

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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...REVISED EDITION...

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BY EDWARD MANNING, A. M.

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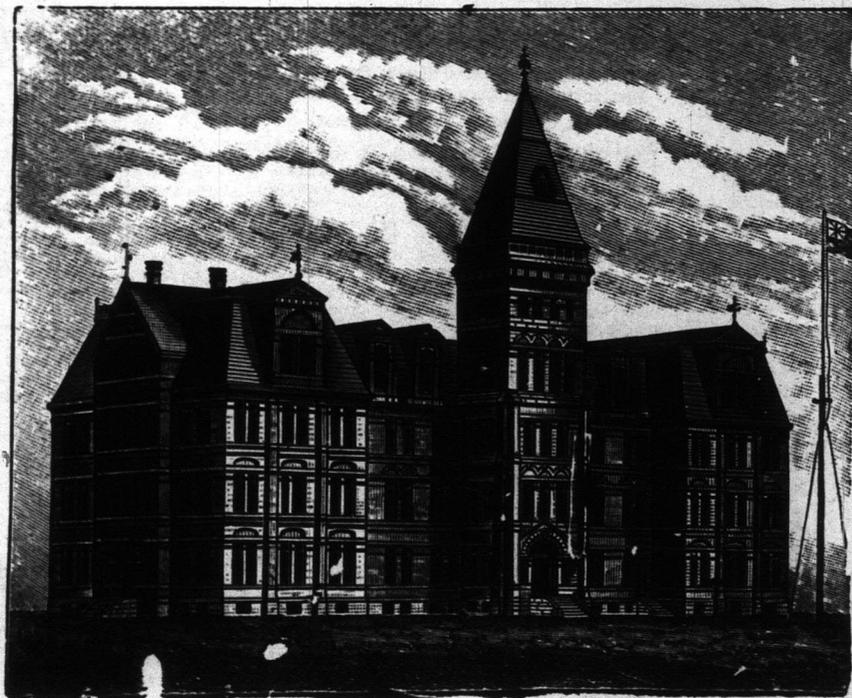
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September - - 4th
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THURSDAY, October 18th, is Thanksgiving day, and a public school holiday.

THE usual page of Nature-study is omitted this month, but our readers will find a great deal bearing on the subject on looking through the pages of this *REVIEW*.

PERHAPS our teachers may take a hint from the article on "Patriotism and Spelling" in another column, and examine a little more critically the children's knowledge of the words of patriotic hymns.

WE again welcome to our exchange list *Home and School Education* of Bloomington, Illinois. All the plant, books and subscription records of that journal were destroyed by fire in June last, and the only way to restore the lists is for subscribers to write and furnish their names and addresses. We hope all readers of the *REVIEW* who are subscribers to *Home and School Education* will furnish the information required at once. This

admirably conducted school journal has always been one of the most valued on the *REVIEW*'s exchange list, and we congratulate the enterprising editor, Mr. Geo. P. Brown, on the reappearance of the paper with its bright pages and its vigorous and interesting articles, their brightness and force being nowise diminished, but rather increased, by a misfortune the effect of which we hope may be very briefly felt.

MESSRS. A. & W. MacKinlay, Publishers, Halifax, announce in another column the early publication of the first of a series of low-priced supplementary readings for use in Canadian schools. This will supply a want that has long been felt, especially among young children. The first of the series is made up of fairy stories and fables carefully selected from authors whose writings have long been the delight of the child world. This number will be followed by others written for children, and taking up interesting first things in literature, history and natural history. The enterprising publishers are to be congratulated on this step in advance in publishing "Classics for Canadian Children," and it is to be hoped that they will meet with a steady and constantly increasing demand for the numbers of this useful and attractive series from all parts of the Dominion.

LEAFLET number eleven of the *REVIEW* Canadian History Supplementary readings has been issued and is one of the most interesting of the series. The opening article is on "Newfoundland as It Is," by Rev. Dr. Harvey, who though in his eighty-first year, writes in charming and vigorous English of the colony whose resources and beauty of scenery he has done so much to make known to the outside world. Dr. L. W. Bailey contributes an article on the Geological History of the Bay of Fundy, which, written in that pleasing and attractive style so characteristic of its author, is a notable and interesting contribution. Rev. W. O. Raymond writes on the "First Martyr of the Canadian Mission," Father de Nouë; and his son W. O. Raymond jr., contributes a poem on the same subject, which shows much poetic vigor and beauty of imagery. Dr. Hannay contributes the first of two papers on Responsible Government, a subject on which no one is more competent to write. An interesting paper on the "Captivity of John Gyles," by Victor H. Paltsits of New York, and another on "Canadian Nobility of the French Epoch" complete the number. The series will be finished in December, after which a limited number of bound volumes will be made. Every teacher and school library should possess this series, so interesting to students of our history.

Nova Scotia Normal School.

The annual Calendar of the Provincial Normal School at Truro announces many important changes in the teaching staff and management of that institution. We shall refer again to the change in the principalship. Mr. Calkin's long and faithful service was fully acknowledged upon his retirement last June, at the close of the forty-fifth year of the school. Several able speakers referred in the most eulogistic terms to his ability and devotion as a teacher, to his wise and judicious management and business capacity, to his success as an author of school texts, and above all to the wholesome moral influence which, by example and precept, he always exerted. Ex-Principal Calkin's name will always be prominent in the educational history of Nova Scotia.

But there are other changes. Considerations of health made it expedient for Professor Macdonald to return to the Inspectorate of Antigonish and Guysboro, where a change of employment and more outdoor exercise will no doubt soon restore a naturally vigorous constitution. Professor Macdonald has exceptional natural and acquired qualifications for an inspector of schools. His influence will be felt, not only in his own district but throughout the province, as he reduces to practice the pedagogical principles which he has been teaching in the Normal School so successfully for the last nine years.

Dr. Hall, teacher of English, goes to Edinburgh to receive more light and inspiration by a year's study with Prof. Laurie—perhaps the ablest British educationist.

The vacancies thus caused are filled by the appointment of Mr J. A. Benoit, B.A. and Mr. E. W. Connolly, B.A. Professor Benoit received his high school education in Halifax Academy. After a Normal School training at Truro he taught for some time, chiefly at St. Anne's College, Church Point, Digby, where he had charge of the academic department. He afterwards entered Dalhousie University and, last April, was graduated with honors in Mathematics. Mr. Connolly was for some time a teacher of Mathematics and Science at Saint Francis Xavier College, of which he is a graduate. Having studied for two years in the Halifax Medical College he will be able to cause more attention to be given to the biological sciences—the neglect of which is a serious defect in all our schools and colleges. In the past our teachers were poorly equipped for the teaching of physiological and hygienic laws. Hereafter our Normal School graduates will be able to teach the "Health Reader" and sanitary science more intelligently, and therefore more effectively.

The public schools of Truro are once more affiliated

with the Normal School. By this means the field for practice in teaching has been greatly enlarged, though still inadequate for so many pupil-teachers.

A manual training school, supported by Sir W. C. Macdonald of Montreal, has been opened under Mr. T. B. Kidner, assisted by Mr. H. G. Owen, both graduates of the City and Guilds of London Institute. Here the experiment will be made of adopting the teaching of manual training to the 5th, 6th, 7th and 8th Grades of the common schools. Normal School students will observe the work and also take lessons. Here, also, those wishing to become teachers of manual training will receive instruction.

A department in domestic science has also been added to the school system of the town. It will be taught by Miss Grace D. Patterson, from the United States. She will have a class of teachers in training.

These two institutions, which are new to Truro, will, on account of their connection with the Normal School, aid greatly in extending more rapidly similar work which has been going on in Halifax and Wolfville for some years.

One other change would greatly benefit the Normal School and all concerned. The academic class should be discontinued. Such a class should consist of those who have passed the B class in the Normal School, and who have taught thereafter for one year. Their subsequent pedagogical training for academic licenses should be received in the colleges.

Rambles Through Forest, Lake and River.

No. III.

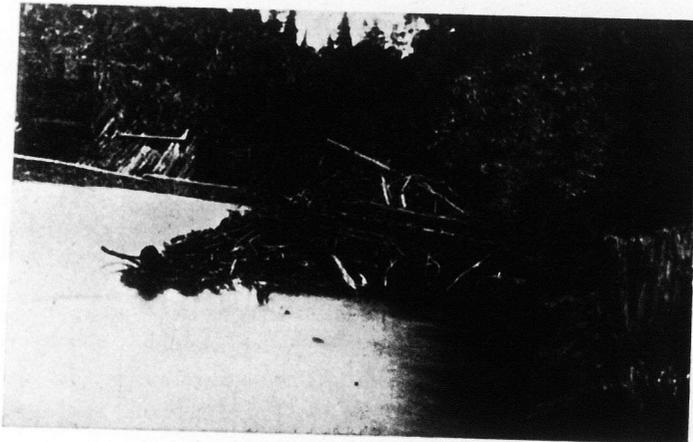
It is only in a few of the wilder portions of New Brunswick that beavers may now be found in any considerable number, and even in those places the deserted houses met with tell the story of their destruction or their migration to wilder regions. This is to be regretted. Added to its great value in producing costly fur and perfume, the wonderful instinct of the beaver and its ingenuity in constructing dams and houses, win our respect and admiration. The government may find it necessary not only to prohibit its slaughter for one year, but to extend the period for several years; and even to guard against the possibilities of extermination by restricting the capture to a few in each season, as is done in the case of moose. The killing of a cow moose, at any time, is punishable by a heavy fine; and no single hunter is allowed to kill more than one bull moose in a season. The destruction of beaver might be restricted by permitting only a few to be trapped during the years they are not "protected."

The greed of trappers, and the wanton desire of hunters to kill, merely for the sake of killing, calls for the rigorous enforcement of laws, and the employment of trusted and efficient game wardens.

