

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

Vol. XVI. No. 12.

ST. JOHN, N. B., MAY, 1903

WHOLE NUMBER, 192.

NOW READY.

THE NEW MAP OF THE BRITISH EMPIRE.

Revised to date by G. R. PARKIN, M. A., LL. D., and J. G. BARTHOLOMEW, F. R. G. S.

SIZE, 6 FEET X 3 FEET 8 INCHES.

This Map is most valuable in the School Room. Trustees, Teachers and others are invited to call and examine this map. - - - - - PRICE, \$4.00.

RECEIVED A NEW SUPPLY OF

WEBSTER'S INTERNATIONAL (1903) DICTIONARIES.

ALSO

WEBSTER'S COLLEGIATE DICTIONARIES.

Just the Book for Schools. Full Cloth, \$3.00. Full Sheep, \$4.00.

SEND FOR CIRCULARS.

J. & A. McMILLAN, 98 PRINCE WILLIAM STREET, SAINT JOHN, N. B.

Booksellers and Stationers, Wholesale and Retail.

DALHOUSIE COLLEGE, HALIFAX, N. S.

FACULTIES OF
ARTS AND SCIENCE.

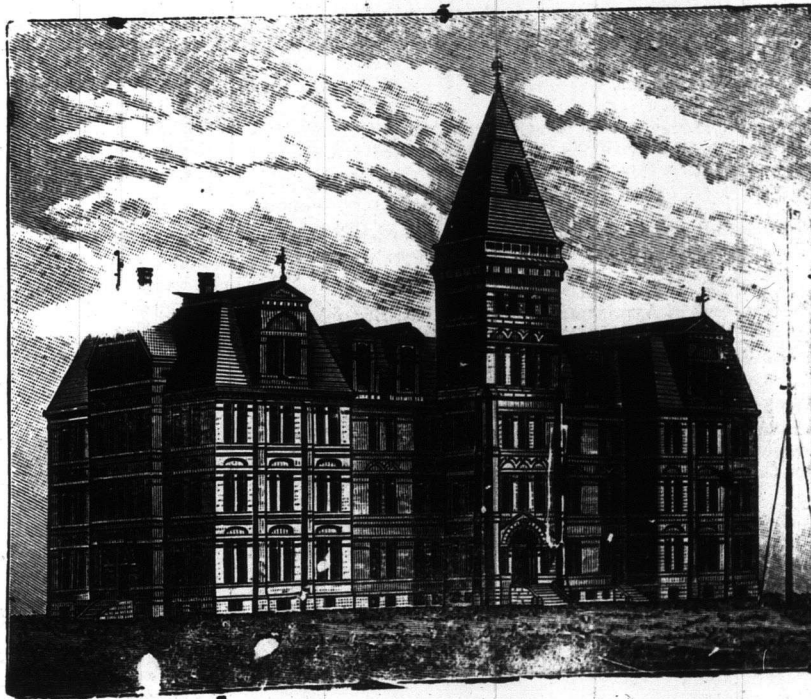
Session begins
September 9th
1902.

FACULTY OF LAW.

Session begins
September 3rd.

FACULTY
OF
MEDICINE.

Session begins
September, 1st, 1902.



ENTRANCE
SCHOLARSHIPS IN
ARTS AND SCIENCE
Open for Competition
at the Matriculation
Examinations
in September, 1902.

MACKENZIE
BURSARY of
\$200

Six Scholarships of
\$120, \$120, \$100,
\$90, \$90, \$75.

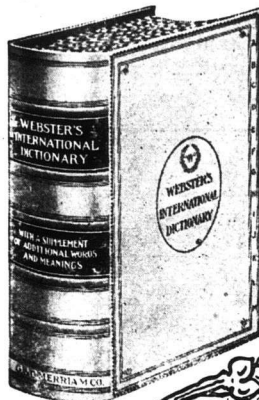
The Calendar, containing full particulars of the courses of instruction, examinations, regulations, exhibitions, bursaries, medals and other prizes may be obtained by applying to the President. The President will be glad to correspond with any student wishing information.

STUDY Latin and French by the De Brisay Analytical Method. Our system is endorsed by this REVIEW, by Inspector Mersereau and by scores of teachers in New Brunswick. In Nova Scotia also we have a large number of excellent students. In three months we can give you a sound knowledge of Latin or French. We teach by mail and can fit you for any examination, so that failure will be impossible. Each course embraces 7,000 words, presented in such a way that ten are as easily learned as one. Exact pronunciation given by means of the phonograph. Our terms are very reasonable.

PART I (LATIN OR FRENCH) 25 CTS.
FIRST STEP IN FRENCH, 35 CTS.

CIRCULARS FREE

Academie De Brisay,
Toronto and Rochester.



The New and Enlarged Edition is The Teacher's Choice

A Dictionary of ENGLISH, Biography, Geography, Fiction, etc.

New Plates Throughout

Now Added **25,000 NEW WORDS**, Phrases, Etc.

Edited by W. T. HARRIS, Ph.D., LL.D.,
United States Commissioner of Education.

Rich Bindings. 2364 Pages. 5000 Illustrations.

HON. CHAS. R. SKINNER, New York State Supt. of Schools, calls it

THE KING AMONG BOOKS

Also Webster's Collegiate Dictionary with Scottish Glossary, etc.
1100 Pages. 1400 Illustrations. Size 7 x 10 x 2 3/4 inches.

"First-class in quality, second-class in size." *Nicholas Murray Butler.*

Specimen pages, etc., of both books sent on application.

G. & C. MERRIAM CO., Springfield, Mass.

**Schools requiring New
Blackboards should try**

HYLOPLATE,

THE BEST BLACKBOARD MADE.

Write for Descriptive Booklet
and Testimonials.

THE STEINBERGER, HENDRY CO.,

School Supply House,

37 RICHMOND ST., W.

TORONTO, ONTARIO.

Manchester Robertson Allison, Limited.

ST. JOHN, N. B.

Dry Goods.

Every Department at all times contains the latest novelties and best values in Dry Goods, also Furs, Millinery, Curtains, Portiers, Furniture Coverings, etc.

Clothing.

Men's and Boys' Ready Tailored Clothing, the Best Value and Finest Stock in St. John.

Carpets.

Finest Stock of Axminster, Wilton, Velvet, Brussels, Tapestry and Wool Carpets. Linoleums, Oilcloths and Cork Carpets, Rugs and Mats.

Furniture.

We have the largest and finest stock of Household Furniture in the Maritime Provinces. Parlor Suits, Bedroom Suits, Extension Dining Tables, Side Boards, Easy Chairs, Rockers, Parlor Cabinets, Brass Bedsteads, in all the latest styles.

WRITE FOR PHOTOS

NOW READY

MOYER'S COMMERCIAL AND BRITISH EMPIRE MAP OF THE WORLD

NOTHING like it ever made before. Three COMPLETE MAPS in one—an Ideal Commercial Map, a Complete Map of the British Empire, as well as an Up-to-Date Map of the World. Write for particulars. ESTABLISHED 1884.

E. N. MOYER & CO., Map Publishers,

120 Victoria Street, TORONTO, Ont.



DIAMONDS & OPALS

Gold Chains, Bracelets
Watches, Sterling Silver
Goods at

A. & J. HAY'S, 70 King Street
St. John, N. B.

NETHERWOOD

ROTHESAY, N. B.

THE ROTHESAY

SCHOOL FOR GIRLS.

Mrs. J. Simeon Armstrong, Principal.

Beautiful Location near St. John.

Healthy Home Influences. Limited Numbers.

Careful Supervision



MOUNT ALLISON EDUCATIONAL INSTITUTIONS, SACKVILLE, N. B.

University of Mount Allison College.

DAVID ALLISON, LL.D., PRESIDENT.

THE University of Mount Allison College offers to students, whether desiring to take a full under-graduate course or a partial course limited to special studies, advantages unsurpassed in the Maritime Provinces.

The new University Residence has been constructed and is furnished with every provision for comfort, convenience and health.

Annual Session 1902-1903 begins Sept. 25th.

Send for Calendar.

Mount Allison Ladies' College, Owens Art Institution and Conservatory of Music.

REV. B. C. BORDEN, D. D., PRINCIPAL.

INSTRUCTION is imparted on subjects ranging from the primary English branches through the whole University Curriculum to the Degree of B.A. Young ladies studying for the purpose of qualifying themselves to teach may here combine the accomplishments with the thorough drill necessary to their profession. Date of opening, September 11th, 1902.

THE CONSERVATORY OF MUSIC is under the direction of a strong staff of experienced teachers, representing the best conservatories and teachers on both sides of the Atlantic. Art students have the inspiration which comes from constant contact with the splendid paintings which constitute the Owen's gallery.

Mount Allison Wesleyan Academy.

JAMES M. PALMER, M. A., HEAD MASTER.

NO institution of learning in the country has had a more successful history, and none is more worthy of patronage for the future. Many of the most prominent men now in professional, commercial and political life in Canada, and in other lands, had their training at Mount Allison Academy. A thorough English and Commercial Education is imparted and students are prepared for College Matriculation and for Civil Service examination. Every care is given to the private interests of the boys, so as to ensure their comfort and happiness. Date of opening Sept 11th, 1902.

The building is commodious, well heated throughout by the hot water system, and comfortably furnished.

Expenses very moderate.

For particulars apply to the Principal.

University of New Brunswick.

THE next Academic year begins October 1st, 1903, when Fourteen County Scholarships will be vacant. These Scholarships (value \$60 each) will be awarded on the results of the Entrance Examination to be held July 3rd, at all the Grammar School centres. To candidates who hold a Provincial School License of the First Class an Asa Dow Scholarship (value \$100) will be offered in competition in September. The Departments of CIVIL AND ELECTRICAL ENGINEERING are now open to properly qualified students.

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

ERNEST BRYDONE-JACK, B. A., C. E., BURSAR OF THE UNIVERSITY, FREDERICTON N. B.

McGILL UNIVERSITY, Montreal.

THE CURRICULUM comprises courses in Arts, Applied Science, Medicine, Law, Veterinary Science

Copies of the Calendar containing full information and full particulars of the Royal Victoria College (the new residential college for women students) may be obtained on application.

EXHIBITIONS IN THE FIRST YEAR (value from \$90 to \$200) will be offered in competition at the opening of the Session, September, 1902. Copies of the Circular giving full particulars of subjects required, etc., can be obtained on application to

(Address McGill College, Montreal.)

J. A. NICHOLSON, M. A., REGISTRAR.

ACADIA UNIVERSITY AND AFFILIATED INSTITUTIONS WOLFVILLE, NOVA SCOTIA.

ACADIA UNIVERSITY.

T. TROTTER, D. D., - - - President.

The University has a staff of eleven Professors, all specialists in their respective departments. The Arts' Course, constructed on sound educational principles, includes a considerable body of prescribed studies, with a generous range of electives in the Junior and Senior years. The ideals as to methods of work and scholarship are of the highest. Combined with these ideals there is the constant effort to develop Christian character and foster the Christian spirit.

Send to the President for Calendar.

ACADIA LADIES' SEMINARY.

REV. H. T. DeWOLFE, M. A., - Principal.

The Seminary provides a full and well-arranged Literary Course, which prepares for Provincial Certificates or Advanced Standing in the University. Students desiring only a partial course can always be accommodated.

First-class instruction is also given in Piano, Violin, and Vocal Music; and in Drawing, Painting, Elocution, Shorthand and Typewriting.

The building is a handsome and commodious structure, with every modern appointment for the comfort and health of the students. The institution is, moreover, a delightful Christian home.

Send to the Principal for Calendar.

HORTON COLLEGIATE ACADEMY

H. L. BRITAIN, M. A., Principal.

The Academy is a residence school for boys. It is, and has been from the first, a Christian School. It provides five courses: Matriculation Course, Scientific Course, General Course, Business Course and Manual Training Course.

Expenses vary from \$143 to \$175 per annum, according to the number of extras taken.

Nine experienced teachers, four of whom are residents, make up the staff.

The Academy Home has recently been fitted with a hot water heating system and with electric light, and has been made exceedingly and every way attractive and comfortable.

Send to the Principal for Calendar.

KING'S COLLEGE, WINDSOR, N. S.

Courses in Arts, Divinity, Engineering and Science. Numerous Scholarships and Prizes. Course leading to degrees open to non-resident student. Women are admitted on the same conditions, and have the same privileges as men.

