

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

Vol. XIV. No. 2-3.

ST. JOHN, N. B., JULY-AUGUST, 1900.

WHOLE NUMBER, 158-9.

Holidays Over Now For School!

We have a Full Supply of all the New Text ... **New Readers** Books, including the from the First Primer to the Fourth Reader. Among the New Books is **Todhunter & Loney's Algebra for Beginners**. Containing 430 pages. Price 75 cents.

SCHOOLS that have not **Wall Maps** ... put in the latest should do so at once. Trustees and teachers would do well to see that this was done.

SEND for the Home Reference and **Pocket Atlas of the World** Containing Colored Maps of all the Provinces in Canada. Price 25 cents.

J. & A. McMILLAN,

Booksellers and Stationers,

98 Prince William Street,

SAINT JOHN, N. B.

DALHOUSIE COLLEGE, HALIFAX, N. S.

FACULTY OF LAW.

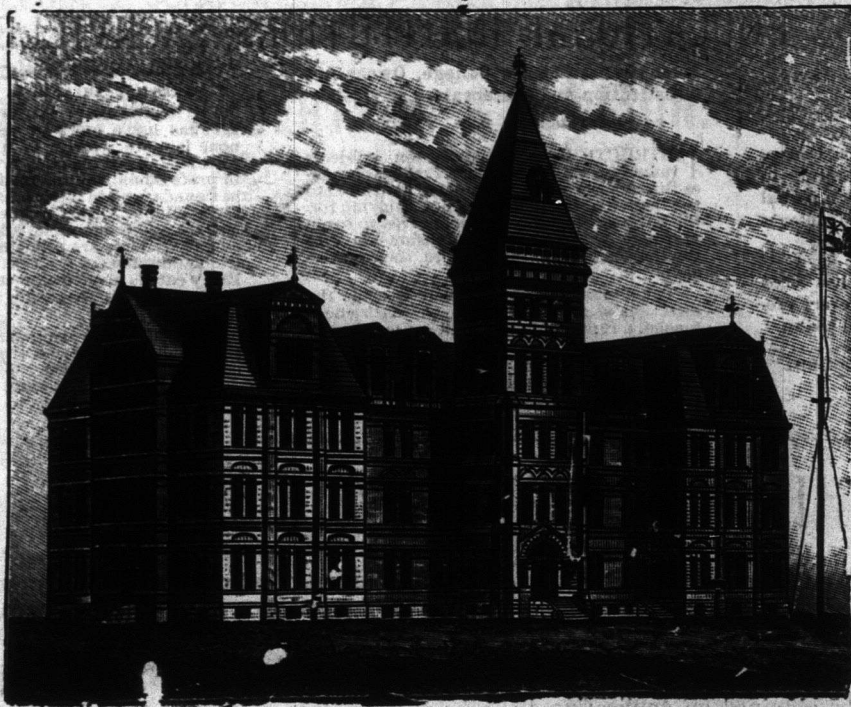
Session begins
August 30th,
1899.

FACULTIES OF ARTS & SCIENCE

Session begins
September - - 5th.
1899.

FACULTY OF MEDICINE.

Session begins
September, 1899.



BURSARIES.

The following Bursaries will be offered in September, 1899.

5 Bursaries of \$40
2 Scholarships
of \$120

Mackenzie Bursary
of \$200.

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.

A FAIR OFFER: If there is a teacher in Canada who doubts the efficacy of the De Brisay Analytical Method let him avail himself of the following offer: "We guarantee to refund the fee for our Latin or French course to any student who, on completing our 2nd book shall be dissatisfied with his progress." Thorough courses by mail Circulars free.



Academie de Brisay,
Toronto.

For Sale ... at a ... bargain

SMALL SLATE BLACKBOARD, 2x3/4 feet, of fine quality, mounted on easel suitable for teacher's platform. Price, \$2.00.

A few DIAMOND POINT FOUNTAIN PENS to close consignment, at 50 cents each.

AN ENCYCLOPEDIA OF EDUCATION, admirable for the student or teacher. \$2.25.

RAND & McNALLY'S ENCYCLOPEDIA AND GAZETTEER, useful for reference. \$3.25

Delivered free on receipt
... of price ...

G. U. HAY,
32 Wellington Row. St. John, N. B.

ONE CENT

is all it will cost you for a post-card on which to write for full particulars of—

FREDERICTON BUSINESS COLLEGE

The only institution between Ottawa and Halifax in affiliation with the Business Educators' Association of Canada.

Address— **W. J. OSBORNE,**
FREDERICTON, N. B. PRINCIPAL.

HYLOPLATE BLACKBOARD.

WHAT IT IS: A PRODUCT of wood pulp, which, with cements, is made into large slabs by pressure. The slabs are uniform in thickness and can be obtained in pieces as long as 12 feet, and 3 or 4 feet wide. The writing surface is the best Liquid Slating, and will not have to be renewed for many years. It takes chalk properly and the erasing is easy and perfect.