In the sheltered recesses of the Tobique lakes the beaver finds a congenial home and surroundings. Here they build dams, and behind them, on the shores of the lake, construct their houses in order that they may have a sufficient depth of water for all seasons. At the outlet of Gulquac Lake, one fine afternoon, we came upon a beaver dam, and as it was the first one we had seen, it was examined with a great deal of curiosity. It was built straight across the narrow arm of the lake, a little distance above where the lake finds its outlet through the Gulquac river. It was composed of sticks, stones and earth, through which the water filtered in places, but enough was retained by the dam to maintain a uniform surface about eighteen inches higher on the inside. Everywhere was evident the strength and the engineering skill of the beavers, but none were in sight, for, as is well known, they carry on their operations during the night, felling trees in the adjacent woods, often at a considerable distance away, cutting them in proper lengths, and carrying the pieces, usually about three or four feet in length, to the dam or to their houses. In some portions of the forests around these lakes, where the beavers had been at work, I noticed trees fully ten inches in diameter that had been cut through by their sharp teeth. The white birch seems to be their favorite, the inner bark of which, as well as of other trees, is separated and serves them for food, being laid up in their houses for winter use. The number of small trees and branches cut up and used by this industrious animal seemed to be enormous. In constructing this dam, which was about fifty feet across, though we afterwards found dams much longer, the pieces of wood were laid down horizontally, then weighted down with stones and earth, successive layers being thus built up from the bottom of the lake. After laying a broad and strong foundation, the structure is made narrow at the top. To add to its strength there was quite a vegetable growth of small trees and shrubs along the dam, the roots of which find a suitable soil in the mud and rocks below,—all of which seems to be a part of the plan of these intelligent creatures. This network of growing trees and shrubs also catches the drift wood on the lake blown against it by the winds or carried along by the slight current, evident near the outlet; so that at a distance one of these dams resembles a low pile of driftwood caught in a thicket of vegetation;

but a nearer approach shows its form and design.

Having examined the dam made by these ingenious and industrious workers, we were anxious to get a view of their "lodge" or house, and after cautiously skirting the shores of the lake in our canoe we came upon it, and, "just our luck," a beaver was basking in the afternoon sun, the only one we had an opportunity to see during our whole trip. He did not wait to be photographed, but dived and entered his house through a doorway which was closed to us, uttering as he went a series of inhospitable grunts of mingled displeasure and anger. There was a commotion among the family, but for a moment only, and all was quiet. Our presence was evidently regarded as an intrusion, and all the inmates had no doubt got their instructions to preserve a circumspect silence.



The house, which was situated on the edge of a bog, was as remarkable in its way as the dam. Somewhat broadly conical in form, it was built to the height of three or four feet about the surface of the lake. The materials employed in its structure were sticks and moss, firmly cemented together by repeated coatings of mud, making the inmates "secure in their watery citadel." Wherever we found beaver houses, whether on points or in the hollows of bays, or on islands, the water appeared to be of sufficient depth to ensure a passage under the ice during winter. It is for the purpose of increasing the amount of water and obtaining sufficient depth in their chosen locations that they build their dams. The cut is taken from a photograph of a beaver house at the outlet of Serpentine Lake. The dam beyond has been recently built by lumbermen, no doubt on the site of an old beaver dam. The house was unoccupied, but in good repair, the advent of the lumbermen probably inducing the beavers to seek more retired quarters.

Our curiosity to see the interior of this beaver house

was great. The story, that beavers have two doors to their houses, one on the land side and the other next the water, is evidently a pure fabrication, for we discovered nowhere any trace of an entrance from the land. Equally fanciful is the idea that their houses are divided into apartments for eating, sleeping, storehouses for provisions, etc. In Samuel Hearne's account of the beaver, he says: "It has never been observed that they aim at any other conveniences in their houses than to have a dry place to lie; and there they usually eat their victuals, which they occasionally take out of the water." The same author also speaks of the food of the beaver as consisting "of a large root, something resembling a cabbage stalk, which grows at the bottom of lakes and rivers." This is evidently the root of the Yellow Pond Lily (*Nuphar advena*), the older and tougher portions of which we found floating everywhere on the surface of these lakes which were the resorts of beavers.

G. U. HAY.

Provincial Examinations.

A correspondent who failed to obtain Grade B, for which he tried at the last N. S. Provincial Examination, sends us the following five questions with the request that we show what answers should be expected to them from average candidates, the time allowed being one hour. We have been permitted to select answers actually written at the last examination. They are published without any corrections. One of them was valued at 19, the others at about 15. They are, therefore, not much above the average. A very large number of candidates, perhaps more than half, wrote more, but not all so well. Teachers should test and educate their pupils by frequent examinations throughout the year, if they would have satisfactory results at the Provincial Examinations. The answers which we publish here will be of value and interest to teachers for comparison with the results of their own teaching.

4. Q. *Sketch the career of Charles XII. of Sweden.*

A. Charles XII. of Sweden comes into notice about 1700. He was only a boy of seventeen, so Russia, Prussia and Denmark entered into an alliance to seize his kingdom. But they were not able to do it. He very quickly raised an army and defeated the Prussians and Danes. Then, with only a small force, he attacked the Russians at Narva, a fort which they were besieging in Sweden. He utterly defeated them. For some time he was victorious in several battles, and at last Peter the Great of Russia offered to make peace. But Charles determined to go to Moscow. Peter of Russia made the way to Moscow a barren waste, so that Charles lost a great many men from cold and hunger. The reinforcements he expected did not arrive, but he attacked Pultowa, one of Peter's chief magazines. He was wounded

and soon heard that the Russians were advancing to meet him. He was forced to give battle, but was defeated because he was compelled to go without his artillery. He escaped with only 300 followers. For some time he still pursued a brilliant career, but at last he fell, besieging a small castle in Sweden.

6. Q. *Write a brief note on the Franco-Prussian war—its cause, the campaign and its results.*

A. The Franco-Prussian war broke out in 1870. Its real cause was the jealousy of the growing greatness of Germany, although Napoleon III., the French Emperor, gave as his reason that a relation of the King of Prussia wanted the crown of Spain, and thus threatened the "balance of power." He hoped to have an easy victory and soon conquer Germany, but he made a great mistake. He also hoped that the southern German states would help him, or at least remain neutral, but again he was mistaken. The first battle was that of Weissenberg, in which the Germans were completely successful. The second battle was Worth. The French leader was General McMahon, but he was completely defeated. All the German Army now entered France. They invested Metz, and at the battle of Sedan compelled the French to surrender with 60,000 men. Then they marched to Paris and besieged it. While part of the army was at Paris the rest fought another battle at Sedan and again defeated the French. Finally, in 1871, the Parisians surrendered and the Germans entered Paris. The French were compelled to pay a very heavy indemnity of 5,000,000,000 francs. This war had very important effects on Germany, as it showed them that true strength lay in union, and so effected a closer union of the German states.

7. Q. *Trace the events leading to the breaking out of the great American civil war.*

A. For a long time the north and south had disagreed on the subject of slavery, and as slaves constituted a large part of the wealth of the southern people, the quarrel was naturally a strong one. The subject, whether or not slave-holding states could be introduced into the union, caused considerable bitter feeling, as did also the frequent collisions of slave-holders and non-slave-holders of the State of Kansas. In 1859 John Brown's expedition, which was designed to liberate the Kansas slaves, caused great excitement. This expedition came to naught, and John Brown himself was taken and hanged. The repeal of the Missouri compromise also embittered the feelings in the north, and the assault on Charles Sumner by a southern senator in the house brought the feelings to a high pitch of excitement. At the election of Lincoln, in 1861, seven southern states withdrew from the union and the war began.

4. Q. *What is the subject of Childe Harold's Pilgrimage? Give a brief outline of Canto I.*

A. The subject of Childe Harold's Pilgrimage is the travels of Harold through Spain and Greece. It is supposed to be Byron's narrative of his trip in those countries. Young Harold, at home in England, disgraces himself by his conduct, and as he is rejected by

a young lady, he decides to bury his disappointment in travel. He sets sail for Portugal, where he visits Madrid, Seville, Salamanca, Cadiz, and many other places which are connected with the great events of the Peninsula war. He also visits Greece, and in the first canto of his poem he describes Mt. Parnassus. His poem is interspersed by reflections on current events, his earlier life, and many other topics. At Cadiz he witnesses a bull fight.

5. Q. Explain: "Light Eros finds a feere," "Shent with Egypt's plague," "Vathelek, England's wealthiest son," "Bale-fires," "Fandango," "Night's lover-loving Queen," "The fabled Hebrew wanderer," "Freedom's stranger-tree."

A. "Light Eros finds a feere." Love finds a companion or consort. "Shent with Egypt's plague." Spoiled or defaced by leprosy, supposed to have been brought on by living in uncleanness or filth. "Bale-fires." Signals indicating sorrow or grief. "Fandango." A light, lively dance supposed to have been brought into Spanish America by the negroes, and then it got into Spain. "Night's lover-loving Queen." Venus or Hesperus, the evening star. "The fabled Hebrew wanderer." A legend of Ahaserus, a shoemaker of Jerusalem, who refused to let Jesus rest before his door-step when bearing the cross to Golgotha. As a result he was condemned to wander over the face of the earth until the judgment day. "Freedom's stranger tree." When the Americans gained their independence they planted trees as a sign of their liberty. This custom was introduced into Spain in 1690.

Good Teaching.

To a lover of children there is nothing more gratifying than to observe the work of a teacher who is an artist.

We had the good fortune recently to visit a room in the — school in Chicago that was in charge of such a teacher. The lady did not seem to know that she was an artist, which made the visit all the more delightful.

We do not remember that the teacher rose from her chair during the hour we spent in the room, except to welcome her visitor.

The class was just entering upon an exercise in the analysis of arithmetical problems. These problems had been carefully prepared and written down in a scratch-book by the teacher. It was a training exercise in extemporaneous thinking for the pupils. The teacher read the problem deliberately and distinctly, and the pupils solved it as she read it, or in nearly the same time. A pupil's name was called, who arose at once, stated the problem and the answer. Another was called upon, who arose and described the process by which the answer was obtained. Every statement of teacher and pupils was shorn of all useless verbiage.

The most concise statement consistent with clearness seemed to be the unconscious aim of every one. A spirit of restfulness and ease pervaded the room that was very charming, but every mind was on the alert. No one was caught napping, and yet there was no undue anxiety. The prominent desire manifested was to be called upon. Example after example was quietly read, and name after name quietly spoken, with a single word of suggestion, when suggestion was legitimate, and persistent silence on the part of the teacher when the difficulty presented was not beyond the power of the pupil, but he needed a little time to rally his forces to surmount it.