THE COLLEGIATE SCHOOL affords an excellent training for boys. Pupils are prepared for matriculation at the universities, and at the R. M. C., Kingston. Good playgrounds and a well equipped gymnasium, in charge of a skilled professional instructor. Calendars of the College and Prospectuses of the school may be obtained from the President of the College, who will readily furnish any information desired.

Edgehill, CHURCH SCHOOL FOR GIRLS. WINDSOR, NOVA SCOTIA.

INCORPORATED 1891,

The Bishop of Nova Scotia, Chairman Board of Trustees.

Miss Lefroy, of Cheltenham Ladies' College England, Principal.

Ten Resident Experienced Governesses from England. Housekeeper, Matron and Nurse.

Board and Tuition Fees, including French, Latin or German or Greek, Daily Calisthenics,

Class Singing and Needlework, \$25 per annum, or \$75 per term.

Music, Singing, Painting, Drawing, etc., are extras.

Preparation for the Universities.

Michaelmas term begins Wednesday, Sept. 11

For Calendar apply to DR. HIND.

MORANG'S MODERN NATURE STUDY

By SILCOX & STEVENSON.

A BOOK FOR CANADIAN SCHOOLS.
BEAUTIFULLY ILLUSTRATED AND VARIOUS COLORED PLATES.

SPECIAL PRICE TO TEACHERS, 75 Cents Postage Paid.

A. & W. MacKINLAY,
HALIFAX, N. S.

GAGE'S NATURAL SLANT WRITING BOOKS.

A New and Modern Series
NEITHER AN EXTREME SLANT
NOR A VERTICAL SCRIPT.

SYSTEM NOW RECOMMENDED BY BEST ENGLISH AND AMERICAN TEACHERS.
THESE NATURAL SLANT COPY BOOKS have the simplicity and the full, round, open style of the best vertical forms, but avoid many of the extremes that have characterized vertical writing. This medial slope has recently been largely recommended by English and American teachers, after careful tests, extending over many months.

PRICE { Writing Books, Nos. 1 to 7 - - - 8 cents each.
Business and Social Forms, Nos. 8 and 9 - 10 " "

Specimen Books Mailed Free to Teachers for examination on receipt of
5 cents for each

W. J. GAGE & CO., Limited,
Publishers, - - - Toronto, Ont.

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., MAY, 1903.

\$1.00 PER YEAR.

G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia

THE EDUCATIONAL REVIEW.

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

PRINTED BY BARNES & Co., St. John, N. B.

CONTENTS:

EDITORIAL NOTES.....	261
Summer School of Science.....	262
Coming to Canada.....	262
Empire Day.....	263
Song—"Raise the Flag".....	264
The Heavens in May.....	265
Notes on English Literature.....	265-266
Memory Gems for Empire Day.....	267
A Chapter from the Life History of a Pair of Robins.....	268
Nature Studies, by Prof. E. C. Haycock.....	269-273
Teachers' Institutes.....	274
CURRENT EVENTS.....	274
SCHOOL AND COLLEGE.....	275
RECENT BOOKS.....	276
MAY MAGAZINES.....	278

NEW ADVERTISEMENTS—

Corrections in N. S. Journal of Education, p. 276—J & A. McMillan, p. 257—Maritime Business College, p. 277—Manufacturers Life Insurance Co., p. 277.

Always Read this Notice.

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

THE REVIEW is sent regularly to subscribers until notification is received to discontinue and all arrearages paid.

When you change your address, notify us at once, giving the old as well as the new address. This will save time and correspondence.

The number on your address tells to what whole number of the *REVIEW* the subscription is paid.

Address all correspondence and business communications to

EDUCATIONAL REVIEW,
St. John, N. B.

WITH this number the *REVIEW* closes its sixteenth volume. It has succeeded beyond the most hopeful anticipations of its founders, and it has won a reputation as a clean, bright and progressive paper.

It has been sixteen years under one management, and in this respect it is the oldest educational journal in Canada. It has no cause to complain of want of support. Although the majority of its subscribers are in the Atlantic provinces, it circulates in every portion of Canada, and we have the confidence to believe that it is welcomed wherever it goes. The following taken from the *Orillia (Ont.) Packet* is a generous reader's opinion

of what the *REVIEW* would like to be and to accomplish:

Bright, fresh, and spring-like is the current number of the *EDUCATIONAL REVIEW*, published at St. John, New Brunswick, whose editor-in-chief is Mr. G. U. Hay, author of *Canadian History Readings*. We are particularly pleased with the manner in which the *REVIEW* advocates teachers getting themselves and their pupils out of the rut of text books, and training them to observe, to love nature—to observe birds instead of killing them or robbing their nests; to cultivate trees, shrubs and flowers, instead of mutilating or destroying them; to observe *Arbour day*, and remember its lessons all the year round; to celebrate *Empire day* in a way that will be a present delight and a future inspiration to maintain the good name of our country, the dignity of the sovereign, and the majesty of the law. We do not remember ever seeing a paragraph in the *REVIEW* that was other than wholesome, or a suggestion not calculated to make the reader think good thoughts. Pure, practical and patriotic might be taken as its motto.

We hope to enlarge the *REVIEW* and make it even more interesting and valuable during its seventeenth year than ever before.

MR. VROOM is well known to readers of the *REVIEW* through his systematic series of *Current Events* prepared for teachers. His contribution to *Empire Day* in this number deserves to be carefully studied as it shows some of the advantages of the political institutions of Canada.

SEVERAL important articles are held over to make room for Prof. Haycock's paper on *Nature Study*, or as he appropriately terms it, *Neighborhood Study*. It deserves a close study, and then a wide application of its important suggestions. Although he lays down an outline of work for one-county and deals with the course of nature study for Nova Scotian schools, his plan is appropriate for every county and every province in Canada, and elsewhere. His statement of existing conditions of nature study; his admirable plans for making it broad, rational and effective; and his evident sympathy with the whole subject, places his argument on a high plane, and worthy of the thoughtful consideration of all educationists. The highest compliment that can be paid to its utility is that every energetic teacher can begin at once to work along the lines laid down by Prof. Haycock.

Summer School of Science.

The calendar for the Summer School of Science has been published, giving full information to students of the courses of work for this year's meeting at Chatham, from July 21st to August 7th. For years the excellent work accomplished by this school, meeting at chosen spots through the Atlantic Provinces, has won for it the deserved recognition of all interested in advanced education, and has been the means of drawing to it a faithful and enthusiastic band of instructors and a no less enthusiastic following of earnest teacher-students. It is difficult to estimate the advantages such a school presents to the teacher, combining, as it does, healthful recreation, the advantages of travelling and visiting new localities each year, and, most important of all, the stimulus that comes from personal contact with some of the best teachers in the three provinces.

A glance over the calendar, of which every teacher may get a copy by addressing the secretary, Mr. J. D. Seaman, Charlottetown, P. E. I., will show the advantages offered by Chatham. Situated on a noble river, into whose magnificent stretches of meadow and forest Cartier gazed nearly three and three-quarter centuries ago, the neighborhood is historically the most interesting in the province, as it was the first portion of New Brunswick to be seen by Europeans, of which we have any record. The scenery of the Miramichi, the thriving towns along its banks, the busy industries and commerce, will all furnish object lessons to the hundreds of students who will gather in July and August in the fine new school building at Chatham, to gain fresh inspiration from study and recreation in one of the most delightful sections of the province.

Coming to Canada.

BY J. VROOM.

Almost every metal and mineral known to miners can be found in Canada, and some of the most valuable of them in greater quantities than anywhere else in the world. Our coal fields of the interior, from the United States boundary to the Arctic Ocean, are of unknown extent, but are believed to exceed in area and value those of the United States, which latter are greater and richer than those of any other country in the world. Canada has also rich coal mines on the shores of both great oceans, while those of the United States are inland, and therefore difficult of access. With no arid regions such as those of the United States, we have in the Dominion nearly all the unoccupied land of North America that is fit for cultivation. Over half the fresh water of the globe lies within our limits, and on our southern border, giving us unrivalled facilities for

transportation and unrivalled water powers. With great stretches of our northern forests still untouched, we have, until the Siberian forests are accessible, almost a monopoly of material for the paper supply of the world. We have, broadly speaking, all the remaining timber land of this continent, and the best of the fisheries. Across our territory must lie the great highway of the future, between Western Europe and Eastern Asia. Our wheat is the best in the world, and our other agricultural products are fast reaching the same standard of excellence, for both soil and climate are in our favor.

The people of the United States are not blind to all these advantages. Some 35,000 of them crossed the border line last year to settle in the Canadian Northwest, and it is almost certain that the number of immigrants from the south this year will be much greater. These immigrants as a rule, are not unacquainted with farm life and its requirements; but are leaving good farms, which they are selling at high prices, to take up better ones in Canada. Bringing wealth and experience, they are the best of our agricultural immigrants. Speaking our own language, and accustomed to similar laws and institutions, none but those who are already British subjects may be expected to make better Canadian citizens.

Comparing our forms of government with that which they have left behind, they will find here the British system of responsible government, to which the United States has not yet attained. Here the people rule, and the government of the day is quickly changed in response to their will. The president of Canada, or Prime Minister, as he is called, when nominated or summoned to office by the Governor-General, must go to the electors and be by them returned to Parliament as a necessary condition of his holding the seals of office. Failing in that, he must immediately retire. All the members of his cabinet must in the same way obtain a seat in Parliament after their appointment to office. And this president and his advisers hold office only so long as they can command the support of Parliament in every measure they propose. The President of the United States may recommend to Congress a certain measure; the Congress may do as it pleases about the matter, and still he remains President. His secretaries, members of his cabinet, may have opinions and express them where they will without any effect whatever upon legislation. But when the Canadian cabinet presents a bill to Parliament for some desired legislation, and the bill fails to pass, the defeated government resigns without delay, and a new Prime Minister and cabinet are chosen; or Parliament is dissolved and a new election held, if the government believe that the sitting members do not fairly represent the will of the people. Such newly elected Parliament, or newly elected government, as the case may be, enters at once upon its work. The United States' plan of allowing representatives to keep their seats in the halls of legislature for a time

after they have been defeated at the polls, or after their successors are chosen, whatever reasons there may be in favor of it, is looked upon by Canadians as a restriction of popular government. Still more are Canadians and other British subjects averse to the plan of continuing an administration in power even for a single day after its policy has ceased to be the policy of the people's representatives in Parliament.

Above the leader of the government, or head of the dominant party, there is in Canada the King, or his representative, the Governor-General, who is of no party, but represents the people as a whole. Of course there is nothing corresponding to this office in the United States; but our new fellow-citizens will find that it makes for stability and good government, and helps to separate the ideas of law and order from those of party policy and political strife.

Judges and all civil servants in Canada represent the crown, and not the party in power. Therefore they hold office during good behaviour, and not during the term of the administration, as is the case in the United States. Partly for this reason, lynch law and mob violence are comparatively unknown in Canada, even in the mining regions. Laws are more swift and sure in their operation; and, therefore, life and property are safer here than in the United States. This even the new comers admit.

Military authority overrides civil law in the United States. In Canada, no officer in charge of troops could order his men to fire upon a mob, on penalty of a charge of murder if anyone were killed by the firing party, unless a peace officer had first called upon the mob to disperse, and had read the Riot Act. Except when the whole region is under martial law, the civil law is supreme. In the United States, on the contrary, troops on duty in a disturbed district may shoot whoever opposes them, and no one ever thinks of calling their right to do so in question.

With a larger measure of self-government, the new citizens will find, after they have taken the necessary steps to make themselves British subjects, that they have a greater national dignity as individuals in a nation of four hundred millions than they could enjoy while they had but a hundred million fellow citizens or less. To have part and right in the glories of the British Empire is a privilege which they will soon learn to value; and perhaps they will help to advance the coming of that time of which English-speaking Canadians sometimes dream, when there shall be a reunion of the Anglo-Saxons, and the combined navies of England and English America, Australia and the coming African confederation, shall police the Seven Seas and keep the world at peace. In the meantime, we need have no fear, but that as residents of Canada, come what will, they may be counted upon to help us to preserve the peace of our Sovereign Lord the King, and uphold his crown and dignity. They already know the tune of our national anthem. It will not take them long to learn the words, "God Save the King."

EMPIRE DAY.

Empire Day occurs on the school day next before the anniversary of the birth of our late beloved Queen Victoria. This year, the day will be observed on Friday, May 22nd, and we hope it will be celebrated in a way to make all children throughout Canada feel an intelligent pride in the Empire, in the Dominion of Canada, in the province to which they belong, and in the community which is their home.