WHY IT IS THE BEST: BECAUSE it will last as long as the schoolhouse and will not warp, crack or split. Anyone who can drive a nail can put up Hyloplate. It is light to handle and does not break in shipment or when putting it up. It is only half the price of slate besides the great saving in freight and breakage.

For full particulars and price address,

THE STEINBERGER HENDRY CO., LIMITED, SCHOOL FURNISHERS

37 RICHMOND STREET, WEST, - - - - - TORONTO, ONT.

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 1899-1900 begins Sept. 21st.

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.

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.

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

Expenses very moderate.

For particulars apply to the Principal.

McGILL UNIVERSITY, Montreal.

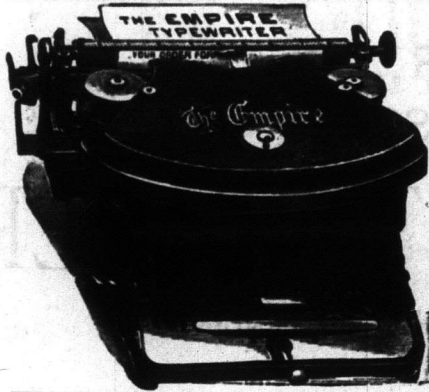
THE CURRICULUM comprises courses in Arts, Applied Science, Medicine, Law, Veterinary Science

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.

FOURTEEN EXHIBITIONS IN THE FIRST YEAR (value from \$90 to \$200) will be offered in competition at the opening of the Session, September, 1900. Copies of the Circular giving full particulars of subjects required, etc., can be obtained on application to

(Address McGill College, Montreal.)

W. VAUGHAN, REGISTRAR.



The EMPIRE TYPEWRITER

Visible Writing and Durability,
Two of its Greatest Features.

EQUAL TO ANY MACHINE IN THE MARKET.

Price now, **\$60.00.** * Why pay **\$125.00?**

SEND FOR CATALOGUE

HERBERT C. TILLEY, General Agent,

47 Canterbury Street, SAINT JOHN, N. B.

ACADIA UNIVERSITY. HORTON ACADEMY. + ACADIA SEMINARY.

The Academy prepares for University Matriculation, or for entrance upon Commercial, Mechanical or Agricultural life. Its well equipped Manual Training Department and the N. S. School of Horticulture, in its immediate neighborhood, give it exceptional advantages.

The Seminary provides a thorough Literary training which prepares for Provincial

For Calendar giving full information, write to

Certificates or advanced standing in the University.

First Class instruction in Piano, Vocal and instrumental Music, Painting and Drawing, Elocution, Shorthand and Typewriting are provided.

The Building is First Class in all its appointments and provides young women with a beautiful and comfortable home.

The College provides a strong Arts Course, with a large number of options after the Second year.

The character of the work done is shown by the large number of its graduates filling important places in the Dominion of Canada and the United States.

A. COHOON, Sec. Ex. Committee, Wolfville, N. S.

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 students. 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.

MANCHESTER, ROBERTSON & ALLISON, 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.

Chemical Apparatus

RE-AGENTS

Supplied to Teachers and Schools on favorable terms, by

BROWN & WEBB,
Halifax.

Physical and other Apparatus Imported to Order.

Canadian History Leaflet No. X.

HAVE you used these Leaflets for Supplementary Reading in your school? If not begin now with them. Price, \$1.00 for the whole series of 12 numbers. Ten cents each.

ADDRESS:

Educational Review, St. John, N. B.

SPECIAL SUMMER TERM

— AT —

Mack College

— OF —

Business and Shorthand.

QUEEN BUILDING,
TRURO, N. S.

FOR PARTICULARS,
ADDRESS:

Principal.



DIAMONDS & OPALS

Gold Chains, Bracelets
Watches, Sterling Silver
Goods at

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

NEW READER FOR...
ELEMENTARY CLASSES.

THE EMPIRE INFANT READER.

ILLUSTRATED AND COLORED PLATE. CLOTH BINDING.
PRICE 15 CENTS EACH.

Single Sample Copy will be sent to any teacher on receipt of 10cts.

... Empire Series of Readers ...

Primer, Part 1,	8 cts each.	Infant Reader,	15 cts each.
Primer, Part 2,	10 " "	Reader No. 1,	In press.

A. & W. MacKinlay, PUBLISHERS. Halifax, N. S.

BOOKS FOR THE TEACHER AND PUPIL.

School Day Melodies, "Tonic-Sol-Fa," by Ada F. Ryan, G.T.S.C.

Part 1 for Grades 4, 5 and 6, Price 10 cents.

Part 2 for Grades 7, 8 and 9, Price 10 cents.

The Song-Teachers' Guide, "Tonic-Sol-Fa," by Ada F. Ryan.

Price, 30 cents.

Academic Arithmetic, being part IV of the Progressive School Series of Arithmetics, by W. T. Kennedy and Peter O'Hearn.