We do not know that this lady could answer a single question in psychology,—we would like to know,—but she either *saw* or else she *felt* the movements of the minds of her pupils with almost unerring certainty. She was a practical psychologist in all that pertained to teaching. One remarkable thing was that this concentrated and interested attention to the specific work in hand was kept up without any waste of energy on the part of teacher or pupils. The result was that neither teacher nor pupils seemed to feel weary. The point of fatigue did not seem to be reached by any of them.

We were particularly struck with the teacher's method of dealing with a very dull boy. It was in a subsequent part of the arithmetic exercise when she was guiding the class through the process of solving some examples in their text-book. This analysis they were writing out, and those who needed help were expected to rise and state the difficulty. We noted that each point of difficulty was stated with great clearness by the pupil. He knew just what he did not know. Then the teacher's psychologic insight enabled her to utter, in a single sentence, what would help the pupil to get his bearings and go forward. It was clean, careful work that was going on in these children's minds. There were no torn or ravelled edges to their thinking. They made their way through a problem as a surveyor finds his way through a forest. He knows where he is at every step of his progress. But one lad lost his way. The question that he asked showed that he was all at sea. The teacher asks him to take a seat beside her. While she is dropping a suggestion to this one and to that one in the class as they make known the condition of their thinking, she tries to lead this boy to find his own way. But the near presence of a stranger, who, he knows, is observing him, confuses him. She sees his difficulty. The boy was intellectually weak, and the slightest feeling of embarrassment made it impossible for him to think. She met the case in a moment by stating to

him in a few brief words the steps in the process, which he seized at once. Whether he was able to trace the reason of the process after he had gotten that, there was not time for the visitor to see. But it seemed that the teacher divined instantly the proper thing to do and did it.

There was also an exercise in supplementary reading. The matter for the day was a story of Hans Christian Andersen. Of course the reading was excellent. Enough has been said to show that the skill and loving care with which the teacher watched over the mental processes of the children in their exercises in arithmetic would be extended to the reading, and that the reading exercise would be the more pleasant to listen to from the mingling of sentiment and thought that was there possible. This seemed to the writer an ideal exercise in supplementary reading. What the teacher cared most for was that the pupils' minds should follow the lead of the author's mind. When there was a failure to do this that was indicated by a false emphasis or a false pronunciation, a suggestion from the teacher immediately followed which enabled the pupil to set himself right. But when the pupil was thinking and feeling with the author, the teacher paid little attention to whether the pupil spoke the words as they were printed in the book or substituted others expressing the same meaning. To the martinet in teaching this would undoubtedly be a grave objection. And it is by no means certain that every teacher could afford to be so indifferent to the utterance of the exact words of the book as this teacher was. But in her case it was not a blemish but an excellence. For her to have broken in upon the thought and feeling of that class, absorbed as they were in that beautiful train of thoughts and interesting imagery, would have been desecration, almost. She could not do it, and her visitor rejoiced that she could not. When a pupil had read, some person was named to whom he was to take his book, which was all done without the least confusion or disorder and the reading went on.

We feel conscious of our inability to express in words what was apparent in this school. They but faintly shadow forth this artist's work. Her characteristics of mind in the school room were intelligence and devotion to the mind training of her pupils. She seemed able to discern the mental state of each child and to supply it with the needed stimulus. There was not an indication of shoddiness or sham of any sort. There was no surface appearance of knowledge allowed to pass unchallenged. It was an example of genuine teaching devoid of everything like clap-trap or of rote learning.—*Home and School Education.*

Success in Teaching.

It was well said by Andrew Carnegie that the first stepping stone to success by a young man is a determination to do more than the work prescribed by his employer. Here is a great truth for the teacher. He is set to hear a spelling lesson; if he does no more than hear it he is off the track of success. The great teacher is one who does this additional something. And no one can do that who enters the schoolroom just the same to-day as yesterday.

Of course success in teaching must not be measured by the size of the salary one gets. Wm. H. Maxwell is paid the exceptional salary of \$7,500 per year as superintendent of the New York City schools, but not because he was exceptionally successful as a teacher in the classroom. Let not the teacher delude himself with the idea that he will rise to highly salaried positions by doing good work in the schoolroom. He must have truer and greater ideals to impel him to constant progress. The highest reward of teaching is rightly the feeling that one has made, and is continuing to make, the most of one's opportunities in the great work of uplifting humanity. When God looked upon his creation "He saw that it was good;" that was his reward; it was enough for him, and such a feeling of satisfaction must be enough for the teacher.

Many a teacher does a glorious work in the schoolroom and receives but a small pecuniary reward. No laborer in this world is to be more highly honored than the teacher in the country school who does a really serious work, and who continues to do it with no hope of an increased compensation. There is no hope that he will become in time a highly paid superintendent; he is not expecting this result; he is happy to be of the benefit which he feels he is to the boys and girls who assemble in the schoolhouse with him.

Such a man, if he arrives at the point in teaching that he does more than the routine work, is able to affect the spiritual nature of the pupil, may claim to be successful, no matter what his salary.—*School Journal.*

The Young Man's Manners.

Society asks little of a young man except to behave well. If he be manly in looks, if he has a good manner is civil to his elders, if he has any little gift of entertaining—any "parlor tricks"—if he sends a few flowers occasionally, looks pleasant and polite, his way will be smooth to success—always providing that he is really a gentleman.

He never joins her on a thoroughfare unless the friendship be established one and only with her permission—nor will he stand and converse with her.

It is provincial to walk "sandwiched" between two

women, to stare, or look after any one who has passed.

In public conveyances a man does not pay a woman's fare unless he is her escort, except in an emergency, when he must ask if he may.

Introductions are rarely made in public places or conveyances.

A man precedes a woman when entering a theatre or public place. In a church the lady goes first. He may precede her up a public staircase, but in a private house in ascending and descending, he follows.

In picture galleries, elevators in public buildings, hotel and theatre corridors, they being thoroughfares, a man retains his hat. In a hotel he removes it if women are present.

If a lady bows to a man in a restaurant he rises slightly from his seat in acknowledgment. When he is with a party, if a lady with her escort stops to speak to his friends he rises and remains standing until she passes on.

In making an afternoon call a man usually leaves his overcoat, umbrella or stick, hat and gloves in the hall before entering the drawing-room. He may, if he choose, carry his hat and stick into the room at a first or formal call, if it is to be very brief, except at a reception. He removes his right glove before offering to shake hands. He never offers his hand first, but waits the invitation of his hostess. If she is behind her tea-table, she may not rise to greet him, but gracefully includes him in the conversation and perhaps bows her adieus.

It is an evidence of good breeding to enter and leave a room unobtrusively.—*October Ladies' Home Journal*.

A SLIGHT error crept into our answer to a correspondent in the September number in regard to the use of the new readers in New Brunswick schools. In country schools the primers will be used in grades one and two; the first and second readers in grade three; the third reader in grade four; and the fifth reader in grade five.

A GREAT honor has been conferred on the Canadian Office and School Furniture Company, Limited, of Preston, Ontario, by the award at the Paris Exposition of a Silver Medal for school desks. The exhibit was made at the instance of the government to supplement the educational display. The silver medal is the highest award which could be given by the judges, and the fact that a Canadian firm has secured it is a matter of congratulation. The desks shown by the firm have attracted general attention, and in consequence a number of applications for price lists and samples have been received from all parts of the world.

HON. FRANK S. HILL on Discipline at the P. E. I. convention: "Mischievous is very often like what some one has said of dirt—'matter out of place.'"

Patriotism and Spelling.

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A writer in *McClure's Magazine*, Mr. Marion Hill, has been investigating the spelling of words in patriotic hymns as sung by fervid young Americans. The result is as ludicrous as it is astonishing, and it would surpass belief did we not know that when children learn words only, and these in jingling rhymes, they sometimes fall into the most absurd and fantastic blunders. Here is a case in point: A friend of ours one Sunday afternoon sat listening to the infant class in a Sabbath school in one of the principal cities of New Brunswick, as they sang the well-known strains of "The beautiful, the beautiful river." "What in the world are those children singing?" she said to the teacher. "It sounds to me exactly like 'The boot-fell-in, the boot-fell-in the river.'" The class was asked to repeat the hymn and both teacher and visitor listened more attentively, when lo! the words as quoted above came out with startling distinctness from a score of little lungs.

Mr. Hill tells us that at a dinner party a gentleman "bungled amazingly" in attempting to quote a few lines of "America." His fellow-diners could not help him out but the host's ten-year-old daughter, pitying their ignorance, relieved their embarrassment by correctly quoting all the verses. Whether Mr. Hill wanted to keep the lines in his vest pocket for occasions, or whether something unusual in their rendering caught his ear, he does not say, but when the ten-year-old volunteered to write the verses for him he eagerly accepted the invitation. This was the production:

AMERICA.

My country, tissuf the
Sweet land of libaet tea,
Of thee I sing.
Land where my father died,
Land where the Pilgrims pried,
From ev'ry mountain side,
Let fridmen sing.
My native country the
Land of the noble free,
Thy name I love.
I love thy rots and chills,
Thy woods and temper pills,
My heart with ratcher thrills
Like that above.

Mr. Hill's curiosity led him to ask a few questions on the meaning of some of the unusual words. The ready frankness of the answers startled him:

"What is 'libaet tea'?"
"One of our imports, I guess, from China."
"And what is 'tissuf'?"
"I don't know."

"What do you think it is?"

"Maybe it is to fill out the line. Poetry has something that is called meter; maybe 'tissuf' makes the right meter."

"What do you mean by 'pried'?"

"Why, pry means to come where you're not asked to come!" This with a tinge of pity for the ignorance that could ask such a question.

"Then the pilgrims pried into America?"

"Yes. I think so. Nobody invited them."

"What is 'fridmen'?"

"I don't know. I have thought that over, and can't make any sense to it."

"Why do you love 'rots and chills'?"

"I don't."

"But you say here that you do."