The day is not a school holiday. It should be a day of hearty, earnest endeavor to impress children with the greatness of the Empire by lessons and exercises that will arouse interest and stimulate their pride in their own country, and teach them what a privilege it is to live under the British flag. The aim should be, not to encourage a spirit of boastfulness, but to make each child feel the honor of being a part of an empire that has done more for Christianity, civilization and progress than any other in the world, and to arouse an enthusiasm in the childish heart to become, when grown up, a worthy and dutiful subject of such a country, with a loving interest in its welfare.

The REVIEW has in previous May numbers given many helpful suggestions that will aid teachers in intelligently observing the day. This year it adds to the material already given, much that will be useful in framing lessons and exercises for the day.

Children may witness a flag raising, or see it wave, or take part in loyal exercises without receiving any useful or lasting impressions. Very many have been taught in a good home, and in a good school, what authority means, what duty means; how beautiful it is to be generous and unselfish, honest, patient, brave, thoughtful for others. Let them be made to feel, particularly on this day, that all these and other good qualities are fitting them for national as well as for private life.

Let some impulse be given especially in the higher grades to good citizenship, by making clear the sacredness of the ballot, purity of elections, and the evils of bribery.

SUGGESTED PROGRAMME.

Invite some speakers to address the school in the afternoon. The following topics may be used for lessons, essays or talks:

1. Canada, a part of the Empire. (a) Its territory. (b) Its productions. (c) Its people. (d) Its aims. (See "Coming to Canada").
2. The ways in which a man can serve his country. (a) His relation to his family. (b) His relation to his district. (c) His relation to his province.
3. Geographical exercise. A large map of the world with British possessions colored. On each colored portion the productions and population marked. Several pupils may take part. Each may

have charge of an imaginary vessel which carries the product from any part to the rest of the Empire.

4. Historical exercise. Let each pupil make a short speech setting forth the condition of the country where he is supposed to be living. The following dates are suggestive: 1535, 1603, 1759, 1812, 1837, 1867, 1900, 1903.

Stories may be told of patriots such as William Tell, Hampden, Lincoln, Laura Secord; of warriors, as Wolfe, Nelson, Havelock, Gordon, and others; of statesmen, as Pitt, Fox, Gladstone, Disraeli. Stories from Canadian history may be found in Hay's Canadian History Readings; Miller's Bio-

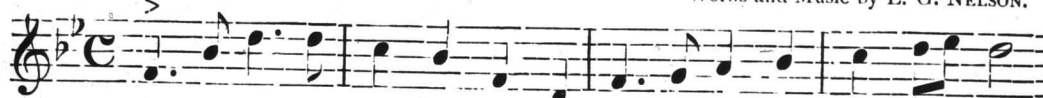
graphical Stories; Young's Stories of Maple Land. Tableaux may be represented of the colonies and the mother land by girls in costume, carrying baskets of fruit, etc.; of the provinces of the dominion represented in similar fashion; a representation of each of the seasons in our own province in similar fashion.

The song by E. G. Nelson on this page will suggest another from the same author which has appeared in the REVIEW — My Own Canadian Home. Other popular songs of Britain and Canada are Rule Britannia, Maple Leaf Forever, The Red, White and Blue, Scot's Wha' Hae, and others.

RAISE THE FLAG!

Marcato.

Words and Music by E. G. NELSON.



1. Raise the Flag, our glo - rious ban - ner, O'er this fair Ca - na - dian land,



From the stern At - lan - tic O - cean To the far Pa - ci - fic strand.

2

Raise the Flag o'er hill and valley,
Let it wave from sea to sea;
Flag of Canada and Britain,
Flag of Right and Liberty!

CHO.—

3

Raise the Flag, and, with the banner,
Shouts of triumph let us raise;
Sons of Canada will guard it,
And her daughters sing its praise.

CHO.—

4

Raise the Flag of the Dominion,
That the wor'd may understand
This will be our ensign ever,
In our broad Canadian land.

CHO.—

5

Raise the Flag! Who dare assail it,
Guarded by the Empire's might?
Raise the Flag of our Dominion,—
Stand for Country, God and Right!

CHO.—

CHORUS.



Raise the Flag with shouts of glad - ness, 'Tis the ban - ner of the free!



Bright - ly gleam - ing, proud - ly stream - ing, 'Tis the Flag of Lib - er - ty!

MOTTOES FOR DECORATION.

Fear God; honor the King.

The country is greater than party.

May the silken cord of love bind our empire closer together.

One flag, one land, one heart, one hand, one nation, evermore!

There is nothing so kindly as kindness, and nothing so royal as truth.

Glorious flag—red, white and blue.

Bright emblem of the pure and true.

Such is the patriot's boast where'er he roam,

His first best country ever is his home.

"The Maple Leaf Forever" entwined in a wreath.

The Dominion and Provincial coat-of-arms in color.

The Heavens in May.

Though the winter constellations have ere now disappeared from our view, and the duller skies of spring taken their place, there is yet much of interest for the star-gazer, even apart from the presence of two of the brightest planets in the evening sky.

We may well choose as one point of departure, for this month's survey of the heavens, the constellation of the Great Bear, more familiarly known as the Great Dipper, which is nearly overhead at nine in the evening. Prolonging the curve of the dipper-handle southward for rather more than its own length, we come upon Arcturus, the brightest star of Bootes, which includes also most of the stars we have passed on our way. Below Bootes, and to the right, lies Virgo, marked by one bright star, Spica, and, for the present, by the brighter presence of Mars.

Farther to the right, and a little higher up, is Leo. It requires but little imagination to see the head and mane of a couchant lion in the curve of the "sickle," while Regulus marks his fore-paws, and the triangle of stars some distance to the left forms his hind-quarters.

Cancer, which comes next along the ecliptic, is distinguished only by the little nebulous group of the Præsepe—a star cluster whose components can be seen with any field-glass. Gemini is still lower in the west, and is the last zodiacal constellation in sight. Rather lower than the twin stars, Castor and Pollux, and more to the southward, is Procyon, while Capella, with the rest of Auriga, is low in the northwest.

The long irregular line of stars below Leo and Virgo forms the constellation Hydra. Its head is marked by a little group below Cancer, while its tail extends far beyond Spica. The little group of brightest stars below and to the left of the latter is known as Corvus, the Raven, who appears to be perched on Hydra's back. From the extreme southern portions of the United States, south of latitude 27° , the Southern Cross is visible at this season, directly below Corvus, its brightest star, at the foot of the Cross, almost touching the horizon.

A line of three second-magnitude stars in the southeast, followed by a brighter red one, shows that Scorpio is reappearing. The large and formless group of Ophiuchus and Serpens lies to the left and above. Farther on in this direction is Hercules, with the pretty circlet of the Northern Crown between it and Arcturus and with Lyra below in the northeast.

The Little Bear is on the right of the pole—east of it by ordinary reckoning, but south in the astronomical sense; for "south" in astronomical parlance always means away from the pole-star, or, more accurately, from the invisible pole which lies near it. Between the Great and Little Bears, separating them completely, is the long line of Draco.

THE PLANETS.

Mercury is evening star throughout May, and is visible under remarkably favorable circumstances. On the 10th he is at his greatest elongation, $21\frac{1}{2}^{\circ}$ east of the sun, and as he is also very far north, he does not set until the unusually late hour of 8.30 p. m. He is in Taurus, north of Aldebaran, at about one-quarter the distance of Capella, and moves rapidly eastward. As he is about as bright as Capella, he should be easy to see, at least during the first half of the month. After the 20th he approaches the sun and rapidly becomes invisible. Venus is likewise evening star, and is exceedingly conspicuous in the west. Mars is conspicuous in the evening sky, though he loses half his light during the month, as he recedes from us. His apparent motion among the stars is westward until the 10th, when he begins to retrace his path. Jupiter is in Aquarius, and Saturn in Capricornus. The latter rises at midnight in the middle of the month and the former about 2 a. m.—*H. N. Russell in Scientific American (condensed)*.

Notes on English Literature in the Lower Grades.

BY ELEANOR ROBINSON.

An "analysis" of Tennyson's "Brook," (N. B. Reader, No. 3) has been asked for. If that means a grammatical analysis, I must refuse it. There are verses enough to fit into "schemes" and "tables" without grinding up real poetry in that way. Moreover I do not see that there is any need of it. Will teachers stop for a minute in their hunt for "enlargements" and "extensions" and so on, and ask themselves the direct question, "What is the object of parsing and analysing sentences in school?" Will the answer be "To pass examinations?" Cannot one get deeper than that? In a stimulating paper on "The Class-Teaching of English Poetry, in the *School World*, Dec., 1902, the writer says: "The man who arranges an apparatus for parsing and analysing Gray's "Elegy" should be taken out and —, well, struck off the teacher's register."

The style of "The Brook" is direct and simple. I cannot, as befits the subject, find a passage in it where analysis is needed to make the meaning clear.

If we are not to analyse it then, what are we to do with it? One may indulge in a little regret that we must do anything. It seems as if the time were at hand when a child and a poem, without a teacher to go between, would be, an unheard of combination. It might be an interesting experiment to let the children read this poem for themselves, and see whether or no they get any enjoyment out of it. But here is a good opportunity to help them to find that there is a connection between literature and life. Many people never find this out, and the discovery, once made, is a key to inexhaustible treasure houses. While studying "The Brook," the country teacher has the advantage of being able to refer the child directly to the life of which the poem is a reflection. Set him to observe for himself what the poet saw. It may be that from the country school room can be heard the noise of a little stream. Listen! What does it say? What one word best expresses its sound? What different noises does the water of a brook make? What when it flows over pebbles? Over sand? Where does any brook you know begin? Where, and how, is it shaded? What plants grow on its banks? What fish live in it? What birds fly about it? How does it look in bright sunlight? In moonlight?

Now what does Tennyson tell us about his brook? How is it like yours? How different? Does it make the same sounds? Has the poet found any words to express its sound, or look, or movement, that you sought for, but could not find? Study especially the sounds in the fourth verse. What kind of eyes and ears had the writer of these verses? Should not our eyes and ears be helped by the reading of them?

QUESTIONS ON VIRGINIA AND THE PROPHECY OF CAPYS.

1. How old was Virginia at the time of her death? How do you reckon it?
2. Note the full title of "Virginia," and then collect the passages that evidently bear on conditions at Rome at the time of the supposed recital.
3. When Macaulay states an abstract proposition, he follows it up with a number of particular cases.—"Minto, e.g. "Virginia." l. 124
"The folk came running fast," and the following lines. Give as many other examples of this from the "Lays" as you can find.
4. Collect the references in both poems to Capua—to any special characteristics of the Greeks.
5. How may "The Prophecy of Capys" be compared to Cowper's "Boadicea?"
6. Discuss the way in which Icilius' speech leads up to, and prepares us for, Virginius' deed. And discuss the fitness of Virginius' speech to Virginia, and characterize the effect of the speech in the word.
7. "Mr. Macaulay (does everything) by *repetition* and accumulation of particulars. — *Mill*. Give examples of "repetition" in these two poems, and discuss the effect of it.

8. Why did Capys tremble from head to foot as Romulus drew near?

9. Explain. (a) "the Red King."
(b) "the gigantic King of Day."
(c) "maids with snaky tresses or sailors turned to swine."
(d) "Dwellers in the nether gloom."
(e) "Vesta's sacred fire."
(f) "The sand of morning-land."

10. What is the number of accents in the normal line of these poems? How many variants can you find? Comment on the metre of the following:

- (a) "Of all the wicked ten."
(b) "Be the errand what it may."
(c) "From his nest in the green April corn."
(d) "Shrieking fled home amain."

11. Write a note on each of the following, with reference to derivation, or meaning, or both: Still ("Virginia" l. 4), askance, varlets, panniers, amain, caitiff, noisome, potsherds, on a side.

ANSWERS TO QUESTIONS.

1. "And sprang upon that column, By many a minstrel sung."

"That column." "The monument in the forum known as the *pila Horatia* (or Horatiana). It was erected in the reign of Tullus Hostilius, to commemorate the victory of the three Horatii over the Curiatii, and bore the spoils taken from the latter."

—From Rolfe's "Notes on the Lays."

ENGLISH LITERATURE AT THE SUMMER SCHOOL.