Price 40 cents.

T. C. ALLEN & COMPANY, HALIFAX, N. S.

Headquarters for
All Kinds of **School Supplies.**

TWENTY-EIGHT PAGES.

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., JULY-AUGUST, 1900.

\$1.00 PER YEAR.

G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia

THE EDUCATIONAL REVIEW.

Office, 32 Wellington Row, St. John, N. B. (Telephone No. 1209.)

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

CONTENTS:

EDITORIAL NOTES.....	33
EDITORIAL—The College Summer School—Rambles through Forest, Lake and River.....	34-36
EDUCATIONAL CONVENTIONS—Summer School of Science—Educa- tional Institute of N. B.—American Institute of Instruction..	36-41
W. R. Campbell, M. A. (with photo).....	41
SELECTED—In the Country School—Literature in Country Schools— First Lessons in Primary Work—Better Teaching—Why Some Teachers Do Succeed—How She Succeeded—Six Things a Boy Should Know.....	42-46
NATURE STUDY—Suggestions.....	47
The Heavens in August.....	48
HOME AND SCHOOL.....	48
CURRENT EVENTS.....	49-51
KINDERGARTEN AND PRIMARY DEPARTMENT.....	51-52
SCHOOL AND COLLEGE.....	52
Recent Books—Literary Notes—August Magazines.....	53
NEW ADVERTISEMENTS— J. & A. McMillan, p. 1—Supplementary Readings, p. 55.—Uni- versity of Chicago, p. 54.—Charlotte County Teachers' Insti- tute, p. 54.	

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.

AN INDEX to volume thirteen of the *REVIEW* is published with this number.

Look out for the new Supplementary Reading book for lower grades—"Fairy Tales and Fables"—soon to be published by Messrs. A. & W. MacKinlay, Halifax.

Is there a library in connection with your school? If not, start one this year if it only consists of a dozen books, and manage it on business principles.

We hope our readers have had a pleasant vacation, and that the work of the year which they are about entering upon will give better educational results than any previous year. It rests with themselves to do this.

WHAT are you as a teacher going to do this year for your scholars and the community to encourage a taste for good sound literature? In addition to a library you may be able to start a reading circle.

MR. KIDNER, director of the McDonald Manual Training School at Truro, gave an excellent address at the Summer School at Bear River, in which he spoke of the educational aspects of manual training.

WE INVITE attention to the suggestions on Nature Study in this number. We would like to make the *REVIEW* more valuable this year than ever to our readers not only on this subject but others. We invite teachers to suggest questions and topics for our 'Round Table Talks and for the Primary School and Busy Work columns. If you don't find what you want in the *REVIEW* ask for it.

Do you intend to make your school premises and your surroundings better and more fully equipped at the end of the year than you found them at the beginning? If so, that will convince the trustees that you are the right man or woman to teach their school; and this will do more to solve the questions of permanency and better salaries for teachers than acres of foolscap covered with the most ingenious and convincing arguments.

THE meeting of the American Institute of Instruction in Halifax was an event of more than ordinary interest to our teachers. There was an enrolment of over 500, of whom 214 were from Nova Scotia, 8 from the other provinces, and the remainder from the New England States. The city and provincial governments contributed liberally to the entertainment of the visitors, the weather was perfect, and the exchange of friendly sentiment delightful. Hosts and guests were equally entertained and benefited by the reciprocity of ideas and courtesies. The complimentary concert in the Public Gardens and the excursion on the "Stanley" will long be remembered as delightful experiences.

After the close of the meetings, a few of the American teachers remained a few days in Halifax and other parts of Nova Scotia, but a large number spent the remainder of their holidays in one or other of the many charming summer resorts of New Brunswick and Prince Edward Island.

The College Summer School.

In good health the wisest recreation is a change of work. That the consequences of complete cessation from mental work for a long period each year may be serious is recognized by the great universities. Harvard has a six weeks' course attended by about six hundred students annually. Instruction is given in English, mathematics, classics, gymnastics, physics, the natural sciences and in many other subjects. The student is strongly recommended to confine himself or herself to one subject. In many instances the subject taken may be counted as equivalent to a half course at Harvard. But the fees and the cost of living at Cambridge make the Harvard Summer School too great an expense for many. Our Summer School of Science for the Atlantic Provinces, which has met for two weeks during many summers in some of the most picturesque parts of the Maritime Provinces, does good work in the stimulus it gives to teachers in natural science and other subjects. The fortnight's recreation is pleasant, and what with the changes of place of meeting and the excursions, the teacher's knowledge of the resources of our native land is increased.

