means of Securing the Co-operation of the Home and School." "How Shall We Induce a Greater Interest in School Grounds, Roadsides and Waste Places?" "Charlotte County Birds." It is hoped to be able to induce a much larger number of teachers to participate in the work of this institute by making five and ten minute papers the rule. Mr. William Brodie, A. B., St. Andrews, is president, and Mr. Jas. Vroom, St. Stephen, is secretary.

In accordance with the provisions of Regulation 20 (2) of the School Law Manual, Inspector Mersereau has appointed Friday, May 12th, to be observed as Arbor Day.

During the month of April Inspector Carter has had combined meetings of teachers and trustees in St. John (West), St. Stephen, Milltown and St. Andrews.

An invitation has been extended to the teachers, school officers and parents of Charlotte County, N. B., to attend an educational convention to be held in Calais, Me., on the evening of May 10th, and during the day of May 11th next. Among those to be present are State Superintendent Stetson, Dr. A. E. Winship, editor of *New England Journal of Education*, and Principals Corthell and Richardson of State Normal schools.

Miss Josie Henry, teacher at Lynnfield, Charlotte County, N. B., has by means of a school concert raised enough money to have the schoolhouse painted.

Mrs. A. F. Robinson, formerly of Moncton, has completed her course at the Chicago Kindergarten College.

The many friends of Alex. Robinson in New Brunswick have learned with satisfaction of his elevation to the chief superintendency of the schools of British Columbia. Supt. Robinson was born in Kings County, N. B., educated at Sussex and Dalhousie College, and had a successful career as a teacher here. With men such as he, assisted by Principal Stramburg, of the Westminster High School, Inspectors Wilson, Cowperthwaite and other Maritime Province men and women, the educational interests of British Columbia are well served.

## RECENT BOOKS.

The author is a Nova Scotian with a Harvard University education, and, better still, with a training at the foot of Nature as well as on the arena of the business world. His home is at Brookfield, in the environment of the most picturesque scenery of Queens County. His book<sup>1</sup> is a series of word-painted nature pictures taken along the Molega Road. It illustrates the kind of instruction which should be given to the pupils attending our public schools in every school throughout the province. It shows what entrancing scenery is hung up by every roadside trod morning and evening by weary scholars, most of whom had never had their eyes opened to the charms of their monotonous way. It shows how they might begin to observe, and illustrates the important deductions which stimulate the reason to enquire into and discover the true meaning of their complex and mysterious environment. Everything has its meaning—its wonderful meaning when we know how to discover it.

While the author is extensively read in the general science literature of the age, he has not attempted to investigate the work done in all departments in his own province. This independence of local observation adds its own charm to his work, for we feel that he is not giving us at second hand what has been observed by others. It has the interest and value of independent and original work. And this is just the work that the most of our teachers are afraid to try. They want to see something in a book first and then search for it in nature, instead of going out into nature with eyes and patience to get something to put into a book. If they tried the latter plan they would learn something useful and discover a new world of pleasure, and even exalted joy.

The sixteen chapters of "Nature Studies" are most readable English. Sometimes we think of Kipling's inimitable "Jungle Stories," sometimes of our own Thompson's "Animals I Have Known," and sometimes it is Grant Allen philosophizing. It opens with a chapter on and a photo of the "Woods," showing the author himself on the ground in one of his loafing, philosophizing moods. Then there are chapters on "A Butterfly," "Oak-Apples," "Hares," "Weasels" and "Spiders." There is a description of a spider fight here, fought one bright morning on a dew-bedecked "wheel-web" by the side of the Molega Road, as thrilling as the sketch of a Spanish bull-fight. Then there is a chapter on "A Gold Mine," in which there is a rich and accessible mine of Nova Scotian geology, for the author is one of our best informed gold mine owners. Then we have a chapter on a "Lunch by the Brookside," which shows how lunches and brookside may be made a hundredfold more enjoyable; on the "Cat-Owl," "Ledges," "Bats," "By the Riverside," "The Red Squirrel," "Birds," "Micmac Indians," and "Puff-Balls, Toadstools and That Sort of Thing."

Teachers who have read the illustrated articles in the "Fern-dale" and other series in the REVIEW will find many of these objects treated in an original manner, not only suggestive, but highly instructive. The printers, as they always do, have allowed occasional slips in the scientific names to creep in. But they do not affect the usefulness nor the pleasure-giving qualities of the book. The pupil as well as the teacher, the parent as well as the general public, will find it to be as entertaining as a good novel. For the most of them it will be really

<sup>1</sup>IN THE ACADIAN LAND—NATURE STUDIES, by Robert R. McLeod. 168 pages; 7x4.5 inches; cloth; 75 cents. Boston: Bradlee Whidden, 1899.

novel, opening up a new world of imagination and thought in our own "commonplace" surroundings. As it is published in Boston there is no doubt it will be extensively read in the United States, and it will tend to give to the people of the south a rather pretty picture of the scientific romance to be enjoyed in the beautiful Acadian land.