"Oh I don't say it; it's the poetry says that."

"Well, what does the poetry mean by it?"

"I think it means you must forgive a great many unpleasant things about our country, and say we like them just out of politeness."

"What are 'temper pills'?"

"Pills for temper, don't you think?"

* * * * *

"What is 'ratcher'?"

"I really don't know."

"Haven't you any idea?"

"Yes, it sounds like a disease."

"How so?"

"It says, 'like that above,' and there are chills a few lines above; and thrills are a sort of chills, anyhow. I looked it up in my dictionary."

Mr. Hill was invited by the little maiden to come to her school on the morrow, as it was "patriotic Friday," and hear them "speak pieces, sing war songs, salute the flag, and talk patriotic things." He decided that her school had spoken for itself and visited another, where a class of about fifty boys and girls went through various patriotic exercises with a vim and thoroughness very creditable to them, one especially, which they called "S'lutin' the Flag."

The teacher conducted this salute by successive taps of her hand-bell. Tap one, and a curly haired lassie mounted the platform and unfurled Old Glory; tap two, and the entire class sprang to their feet as one child; tap three, and every hand made a military salute to the accompaniment of the rousing words, "We give our heads and our hearts to our country. One country, one language, one flag!" At the final word every little right hand was raised, the forefinger pointing to the Stars and Stripes. This statuesque pose was sustained until a last tap relaxed the tense muscles and gave signal for the little ones to drop back into their seats. It brought a choke into the throat to see it.

But the demon of investigation was abroad, and refused to be throttled by sentiment. "Children, this has been very interesting; so interesting that I want to ask you some questions about it. For instance, you say you give your heads to your country; now will one of you tell me how you do that?"

Not immediately. Smiles faded, and a pall settled over the community. At last one grimy paw waved tentatively.

"Well?"

"We could cut our heads off and give them that way."

The gloom deepened when this answer turned out to be amiss, and all thought desperately. Another paw waved.

"What is your answer, little man?"

"We must keep our heads inside of a car window."

This answer seemed so to satisfy the class that it was cruelty to disabuse them. But it had to be done. Another period of horrified reflection ensued, out of which ventured two guesses:

"I could give my head to my country by letting some one put a bullet into it."

"I give my head to my country by putting my hand to my head in the s'lute."

A big boy on a back seat saved the day by volunteering the decisive answer: "We can't give our heads to our country. We only say so."

The catechist proceeded:

"One country—what country, little maid?"

"America, sir."

"Yes, indeed. And of course you know who discovered America?"

"Yes, sir. Columbia, sir."

"Well, nearly. Columbus—can you tell me his first name?"

"Yes, sir."

"What is it?"

"Hail."

To offset this slip, the class was instructed to sing the song in mention, and their performance was beyond cavil, so hearty, so musical were their fresh young voices, and so inexhaustible were their memories—verse after verse rippling spontaneously forth, with never a book in sight!

"Do you like to sing patriotic songs?"

"YES, SIR!" this in a thundering chorus.

"Better than other songs?"

"YES, SIR!"

"Why?"

The chorus was silenced. After a pause a bullet-headed, philosophical young Teuton said, with the slowness characteristic of a deep thinker, "For peecause dey makes the piggest noise."

"What do you mean by patriotic, by patriotism?" was naturally the next question.

"Putting flags on your house when somebody dies."

"Getting a half holiday and going down town to holler at the soldiers as they go by."

"Patriotism's killin' Spaniards."

These definitions were given by boys, to the disgust of a tiny girl, who jumped up with an indignant pipe of "Patriotism is love of your country."

The teacher, who, as might be expected, was not thoroughly enjoying herself, beamed approval at the little miss; but the examiner felt an unshaken pride in his own sex, for the reason that the boys' answers published the fact that with them patriotism was synonymous with action.

"What has your country ever done for you that you should love it?" was the next question.

Oddly enough, this simple query was a poser. A timid girl remarked that her country had given her an *exquisition*—something evidently very horrible, for she promptly put her head down upon her desk and howled with grief, utterly refusing to explain herself.

The blank, not to say terrified, faces of the youngsters forced the teacher from the subordinate part of listener to controller, and rising majestically from her seat, she commanded, "Children, mention five advantages you derive from being American citizens!"

With immediate cordiality they chanted in chorus, "Liberty, protection at home and abroad, self-government, free schools and public libraries!"

We couldn't have touched the right button. Encouraged at such unanimous knowledge, we probed it a little, and elicited the facts that liberty meant being out of jail, that you got protection if you could find a policeman, and that self-government was doing as you pleased.

The children were asked to write songs of their own choosing. "The Star-Spangled Banner" was a favorite, but every line was garbled or twisted. Here are a few of the renderings: "Oh, say does the star-spangled banner get weighed? or the home of the free? or the land of the brave?" The line, "blest with victory and peace" appeared "less the fig trees and peas," and again as, "bless with big trees apiece," concluding with, "Does the star-spangled banner yet wade!" In Julia Ward Howe's "Battle Hymn of the Republic," the line which pictures the god of battle as "tramping out the vintage where the grapes of wrath are stored," was rendered, "He is tramping round the village where the grapes arrive from shore." "The shrine of each patriot's devotion" was rendered "the swine of each pastry Arctic Ocean." Columbia was termed "the yam of the ocean." The following is a hopeless mixture, but it has a trace of juvenility about it, and the song may be recognized.

Dam dam dam the boys are marching cheer up
comrades they will come and aneath the tarny
pag we will been an airn again in the freedom
of our annie ammie ome.

The average age of the children was ten years and one month; in their last spelling review they had taken an average percentage of eighty-eight. Most of the songs were wonderfully well written and punctuated, except a few, among them the last one above. Mr. Hill concludes by suggesting "that when our little tots at school are taught the words of patriotic songs, plentiful and constantly repeated explanation should go hand in hand with such instruction."

CLASSROOM HINTS AND BUSY WORK.

In examining some hundreds of papers for teachers' license recently, the writer found that fully half the candidates failed to distinguish between the words "affect" and "effect." Have the meanings of these words thoroughly understood by your pupils, and let them write illustrative sentences until there is no possibility of making a mistake. This will take time and practice.

Spelling lessons on the names of pupils, giving both Christian and surnames, is a good exercise, especially as it will familiarize the pupils with "Margaret," "Gertrude," "Robert," instead of "Mamie," "Gertie," "Bobby," etc.

Write a story of what you see in this picture.



[From Sykes' Elementary English Composition. Loaned by courtesy of the publishers, Copp, Clark Co., Toronto.]

The composition and geography lessons may be combined in a most interesting way: (1) By establishing a correspondence between your pupils and those of another country, your pupils giving descriptions of their own country or neighborhood, with their impressions of habits, manners, customs, incidents from history, notable features of scenery, occupations of the people, etc.; to receive in return similar letters from children of the same grade in schools of other countries, or of the provinces of our own Dominion. (2) It is a good plan to have pupils imagine they reside in each country or province as they study it. Then a pupil in one class of a graded school, or in a school in the country, may write to a pupil of another grade or school, giving his impressions of that country as in (1) above; these to be answered at leisure. The brightest and best of the letters, both those sent and those received, may be read aloud on Friday afternoons. A great incentive is given by either of these plans to have good exercises in spell-

ing, language, composition and geography, because pupils are writing for audiences where their productions will be read to many others and criticised.

Turning good poetry into poor schoolboy prose is a very questionable kind of composition. The explanation of any lines or phrases should be done orally, or at least not as a paraphrase. Accustom children to the best style by reading good authors, and they will fall naturally in time into a good style of their own. But to give them masterpieces to re-produce in their own words is to teach them "How not to do it."

A BLACKBOARD EXERCISE.

Write these words in three columns, placing each word under its proper heading. Twenty are mineral, twelve are animal, and eighteen are vegetable: Kerosene, air, wheat, flowers, flour, water, shoes, nails, coffee, cornmeal, snow, calico, flannel, wool, sugar, horseshoes, trout, deer, ice, vinegar, lard, ashes, butter, salt, pepper, spice, milk, dinner-pail, bread, wind, clouds, smoke, pebbles, clay, iron, boards, ink, pens, paper, apples, silk, linen, watches, syrup, tea, cheese, candy, bacon, eggs, coal.

This exercise may be made to count in more ways than one. First of all it may call for neatness of penmanship. It may be made a lesson in neatness of arrangement, in accuracy of spelling, in the logical distinction between the animal, the mineral and the vegetable kingdoms, and lastly, it may be used to keep some people profitably busy. Note that the exercise does not call for much writing on the part of the teacher or of the pupil. We often assign so much writing that it becomes slavery, and the result is general slovenliness. The list of words may be extended at pleasure, or modified to suit circumstances.—*School Education.*

Write the possessive forms (singular and plural) of the following words, and then use the words formed in sentences; Lady, gentleman, secretary, mother-in-law, man, beau, woman, seaman, sheriff, child, deer, sheep, chief, teacher, man-servant, calf, mouse, Roman, monarch, governor-general, Englishman, father-in-law.

Do not hesitate to have a little concert work. After children have recited upon a subject and you know that they understand it, there is often positive virtue in reviewing it by concert.

In recitations in arithmetic it is advantageous to have one-half of the class at the blackboard and the other half at the recitation bench. Have frequent contests, members of the class choosing sides. This has gotten up enthusiasm when other methods have failed. Have each pupil bring to the class a problem based upon the principle involved in the day's lesson. From these the teacher should select problems for class drill.—*Selected.*

"We've been playing school, mamma."

"Indeed! I hope you behaved nicely?"

"Oh, I didn't have to behave; I was the teacher."

KINDERGARTEN AND PRIMARY DEP'T.

"Come let us live *with* our children."—*Fröbel.*

"It makes a heaven-wide difference whether the soul of the child is regarded as a piece of blank paper to be written upon, or as a living power to be quickened by sympathy, to be educated by truth."—*Peabody.*

Shall we, as primary teachers and kindergartners, sacrifice *thought* to gain *repetition*? If so, many of our children, by the time they reach the ages of eight or ten, will have lost the greater portion of their individuality. Can we have that harmonious development necessary to true life and growth, if we, day after day, call into play the same powers of mind, the same senses, the same muscles on the part of the child?