The instructor begs to apologize for inadvertently allowing Tennyson's "Idylls of the King" to remain in the list of required books. Two plays of Shakespeare will be studied in the class. "Macbeth," and either "The Merchant of Venice," or "The Tempest," as the class may decide. It is desired to make the work of use to teachers, and it may be that they will think "The Merchant" too hackneyed for enjoyment, or, on the other hand, that they will be glad of help in teaching it. Therefore the alternative is offered. It is hoped that all members of the class will be provided with books, as the work will not be in the form of lectures, but of reading, comment and discussion. As for texts, any one-volume edition of Shakespeare's plays *will do*. The best ones that the instructor knows are the "Globe," (Macmillan) and the "Leopold" (Cassell), both with numbered lines, and inexpensive. (About \$1.25 each). For single texts, a good little edition is the "Riverside" (Houghton, Mifflin & Co.) 25 cents, in cloth. If full notes are desired, the Pitt Press, the Clarendon Press, and Rolfe's (Harper's) editions are all good.

The second class mentioned in the syllabus is designed to illustrate methods of teaching literature in grades below the high school or academy. The material will be taken from the Readers. Intending students are earnestly requested to send suggestions for selections to be studied in this class to the instructor before the school opens.

Memory Gems for Empire Day.

Kindness is the golden chain by which society is built together.

To-day let us arise and go to our work; to-morrow we may rise and go to our reward.

All things whatsoever ye would that men should do to you, do ye also unto them.

The mighty West shall bless the East,
And sea shall answer sea,
And mountain unto mountain call
Praise God, for we are free!
And thou, O Empire of the free!
Beloved land, God compass thee!
Still keep and guard thee in thy ways,
Still prosper thee in coming days!
And ye, O People brave and blest
Love still your country's cause the best;
Uphold her faith, maintain her powers,
Defend her ramparts and her towers.

The true test of civilization is not the census nor the size of cities nor the crops—but the kind of men the country turns out.

Do the duty which lies nearest thee, which thou knowest to be a duty. Thy second duty will already have become clearer.

The strength of a nation is in the intelligent and well-ordered homes of the people.

The true glory of a nation is in the living temple of a loyal, industrious and upright people.

Canada wants men—not walking effigies,
Who smirk and smile with art polite, and sport
The borrowed vesture of their richer friends;
But men of souls capacious who can plant
The standard of their worth on noble deeds
And dare respect their conscience and their God.

HERE'S TO THE LAND.

Here's to the land of the rock and the pine;
Here's to the land of the raft and the river!
Here's to the land where the sunbeams shine,
And the night that is bright with the North-light's
quiver!

Here's to the land of the axe and the hoe!
Here's to the stalwarts that gave them their glory;—
With stroke upon stroke, and with blow upon blow,
The might of the forest has passed into story!

Here's to the land with its blanket of snow;—
To the hero and hunter the welcomest pillow!
Here's to the land where the stormy winds blow
Three days, ere the mountains can talk to the billow!

Here's to the buckwheats that smoke on her board!
Here's to the maple that sweetens their story;
Here's to the scythe that we swing like a sword,
And here's to the fields where we gather our glory!

Here's to her hills of the moose and the deer;
Here's to her forests, her fields and her flowers!
Here's to her homes of unchangeable cheer,
And the maid 'neath the shade of her own native bowers.

—*William Wye Smith.*

MY CANADA.

O Canada! My Canada!
My heart is all with thee,
Thy hills and valleys glorious,
Thy fields and forests free.
I love the light that leaps across
Thy landscapes and thy skies,
The hope that heaves thy strong young soul,
And sparkles in thine eyes.
O Canada! My Canada!
Land of the maple tree!
No sun like thine, no stars that shine,
Can be so dear to me.

I love thy lakes like oceans vast,
Their magic vapors thin,
The sandy beach and rocky cliffs
Where white caps thunder in.
I love thy gold-green prairies broad,
Thy mountains, cloud impearled,
Thy springtime with its sudden flash,
Thy autumn flags unfurled.
O Canada! My Canada! etc.

I love thy blythe and bracing air,
Thy children fair and free,
Thy full sweet joy of home and hall,
Thy songs of liberty.
I love thy manly sense of right,
Ideals high and broad,
Thy shrines of truth where clear bright eyes
Look out and up to God.
O Canada! My Canada! etc.

I love thy flag that far and wide
Floats o'er thy fertile plains,
So will we by the help of God
Preserve it free from stains.
I glory in our Empire vast,
For all are Britons we;
Our boast shall of our heritage,
Our King and Country be.
O Canada! My Canada! etc.

—*R. Walter Wright.*

Were half the power that fills the earth with terror,
Were half the wealth bestowed on camps and courts,
Given to redeem the human mind from error,
There were no need of arsenals and forts.

Then none were for the party, and all were for the state;
The great man helped the poor man, and the poor man
loved the great.

Love thou thy land, with love far brought
From out the storied past, and used
Within the present, but transfused
Thro' future time by power of thought.
It is the land that freemen till,
That sober-minded freedom chose,
The land, where girl with friends or foes,
A man may speak the thing he will.

Knowledge will ever govern ignorance, and a people
who mean to be their own governors must arm themselves
with the powers which knowledge gives,

A Chapter from the Life History of a Pair of Robins.

BY WM. H. MOORE, SCOTCH LAKE, N. B.

On Tuesday, May 6th, a pair of robins (*Merula migratoria*) began building a nest in a spruce tree in front of our house. The site was chosen in thick twigs near the centre of the tree. The female collected the material and did the building. The male stayed near his mate but never offered to assist, and even seemed to regret that housekeeping was soon to claim his attention. We did not like his ways just then, for we thought he was too lazy to be a good mate. Later on, however, he won our best wishes and redeemed his character. The material collected was grass stems, moss, and small rags for a foundation, and grass with root and earth attached for the walls. The work was done in the early part of the day, and in placing the material the female would get in the centre and place the nesting around her. After working two days they left the nest, evidently to allow the walls to dry. On May 11th the nest had been lined with fine grasses and contained one egg. After this an egg was laid each succeeding day until the clutch of four was complete, and the female began to incubate them. This duty she faithfully performed for twelve days when the young broke the shells and there were four wee robins to be fed. The pieces of broken shells were carried by the old birds away from the nest.

During the period of incubation Old Split-tail, as we named the male (for he had lost the two middle feathers of his tail) began to show his good qualities. He fed the female on the nest and kept other robins away from the field which later was to be his hunting ground.

When the young were hatched there was a very slight trace of down on the feather tracts. On the fourth day the feather tracts showed the dark shade of coming feathers, and the lower mandible was somewhat the longer. On the seventh day the eyes were open, the flight feathers an inch and one-fourth long, tail feathers half an inch long, and the body feathers showed plainly. On the ninth day, the wing feathers were one and three-quarter inches long, tail three-quarters, and body feathers one-half inch long. The upper mandible was the longer. The growth continued, but the young did not care to be handled, so no more measurements were taken.

Fourteen days were spent in the nest, during which time they were well fed by both parents, who would also remove any filth from the nest when they would go away for food. Some days when the weather was very warm the female would stand on the edge of the nest with wings and tail spread and drooping and shade the sun from the young. She did not do this continually, but only for short periods between excursions after food. During ordinary weather when one of the parents would see the other coming to the nest with food it would immediately depart. At times one would be seen to stop on a wood-pile and give two low calls, and the other would answer with one note from the nest,

when the first to call would fly direct to the nest. As a rule the male would go into the nest from one direction; the female approached from the other side. The food collected was earthworms, cutworms, larvæ of June beetles, and we often saw them take March-flies which were very plentiful on the grass. The flies were stragglers from a huge swarm which passed this place. Such a multitude was there that the noise of their wings was like a strong wind. They extended over a mile in width, were more than an hour passing; the sky was clouded with their numbers, which extended from about twenty feet above the earth, to an unknown height. After being out of the nest three days the young were left to partly care for themselves, and Mr. and Mrs. Split-tail began to build another nest in a tree a few feet from the first nest. Three eggs were laid in this nest, and now Old Split-tail's good qualities were well displayed. He would feed two of the young that followed him about the lawn, and also take food to his mate, besides having an occasional tussle with trespassing neighbors.

On first going out of the house one morning his cries of distress called my attention to where he was fighting something in the grass. Mrs. Split-tail sat on a wood-pile also much interested. Thinking he might be fighting a snake I went to help in the fray, and when Old Split-tail saw me, he came towards me with cries of distress as though asking me to assist him. This move of his allowed his enemy—which proved to be another robin—to get to the wood-pile, where they had another fight, Split-tail easily winning, and seeming much encouraged by my presence. An unlooked for change came. Mrs. Split-tail sat only a few days when she set her partner at the duty of incubating the eggs, and she built another nest, laid two eggs, and began the dutiful task of incubating them! In the meantime Mr. Split-tail had done his duty well, and he had a family of three young robins to care for. July 10th, Mrs. Split-tail was back to the second nest looking very much downhearted, and Mrs. Moore remarked that she must be sick. I said that if she was back to that nest that the nest in the birch tree must be robbed, for I had seen a robin chasing a red squirrel about the tree a little time before. Sure enough such was the case, and later in the day Mrs. Split-tail was at work helping feed the second brood. This brood left the nest July 14th, and nine squirrels of the immediate vicinity have died violent deaths from injuries inflicted by a lover of birds.

Had it not been for the split-tail of the male of this pair of robins we would not have known that the three nests belonged to only one pair of birds. There was no mistaking the mark, and we were able to read an interesting chapter from the life history of a pair of robins.

Miss Grammar—I thought you had decided to embrace the profession of teaching?

Miss Normal—Yes; but a profession of love came my way, and I decided to embrace that,

NATURE STUDIES.

Read before the Kings and Hants Counties Teachers' Institute by
Professor E. C. Haycock of Acadia University.

* * * With possible slight exceptions the term Neighborhood Study could be substituted for Lessons on Nature, and be an equally appropriate heading for the specific studies to be taught under it. If Neighborhood Study embodies in its spirit the aims of that section of the prescribed course, no argument is required to convince you that it is essentially an out-of-doors' study, and that it cannot be taught by text-book assignments, as the story of your neighborhood is yet unwritten. A brief consideration of the special prescriptions under Lessons on Nature will, I think, justify the suggested title.

In Grades I and II the "power of accurate observation" is to be "developed by exercising each of the senses on simple or appropriate objects." To obtain exercise for each of the senses, there must be appeals to them, and a physical alertness and vigor that compel their recognition. Should the appeals be unheeded, the senses are dulled, not quickened. The child's senses are never so alert or the appeals to them so varied and numerous in the schoolroom as out-of-doors. Consciously and unconsciously the child in the open air is continuously and actively responding to these appeals. An attitude of listlessness there is so unnatural as almost invariably to arouse concern regarding the state of health. The objects of the neighborhood, wholly apart from the efforts of the teacher, will thus furnish abundant material for sense exercise.

The more definite training specified in these grades — "estimation of direction, distance, magnitude, weight, etc." — is secured with equal facility when in the fields, the woods, or on the sea-shore. It is wholly natural to estimate the directions and distances travelled, of visible or invisible familiar objects or places, or of the different sounds of the open. The hands are rarely empty of objects, and the estimation of weight, magnitude, etc., is a natural consequence. "Common colors" are differentiated and nameable in the flowers, but in their purity are less common in nature. "Simple regular solids, surfaces and lines" may lie beyond the scope of out-of-door Neighborhood Study, but may readily be incorporated in the schoolroom discussion. "Simple observations on common minerals, stones, plants and animals" must be made in their natural surroundings to be understood or appreciated, and such are the only ones that can be complete and accurate. Therefore, Neighborhood Study furnishes the best material and the most favorable conditions for carrying out the specifications under Lessons on Nature in the first and second grades.

In Grades III and IV the study of the "geography of the neighborhood" and "use of local or county maps" is prescribed in addition to the work of the preceding grades. In this work more stress

is laid on the element of definiteness or precision, justified by the normal mental development of the child. The geography of the neighborhood accessible to children in these grades is not laid down on any local or county maps of Kings or Hants with sufficient detail to enable the subject to be taught in the schoolroom with any profit to beginners. The major portion of the study must be upon the surface of the land itself, and the geographical terms fixed by their correct application to local features. By rough plotting of the roads, streams, or coast-lines, on a suitable scale, with the aid of the children, the conception of the map is obtained; the recognition of the neighborhood and its position upon the county map naturally follows, and the way is opened for the reception of more extended oral or text-book information.