Many of our best teachers are anxious to study mathematics, the modern languages, etc., during a portion of the summer months. After the school term is ended and they have taken some needed rest, they find all the colleges in our provinces closed. Many of the professors are enjoying a five months' vacation. The scientific apparatus and the libraries are rarely visited except by the janitors who come to brush off the long-settled dust. To the teacher who spends the long winter in performing important, but tedious and often thankless tasks, the maritime colleges are absolutely closed. Yet among the thousands who are thus excluded are bright and receptive intellects, the training of which would add greatly to the reputation of the college in every part of the Maritime Provinces. Harvard greatly extends her influence by banding her summer students into the Harvard Teachers' Association. Any maritime college which opened its doors for four weeks to the teachers of the provinces would secure the adherence of those who influence the choice of our future college students.

It is of great importance, moreover, to the country that our teachers should be ever progressing in exactness of scholarship. The governments of the provinces would not fail to understand the importance of a movement which would tend to prevent the annual lapse of its employees into mental atrophy; but would spread higher ideals of scholarship and culture. Those who would use their means to promote the public good, could

hardly find a better investment than in enabling one or more of our colleges to open the doors for a month in the long vacation. Few business men could look with satisfaction on one of the enterprises which remained dormant for one-third of the entire year. A long period of stagnation will in the intellectual world, as in other spheres of life, lead to impaired power and indolence during the working period. Such a session of the college might do something to remedy a most deplorable state of affairs which exists at present. In the government examinations in Nova Scotia, an attempt is made once a year to find out in an hour's written examination for each subject what the student has learned from a scientific text-book and what has been done in the laboratory. As in the great majority of schools there are no laboratories, and in almost all the schools without exception no teachers who have received the necessary training for conducting laboratory exercises, the results cannot be other than deplorable. They have been described graphically and frequently by the eminent scientist who examines the papers and who has often vigorously denounced the system. One of its worst features is that it puts every temptation in the way of the student to claim laboratory work which has not been done, and in the present state of affairs in most of the schools could not be done. Such pretension on the part of the student is the same habit of mind which leads many a man or woman to procure goods under false pretences. A remedy should be sought in training the teachers to use intelligently such simple apparatus as the school sections can buy. This could be done well in a summer school held in one of our colleges.

It may be objected that the country is the proper place for the teacher in vacation; but most of the teachers have been in the country during the long term of ten months. They should have the change which the life of the town affords. Happily too, our country is not yet so thickly settled that any town or city is out of convenient reach of natural parks of great beauty. Study at the summer school could be varied by short excursions to the shore and the mountains, where are many things to delight the eye and the ear. We may reasonably hope that some one of our colleges in these provinces will rise soon to this great opportunity. It will deserve the gratitude and support of the public.

"That question is not in the book we are authorized to use at all, and I don't see why we should be marked if we don't know it."

So writes one of the candidates for a first class license in the recent examinations in New Brunswick, referring to a certain question in one of the examination papers. Does she expect to teach the book when she gets her license, or to teach the subject?

Rambles Through Forest, Lake and River.

No. I.

To get nearer to dear old Mother Nature; to get an impulse from the vernal wood that would carry us through another year and leave impressions that would last us through a lifetime; to ply the paddle on little known lakes in a wilderness visited only by hunters and trappers, and abounding with moose, caribou, deer, beaver and otter; to carry impedimenta over portages traversed by Indians centuries ago, and to guide our frail canoe through rapids and amid boulders on streams in Northern New Brunswick that have delighted voyageurs from time immemorial—these were some of the attractions that brought my companion and myself one bright day in early July to the banks of the Tobique River. Before us lay a wilderness, unknown to us, and known only to the few who had occasionally penetrated it. Behind us lay the bustling, busy world, whose cares were to be laid aside for nearly four weeks for the delights that so few experience. At our side were the trusty guides and the trusty team that were to convey us over a rough road for twenty miles until we reached our first camping ground on the borders of Trouser's Lake,—there to dismiss all "helps" from the outside world in the shape of guides and horses, and depend on our own resources for the hundred miles that lay before us in one of the wildest and most picturesque regions of New Brunswick.

It was a matter of choice to depend upon ourselves instead of taking guides. There is a charm in picking up old portage routes, in threading pathless woods, aided by map and compass, in guiding a canoe amid lakes and through rough streams, known only to those who have enjoyed such a pleasure. And we had the experience of former trips to help us. We had planned this excursion into the wilderness two years before, when from the top of Sagamook mountain that rises from Nictor Lake we had scanned this expanse of forest with its lakes and streams hidden away in its broad bosom. It had been a fascinating pursuit during these two years to study the maps, to pick up all stray bits of information about the unknown wilderness, to dwell upon the days of toil and pleasure before us, the nights that would find us with tents pitched in some woody nook by lake or stream, talking over the adventures and discoveries of the day, discussing the respective merits of lake and brook trout, with such adjuncts as ham, rice, buckwheat cakes—browned to the pitch of perfection—hard tack and coffee, watching the expiring embers of the camp fire, or the moon and stars as they glittered through the leafy woods high above us, lulled

by the stillness of that forest into refreshing slumber, startled ever and anon through the night by the loon, whose wild notes are so in keeping with the utter loneliness of a night in the forest.