QUESTION BOX.

1. Will you kindly give me the names of some books explaining just what Fröbel's system of education is and what it aims to do?—E. M.

2. Where can the colored wooden sticks and tablets as used by kindergartners and primary teachers be obtained?—J. T.

(1) The three books on "The Republic of Childhood," by Kate Douglas Wiggin and Nora A. Smith, are among the best. Get at least the first volume—*Kindergarten Principles and Practice.* Every mother and teacher should read "A Study of Child-nature," by Elizabeth Harrison.

(2) Selby & Co., 23 Richmond Street, Toronto. From Milton Bradley Co., Springfield, Mass., books may also be obtained.

HINTS FOR NATURE LESSONS.

At this season of the year it will be found helpful in connection with nature lessons to draw on cards of bristol or pasteboard, pictures of leaves—maple, oak, willow, etc. Prick these at regular intervals and have the children sew with colored wools, using, if possible, blunt pointed needles. Sew leaves of deciduous trees in red or yellow.

As the children watch the beautiful marvel of the caterpillar's metamorphosis, teach them this song: (May be sung to the music of "O Winter time!")

O, little caterpillar is on the ground,
It creeps, and creeps and creeps around;
'Tis spinning now a little nest
Where it may take its wintry rest;
Dear little caterpillar we'll say good-bye
Till you come out a butterfly.

O, there it is! O, see it fly!
A lovely, lovely butterfly!
It spreads its wings so dazzling bright,
And seeks the joyous air and light;
'Tis sipping honey from the flowers,
Its life is glad in summer bow'rs.

Have the children press the leaves of the various forest trees or have them sew as above described and then arrange nicely on a large card—gray mounting

board is best. This may be kept on the wall of the school-room and from time to time the children may be asked to write all the names of the trees these leaves represent, or to draw them. The sewing cards will be found especially helpful as a preparation for drawing. The various fruits may be represented on another card. These may be sewed, or coloured pictures cut neatly from catalogues, etc.

I have found the seventh gift, square and triangular tablets made of wood, of great use in the primary room. If these cannot be had, use paste-board ones. These are invaluable in teaching position, form, etc., to Grade I. Give exercises beginning like the following: Place one square on the desk with an edge to the front, then one at the back, front, right, left, each touching by an edge. Four squares more may be given and placed at the back, front, right, left of the form already made. The children will be delighted with this simple form. Never close a lesson without giving the child a chance for free invention. For instance after the above exercise give four squares more or four triangles to add to the form already made in whatever way he sees fit. Many pretty forms may be dictated, and if the tablets are used in both the light and dark woods a beautiful mosaic like effect will be given. It is surprising what beautiful forms the children will soon invent. Always have them draw the form made.

I have used these in grades one, two and three and found that they soon affected the whole work of the child, giving a wonderful deftness and lightness of touch to the hand, accuracy to the eye, quickness and clearness of thought, valuable lessons in forms, position; preparing the way for drawing and in developing a love of the beautiful.

M. W.

A PERFECT LESSON BOOK.

A successful teacher has this plan: She makes a book of different colored muslin leaves, pinks the edges, covers it with heavy paper, and marks it in gold letters, "Perfect Lessons." In this book she pastes the short lessons in spelling, numbers, and language of the primary class, these being neatly written on paper of a uniform size. It is an honor, not to be expressed in words, to have a paper in this wonderful book.

TARDINESS.

Place on your blackboard a constellation of twenty bright stars, made with yellow crayon. Erase one for each tardiness. As they disappear each one left grows more precious. The pupil who causes one to disappear will often be moved to tears. Result: Tardiness will diminish.—*School Record*.

"AN AUTUMN PARTY."

Don't forget to have an autumn party. The exercises may consist of autumn poetry, a review of the work

done in bird study and nature work—bright songs. Transform the schoolroom with the wondrously beautiful gifts of the fall time. The children—how they will enjoy it! Their eyes will be open, and what heaps of bright leaves and grasses and berries and nuts they will take to the schoolroom to make it ready for the company!—*American Primary Teacher*.

TOPICS FOR SHORT TALKS.

The following list of topics will supply bases for many interesting talks:—Kindness (a) to parents; (b) to aged and infirm; (c) to unfortunate and erring; (d) to enemies—Golden Rule.

Cruelty to Animals—(a) to those that serve us; (b) to those that do not harm us—the killing of birds.

Obedience, Respect, Reverence—(a) for parents; (b) for the aged; (c) for those in authority.

Truthfulness—(a) in thought, word and act; (b) keeping one's word.

Courage—(a) true and false; (b) fighting; (c) confessing a wrong.

Good Manners—(a) at home; (b) at table; (c) in school; (d) in company; (e) in public assemblies and public conveyances.—*San Jose School Report*.

Many primary teachers, unfortunately, think that they do not need to study as those of higher grades do. Nothing is more detrimental to their success than to think this. No class of teachers need study more. Pupils are more dependent on the primary teacher's guidance than those in higher grades, and she has greater influence over them at this period than the teacher later. For these reasons she cannot know too well the processes of mental growth and development, and the relations of physical and hygienic conditions to the child's power to work. She needs to understand the principles of teaching thoroughly if she would reap the full mead of success; and were she a veritable storehouse of wisdom she would find ample opportunity to draw upon all her knowledge, and in doing so would find it reflected in the minds and thoughts of her pupils. Surely no primary teacher who reflects will feel that she has no need for study or preparation for her daily work beyond a knowledge of the facts and devices necessary to her daily routine.—*Report*.

BUSY WORK.

Younger scholars may find employment in translating into Roman notation a column of figures which you have placed on the board in the Arabic. The old play of word-making may be utilized in the schoolroom. Write some word of two or three syllables on the board, and spend a minute or two in writing under it little words formed from the letters contained in the larger one. Let the pupils suggest words to you. When their interest is fairly awakened, tell them they may continue the game on their slates.—*Selected*.

"I have found many articles, both entertaining and instructive, since my first year of taking your paper. You will find me an ardent supporter of it."

E. S. C.

CURRENT EVENTS.

Good rains in India have brought relief, and good crops are practically assured throughout the famine tracts.

A council of Filipinos in the province of La Laguna, representing the peaceful citizens of the province, as well as those under arms, has refused to accept the peace proposals of the United States authorities. The people demand unlimited self government and unqualified independence. In some parts of the islands, however, there is evidence of more or less willing submission to American rule.

Chicago has an ordinance to prevent needless noise within the limits of the city. It is expected that a rigid enforcement of this new law will make the great city well nigh as quiet as a village.

The Duke of Abruzzi (ah-broot-see), a nephew of the late King of Italy, has returned from his attempt to reach the North Pole. Though he did not succeed in this attempt, some members of his expedition reached a point some twenty-five miles farther north than that attained by Nansen in 1895, and were but a little more than 200 miles from the Pole when they were compelled to turn back.

There have been seven deaths from the bubonic plague in Glasgow. The disease, however, seems to be under control, and little alarm is felt because of its presence. A strict quarantine is placed upon all vessels coming from that port to Canada.

The highest point of land in the city of Galveston, Texas, was submerged during a violent storm on the 8th of September. A large part of the city was destroyed and about 5,000 people perished.

Our fellow subjects of the Fiji Islands are taking steps for confederation with New Zealand.

A way of telephoning without wires, and a way of greatly multiplying the power of the human voice so that it can be heard at a distance by the unaided ear, are announced as the latest additions to the wonderful inventions of the nineteenth century.

The most important event in reference to South Africa is the appointment of Field Marshall Lord Roberts as Commander-in-Chief of the British Army in place of Lord Wolseley. The appointment was made on the 68th birthday of Lord Roberts, and is a popular one throughout the British Empire. He has been a soldier for nearly half a century. His military record in India is told in his wonderfully interesting book "Forty-one years in India." In South Africa his deeds are well known.

President Kruger has left the Transvaal with the professed object of going to Europe to obtain intervention. He is at Lorenzo Marques, awaiting a passage to Europe and is subject to surveillance by the Portuguese authorities to prevent his carrying on political or military plans while in neutral territory.

The war is now practically over, but scattered guerilla bands of Boers are still giving trouble.

The Chinese question is still a threatening one. Stories are constantly arriving of the most revolting and inhuman massacres of native Christians, the sufferings of missionaries, the destruction of missions, and apparently no attempt is being made to stop these outrages; it is more and more evident that Chinese officials are inciting fresh outbreaks. The political situation is a little more reassuring, and there is a brighter outlook for cooperation between the powers.

The destruction of the city of Galveston, Texas, by storm and tidal wave, in September, was one of the most terrible disasters that has befallen any city on this continent. It is estimated that the loss of life is from five to six thousand out of a population of 40,000. Thousands of people who escaped were rendered homeless and penniless by the destruction of the city.

The elections in Great Britain are now going on, and the indications are that the Salisbury government will be sustained by a large majority. The Canadian novelist, Gilbert Parker, has been elected as a supporter of the government, and a son of that distinguished Canadian, the Hon. Geo. Brown, formerly editor of the *Toronto Globe*, has been elected to represent Edinburg.

The presidential election in the United States takes place early in November.

The general election for the Dominion of Canada will take place soon; probably in November.

The strike in the Anthracite coal mines in Pennsylvania, has become very formidable. Nearly 140,000 men are idle.

The September number of the *EDUCATIONAL REVIEW* for the Atlantic Provinces of Canada, is the first we have seen, and we like it. Published at St. John, the editor for New Brunswick is Mr. G. U. Hay, whose *Supplementary Readings in Canadian History* we have already mentioned more than once. The *REVIEW* might with profit be added to the library of either our Public School or Collegiate Institute—or both. The various provinces of our Dominion should be better acquainted, and the intellectual intercourse can be best fostered in the schools.—*Orillia (Ont.) Packet*.

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATION OF P. E. ISLAND.