The use of the neighborhood map does not end here, but should form the basis for plans for field excursions, for the introduction of all local surface features, dwellings, etc., for the location of places where the different minerals and rocks, plants and animals were found. As the study is extended, the observations will become too numerous to be recorded on a single plan; classification of data becomes necessary, and multiplication of copies to form mineral, plant, animal, topographic and cultural maps.

In Grades III and IV a larger percentage of work under Nature Study may be done in the schoolroom, but it can nearly all be termed Neighborhood Study, and the material and data for schoolroom work can be obtained by the children themselves out-of-doors. Only by basing it upon out-of-door observations can the spirit of the prescription be kept, interest and enthusiasm sustained, and the normal and healthy mental development of the child secured.

In the remaining four grades of the common school course the prescribed Nature Study is mainly an extension of the observations upon local objects of the neighborhood. The necessity for systematic out-of-door study remains, although an increasing proportion of the work may be done in the schoolroom.

Notable additions, however, are introduced in Grade V. The study of the soil and underlying rock will reveal a relation, and the idea of a process will be reached. The well-directed extension of plant and animal study is designed to reveal types of life forms. "Natural phenomena, such as ventilation, evaporation, freezing" are to be "closely examined;" and, finally, a health reader begun.

From the point of view of the writer, the increasing complexity of the "Lessons on Nature" at this stage is likely to furnish a correspondingly difficult problem to the conscientious teacher. If the additions could be naturally connected with the work of the previous grades, and form merely a logical development of that work, little difficulty would be experienced by the teacher in its incorporation, or by the pupils in its comprehension. Such a natural

connection really exists, and, I think, can be developed without difficulty upon a general plan for the lower grades already briefly outlined. The natural phenomena indicated are observable out-of-doors, and are susceptible of representation upon the neighborhood map that figures so largely in the suggestions previously made. We have no such perfect artificial ventilating system as we find out-of-doors in the circulation of the atmosphere, and the direction and force of the winds can be observed daily and plotted upon the local map. The oral explanation and experimental demonstration of ventilation,—or the circulation of a small portion of the atmosphere,—is not an isolated topic, but full of interest and significance.

The weather changes accompanying wind changes—or the connection of sunny, cloudy, or rainy weather with particular winds—is easily revealed by a method of tabulation of local observations. With the knowledge of geographical distribution of land and water expected at this stage, the whole topic of evaporation, condensation and freezing of water can be treated in connection with the weather observations. In cold weather the ordinary school-room furnishes abundant illustration of these transformations as applied to weather, in the evaporation easily demonstrable in the body of the room, and the condensation of moisture or frost upon the window panes. A closer examination of the phenomena alluded to, if found practicable, offers no break in the continuity of the whole subject.

In the remaining three grades the additions offer no new difficulties to the teacher. The work is a logical extension of that already treated, and text-books can be studied with profit if the foundation has been well laid along the lines suggested.

Neighborhood Study is, then, an appropriate synonym for the Nature Study of the common school course, and the term is suggestive of methods of teaching absolutely necessary to success.

It has been stated that if the suggested change of title could be justified, the subject could not be taught by text-book assignments. The reason given,—that the book telling all about your neighborhood is not in print,—is a cogent one. But similar objects to those of your own neighborhood are also found in other neighborhoods, and books have been written about them. To a certain extent the lessons on nature require the use of such books. Their *proper* and *legitimate* relation to teaching, and use by the pupils, is a difficult and troublesome, but extremely important problem. A few simple general considerations have a bearing upon their use by the pupils in nature study. Words are symbols. Books on this study are essentially descriptive, and the words used are symbols for objects. The symbols can mean nothing to the child that has no knowledge of the object for which the word stands. We, as adults, know that unintelligible expressions such as dialectic or foreign words or phrases diminish our interest in and even cause an abandonment of an otherwise interesting story.

How much more uninteresting and distasteful will books on nature prove to the child if the objects written about are unknown? There would seem then to be one safe rule—limit the book study to things that are a part of the child's own experience.

It is my own conviction that the rule holds good in the study of the natural history and physical sciences, regardless of the age of the student. Especially the introductory study of all such sciences should be observational, and observation ought to accompany closely the use of books in the more advanced stages. The objects themselves should always supersede in interest and authority the books that have been written about them. Our power of observation is vitiated by the use of books if they are not kept in a subordinate relation.

Granting then that the Nature Study of the common school course means Neighborhood Study, and that it cannot be taught by any cut-and-dried text-book-and-recitation system, is the method that has been suggested one that can be applied with a fair degree of success by the average teacher in the common schools? If I were to enumerate the leading qualifications for its successful application, I would place at the head of the list interest in natural objects and a longing for knowledge about them. If a teacher possesses this qualification, objects out-of-doors will be appealing to his or her senses continually. Going out with the children for study will prove the most delightful part of the school course, for the scope of seeing is marvelously widened by the multiplication of youthful eyes. Until this interest has been deadened by unwise treatment, it requires no effort or unnatural stimulus from the more mature student to enlist their aid. Again, nothing secures attention like the genuine interest of another. A child with the slightest promise intellectually will seek to share the knowledge that produces it. Genuine interest and a spirit of investigation are therefore the prime essentials to success in teaching the Nature Study of the common school course.

The second qualification in the enumeration offered is a desire to cultivate in the pupils a similar interest in natural objects, and to satisfy their longings for knowledge about them. A teacher who knows by experience the enjoyment and intellectual gratification obtainable from natural history pursuits will naturally seek to cultivate in a pupil, or impart, a similar capacity for enjoyment. In specialization and advanced investigation such interest may beget a selfish indifference to instruction, but even in such a case, the discovery of aptitude or interest in a student will banish indifference to their needs. Teachers of the latter type are scarcely to be found outside of the universities, and must be rare or wholly absent from those engaged in common school work. Unfortunately, teachers in the common schools, possessed of the first qualification to a degree sufficient to secure the second, are doubtless also rare, or, at least, exceptional. On the other hand, there must be many who would find

the subject interesting if they were once properly introduced to it, and who already have an interest in their pupils and a strong desire to answer their persistent inquiries about natural objects. Consideration for the pupils, unaccompanied by personal interest in the subject, can never achieve the best results. The possession of this qualification may, however, lead to active and conscientious preparation for such teaching, and personal interest in the subject almost surely follows. If a teacher possesses neither of these qualifications, I state without hesitation, that he has no right to be teaching in the public schools, and the children who come to him for training and instruction are most unfortunate. Teachers possessing both or either of the qualifications mentioned, have a right to be teaching. The normal development of the children under their care may not have been promoted to the fullest extent, but it cannot have been seriously hindered. It is for the thoughtful consideration of this section of the teaching body that I am offering these suggestions.

As a third essential to success, my own experience would lead me to place some intelligent and helpful instruction in Nature Study methods, or, in other words, some training in observation. What sort of observational power the children of our villages and towns would possess on reaching maturity, if it were untouched by the dulling influences of our educational system, I cannot state; but from my own experience, and from observation of the average college student—and the latter class ought to represent the best product of the public school—I have come to believe that in the majority of cases this power has been seriously injured by the educational process. Inasmuch as the higher education of the province is largely a continuation of the lower, teaching methods are not widely different, and the majority recede farther and farther from a readiness to accept the evidence of their senses as their course progresses, and become more and more dependent on authority. Doubtless it is due to improper use of books. Reform is gradually coming, however, in high school and college teaching from the increasing demand for instruction in science, and the improvement in laboratory equipment.

Geology is essentially an observational science, and yet the earth's crust was a closed book to me for much too long a time after entering upon its study. Its truths lay all around me during my college course, but they did not reach the eye or brain as such. If the personal touch of a master had not restored the vision, supplied the initial enlightenment, I doubt if those truths would ever have been revealed. With the kindred natural sciences I was more fortunate, and in this respect owe a great debt to one well known to all normal school students, Prof. H. W. Smith.

Training in observation does not necessarily demand personal contact with a skilled observer, but all the testimony available indicates that such contact produces the most rapid and satisfactory pro-

gress. In the April number of the *Popular Science Monthly* is a short paper on "The Making of Biologists" that is most interesting and suggestive in this connection. The personal statement of four great naturalists concur in ascribing their success to a natural aptitude, stimulated by contact with trained and enthusiastic observers.

For securing this third qualification the majority of the teachers of the province have probably lacked adequate opportunities. To as many as have attended the Provincial Normal School, such opportunity has been offered, but even with these immaturity or an unnatural distaste, created by preceding unwise teaching, may have rendered a large number incapable of benefiting materially thereby. Seemingly trifling facts may, however, supply this need at any time, and open the way for the laborious but satisfactory attainment of observational power.

In the fourth place in my enumeration I would put a few good books of reference. A reader of the article above mentioned will observe that books also held a large place among the influences favorable to the attainment of the naturalists there referred to. Dr. A. R. Wallace, the contemporaneous but independent discoverer with Charles Darwin of the principle of natural selection, came into possession of his first book about natural objects at the age of fifteen, which "kept him at work for a year or two determining the flowers it described." Dr. A. S. Packard at about that age had "devoured all the books on natural science in the library of Bowdoin College," but he says "the love of flowers, animals and natural scenery was inborn in me—as early as I can remember I had a flower garden of my own—and when about fourteen or fifteen I began to collect minerals, and then shells, etc." Both these quotations illustrate the proper use of books, as well as affirm their importance to progress in natural science.

Our common school teachers cannot be expected to embody all needed knowledge, even for Neighborhood Study, and good, reliable, descriptive books of reference are as essential to personal improvement as to good teaching. The value of such books to the pupils in the school can scarcely be underestimated. It is not beyond the range of the possibilities of the smallest school section in our land to produce an intellect that with the opportunity already indicated might discover its power, and reach world-wide renown. Books on natural history are then necessary for successfully teaching the prescribed work under discussion.

As a fifth and last important qualification, I would place confidence in the wisdom of those who framed the common school course of study. Any feeling that the Nature Study prescription is unjustifiable permits of a shirking of the work, and of suitable preparation for it, that is fatal to successful teaching. On the other hand such confidence begets a responsibility for its introduction, that must lead to preparation for it. How many teachers at present have prepared as diligently for

teaching Nature Study, as for teaching language, arithmetic, geography, history, etc.? and yet, which is the more important to the life of the individual? I firmly believe that Nature Study, properly taught, is the natural bridge of the expanding intellect from the limited experiences of the senses to the great realm of world knowledge. The transition by Nature Study methods is easy and rational, and the pupil reaching the large realm by this road will not suffer the loss of his childhood's joys, but the sense perceptions will be trained and quickened in their action, and the intellectual appreciation marvelously enriched by the fuller knowledge of maturer years. In this connection I cannot refrain from quoting again from the article before mentioned: "It seems probable that most children are potential biologists, to some extent, but only a few are able to break through the crust of indifference and opposition which surrounds them a little later, and remain naturalists to the end. If this is true, and it is also true that stimulation at an early age is very important, the Nature Study movement in the schools may yet produce great results for science. However, in the absence of suitable teachers, and in view of the crowded curriculum and consequent weariness of the pupils, one fears that in many instances the effects of a Nature Study course may be the reverse of those desired. There may be fatigue and disgust with the whole subject."

It is the purpose of this discussion to seek, if possible, the means of avoiding the sad failure just indicated, and we return to the question: Can the method suggested be applied with a fair degree of success by the average teacher in the common school? If the average teacher can possess the qualifications enumerated, the answer must be in the affirmative. I cannot believe that many of our teachers are thus qualified at present. Neither the available statistics, nor the reported success in Nature Study teaching justify that assumption.

Acquisition of the necessary qualifications is, however, within the power of every teacher that ought to be engaged in the profession, at least to a degree sufficient for the attainment of a fair amount of success in teaching, but determined effort is necessary upon the teacher's part. One of these qualifications is so much more dependent on external aid, and is so important as a condition for acquiring the others, that a definite plan for its attainment will be offered. It appears to me that to obtain some intelligent and helpful instruction in Nature Study methods, or some training in observation, offers to the common school teachers now engaged in their profession, difficulties that are not to be surmounted by many apart from assistance from without. The isolation of the schools, the enforced financial limitations upon travel, and consequent inability to meet and remain in contact with trained observers long enough to assimilate their methods and their enthusiasm, are obstacles not to be removed by the mere willingness of the teachers to surmount them. I have reason also to believe

that the number of trained observers not only in the counties of Kings and Hants, but also in the province at large, is at present small, and this is a condition that will require years to change. The outlook for any rapid amelioration of existing conditions is therefore not bright. A plan, however, has occurred to me that, carried into execution, might furnish the requisite training to the teachers, assist them in carrying out the prescribed work in Nature Study by the method previously outlined, aid in the accumulation of knowledge about our country and be of real service to science.