But let it not be supposed that we had undertaken this trip into an unknown forest without plenty of past experience to guide us, without comfortable camp equipments and proper clothing, and without a generous supply of good food. To prepare for every event and hazard that may arise is not only prudent—it is absolutely essential to health and safety. To neglect such equipment would be positively dangerous; but to keep it down to the minimum point is just as essential, where everything has to be carried in a light canoe, weighing, as ours did, only sixty pounds, and where every article had to be carried on our backs over portages varying from fifty yards up to two or three miles. That is too much hardship, says the "specially conducted" forest tourist. Yes, but there is an independence about it; there is even a pleasure in carrying across a portage a canoe, Indian fashion, or a load that is so "scientifically" arranged that it brings into play every muscle of your body. With an appetite that demolishes rapidly the provisions, giving a promise of greater lightness to every succeeding load, and a strength and exhilaration gained from exercise and buoyant forest air, portaging may not only be endured—it may become one of the pleasures of vagrant life in the wilderness. It just depends upon how you take to it. If you had a companion such as I had in Prof. Ganong, whose cheery and buoyant disposition and force of will triumphs over every obstacle, whose knowledge of woodcraft and canoeing have been gained by intelligent and patient experience, and whose hard work is seasoned by observation and original comment on every object and experience met with, then the pleasure and novelty of a forest excursion becomes an event in one's life. It is infectious; and one purpose in writing this series of articles is to show the genuine pleasure that may be gained from such excursions, the vigorous health that they give, and the results that may be accomplished from an intelligent exploration of the little known regions of our provinces. Our teachers and college students have not only the prospect of gaining new life and vigor from such trips, but they have it in their power to add something new and of value to the natural history of the provinces. The amateur explorer, provided with a few simple scientific instruments, can do much useful work in exploring little known regions that have not been surveyed. Prof. Ganong has in this way added very much—more than any amateur explorer has done—to the physiography and natural history

of New Brunswick. And the equipment may be as simple as ours was—a compass, barometer, sounding line, camera, plant press, with a few simple appliances.

Look at a map of New Brunswick. Find the Tobique River. Pick out its right hand branch and you will see that it comes from a system of lakes and streams in the wilderness of northern New Brunswick. It was this entire system that we traversed in four weeks, going in at Trouser's Lake and coming out by the Serpentine river. We visited eighteen lakes, of which at least one-third are not laid down on the map, saw the results of the work of the beaver, in their ingeniously constructed houses and dams, went through woods and marshes where moose, caribou and deer tracks are as well beaten as the tracks in a cow pasture, where these wild animals were daily seen in their native haunts, and where our presence often excited so little attention, that the animals often went on feeding after gazing at us for some time, where the noblest forests were to be seen in their primeval condition without a vestige or trace of the ravages of fire. (Long may they remain so!) A lake that gave the highest recorded altitude of any in the province was reached, and another that gave the deepest soundings.

G. U. HAY.

Summer School of Science.

Situated amid curving hills, with trim, neat homesteads and well kept lawns, occupying every point of vantage often in the most picturesque spots imaginable, with slopes beautified by shade trees, cherry and apple orchards and well tilled grain fields, with shady gorges and roads running into it from almost every quarter of the compass, the village of Bear River, N. S., was the happy home for a fortnight of the students who gathered at the Summer School. The school met on the 26th of July and remained in session (its fourteenth) until the 10th of August. During that time no efforts were spared by the inhabitants of this enterprising village to make the visitors enjoy themselves. There were luscious cherries in abundance, upon which all were invited to regale themselves either from tree-top or beneath its shade, or reclining in hammocks on the verandahs. The "freedom of the city" extended to the members of the school was no empty term. Wherever they went they found a hospitable welcome. Comfortable homes awaited them. A friendly nod of recognition greeted them at every turn; and the cheerful habit of singing or whistling, which the people have, whether at work or leisure, became catching. Every facility was afforded for the school to do its work, and so complete were the preparations to this end and so home-like and charming

the surroundings, that when the day came for the first excursion to Annapolis Royal—the thirteenth day of the session—many turned their backs regretfully on the pretty town, which regret was deepened when the hour for departure at the close of the session came.

The school, in many respects, was the most successful in its history, and much of its success is due to admirable local arrangements, the moving spirit in which was the local Secretary, W. E. Read, Esq. Mr. Read displayed an energy, a business ability, and tact that amounted to genius, and what made it look the more like genius was, that to the ordinary on-looker, he never seemed to be doing much of anything. But the courtesy and fulness with which every letter of enquiry was answered and the numberless little devices contrived for the comfort of each guest, made it evident that some one had worked, some one had planned. It is hoped that the Summer School may always in future have a local secretary built after the model of Mr. Read. Another gentleman, who has devoted himself to the task of making this year's school a success is Mr. S. A. Starratt, whose devotion to its interests has been unremitting. The president, Mr. W. R. Campbell, and the indefatigable secretary, Mr. J. D. Seaman, were also unremitting in their efforts to make the school a success.