The Teachers' Association of P. E. Island met this year in the Y. M. C. A. Building, Charlottetown, on Wednesday, September 26th, at 10 o'clock, a. m. The programme of papers and discussions of the convention was an excellent one. The executive committee was fortunate in securing the services of Hon. Frank R. Hill, of Boston, secretary of the Board of Education for Massachusetts. In the three addresses given by him, there was much to stimulate those who heard him. The practical message which he brought to the teachers will have an abiding influence upon them for good. The opening address of President Carruthers was in excellent taste; he referred to the events that had occurred since the last meeting, making special reference to the war in South Africa, and to the fact that a member of the Association, Mr. E. W. Bowness, was among those doing active service there.

Hon. Mr. Hill addressed the convention on the subject of Discipline and Citizenship. In the discipline of the school is found a powerful agency in the formation of the character of the future citizen. Two kinds of discipline were referred to—the military, with its absolute demands upon the pupil, and the civic, where the pupil was educated into good conduct, his reason assenting. In the evening, Hon. Mr. Hill lectured on Ideals for Teachers in the Light of Modern Demands. These ideals were Higher Scholarship, Greatness of Soul, Ability to Teach. As each of these thoughts was amplified, the audience realized that the speaker himself had closely approached to the ideals which he presented to them, and they felt an inspiration to reach out after better things.

On Thursday morning Judge Warburton gave a thoughtful address on the Consolidation of Schools, advocating the closing up of the smaller schools and centralizing in popular centres, thus reducing the cost and increasing the efficiency of the schools. Following him Hon. Mr. Hill again addressed the convention, telling the story of Horace Mann and the great work accomplished by him for the schools of Massachusetts. The last paper of the day was on Discipline, by Inspector McIntyre. This very suggestive paper dealt with the means of securing good discipline and its importance in school work.

Friday morning's session was full of good things. Supervisor Stewart gave an admirable talk on Arithmetic. In imaginary dialogue with two teachers he contrasted mere rote or book arithmetic with a more rational and practical method of dealing with the subject.

In a closely reasoned and clearly expressed paper, Mr. Collier, Director of Normal Training Schools for the Province under the Sir Wm. McDonald fund, set forth the objects and purpose educationally of Manual Training. Mr. McSwain gave an interesting talk on Fungi, illustrated with numerous specimens. The last paper of the session was by Miss Gillis, subject, music. This was a practical paper and urged upon teachers the importance of introducing music into the schools.

In the afternoon several important resolutions were passed, asking the Government to give financial aid to the Summer School of Science, and the Board of Education to increase the holidays of such teachers as attend it; also calling for a revision of the Course of Studies, and to introduce the Tonic Sol Fa system of music into the schools.

The officers for the ensuing year are as follows: President, Inspector McIntyre, St. Eleanors; Vice-presidents, J. McMillan, Emerald; Milton Simpson, St. Eleanors; A. McDonald, B. A., Georgetown; Secretary-Treasurer, R. B. Murphy; Executive Committee, Annie Moore, A. Henderson, A. M. Doyle, Chas. Keilly, N. E. Carruthers.

MEETING OF MAINE AND NEW BRUNSWICK TEACHERS.

The Charlotte County Teachers' Institute met at Marks Street school Thursday, September 20th, Miss Stevens of the St. Stephen school trustees, the president of the Institute, in the chair. After a short address by the president, the Institute proceeded with the work of enrolment. Inspector Carter gave a practical address upon the care of school property and other subjects in which the teacher is personally interested; and Mr. G. W. Ganong, in the absence of the chairman of the board, formally welcomed the members of the Institute on behalf of the School Trustees.

The election of officers resulted as follows: William M. Veazey, St. George, president; Mrs. I. R. Todd, Milltown, vice-president; J. Vroom, St. Stephen, secretary-treasurer; Henry E. Sinclair, Moore's Mills and Mary A. Scullin, St. George, additional members of executive committee. The choice of the time and place of the next meeting were left to be fixed by the executive committee.

Mr. J. S. Lord, Woodward's Cove; Miss Caie, Milltown; Miss Margaret Kerr, Bay Side; Miss Richardson, St. Andrews, and Miss Laura Boyd, Pennfield, were appointed a committee on professional etiquette, charged with the duty of reporting to the Institute any remissness in the matter that might be brought to their notice. Mr. Vroom, Miss Bessie Young, Miss Elinor Hibbard, Miss Mary A. Scullin, and Mr. J. Aubrey

Allen, Principal of the County Grammar School, were appointed a committee on local history, to gather all the traditions and manuscripts of historic value that might be found available in the different parts of the county; and all teachers were invited to assist in the work. The Institute then adjourned with the singing of the national anthem.

The afternoon meeting, and all the subsequent meetings, were held in the Congregationalist Church, Calais, where, by special permission of the Provincial Board of Education, the Charlotte County Institute united with the Washington County Teachers' Association. President J. F. Ryan, of the Washington County Association, occupied the chair, and spoke eloquently in his opening address of the teaching of patriotism and good citizenship. He was followed by Miss Stevens, president of the Charlotte Institute, who spoke of the need of home and school working together with that end in view. Miss Caie, of the Milltown High School, presented the first paper, the subject being the teaching of English literature. Miss Wood, of Eastport, followed with a paper on the same subject. Both papers were highly praised by Hon. W. W. Stetson, State Superintendent of Education, who continued the discussion of the subject. A paper on primary geography, by Miss Clark, of Jonesport; and one upon the practical value of manual training, by Rev. T. E. St. John, city superintendent of the Eastport schools, with profitable discussions on both subjects, completed the work of the afternoon.

A public meeting was held in the evening, at which Dr. A. H. MacKay, Chief Superintendent of Education for Nova Scotia, and Dr. J. R. Inch, Chief Superintendent of New Brunswick, were the principal speakers. Dr. S. E. Webber, city superintendent of schools, Calais, welcomed the visitors to the city; and Hon. Mr. Stetson, the State Superintendent, particularly welcomed the Canadian teachers.

On Friday morning a debate upon the introduction of shorthand and typewriting in the public schools was opened by Superintendent E. H. Bennett, of Lubec, in the affirmative, and Mr. H. E. Sinclair, of Moore's Mills, in the negative. Mr. Bennett took the ground that good positions were open to those who were proficient in these subjects, and that the public schools should supply the needed training. Mr. Sinclair held that the public schools could provide at most but a smattering of shorthand, and could not enable its students to compete with those who had been specially trained. A short address by Inspector Carter followed. Referring to the last subject, the speaker said an increase in the number of subjects meant an increase in the teaching staff, and a consequent increase in school expenditures,

a consideration which would tend to check the popular demand. Miss Annie Richardson, of St. Andrews and Mr. L. W. Gerrish, of Calais, read excellent papers on the teaching of arithmetic, after which business was suspended for a few minutes, and the convention sang "My Country, 'tis of Thee," and "God Save the Queen." An eloquent address by State Superintendent Stetson, upon the teacher out of school, and a very interesting class exercise in music by Miss McKusick, of Calais, closed the morning session.

The first paper of the Friday afternoon session was one on "Penmanship" by Superintendent West, of Edmunds, Me. Mr. Williams, of Eastport, secretary of the Washington County Association, directed special attention to vertical writing; and Superintendent St. John, Hon. Mr. Stetson, Inspector Carter and Dr. Inch joined in the discussion that followed. The general opinion was strongly in favor of the vertical system. The work of the School Improvement League was brought to the attention of the meeting by Miss Kate McDonald, of Machias; and a number of inspiring examples of what may be done by enrolling the children in the league were given. A talk about lessons with plants by Mr. Vroom, secretary of the Charlotte Institute, closed the work of the joint session; and the teachers separated with mutual congratulations and good wishes.

At a subsequent meeting of the Executive Committee of the Charlotte County Institute, the following resolution was passed: *Resolved*, That Charlotte County Teachers' Institute place upon its records an acknowledgment of the courtesy of the teachers of Washington County on the occasion of their joint meeting in Calais, and the general appreciation on the part of the Charlotte County teachers of the value and usefulness of the work of the session.

KINGS COUNTY, N. B., INSTITUTE.

The fifteenth annual session of the Kings County Teachers' Institute met at Sussex on the 20th and 21st September. About seventy-five teachers registered. Mr. J. W. Menzies, president, occupied the chair. Papers were read by H. A. Wheaton on Canadian History, and one on School Discipline by Mrs. M. S. Cox, in which some of the faults of pupils were dealt with in a very effective manner. A discussion on Patriotism was conducted by Mr. W. L. McDiarmid, and several members of the Institute took part. Mr. Duncan J. Kirkpatrick gave a lesson to a class of boys and girls on percentage. The lesson was clear and practical in its presentation, and was highly spoken of by those who took part in the discussion which followed. Miss Maggie Smith gave a lesson on Oral Composition in Grade II, an excellent model of how the subject may be taught by the help of pictures. The discussions on the various subjects were participated in by many of the teachers present, including Inspector Steeves, J. Brittain, President Menzies, W. L. McDiarmid, Howard

Keith, J. W. Howe, W. N. Biggar, Mrs. Cox, Miss Duke, D. J. Kirkpatrick, Mr. Croker, D. W. Hamilton, Miss Annie Darling, Miss M. A. Stewart, G. T. Morton, Miss W. A. Toole, Miss Maggie Smith, Miss Horsman, Miss Crawford, Miss Briggs, and others. Mr. J. Brittain, science master of the Normal School, was present and took an active part in several of the discussions. He also gave an excellent address on "Plants and their Ways," and led a field excursion on Thursday afternoon. Mr. W. N. Biggar had on exhibition 120 specimens of mounted plants, which were examined with great interest. They had been collected and mounted by his pupils.

The following officers were elected for the coming year: President, Howard Keith; Vice-president, Miss Annie Briggs; Secretary-treasurer, W. N. Biggar. Additional members of the executive, Laura Horsman and T. E. Morton.

ALBERT COUNTY INSTITUTE.

The 23rd annual meeting of the Albert County Institute was held at Albert on the 27th and 28th September, President A. C. M. Lawson in the chair. About fifty teachers enrolled. A reading lesson was given to a class of grade one pupils by Miss Marian Atkinson. The lesson was discussed by Misses H. Atkinson, Hoar, Bennet and others. Extracts from Dr. Fitch's lecture on Discipline were read by Principal T. E. Colpitts, A. B., followed by a discussion, taken part in by Inspector Steeves, A. A. Allen, B. P. Steeves, W. C. Jonah, H. J. McLatchy, Miss Bennett, Miss Daly and others. A natural history excursion was conducted by the president to Forest Dale Hill, from which a fine view of the surrounding country was obtained.