A. H. M.

### MAY MAGAZINES.

Among other interesting articles in the *Canadian Magazine*, Thos. E. Champion contributes a timely paper on H. R. H. the Prince of Wales, his visit to Canada, and other events in his career. . . . How a German estimates Rudyard Kipling can be gathered from an article in *Littell's Living Age*, April 15, entitled Contributions to a Critique of Rudyard Kipling, by F. Gratz, translated from *Englische Studien*, by Arthur Beatty. . . . "The Countess Emilia," Anthony Hope's new romance, is begun in the *May Ladies' Home Journal*, and "The Art of Listening to a Sermon" inaugurates the first of a series of articles on the pulpit and the pew, by Ian Maclaren. Another notable feature of the same issue is "The Secrets of a Happy Life," by the Rev. Newell Dwight Hillis, D. D., pastor of Plymouth Church, Brooklyn, who has become a regular contributor to the *Journal*. . . . The leading article in *Appleton's Popular Science Monthly* for May is a description of the best trails to and from the Klondike gold fields. Prof. Angelo Heilprin, the author, is a well-known geographer and traveller, and his article, which is the account of an actual trip, In by the White Pass and Out by the Chilkoot, is not only full of valuable information and suggestions, but very entertaining reading. A number of good illustrations add much to its interest. The Origin of European Culture, by Prof. William Z. Ripley, is the title of an investigation into the origin and growth of the Old-World culture, viewed chiefly from an archaeological standpoint. The article is merely an extension of the author's general work on the Racial Geography of Europe, which is soon to appear in book form, and which is one of the most important works on general anthropology that this country has produced. . . . In the *May Atlantic* Professor William James concludes his Talks to Teachers on Psychological subjects with a discussion of the Will in its double shape of impulsion and inhibition, action and restraint, and shows the complicated and contradictory actions that result from these complex conditions. These articles are of great educational value and should be read by all our teachers. In the same issue Charles Mulford Robinson continues his papers on Improvement in City Life with an account of recent Educational Progress in the great cities, not merely in the schools, but in other educational courses, literary clubs and leagues, libraries, galleries, museums, science, music, etc.—a movement without precedent in human history. . . . *St. Nicholas* is full of interest to the young with its two new serials—its glimpse of child life in Japan, and its short stories, all finely illustrated. The Making of a Mascot, by Samuel Scovil, jr., is a good school story. . . . In the leading article in *The Chautauquan*, A Great English Seaport, Horace Townsend describes Liverpool with its famous docks. For the year 1895, 23,943 ships paid harbor dues, their tonnage amounting to nearly eleven millions. In the same magazine appear two other articles of interest to British subjects, Lord Salisbury, by Prof. H. Morse Stephens, and The British House of Lords, by Edward Porritt. . . . The Story of the Captains concludes the War Series, and it is the chief feature of the *May Century*. It is composed of personal narratives of the battle off Santiago, by officers of the American fleet, and it is illustrated by photographs taken on the ships. It is supplemented with a note entitled, A Historic Scene on the "Texas," by T. M. Dieuaide, formerly of St. John, where his mother is a well-known teacher.

## N. B. Education Department.—Official Notices.

### I. DEPARTMENTAL EXAMINATIONS.

(a) *Closing Examinations for License*—The Closing Examinations for License, and for Advance of Class, will be held at the Normal School Fredericton, and at the Grammar School buildings in St. John and Chatham, beginning on Tuesday the 13th day of June, 1899.

The English Literature required for First Class Candidates is Shakespeare's Richard II., and Selections from Keats, Shelly and Byron as found in *Select Poems*, published by the W. J. Gage Co. 1896.

(b) *Normal School Entrance Examinations and Preliminary Examinations for Advance of Class*.—These examinations will be held at the usual stations throughout the Province, beginning on Tuesday, July 4th, 1899, at 9 o'clock a. m.

Candidates are required to give notice to the Inspector within whose inspectorial district they wish to be examined not later than the 24th day of May. A fee of one dollar must be sent to the Inspector with the application.

(c) *Junior Leaving Examinations*.—Held at the same time and stations as the Entrance examinations.

The Junior Leaving Examinations are based upon the requirements of the course of study for Grammar and High Schools as given in the syllabus for Grades IX and X, and will include the following subjects: English Grammar and Analysis; English Composition and Literature; Arithmetic and Book-keeping; Algebra and Geometry; History and Geography; botany; Physiology and Hygiene; and any two of the following: Latin, Greek, French, Chemistry, Physics. [Nine papers in all].