Another feature that makes this year's school pre-eminent was the interest and "go" that characterized the class work. From half-past eight in the morning until nine or ten in the evening, the Bear River school building was a veritable hive of industry. The secret of this was an open one to the onlooker. The laboratory and field were more prominent than ever before, and the bright and eager faces of students plainly indicated that they were engaged in interesting and congenial work. In the class rooms devoted to geology and botany, the desks and tables were strewn with rocks, fossils and plants, and one could not fail to be impressed by the practical and useful character of the work done. In the afternoon, members of the same classes under the leadership of Dr. Bailey and Messrs. Vroom and Hay, could be seen picking their way through the windings of some picturesque dell or gorge, now studying ancient forms of life from the imprints on the rocks, now turning their attention to the ever present active living forms around them. A more eager and interested class it would be difficult to find than that which assembled every afternoon with Dr. Andrews, engaged in the blow-pipe analysis of minerals, and the same spirit characterized the laboratory work of Dr. Magee in chemistry and physics, Messrs. Oulton and Dixon in zoology and Mr. Starratt in physiology. The demonstrations carried on by the latter teacher before

his class by means of the microscope, and also to some extent in the advanced botany and zoology classes will, it is hoped, be largely extended in coming years. A feature of the nature work that was much missed this year was the field study of birds and insects. We venture to propose this plan for next year: that the entire afternoon be devoted to out-door work for those interested in nature study; that during the afternoon excursions and out-door symposiums be arranged, at which all the class shall listen in turn to what the respective leaders may have to say on the rocks and the physiography of the sections, the plants, insects and birds that have been observed during the ramble.

But the laboratory method was not confined to the natural science classes. If laboratory work means "get up and do something" Principal Cameron's work in English literature is laboratory work of the highest type. His methods are analytical, leading his students to search for themselves. If they fail to do this they carry away but little in the way of information from his classes. Mrs. Patterson's kindergarten work with the objective illustrations furnished by a class of children, gave ample opportunity to primary teachers to get something of the theory and practice of the kindergarten. Miss Ina S. Brown's valuable work in literature and elocution, as well as her readings, impressed all with the simplicity and naturalness of her methods. Miss Ada F. Ryan's instruction in Tonic Sol-fa has been an excellent feature in the summer school and this year the interest was fully maintained. Dr. Hall's suggestive talks on education gave his hearers a new inspiration, because he has always something of fresh interest for them, derived from his large experience and reading.

The evening lectures and entertainments were full of interest. Scientific, literary and general topics were presented with a variety, frequency and fulness that could not fail to satisfy the most greedy inquirer after knowledge. A less diffusive and abundant programme would have been more satisfactory to many, as the practice of former years when the half hour allotted to a speaker was followed by a general discussion of his subject. But many of the evening lectures were of great interest. The paper by Miss Eleanor Robinson on the plan of teaching Shakespeare was admirably clear and suggestive and of great value to teachers of English literature.

Dr. Andrews' lecture on bioplasm gave a view of the science of life that was exceedingly striking and original. Dr. Drummond's introduction to the school was a very happy one, and he will be cordially welcomed on any future occasion. It was an experience, fresh to many, novel and delightful to all, to see and hear a man who has presented the world with a marked phase of Canadian life and literature.

Mr. F. A. Pickett's class in sketching was so successful that he has been appointed by the directors teacher of drawing for next year.

The invitation to hold the next session at Lunenburg was accepted and a large attendance is looked for. It will open July 23rd.

Mr. W. R. Campbell was re-elected president and Mr. J. D. Seaman, secretary. Mr. S. A. Starratt was elected a director in place of Mr. J. Brittain, whose term has expired.

LIST OF MEMBERS, FOURTEENTH SESSION, 1900.

BEAR RIVER, N. S.

Elsie Best,
Maude L. Chute,
Florrie Crouse,
Hattie Chisholm,
Mrs. B. C. Clarke,
Jennie Crosscup,
Atloe Clarke,
Nan Clarke,
W. G. Clarke,
Mrs. W. G. Clarke,
Miss Josephine Clarke,
W. W. Clarke,
Mrs. W. W. Clarke,
Hattie Day,
Mrs. A. W. Dunn,
H. Dunn,
Gertrude S. Fleet,
Jessie Graham,
Avis Graham,
L. J. Harris,
Maggie Harris,
Mattie Johnson,
Mrs. Levi Johnson,
Carmen Johnson,
Rev. George Johnson,
Mrs. Geo. F. Johnson,
Carmen D. McLellan,
Mrs. B. C. Munro,
Myrtle Miller,
V. L. Miller,
Alvin Miller,
F. B. Miller,
Herbert Parker,
Nellie Purdy,
Rev. J. W. Porter,
Mrs. J. W. Porter,
Lulu Phinney,
Jessie Purdy,
Florence Purdy,
Jennie Plummer,
Blanche Ruggles,
Lenfest Ruggles,
Mrs. Lenfest Ruggles,
Daniel Rice,
Bertha M. Rice,
Miss A. M. Rice,
W. E. Read,
Mrs. W. E. Read,
Addie Rice,
Ina Rice,
Geo. E. Rice,
Reginald Ruggles,
Clytie Rice,
Fred A. Read,
Mrs. N. H. Raymond,
Fred Turnbull,
Lizzie Turnbull,
Miss F. Vroom,
Lennie D. Wade,
J. L. DeVany,
Dr. L. J. Lovett,
Mrs. L. J. Lovett,
Roy VanBuskirk.