The other papers and lessons at the sessions on Friday were: School Etiquette, by Prin. B. P. Steeves, of the Elgin Superior School; A Lesson on Grammar to a class of grade three pupils, by A. A. Allen; A paper on School Government, by W. C. Jonah; and an address on Nature Study and Book Study, by Inspector Steeves. The discussions which followed were taken part in by many members of the Institute.

The public meeting on Tuesday evening in Oulton Hall was addressed by his honor the Lieut. Governor, Inspector Steeves, Prof. Rhodes, and the clergymen of the town. The following officers were elected:—T. E. Colpitts, A. B., president; Miss Mary E. Allen, vice-president; A. D. Jonah, secretary-treasurer; W. C. Jonah, Miss E. Bennett, Miss M. Atkinson, additional members of the executive. The next session of the Institute will be held at Hopewell Cape on the first Thursday and Friday in June, 1900.

[A report of the Victoria, N. B., Institute, held on the 27th and 28th September, and that of Kent County Institute on the 4th and 5th October, are held over for next month.]

College Openings.

The Dalhousie session for law and medicine opened early in September. The Arts men began work about ten days later. The registration to date (Sept. 28th) shows that 118 have entered the different faculties of the University for the first time. The Arts Faculty claims 75, the Medical 26, the Law 13 and the Science 34. The registration is by no means complete. Last year about 40 were registered after the corresponding date. Consequently this year the new-comers are expected to number about 125.

A larger number of ladies than usual have enrolled for the first time. In the Arts Faculty 25 have appeared; in the Medical 5, and in Science 1. Another has also appeared at classes in the Law Faculty, although her name does not appear on the register. In fact the new-comers are in the majority so far as the register shows. In medicine new and old each number 5, and science 1 each. In arts there are 25 new-comers to 21 who were at college before. This, however, does not represent things as they are, for quite a number—at least 5 or 6—of last year's lady students are now attending classes, though not enrolled.

Every year the number dropping out for a year or two is increasing. This year eight who have taken one or more years off have returned. One has served in the South African war. (These eight have not been included in the 118 new-comers).

A gratifying increase in the number of graduates in arts and science who enter law and medicine is noticeable. Fully one quarter of the first year were in medicine, and about one half of those in law are graduates of some university.

Dr. Halleday, lecturer on Zoology, has gone to Scotland for the winter. A re-arrangement of the classes in Botany and Zoology has been made. Mr. L. Moore, late of Pictou Academy, is acting lecturer on Botany. Mr. Macneill is assisting the Professor of Mathematics. Professor Macdonald is now entering his 38th session.

THE University of New Brunswick opens with a full hundred students of whom forty-five came this year for the first time. Twenty-two undergraduates hold either first-class or superior provincial school licenses; twenty-two are young women; twenty-one are engineering students; twenty-five are from the counties of St. John and Kings. The outlook is very encouraging. This is the largest Freshman Class in the history of the University. The new Science building is approaching completion and will be ready for occupancy in a few months.

Acadia College opened on the 3rd of October with prospects for a good year. The Freshman Class is slightly smaller than usual, but this class has been exceptionally large for several years past. An unusually

large number of new students are entering the Sophomore Class, and the junior and senior classes will number more than last year. Instructors Ernest Haycock and C. C. Jones have been appointed professors. The annual lecture in connection with the opening of the university was delivered by Prof. Haycock of the Chair of Chemistry and Geology. Subject, "Tongues in trees, books in the running brooks, sermons in stones and good in everything."

Acadia Seminary opened with an average attendance. Some important changes have been made in the teaching staff which has materially strengthened the school. Miss Clara M. Drew, of Boston, has been appointed teacher of vocal music. Miss Drew is a singer and a teacher of wide experience. Miss Charlotte M. Brown, a former teacher of Allentown College, Allentown, Pa., is the new teacher of elocution and Prof. MacNeil, of Halifax violin instructor. The indications all point to a most successful year.

The outlook for Horton Academy is very bright. The number in residence is the greatest in the history of the school, with the exception of one year. The manual training department is especially flourishing, giving instruction to nearly twenty students, and the business department has been put upon a new and improved footing.

The Sackville institutions have opened with excellent prospects for the year. The new residency building has been completed, and is an ornament to the present fine group of buildings which meets the eye round "college hill." Both the college and seminary are full of students, but the Ladies' College is full to overflowing. Nearly 120 students are in attendance, and there is a prospect of a still further increase at the beginning of the next term. All are delighted to see Prof. Tweedie again.

SCHOOL AND COLLEGE.

Morrin College, Quebec, has decided not to close its doors but to provide a course for day and evening classes in classics, modern languages, English language and literature, mathematics and elocution. The instruction provided will be in advance of that given in high schools and academies, and under such accomplished scholars and teachers as Rev. Dr. Macrae, Dr. Wm. Crocket and others of the staff, excellent work in the higher education should be accomplished.

The Hartland, N. B., superior school, says the *Advertiser*, can boast of one of the finest collections of minerals to be found in any school in Carleton county. It was secured by the exertions of Principal Rideout and F. H. Hale, M. P.

Daniel McIntyre, Superintendent of the Winnipeg schools, has been visiting friends and relatives in New Brunswick, on his way to Boston, New York and Philadelphia, where he will study some of the methods of the best schools and colleges in those cities.

A pane of glass was broken in the window of a schoolroom not many miles from one of our large cities. A shingle was put in to keep out the chilly autumnal winds, and on the shingle was written "Too poor to buy glass."

Inspector Roscoe reports fifteen districts in Kings county and nine in Hants county, N. S., without schools this term. The Inspector thinks that the trustees of these sections were unable to get teachers.

Many of our readers who knew his talents and worth will regret to hear of the death of Professor E. A. Read, of Kalamazoo University, Michigan, son of Rev. E. O. Read, of Waterville, N. S. He was one of Nova Scotia's most promising sons, and his death, just as he was entering upon a brilliant and useful career, seems especially sad.

The joint Institute of Northumberland, Gloucester, Restigouche Counties, takes place Thursday and Friday the 11th and 12th of October. The Westmorland County Institute meets at Dorchester, and the York County Institute at Fredericton, on the same days.

Principal Horace G. Perry, of Centreville Superior School, after more than three years successful teaching there, has resigned to enter the Sophomore Class at Acadia. Mr. John Barnett, of Hartland, N. B., succeeds him.

Miss Mina L. Fisher, teacher in Woodstock Grammar School, has been appointed assistant teacher in English and Mathematics in Acadia Seminary, to succeed Miss Flora L. Chute, of Berwick, N. S.

'ROUND TABLE TALKS.

ENQUIRER.—Have I named the enclosed maple leaves correctly?

Not quite. Try again, and refer to the September REVIEW. The Striped Maple or Moosewood leaf is named correctly, so is the Rock Maple, so is the Mountain Maple probably, but it is a poor specimen. The Red Maple is named correctly, but what you call the White Maple is the Red.

L. L., MEMBER OF THE BEAVER CLUB, Upham, N. B.—I write to let you know how thankful we are for that piece in the September REVIEW about maples. It just came in time to help us find out all the maples. We know them all now. We have found other characteristics of the White Maple. It has a great many buds, all in a bunch or circle, for next summer's leaves, and the leaves are thicker than those of the Red Maple.

We are glad that the lesson led you to study the maples. A great many others have been collecting and comparing maple leaves in the same way that you have the past month. But do not be too sure that you are right, until you have studied them thoroughly and made many comparisons. If you send the REVIEW good specimens of each species we will help you to determine whether you are right or not.

From the name of your club, you will probably be interested in the description in this month's REVIEW of how beavers live and work.

MONCTON TEACHER asks, Where may the answers to the New Algebra questions be obtained and at what price?

At any principal book store, price 30 cents.

RECENT BOOKS.

In "Rambles in an Ancient Colony"¹ Mr. James Rupert Elliott has given us entertaining glimpses of scenery and life in Newfoundland. In book one he describes a journey across Cabot Straits from Cape Breton to Port aux Basques on the south-west corner of the Island, thence by rail to St. John's. The book is illustrated with photographic views and vivid pen pictures of the marvellous scenery of the journey; while his reflections on the many anomalies that the island furnishes are striking and thoroughly enjoyable.

Heath's Home and School Classics² are designed to furnish reading for children, carefully selected from the best literature with as little change or omission as possible. The books noted below have just been published and are the first of this series. To judge from these they will prove a delight and a source of instruction to the young people for whom they are intended. They are published at a low price, in strong paper covers, and illustrated with simple, well drawn pictures.

Any author who will write a text-book on English composition which will help a teacher to arouse and maintain an interest in this subject may justly be regarded as a benefactor. The best attempt that we have seen in this direction is a well planned and exceedingly practical course in composition³ published by the Copp, Clark Company, Toronto. Every page is suggestive; and it is as different from the usual dry-as-dust treatises on composition as can be imagined. It begins by giving short models, carefully graded and arranged, carrying the pupil through the chief stages of narration, description, exposition and argument. These models are interesting in matter and literary in tone—fables, Bible stories, myths, historical incidents, etc.—giving the pupil an interest in his sub-

¹ RAMBLES IN AN ANCIENT COLONY: TERRA NOVA. Book I. By James Rupert Elliott. Published by the author. Boston, 1900.

² THE WONDERFUL CHAIR AND THE TALES IT TOLD. Edited with introduction and notes by M. V. O'Shea, Professor of Education in the University of Wisconsin. In two Parts. Illustrated by Clara E. Atwood after Mrs Seymour Lucas. 96 pages each. 10 cents each.

JACKANAPES. By Juliana Horatio Ewing. With introduction by W. P. Trent, Professor of English at the University of the South. Illustrated by Josephine E. Bruce. 64 pages. 10 cents.

GOODY TWO SHOES. Attributed to Oliver Goldsmith. Edited by Charles Welsh, author of "Notes on the History of Children's Books," "A Life of John Newbery," etc. Illustrations after the original edition by M. L. Peabody. 64 pages. 10 cents.