There were, last year, in Kings County 126 schools, 120 of which are in session for the year. There is a very good road map of the county, from which an enlarged copy could be taken for every school section by the teacher located there. Where old roads have been abandoned, or new ones opened, corresponding alterations could be entered on the map. Observations could then be commenced by teacher and pupils. Brooks and small streams could be traced, dwellings located, areas of cultivated, pasture, barren, and forest land outlined, and pertinent facts about each recorded. The names of plants, animals, and minerals, or rocks, as far as these could be ascertained, could be written in at the locations where observed; and as information accumulated, classes of data could be aggregated upon duplicate plans, as previously suggested. Different subjects could then be assigned to the different grades, according to the stage of advancement, and the whole move on systematically and progressively.

If this plan were adopted, both teacher and pupils would be engaged for a part of their time in seeing things, or striving to see them, as they are. No matter what the objects studied may be, training in observation is being obtained by all. As the study of any subject proceeds, and the ground becomes more familiar, interest and enthusiasm usually follow; and this is even more true of Nature Study. With acquisition of knowledge, and growing interest, comes the necessity for books of reference, and confidence in the value of the prescribed course. The attainment improves the teaching power. The prescribed work is carried out in spirit, if not strictly in letter, and both teacher and pupil greatly benefited. * * * *

If the results to be achieved by this plan were no other than the training of teachers and pupils in observation, and their introduction to the knowledge of the wealth and wonder of their immediate surroundings, their value would still be sufficiently great to justify a determined effort to secure them. There is, however, an additional and wider use for the information so collected that should furnish to the teacher an additional and powerful stimulus.

There were in the County of Kings last year, in the common school grades, 4,303 pupils. In Nova Scotia there were 91,919. If these pupils, with their eager, inquisitive eyes, could be transformed into observers, and the observations accurately record-

ed,—adjectives are superfluous; the facts speak for themselves. If this mass of varied but condensed information could pass at definite stages, or stated intervals, into the hands of scientific men competent to combine and relate the facts thus recorded, the resulting generalizations would be of far more than local interest. The plan is susceptible of almost infinite geographical extension, with correspondingly large results, and its general adoption would bring into existence, within a few years, a body of detailed information far in excess of what is likely to be obtained in the same time by any other means, and of untold value as a contribution to the knowledge of our country and to the wider realm of science.

In reviewing the field for men to assist teachers in carrying out the plan, and to, partially at least, discuss the work done, the inspector appears to me to occupy the ideal position. He is personally acquainted with every portion of his district, and comes into immediate contact with every teacher twice during the year. In this contact is the opportunity for personal discussion of more difficult problems, for actual demonstration of Nature Study methods, and for communicating interest and enthusiasm, not possessed by any other individual. From his hands the maps and accompanying notes would naturally pass on to the superintendent of education, to be worked up by him, or brought to the notice of specialists in the different departments represented. The superintendent would be related to the inspectors of the province, and the inspectors to the teachers of their respective districts, as the teachers are to their several groups of pupils. As thus briefly outlined, an existing organization could be utilized for purposes of scientific investigation, the services of 100,000 workers in Nova Scotia alone could be enlisted, and the results of their work brought into the hands of eminent scientific men at home or abroad.

Already the personal efforts of the superintendent have secured the co-operation of quite a number of teachers, and presumably of their pupils also, in the carrying out of the "Local Nature Observations." The plan outlined would include what is being done at present, and secure in a systematic way a greater body of material. The success attending the present work demonstrates the feasibility of the larger plan, and gives assurance of the success that would attend its operation. . . .

I have a substitute plan of organization to offer to the teachers of Kings County, far inferior to the one above outlined and devised to meet present conditions only. Two years ago a Kings County branch of the N. S. Institute of Science was organized at Wolfville, its objects being mutual encouragement in scientific work, the dissemination of scientific information, and the investigation of the natural history of the county. If any desire to put the plan in operation in their schools, I will give what aid I can in suggestions, and endeavor to work up the minerals and rocks collected. County branches of the Institute of Science, though they

might furnish great encouragement and assistance, can never become so closely related to the teachers as the organization previously outlined. * * *

Possibly the means suggested to attain the ends desired may appear trivial to some. The objects to be used are the commonest, and they are frequently insignificant or worthless in their relation to practical life. The beginner in this study cannot see the beauty of adaptation or relation, or read the history of the earth from scenery and the rocky strata of the crust. The higher, fuller power comes only with years of patient observation and study, and those who have not the power must accept the authority of those who have already travelled the road before them. Trivial though it may appear in practice, no other road will serve in Nature Study; and one who will succeed may have to face scorn and opposition from all who have a narrower outlook. Conscientious service in a great calling, resolution to attain the best of which we are capable, and willingness to follow where others to whom we look up to point the way, will raise us above the petty obstacles that confront us and qualify for leadership.

In modern warfare the men are widely scattered along the firing line. Thus separated they lose the sense of mutual support, and common enthusiasm. The success of all none the less depends on obedience to orders, individual skill, and the grim and persistent determination to apply it. The conflict between education and ignorance is in full course, and fraught with untold import to the individual and the nation. The public school teachers are out along the firing line, and the nation's weal depends on how they do their duty. Moral and spiritual, as well as intellectual forces, are at their command, and their influence is second to that of no other class in the upbuilding of true manhood and womanhood.

Language, mathematics, history, are essentially human studies making for intellectual advancement. In nature we are considering a Creator's work, and this, if properly studied, must make for simplicity, purity, and a wholesome higher plane of living.

If you expect to have lessons learned, make them short.

A school inspector in England asked a child in a primary school to tell him as nearly as possible what he understood a pilgrim to be.

"A pilgrim is a man who goes about a good deal," was the reply.

This seemed not quite satisfactory to the inspector, and he said, "I 'go about a good deal,' but I am not a pilgrim."

"Please, sir, I mean a good man," was the eager addition.

One does not ordinarily look for a joke within the pages of a dictionary, but a Philadelphia paper finds a bit of humor in the *Century* under the word "Question." "To pop the question—see pop."

TEACHERS' INSTITUTES.

The annual meeting of Kings and Hants Counties Teachers' Institute was held at Kentville, April 8th and 9th, Inspector C. W. Roscoe, M. A., presiding, and delivering a cordial address of welcome to the 116 teachers who were present. A paper on arithmetic, by Miss Millett, of Port Williams, was followed by a lesson on Interest to a class of Grade VI. pupils, taught by Mr. F. W. Spinney, of Kentville.

Considerable discussion followed the paper read by Mr. C. C. Spinney, of Lower Canard, on Our School System, the opinion being held that more definiteness should be employed in teaching such subjects as penmanship, drawing, and reading.

Principal H. L. Brittain, of Horton Academy, followed with an illustrated lesson on penmanship. He preferred the Spenserian to the vertical system, and gave practical directions for teaching it. Mr. Chas. I. Macnab, of Windsor, read an interesting paper on Manual Training as a great adjunct to all intellectual studies.

The public meeting on the evening of the 8th was well attended, and addresses by Supt. MacKay and others, a paper on Nature Study, by Mr. L. C. Harlow, readings and music, made up an excellent and varied programme.

The second day's proceedings were marked by the practical character of the addresses and papers. Miss B. Smith of the Domestic Science Department of the Kentville schools, gave an example how she taught girls the mysteries of cooking; Prof. E. H. Haycock, of Acadia University, read a paper on Nature Study, which is published in this number of the REVIEW; and Mr. I. B. Oakes, of Wolfville, the N. S. examiner in Geometry, read a paper on that subject from the standpoint of the examiner.

The following were elected members of the executive:—Vice-President, W. J. Shields, Hantsport; Secretary-Treasurer, J. A. Smith, Windsor; and Miss Forbes, Windsor; Miss Yuill, Wolfville; R. W. Ford, Wolfville, and F. W. Spinney, Kentville. Seven delegates were chosen from each county to the Provincial Association which meets in Truro in the month of August.

The Teachers' Institute of Pictou and South Colchester, N. S., was held at Truro on the 8th and 9th of April. The gathering was a large one; and the occasion of the opening of the fine County Academy building at Truro, drew together many leading educationists in Nova Scotia. The opening took place on Tuesday evening, April 7th, Mayor Black presiding. Addresses were delivered by Rev. Dr. Forrest, President of Dalhousie; Rev. Dr. Trotter, President of Acadia; Wm. Cummings, Esq., Chairman of the Truro School Board; Dr. A. H. MacKay, Supt. of Education; Principal Soloan, Principal Campbell, T. B. Kidner, Esq., and Inspector E. L. Armstrong.

Inspector Armstrong presided at the sessions of the Institute and welcomed the teachers in an opening address. The meetings were held in the fine

assembly hall of the new Academy. Miss C. E. Davidson, of Truro, gave a lesson on Longfellow's Evangeline to a class of Grade VI. pupils, and Miss N. Connolly, of New Glasgow, one on Seeds and their Growth to a class of the same grade. Mr. L. C. Harlow read a paper on Nature work in the Common Schools, and Supt. Dr. MacKay followed with an address and spoke on the lines of school improvement and consolidation. Mr. J. E. Barteaux, of the Academy staff, read a paper on Mechanical Drawing, followed by Miss Ottie Smith of the Normal School, on Drawing in the common schools.

At the evening public session an interesting address was given by Prof. W. C. Murray, of Dalhousie University, on The Relation of Psychology to Education.

The last session was held on Thursday morning, when Miss Edna Mosher of Old Barns, Colchester County, taught a lesson to a class in Arithmetic.

The following officers for the executive were elected: E. L. Armstrong, ex-officio President; R. McLellan, Vice-President; J. T. McLeod, Sec'y-Treas.; W. R. Campbell, M.A., Principal of Truro schools; J. E. Barteaux, Truro Academy; C. B. Robinson, B.A., Pictou Academy; Miss C. MacLean, New Glasgow, and Miss Ida King, Alma.

CURRENT EVENTS.

The Canadian Northern Railway will lay over 500 miles of track this year in the Northwest Territories.

A railway across Australia, which will be of great importance in opening up the country to settlement, is to be completed in eight years. It will traverse the 1,500 miles of desert dividing South Australia from the settlements under its government on the northern coast, and is to effect a saving of twelve days time in the journey from Europe to Adelaide and Melbourne. The country along the route, though unfit for agriculture, is known to be rich in minerals.

Peace has been restored in Honduras and Nicaragua. In Venezuela and in Santo Domingo it seems as far off as ever.

In Morocco the situation is regarded as more serious than at any time since the beginning of the outbreak. The Sultan's forces have abandoned Melilla, an important Mediterranean seaport, and the port of Tetuan is besieged by the rebels. There is great excitement in all parts of the country.

The British forces in Somaliland have suffered a serious reverse. Both the strength of the enemy and the difficulties of campaign in a waterless desert seem to have been underestimated. It is feared that the effect will be bad, as it may lessen the confidence of the friendly tribes in the value of British protection.

The northern part of Somaliland, bordering on the Gulf of Aden, has been under British rule since 1884. The other side of the peninsula is under the Italian administration, or the native sultans have for the most part accepted the Italian protectorate.

West of the British and Italian spheres of influence, Abyssinia claims control. Mohammed Abdullah the religious leader whose power extends over most of the tribes along the border land between the Italian and Abyssinian territories, began raiding British territory in 1899; and, though more than once defeated, both by the British and by the Abyssinians, his power and prestige remained unabated. The fury of his sudden and often successful raids gives him the name of the Mad Mullah. Both Italy and Abyssinia recognize the need of putting an end to his power; but every failure in the attempt makes this a matter of greater difficulty.

The trouble in Macedonia may at any time end in war, in which Russia, Austria, and possibly other nations of Europe will be engaged. There are three parties in the strife,—the Turkish rulers, who would have things remain as they are; the Macedonian Christians, who hope for the same relief from Turkish rule as has been given to Crete; and the Albanians of the mountain regions, who regard both the others as intruders. Only foreign interference, it seems, can offer any hope of settling their differences.

King Edward, after being royally received in Portugal, visited Gibraltar and Malta, and then went to Rome, where he made an official visit to the King of Italy and a friendly visit to the Pope. From Italy he went to France, where most elaborate preparations had been made in honor of his coming. The royal visit is, no doubt, of some political significance, and may be taken as marking the beginning of more cordial relations with the French Republic, and, possibly, with its ally, the Emperor of all the Russias.