YARMOUTH, N. S.

A. Cameron,
Mrs. A. Cameron,
Mrs. A. J. McCallum,
Helen S. McCallum,
Shenton B. Allen,
Nina McDonald,
Jennie McDonald,
Theo Goudey,
L. A. Goudey,
Helen M. Grantham,

S. A. Starratt,
Mrs. S. A. Starratt,
L. W. Schurman,
H. J. Wyman.

SACKVILLE, N. B.

Prof. W. W. Andrews,
Mrs. W. W. Andrews,
F. A. Dixon,
Mrs. F. A. Dixon,
Gladys Dixon,
Bessie Wheaton, Upper Sackville, N. B.

ST. JOHN, N. B.

Ina S. Brown,
Clara R. Fullerton,
Mrs. Wm. Gilchrist,
Mary Gilchrist,
G. U. Hay,
Mrs. G. U. Hay,
Miss A. Hamilton,
F. A. Pickett,
Rev. W. O. Raymond,
Miss E. Robinson,
Thomas Stothart,
Harriet A. Smith.

PLEASANT RIVER, N. S.

Linda Best,
Estella Murlay.

BRIGHTON, DIGBY CO., N. S.

Agnes Bacon.

HALIFAX, N. S.

Louise Borne,
V. W. Chipman,
G. R. Marshall,
Grace Moody,
Ada F. Ryan,
Annie Rankine.

FREDERICTON, N. B.

Prof. L. W. Bailey,
Miss W. E. Phinney,
Alice Sterling,
Helen Sterling.

SOMESET, N. S.

Emma J. Best,
Mrs. E. J. Best,
Mrs. A. McFall,
Robt. J. McFall.

AUBURN, N. S.

Hattie L. Bishop.

TORBROOK MINES, N. S.

W. E. Banks.

TORBROOK, N. S.

Ada B. Brown,

CAMBRIDGE, Mass.

Mrs. A. M. Tower.

ST. STEPHEN, N. B.

J. Vroom.

NEW YORK CITY.

Wm. F. Vroom.

HILL GROVE, N. S.
Janet Warne.

BELLEISLE, Annapolis
Co., N. S.
Louise Wade.

ACACIA VALLEY, N. S.
Mary A. Payson.

WATERVILLE, N. S.
Alice Power,
Jessie S. Young.

ROSS CORNER, P. E. I.
Jennie W. Ross,

GRANVILLE FERRY, N. S.
Grace Reynolds.

COVERDALE, N. B.
Annie M. Smith,
Mrs. W. J. Smith.

MIDDLE COVERDALE, N. S.
Louise J. Weldon.

ANNAPOLIS, N. S.
Judge Savary.

PARRSBORO, N. S.
W. H. Magee,
J. R. Smith, M. D.,
Mrs. J. R. Smith.

NICTAUX WEST, N. S.
Flora Morse.

GAGETOWN, N. B.
D. L. Mitchell.

MT. HANLEY, N. S.
Bessie G. Miller.

BARTON, N. S.
Lennie McNeill.

MONCTON, N. B.
Geo. J. Oulton.

CULLODEN, N. S.
Ellen G. O'Connor.

BERWICK, N. S.
Ida A. Parker.

LUNENBURG, N. S.
Minnie Hewitt,
B. McKittrick.

HYDE PARK, Mass.
Chas. F. Jenney,
Mrs. Chas. F. Jenney,
Miss May Jenney.

WEYMOUTH, N. S.
Julia Kenny.

WOLFVILLE, N. S.
Prof. Kierstead.

HILLSBORO, N. B.
H. J. McClatchy.

SHELBURNE, N. S.
Miss E. R. Lyle.

BROOKFIELD, N. S.
R. R. McLeod,
Mrs. R. R. McLeod.

CHARLOTTETOWN, P. E. I.
Bessie L. Gregor,
Sarah Harris,
Emma Hooper,
J. D. Seaman,
Laura K. Scott,
Alexandra Scott,
Lee N. Seaman,
Athol W. Seaman.

NORTH ST. ELEANORS, P. E. I.
Miss M. V. Munro.

MIDDLETON, N. S.
O. P. Goucher,
Dr. Reid,
Mrs. (Dr.) Reid.

CENTRAL FALLS, RHODE
ISLAND, U. S. A.
Miss S. E. Goldsmith.