The pupils of any school in the province are eligible for admission to this examination. Diplomas are granted to successful candidates.

Fee of Two Dollars to be sent with application to Inspector, not later than the 24th of May.

The English Literature for the Junior Leaving Examinations will be *Select Poems of Goldsmith, Wordsworth and Scott*, as found in collection published by W. J. Gage Co., 1896

(d) *University Matriculation Examinations*. Held at the same time and stations as Entrance examinations. Application to be made to Inspector, with fee of two dollars, not later than May 24th.

The Junior Matriculation Examinations are based on the requirements for matriculation in the University of New Brunswick, as laid down in the University calendar. (Candidates will receive a calendar upon application to the Chancellor of the University, or to the Education Office.)

The English Literature subjects are Shakespeare, Richard II., Rolfe Edition, and Selections from Keats, Shelly and Byron, as found in *Select Poems*, published by the W. J. Gage Co., Toronto, 1896.

The examination paper in French will be based on Macmillan's Progressive French Course and Macmillan's French Reader (2nd year), or, as an alternative, Pujol's French Class Book to page 262. (See University Calendar.)

The Department will supply the necessary stationery to the candidates at the July examinations, and all answers must be written upon the paper supplied by the Supervising Examiners.

In the June examinations the candidates will supply their own stationery.

Examinations for Superior School License will be held both at the June and July examination. The First Book of Cæsar's Gallic War will be required in both cases.

Forms of application for the July examinations will be sent to candidates upon application to the Inspectors, or to the Education office.

(e) *High School Entrance Examinations*.—These examinations will be held at the several Grammar and other High Schools, beginning on Monday, June 19th, at 9 o'clock a. m. Under the provisions of the Regulation passed by the Board of Education in April, 1896, question papers will be provided by the department. The Principals of the Grammar and High Schools are requested to notify the Chief Superintendent not later than June 1st, as to the probable number of candidates.

### II. TEACHING DAYS AND SCHOOL HOLIDAYS, 1899.

**SUMMER HOLIDAYS.** Six weeks, beginning July 1st. In cities, incorporated towns, and Grammar and Superior School Districts in which a majority of the ratepayers present at the annual school meeting voted for extension of vacation, eight weeks beginning July 1st.

**CHRISTMAS HOLIDAYS.** Two weeks, beginning on December 23rd.

**OTHER HOLIDAYS.** Good Friday, the Queen's Birthday, and Thanksgiving Day; also, in the City of St. John, Loyalist Day. *The Monday and Tuesday following Easter Sunday, and Labor Day, are not hereafter to be reckoned as Public School Holidays.*

No. of Teaching Days, First Term, 123; in the city of St. John, 122.

No. of Teaching Days, Second Term, 94; in cities, etc., 84.

J. R. IVCH,  
Education Office,  
February 8th, 1899.

Chief Supt. of Education.

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 ...IN...  
 April Journal of Education,  
 Nova Scotia.  
 1. Page 55, 2nd line: "1899" should be  
 "1900."  
 2. Page 69, 6th line: "107 days," should  
 be "108 days," and total days for year,  
 215," should be "Total days for year, 216."  
 A. H. MacKAY,  
 Superintendent of Education.  
 Halifax, N. S., May 3rd, 1899.

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Depart 13.30.....	Halifax.....	21.55	Arrive
Arrive 15.30.....	Truro.....	19.50	"
Depart 12.55.....	Pictou.....	23.00	"
Depart 4.50.....	Sydney.....	—	"
Arrive 18.02.....	Amherst.....	17.19	"
Arrive 19.35.....	Moncton.....	15.40	"
Depart 16.30.....	St. John.....	19.25	"
Arrive 1.10.....	Campbellton.....	10.15	"
" 10.55.....	Levis.....	24.15	"
" 16.20.....	Montreal.....	19.05	Depart

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"	19.45	Camp'ton	—	—
"	16.33	Amherst	11 27	12.30
"	18.55	Truro	8.50	9.30
"	—	Sydney	20.25	20.25
"	23.00	Pictou	12.05	12.05
"	21.00	Halifax	7.00	7.20

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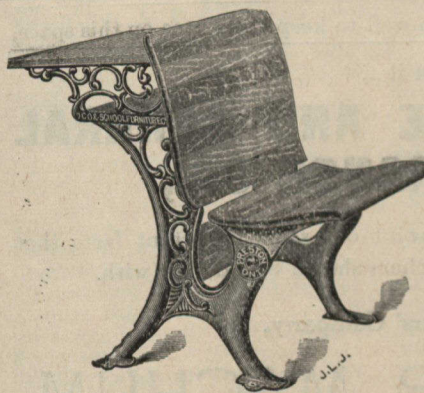
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