The St. Lawrence canals will be free of toll for the next two years, to encourage traffic by that route.

Pope Leo XIII. has reigned longer than St. Peter, and is, according to the accepted dates, the first in the history of the papacy to do so.

By a new edict, foreigners found within the territory of the United States of Venezuela are forbidden to take up arms in the domestic contentions of the republic. This means that foreign residents who take part in revolutions cannot claim foreign protection—a very reasonable provision; but it is perhaps the first time that in any country claiming to be civilized, the right of armed rebellion has been officially recognized as incident to citizenship.

A strike of ship laborers is now seriously crippling the trade of the port of Montreal. It may have the effect of diverting much of the trade to the lower provinces.

A large part of the little mining town of Frank, Alberta, has been destroyed by a slide of rock from the mountain top. The loss of life was not great, because there were few inhabitants; but the extent of the landslide was perhaps as great as that which brought such terror to the dwellers on the banks of the St. Lawrence in 1663.

SCHOOL AND COLLEGE.

Principal Geo. D. Blackadar, of Lockeport, N. S., has been appointed to a position in Yarmouth Academy. M. A. McLeod, lately principal of the Kentville Academy, has taken Mr. Blackadar's place in Lockeport.

Miss Myrtle Fowler, Gregg Settlement, Carleton County, N. B., is preparing to celebrate Empire Day by a flag raising. A Canadian ensign is to be purchased by the proceeds of an entertainment. What is done by one teacher can be done by others. There should be a flag waving over every school house on Empire Day. If this meets the eye of any teacher who has not already made preparation, set to work immediately. Some enterprising ratepayers will erect a flag pole. Order a flag. An enthusiastic teacher and willing scholars will see that the money is ready to pay for it when it comes.

Miss Ruth Reid and Miss Ebbett, teachers of the Centreville, N. B., school, held a "Conundrum" social to raise funds for the purchase of a flag, to be floated on Empire Day. Everybody—teachers, scholars, and the public—worked with enthusiasm, and sufficient money has been raised for the purpose. An Empire Day amateur entertainment will be given at the raising of the flag. Enthusiasm and getting people interested has worked wonders. And this will be the case in every community, if the proper steps be taken.

Miss Marion Wathen, the energetic teacher of the Kindergarten at Charlottetown, P. E. I., proposes to hold a series of meetings for mothers, taking some topic for discussion that will be helpful for all. Miss Wathen opened the series by an original paper explaining away some common objections to the Kindergarten.

The report of a recent meeting of the Yarmouth School Board, as published in the *Herald*, is good reading. As the various applications of the teachers for an increase of salary came up they were promptly considered and promptly granted. This is business-like and generous; and the example of Yarmouth's energetic board might be followed in some larger and in many smaller communities.

The teachers of the Albert County Union have signed an agreement not to underbid another teacher, not to accept a school at a lower salary than the last teacher had, and fixing the minimum at \$275 a year for first-class males, \$200 for second-class males, \$150 for first-class females, and \$130 for second-class females. Surely these salaries are low enough, says the *Chatham World*. Yes, they are too small, for the reason that many school boards will read "maximum" instead of "minimum."

A school concert was recently held in Forest City, N. B., under the direction of Mr. John M. Keefe. The sum realized was \$11.25, for which sum a new school flag has been procured. This school has recently been supplied with new slate blackboards at a cost of \$60.

Miss Iva A. Yerxa and Miss Amy Iddiols left St. John for South Africa during the latter part of April to undertake their duties as teachers. Before leaving they were pre-

sented with an address and entertained at a social reunion by the St. John Teachers' Association, and departed carrying with them the wishes of many friends for their success.

Mr. James Barry, for many years principal of St. Malachi's school, St. John, has been appointed inspector of weights and measures in that city in the place of the late J. B. Wilmot, at a salary of \$1,200 a year. Mr. Barry's excellent reputation as a teacher, and his careful and business-like habits, will fit him for the duties and responsibilities of his new office.

It is pitiful to read that teachers in New Brunswick must purchase desks and books for the school by means of "pie socials."—*Quebec Educational Record*.

Well, yes, but then they go about it in a live kind of way, Mr. Record; and where is the harm so long as there's an appetite for work and the pies are digestible? It is better than educational torpor and want.

The Atlantic Province students who have been studying at Chicago, Cornell and Columbia Universities have returned, and have been making preparations to start the MacDonald schools in these provinces. Mr. Percy J. Shaw has been inspecting a site near Truro, N. S., for the rural school gardens; Mr. W. D. Hamilton has visited Kingston, N. B., where the consolidated school is to be established; and Mr. Brittain has removed his family from Fredericton to Woodstock, which will be his headquarters for the rural schools to be formed in Carleton County. All the Canadian teachers for these schools are now taking a short course at Guelph, Ontario.

The teachers at Forest Glen, Westmorland County Gustavus A. Colpitts and Miss H. C. Welling, held an entertainment and social on Saturday evening, May 2. The sum of \$43.75 was raised, which will be used for laying a sidewalk to the school house.

The students at McGill University from the Atlantic Provinces have, as usual, made an excellent record for themselves during the year just closed. Among those taking high honors are the names of Wm. O. Raymond, son of the Rev. Dr. Raymond, of St. John, Miss Katherine Wisdom and Miss Marion Belyea.

RECENT BOOKS.

PRIMARY HISTORY READER. Cloth Pages 136. Macmillan & Co., London.

This is a collection of stories from English history suitable for children of the third or fourth grade; illustrated.

AN ENGLISH GRAMMAR. By Rev. S. Claud Tickell, A.K.C. Paper. Pages 59. Price 2s. O. Newnham & Co., London.

This grammar, which aims only to be functional, presents an exhaustive scheme for analysis and parsing; and for advanced students affords tests for the complete grammatical and logical mastery of sentences.

AN INTRODUCTION TO THE HISTORY OF WESTERN EUROPE. By Prof. James Harvey Robinson of Columbia University. Cloth. Pages 714. Ginn & Company, Boston.

Western Europe is an extensive field for a historian to cover even in an introduction, but an examination of the book cannot fail to impress one with the wealth of learning and research which the author has brought to bear on his subject. Of course only the principal historical events and personages are used by the author in developing his treatment of the main subject—the development of European culture; and these he has used with rare judgment and a good sense of proportion. The life and work of a few men of undoubted first importance, such as Gregory the Great, Charlemagne, Abelard, St. Francis, Petrarch, Luther, Erasmus, Voltaire, Napoleon and Bismarck, have been treated with considerable fulness and care, proportionate to the share they took in making history. The book is just such a one as the busy student has been waiting for, to give him a connected and well balanced view of the history of Europe. Moreover, it puts the student on the track to study history aright.

Chaucer's THE PROLOGUE. Edited by Alfred W. Pollard. Cloth. Price 2s. 6d. Pages 216. Macmillan & Company, London.

This will be found a very useful book to the student who wishes to study Chaucer intelligently and with pleasure to himself. In addition to a very full introduction, giving the life of Chaucer, an estimate of his poetry and the framework of the Canterbury Tales, there is a very succinct treatment of Chaucer's language and versification, with a full glossary and notes. Many of the latter are quaintly illustrated. The book impresses one as being the best attempt yet made to render interesting to young people this grand old English poet.

Hugo's LES MISERABLES. Edited with Introduction and Notes by O. B. Super. Cloth. Pages 349. D. C. Heath & Co., Boston.

In this edition the story of Jean Valjean, and incidentally that of Marius and Cosette, are given in considerable detail. The scarcity of notes leaves to the student the pleasure of conquering difficulties for himself.

A SCHOOL GEOMETRY, Parts I. and II. By H. S. Hall, M.A., and F. H. Stevens, M.A. Cloth. Pages 140. Macmillan & Company, London.

Part one deals with lines and angles; rectilinear figures. Part two deals with areas of rectilinear figures. The examples are numerous and carefully arranged.

Corrections of the April Journal of Education, 1903, Nova Scotia.

On page 100: The Summer School of Science opens at Chatham on 21st July instead of August 21.

On page 101: The District School Board of Richmond will meet on 16th July instead of June 4th.

A. H. MACKAY,
Superintendent of Education.

Education Office, Halifax, N. S., 5th May, 1903.

If you are a total abstainer this company will offer you advantages which no other man can get and which no other company can offer. We know that we can show you how to make money out of your abstinence.

Send us a card stating your age next birthday and we will send you some information which we are sure will interest you.

The Manufacturers' Life Insurance Company, Toronto.
Business in Force, over \$30,000,000.

The E. R. MACHUM CO., Ltd., ST. JOHN, N. B.

Managers for Maritime Provinces.

AGENTS WANTED.

Know
the
Maritime
Provinces

Your
Own
Line

— THE —
Intercolonial Railway's
PUBLICATION

Contains valuable information for teachers and students regarding the country traversed by its rails.

Write to—
JNO M. LYONS,
General Passenger and Ticket Agent,
Moncton.

GOOD TEACHERS

by taking one of our courses are made

BETTER TEACHERS

but those who take both Business and Shorthand courses are the

BEST TEACHERS.

Our Free Calendar tells all about them.

KAULBACH & SCHURMAN,
CHARTERED ACCOUNTANTS,

MARITIME BUSINESS COLLEGE,
HALIFAX, N. S.



FOR WOMEN

FOR SALE BY
FRANCIS & VAUGHAN, - ST. JOHN, N. B.

THE EDUCATIONAL REVIEW

Should be read by every teacher in the Atlantic Provinces.

Subscriptions may begin at any time.
\$1 for One Year. 50 Cents for Six Months.

SEVENTEENTH SESSION

.... OF

Summer School of Science

.... FOR THE

MARITIME PROVINCES OF CANADA

.... MEETS AT

CHATHAM, N. B., July 21st
to August 7th, 1903.

13 Courses in Science, Literature, Etc.

TUITION FEE, to include all classes, \$2.50. Inexpensive Living. For Circular containing full information address the Secretary,

J. D. SEAMAN,
Charlottetown, P. E. I.

CHEERFUL SURROUNDINGS

Give life and zest to all work in the school-room and make little folks like to come to school. This is the time to brighten up your school-rooms. If you want the walls papered

REMEMBER That you can get from us a beautiful paper cheaper than ever before. Send size of school-room, number of windows and doors and their sizes (this is a good exercise in arithmetic for scholars) and we will send cost and samples. Get our figures for

WINDOW SHADES We can supply excellent ones at reasonable prices.
PICTURES FRAMED.

MAPS mounted on spring rollers, and all work of that kind done promptly.

Send your orders to F. E. HOLMAN & CO., 52 King Street, St. John, N. B.

EASY FRENCH: A Reader for Beginners. By Wm. B. Snow and Chas. P. LeBon. Cloth. Pages 152. D. C. Heath & Co., Boston.

The book is very well suited to the needs of beginners. The stories are easy and of a kind to interest young readers; and this interest is used as a basis to give the pupil a grasp of the language and of elementary grammatical principles.

An ingenious and striking advertising suggestion to school advertisers is to be found in the neat little book issued by Chas. Scribner's Sons, Publishers, New York, entitled Scribner's Private School Primer. It contains facsimile pages of old family primers; and it is interesting to contrast the odd illustrations and precepts of bygone years with the artistic children's books of today.

MAY MAGAZINES.

The May number of the *Canadian Magazine* opens the 21st volume—an exceptional achievement in the history of magazines in Canada. There are some excellent stories by such authors as W. A. Fraser, Theodore Roberts, Mark Sweeten Wade and Albert R. Carman. Dr. Hannay's instalment of the War of 1812 is embellished with maps and photographs.... The *Atlantic Monthly* commemorates the coming centenary of Emerson with an article on Emerson as a Religious Influence. Mary Moss writes about the Evolution of the Trained Nurse, discussing her duties, privileges, qualifications (and some disqualifications), and there are other interesting articles, with fiction, poetry, etc., making up an unusually interesting number of this sterling magazine.... The *Living Age* for May 9 is full of timely articles. Professor H. H. Turner of Oxford replies to Dr. Wallace on "Man's Place in the Universe;" Prof. Harnack comments on "The Kaiser's Letter on Christ and Revelation;" there is a view of Mr. Chamberlain's career from *Blackwood's Magazine*; and a discussion of "The Unrest in the Balkans," by the Roumanian ex-Minister of Public Instruction, the Vice-President of the Central Macedonian Committee and the President of the Cretan Chamber of Deputies.... The April number of *Acadiensis*, David Russell Jack, St. John, editor, has an excellent and varied table of contents, including articles on the U. E. Loyalist Settlers of Upper St. Lawrence, Historic Sites in Canada, Indians of St. John Island, The Sea Cow Fishery, an illustrated Sketch of the Royal Kennebecasis Yacht Club, with other interesting and valuable articles of local and Canadian importance.... How can we bring parents and teachers into closer relations with each other, and the beneficial results of such alliance, are the points in a paper on Childhood, by Mrs. Theodore W. Birney in the May *Delineator*. It is certain that until parents and teachers become better acquainted an improvement in the condition of home and school will not result. Co-operation between parent and teacher may take the form of unions or clubs; and where such effective means of bringing them together are employed, the needs of children may be discussed to advantage. The article includes a list of questions regarding food, clothing, care of skin, exercise, sleep, etc., in their relation to the child, about which parents and teachers may concern themselves in joint conferences.