HAMERTON'S CHAPTER ON ANIMALS—Dogs, Cats, and Horses. By Philip G. Hamerton. Introduction by W. P. Trent, Professor of English in the University of the South. With illustrations after Veyrassat Van Muyden, Landseer, Rosa Bonheur, and others, by E. H. Saunders and D. Munro. 96 pages. 15 cents.

Shakespeare's THE TEMPEST. No. 1 of The Beginner's Shakespeare. Edited by Sarah Willard Hiestand. Illustrations after Retzsch. Portrait by Chandos. 110 pages. 15 cents.

D. C. Heath & Co., Publishers, Boston, Mass.

³ ELEMENTARY ENGLISH COMPOSITION. By Frederick Henry Sykes, M.A., Ph.D. Pages 224. Cloth. Price 40 cents. For Public and High Schools. The Copp, Clark Company, Ltd., Toronto, Publishers.

ject and furnishing material for thought. The advanced lessons are carried out with the same skilful plan in view, forming a systematic course in composition suitable for the higher grades in the public schools.

The last of three little volumes containing a course of experimental work on the elements of physics and chemistry has reached us¹. The whole series has for its object, not so much to convey information, as to cultivate observation and to develop a scientific habit of thinking in pupils. The teacher who makes a careful study of these practical and useful volumes should be helped to do some very effective teaching; and bring pupils in relation with everyday phenomena in a way that will cultivate the observing and reasoning faculties.

Prof. Berger's new method² for learning the French language rapidly is simple and ingenious. The lessons are well graduated and entertaining. The verbs in particular receive attention; and the rules for pronunciation are clear and effective.

The student of German is under obligations to D. C. Heath & Co. for the many excellent and low priced books which have been published in their Modern Language Series. The German Reader for Beginners³ is especially valuable, as it seeks to overcome a difficulty which meets every student in beginning to study a foreign language, viz., the acquiring of a vocabulary. The author, Prof. Huss, boldly places before the young student Grimm's Law, maintaining that an early familiarity with its leading principles will be of service in recognizing the origin, meaning, and kinship to English words, of thousands of German words. "Let no one think," he says, "that this is beyond the grasp of the juvenile mind. If the teacher starts from the familiar fact that the *th* of many English words has become *d* in the negro dialect, as e. g., in *dem* for *them*, and then states that precisely the same correspondence exists between English *th* and German *d*, any child will at once understand the formula *th=d*." As learners apply this and other simple principles of the same law their interest is aroused and they are greatly encouraged by discovering the close resemblance between German and their own tongue. The exercises throughout the book keep this end constantly in view. In title page, binding, clearness of text, the book is a model one.

The two smaller volumes noted below contain plays, simple in language, interesting in character and incident, and most advantageous to give the young student practice in reading and fluency in speaking.

¹ ELEMENTARY PHYSICS AND CHEMISTRY. Third stage. By R. A. Gregory, F.R.A.S., and A. T. Simmons, B.Sc. Pages 114. Cloth. Price 1s. 6d. London: Macmillan & Co., Publishers.

² F. BERGER'S FRENCH METHOD. By François Berger. Pages 190. Cloth. Price 75 cents. Published by the author, 853 Broadway, N. Y.

³ A GERMAN READER FOR BEGINNERS. By H. C. O. Huss, Professor of Modern Languages and Literatures in Princeton University. Pages 208. Cloth.

NEIN. Von Roderich Benedix. Edited, with Notes, Vocabulary and Exercises, by Arnold Werner-Spanhoofd. Pages 69. Price 25 cents.

ER IST NICHT EIFERSUCHTIG. *Lustspiel in einen Akt*. Von Alexander Elz. With a vocabulary by Benj. W. Wells, Ph.D. Pages 57. Price 20 cents.

D. C. Heath & Co., Publishers, Boston, Mass.

"Art History in the High School"¹ is a translation from the *Revue des Deux Mondes*, referring to a scheme submitted to the school authorities of France, and adopted, by which, as a compensation for the withdrawal of Greek and Latin from the schools, three hours weekly were to be divided between the history of civilization and the history of art. The experiment seems to have been a success.

In Macmillan's useful *Elementary Classics Series*² we have a simpler edition of Sallust's *Catiline*, intended for the use of pupils who are not sufficiently advanced for the regular editions of the "Classical Series." The text, as well as the notes and vocabulary are adopted, with slight alterations, from the best authorities.

Whoever reads the introduction to Principal Cameron's "Selections from the *Lady of the Lake*"³ and then turns to the notes—few and printed in small type at the end of the volume—will find that he prescribes for others what he has found useful in his own class room. The introduction is stimulating to every industrious teacher; the notes are suggestive of the author's wide reading and large experience as a teacher.

¹ ART HISTORY IN THE HIGH SCHOOL. By Geo. Perrott. Pages 108. Price 50 cents. C. W. Bardeen, Publisher, Syracuse, N. Y.

² THE CATILINE OF SALLUST. Edited for the use of schools, with Introduction, Notes and Vocabulary, by the Rev. G. H. Nall, M.A., Assistant Master at Westminster School. Pages 203. Cloth. Price 1s. 6d. Macmillan & Co., Publishers, London.

³ SELECTIONS FROM THE LADY OF THE LAKE. Progressive School Series. With introduction and notes by A. Cameron, Principal County Academy, Yarmouth, N. S. Pages 79. Paper. Price 20 cents. Halifax, T. C. Allen & Co., Publishers.

Other Books and Literary Notes.

NEWFOUNDLAND IN 1897 (the Diamond Jubilee Year) is from the pen of Rev. M. Harvey, and full of the stores of information which that gifted author possesses.

FROM BLAKE TO ARNOLD is one of the most valuable books of selections that we have seen, giving in addition to masterpieces of English poetry, biographical sketches, critical essays and notes. Macmillan & Co., London.

HOW TO STUDY NATURE, gives some practical hints how to train children to observe. It is suggestive. C. W. Bardeen, Syracuse, N. Y.

We have other interesting books on our table—*Lamb's Essays of Elia* (Macmillan); *Burrough's Squirrels and other Fur-bearers* (Houghton, Mifflin & Co.); *Bronson's History of American Literature* (D. C. Heath & Co.); *German Lyrics and Ballads and German Plays* (D. C. Heath & Co.) These will be reviewed next month.

We have received from the Publishers' Syndicate, Toronto, their catalogue of books. Write to them for it and see their advertisement in this month's REVIEW.

Ginn & Co., Boston, have issued their annual catalogue—a very attractive one of 174 pages—for 1900. In a note to the editor they announce that Mr. A. H. Kennerson, for several years their New England agent, has become a member of the firm.

OCTOBER MAGAZINES.

In the *Atlantic Monthly*, Dean Briggs, of Harvard University, presents, in his most trenchant fashion, some Old Fashioned Doubts of our New-Fashioned Education. The title indicates the writer's line of thought, and the paper richly rewards reading and study. . . . "The civilization of America is the gift of streams," said Mr. Elwood Mead in his article on the Problems of the Arid Regions, which with many excellent photographs, appears in the October Magazine Number of the *Outlook*. \$3 a year. The Outlook Company, New York). . . . Minister Wu Ting Fang presents in the *Century* A Plea for Fair Treatment in behalf of his fellow-countrymen. This is one of half a dozen articles in the same magazine in which the Chinese question is treated, directly or indirectly. Bishop Potter writes on Chinese Traits and Western Blunders—the first of a series of travel sketches and studies. . . . Some wonderful things are described in the October number of *St. Nicholas* Saturn as seen through the great telescope in the Lick Observatory in California, A Yacht Race in the Clouds, which is by no means a fairy-story. The wonders of nature are further treated of in the department of Nature and Science, wherein the protective shapes and colors of certain moths and butterflies are described and to some extent pictured. . . . A score of writers and artists contribute to the *Ladies' Home Journal*, and the issue is one of commanding excellence. The number opens with The Story of a Young Man, which, portraying Jesus as a man and viewing him in the light of his humanity, fills a unique and unoccupied place in current literature. By the Curtis Publishing Company, Philadelphia. One dollar a year; ten cents a copy. . . . The *Chautauquan* has interesting articles on Education on the Farm, and Pioneer Women of Canada in a paper entitled Maids and Matrons of New France. These, with other topics, including Highways and Byways, Topics of the Hour, make up a valuable number. . . . Littell's *Living Age*, in its issue for October 6th, contains interesting articles,—Sharks, Some Unseen Stars, A Scholar's Conscience, Times and Manners. The monthly supplement of readings from new books is becoming an important feature of this magazine. . . . Principal Grant, in his charming style, opens the October *Canadian Magazine* with an article on "The Jason of Algoma." There are two instalments of W. A. Fraser's new animal story entitled "Mooswa," which is the Cree name for moose. Agnes Deans Cameron, a British Columbia teacher, tells some plain and wholesome truths in a brisk article entitled "Parent and Teacher."

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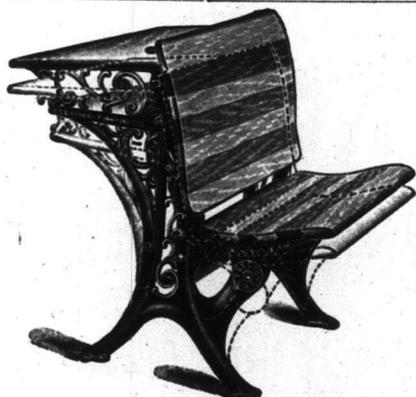
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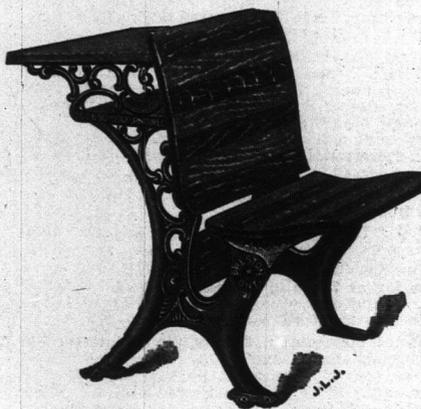
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