EDUCATIONAL DEPARTMENT, N. B.

Official Notices.

I. SCHOOL YEAR, 1902-3 — NUMBER OF TEACHING DAYS

The number of teaching days for school year ending June 30th, 1903, is as follows: Ordinary Districts, 215; Districts having eight weeks' summer vacation, 205; the City of St. John, 204.

For the Term ending June 30th, 1903, the number of teaching days is 123 in all districts except in the City of St. John, where the number is 122.

II. DEPARTMENTAL EXAMINATIONS.

a. Closing Examinations for License.—The closing Examinations for License, and for Advance of Class, will be held at the Normal School, Fredericton, and at the Grammar School buildings, in St. John and Chatham, beginning on Tuesday, the 9th day of June, 1903.

The English Literature required for First-Class candidates is Shakespeare's "Merchant of Venice," and selections from Keats, Shelley, and Byron as found in Select Poems, used in High Schools.

b. Normal School Entrance Examinations and Preliminary Examinations for Advance of Class.—These examinations will be held at the usual stations throughout the Province, beginning on Tuesday, July 7th, at 9 o'clock a.m.

The requirements for the several classes will be found on pages 115 and 116 of the School Manual.

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

c. Leaving Examinations.—Held at the same time and stations as the Entrance Examinations.

These examinations are based on the requirements of the Course of Study for Grammar and High Schools as given in the Syllabus for Grades IX, X and XI.

The subjects for the Leaving Examinations shall consist of English Language, English Literature, History and Geography, Arithmetic and Book-keeping, Algebra, Geometry, Botany and Agriculture, with any two of the following: Physics, Chemistry, Physiology, Latin, Greek, French—(Nine papers in all).

d. Matriculation Examinations.—Held at the same time and stations as the Entrance Examinations. The Matriculation Examinations are also based on the requirements of the Course of Study for Grammar and High Schools as given in the Syllabus for Grades IX, X, XI.

All candidates for Matriculation shall take the following subjects: Latin, Arithmetic and Algebra, Geometry, History and Geography, English Language, English Literature, Chemistry; also, either Greek or French and Natural History.

All candidates for the Matriculation and Leaving Examinations must send in their applications to the Inspector within whose inspectorate they propose to be examined, not later than the 24th day of May. A fee of two dollars must accompany each application. Forms of application may be obtained from the Inspectors or from the Education Office.

The English Literature Subjects for the Matriculation and Leaving Examinations will be the same as for the First-Class Candidates at the Closing Examinations.

Examinations for Superior School License will be held both at the June and July examinations.

The First Book of Caesar's Gallic War will be required in both cases. The Mathematical Paper will be based on Wentworth's Trigonometry and F. H. Stevens' Mensuration for Beginners.

e. High School Entrance Examinations.—These examinations will be held at the several Grammar and other High Schools, beginning on Monday, June 22nd, at 9 o'clock, a.m. Under the provisions of Regulation 46, question papers will be provided by the Department. The principals of the Grammar and High Schools are requested to notify the Chief Superintendent not later than June 1st as to the probable number of candidates.

For further details in regard to the Departmental Examinations see School Manual, Regulations 31, 32, 45 and 46.

III. EMPIRE DAY.

The attention of School Trustees and Teachers is especially directed to Regulation 47, School Manual, in reference to the observance of Empire Day, on the 22nd of May. In harmony with the spirit of Regulation 47, I strongly recommend that a part of the exercises of the day shall be devoted to the inculcation of the duties of citizenship, the sacredness of the ballot, and the obligations resting upon all citizens to guard and promote purity in public affairs.

IV. LICENSES ISSUED PRIOR TO 1872.

The Board of Education has ordered as follows:

That regulation 30 be annulled; and that all Teachers' Licenses issued by the authority of the Board of Education prior to January 15th, 1872, shall cease to be valid on and after the first day of July, 1903; provided, however, that the Chief Superintendent shall have authority to renew from year to year thereafter, in his discretion, any such license the holder of which is shown to be a person capable of rendering effective service as a teacher.

J. R. INCH,
Education Office,
March 25th, 1903.

J. R. INCH,
Chief Supt. of Education.

RHODES, CURRY & CO., Ltd.,

.... MANUFACTURERS OF ...

School Desks, Teachers' Desks, Church,
Bank, Store and Office Fittings

BUILDING MATERIALS GENERALLY.

AMHERST, N. S.

Branches at HALIFAX and SYDNEY.

HARVARD UNIVERSITY.

The Summer School of Arts and Sciences

offers 83 courses of instruction in Sanskrit, Greek, Latin, English, German, French, Spanish, Russian, Public Speaking, History and Government, Economics, Psychology, Education, Theory of Design, Drawing, Music, Mathematics, Surveying, Shopwork, Physics, Chemistry, Botany, Geology, Geography, and Physical Education. The courses are designed for teachers, but are open to all qualified men and women. *July 6 to August 14, 1903.* Reduced railway rates on account of the meeting of the National Educational Association in Boston. The Announcement and detailed information will be sent on application to J. L. Love, 16 University Hall, Cambridge, Mass.

N. S. SHALER,
Chairman.

SUMMER SESSION CORNELL UNIVERSITY

July 6 to August 15, 1903.

98 COURSES IN 23 DEPARTMENTS

Including a Summer School of Geography.

SINGLE TUITION FEE OF \$25. Inexpensive Living. For Circular and Book of Views, address THE REGISTRAR, Cornell University, Ithaca, N. Y.

CANADIAN HISTORY READINGS

May be used as supplementary to readings in Canadian History. Over 350 pages from interesting and important topics. Price, \$1.00.

SEND TO

Educational Review, St. John, N. B.

CANADIAN PACIFIC

Commencing Feb. 15th and until Jun. 15th, 1903.
SPECIAL COLONIST RATES

To North Pacific Coast
and Kootenay Points

FROM ST. JOHN, N. B.,

TO NELSON, B. C.
TRAIL, B. C.
ROSSLAND, B. C.
GREENWOOD, B. C.
MIDWAY, B. C.
VANCOUVER, B. C.
VICTORIA, B. C.
NEW WESTMINSTER, B. C.
SEATTLE & TACOMA, WASH.
PORTLAND, ORE.

\$56.50

Proportionate Rates to from and other points
Also Rates to points in COLORADO, IDAHO,
UTAH, MONTANA, WASHINGTON
and CALIFORNIA.

For full particulars call on

W. H. C. McKAY, Ticket Agent,
Or write to C. B. FOSTER,
D.P.A., C.P.R., St. John, N.B.

Morang's • Modern • Text - Books.

OUR HOME AND ITS SURROUNDINGS.

A First Book of Geography.

Crown 8vo. With Colored Maps and 131 Illustrations. Price 40 cents.
Authorized by the Minister of Education to be used as a Geography and Reader in the Junior Forms of the Public Schools of Ontario.
And authorized by the Advisory Board for use in Manitoba.

MORANG'S MODERN GEOGRAPHY.

Part I—Our Home and its Surroundings.
Part II—Our Earth as a Whole.

Crown 8vo., 426 pages, 479 illustrations, 21 Colored Maps, and 7 Relief Maps.
Price 75 cents.

Authorized for use in Ontario and in Manitoba.

MORANG'S MODERN ENGLISH GRAMMAR.

By H. G. Buehler.

Edited for Canadian Schools (with Historical Appendix)
By Pelham Edgar, Ph.D.

Crown 8vo., 366 pages (14 pages of Extracts for Analysis). Price, 60 cents.
Authorized by the Minister of Education for use in the Public Schools of Ontario.

THE ROMANCE OF CANADIAN HISTORY.

From the Works of Francis Parkman.

Edited and annotated by Prof. Edgar, Victoria University, Toronto.
Crown 8vo., cloth. Price \$1.50.

Specimen Copies sent Free by Mail on Receipt of Price.

TORONTO: GEORGE N. MORANG & CO., LIMITED.

MUTUAL LIFE

OF CANADA.

THIRTY-SECOND YEAR.

POLICY HOLDERS Constitute
the Company and entire
Profits are theirs.

Business in Force, \$32,000,000.

For Rates, etc., Apply to

E. M. SIPPRELL,
Box 330. SAINT JOHN, N. B.

FLAGS.

Dominion Ensigns, as per official
Superintendent, of January 2nd, 1900.

...Also British and St. George's
Ensigns, and Fort and
Union Jacks of all sizes.

Flags With Special Designs Made to Order.

A. W. ADAMS,

North Market Wharf, - St. John, N. B.

DOMNION ATLANTIC RAILWAY.

Royal Mail Steamship "YARMOUTH," 1,542
Gross Tonnage. ST JOHN AND DIGBY.

Leaves ST. JOHN Mon., Wed., Thurs, Sat., at
7.45 a. m. arriving in Digby at 10.45 a. m., making
close connection with Express Trains for Halifax
and Yarmouth.

Returning, leaves Digby Mon., Wed., Thurs.,
Sat., at 2 p. m. Arrives at St. John 5.00 p. m.

Royal and U. S. Mail Steamship "BOSTON"
leaves Yarmouth Wed., Sat., on arrival of Ex-
press Train from Halifax, arriving in Boston early
next morning. Returning, leaves Lewis Wharf,
Boston, Tues., Fri., at 2 p. m.

The S. S. "PERCY CANN" will make daily
trips between Kingsport and Parrsboro.

Parlor Cars are attached to Express Trains
running between Halifax and Yarmouth, where
connection is made with the Halifax and Yar-
mouth Railway.

For all information, folders, plans of stateroom
accommodation, exquisitely illustrated guide
books, tourist pamphlets, etc., gratis and post
free, apply to Dominion Atlantic Railway Office,
14 Prince William Street, or New Pier, Reed's
Point, St. John.

P. GIFKINS,

Kentville, N. S.

Gen'l Manager.

BARNES & Co.

Stationers,
Booksellers,

FANCY STATIONERY, BLANK BOOKS
LEAD PENCILS, of all kinds.

P. O. BOX 44.

84 PRINCE WILLIAM ST.,

SAINT JOHN, N. B.

SLATE BLACKBOARDS.

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

W. H. THORNE & CO, Limited

HARDWARE MERCHANTS,

Market Square, SAINT JOHN, N. B.

The Standard of the World

IN the manufacture of School
Furniture we are many laps
ahead of our competitors.
For durability, honesty of construction
and superior points of merit, our goods
**EXCEL ANYTHING IN THE
SCHOOL FURNITURE LINE.**

Our New Patent "Ball Bearing" School
Desks lead all others. They are absolutely
the ONLY School Desks ever made having
a **Permanently Noiseless Ball Bearing
Seat Hinge.**

This device is NOT an experiment,
but has been thoroughly tested, and
its practicability proved.

Our Combination "Ball Bearing"
Adjustable School Desk is the **great-
est success ever achieved in School
Desk construction.**

The time has passed when students must adjust themselves to
fit the desks. Health and comfort demand that the desks should
adjust themselves to fit the students.

That is why our Adjustable Desk should
be in every school room in the land.

Write for Catalogue.

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

CHEMICALS

... AND ...

CHEMICAL APPARATUS

SUPPLIED TO SCHOOLS AND TEACHERS ON
FAVORABLE TERMS.

BROWN & WEBB

Wholesale Druggists, HALIFAX, N. S.

The Canadian History Readings

will be sent to subscribers of the
REVIEW, whose subscriptions
are paid in advance, for the
reduced price of

75 CENTS.

Address,

Educational Review, St. John, N. B.