CANSO, N. S.
Mabel L. Hockin.

BOSTON, MASS.
Sarah Dodge.

WINDSOR, N. S.
Margaret Dimock.

LOCKEPORT, N. S.
Wilhelmina McDonald.

DARTMOUTH, N. S.
Miss Ellis.

WEST BROOKLYN, ANNAPOLIS
Co., N. S.
Annie B. Fenety,
Belle H. Young.

DOAKTOWN, N. B.
May Freeze.

BRIDGETOWN, N. S.
Mabelle Fash.

SOUTHAMPTON, N. S.
Jennie Atkinson.

TRURO, N. S.
W. R. Campbell,
Mrs. W. R. Campbell,
Myrtle McCallum,
J. B. Hall, Ph.D.
T. B. Kidner,

Mrs. S. B. Patterson,
Grace H. Patterson.

MAITLAND, N. S.
Jean Creelman.

BRIDGEWATER, N. S.
Annie Crouse,
Mabel Thompson.

WATERFORD, N. S.
Laura Denton.

SOUTH FARMINGTON, N. S.
Flora Banks.

HERRON, N. S.
G. D. Blackadar,
Mrs. Butler.

DIGBY, N. S.
Mina A. Bishop.

HOPEWELL CAPE, N. B.
Miss E. R. Bennett.

PORT MAITLAND, N. S.
David C. Crosby.

Educational Institute of New Brunswick.

The Educational Institute of New Brunswick met this year in the Aberdeen School at Moncton. Those who remembered the meeting which took place there in 1890 were hardly prepared for the evidence of educational progress which a decade had accomplished. Then, there was not a room large enough to accommodate the members of the Institute. This summer, the three hundred teachers met in a building that has no superior in the Maritime Provinces in equipment, in well furnished rooms—the evidence of liberality of trustees and the good taste of teachers. The visitors spent much time in going from room to room examining the excellent drawings on the blackboards and the comfortable sittings provided for pupils. All were prepared for the statement that Chief Superintendent Dr. Inch made in one of his addresses,—that Moncton had increased its school departments fifty per cent and the number of its high school pupils over two hundred per cent in the last ten years. It was indeed an object lesson; and coupled with the opening address of Dr. Inch, who traced the educational progress of the province for the past century—an address that Dr. Winship characterized as wonderful—it showed the crude beginnings of our schools up to the signs here met with of its present excellent development. There was no room to doubt that externally, at least, there had been a prodigious advance along educational lines.

The programme of papers and discussions of the Moncton Institute was equally marked and progressive. The executive committee made no mistake in inviting Dr. A. E. Winship, of Boston, to take part in the proceedings. In the two admirable addresses that he gave there was much to stimulate those who heard him; and the elevated tone and thoughtful character of the sentiments expressed, enlivened by occasional touches of humor, kept his hearers *en rapport* with him. He will be sure of a warm welcome should he visit New Brunswick again. The opening address of Inspector Smith was brief but in excellent taste, and followed by

the historic address of Chief Superintendent Dr. Inch, already referred to, made a fitting opening to the last provincial institute meeting of the century. The public meeting of the evening had also a reminiscent character, for Mayor Sumner gave the views of a practical and progressive business man, in summing up what had been of most service to him in his school training. As a man of affairs he traced more of his success to the six months' drill by his teacher in book-keeping than to the rest of his school work put together. His quaint allusions to his early struggles with English grammar and orthography provoked a smile on the part of his listeners. "Should the Normal School devote itself exclusively to Professional Work," was dealt with by Principal Mullin, with a clearly affirmative leaning. Dr. Bridges, followed by Principal Parlee, gave compact and suggestive hints on what the successful teacher finds advantageous in "Effective Teaching." Principal B. C. Foster, in the high school section, gave an admirable address on the "Advantages of Free Secondary Education." His arguments were logical and convincing, and the position he took was practically unassailable. In the same section, Mr. F. A. Good, of Woodstock, read a paper on "Book Study and Nature Study," in which he gave a clear and well defined course of observation work which a teacher might well carry out as corollary to book work in schools. Both papers provoked an animated discussion and both are well worthy of publication for a more leisurely future reading.

In the primary school sections, "Fröbel's Principles" were clearly set forth by Mrs. A. C. Robinson, of St. John, and kindergarten methods in early grades received practical illustration at the hands of Misses Stewart and Wathen. In the same section the Misses Veazey and Young read papers on "Professional Etiquette." Inspector Mersereau at the last session gave an inspiring and patriotic address on "Empire Day," a theme on which, from sympathy and natural tendency and environment, he is well fitted to speak.

NOTES.

It was considered a mistake to lower the enrolment fee to fifty cents for male teachers and twenty-five cents for female teachers. Granted that there is a surplus of two or three hundred dollars on hand, there is no need of getting rid of it immediately. But it should rather be increased and husbanded with care, leaving the Institute in future to dispose of it wisely. The advantage of having a fund on which to draw in case of emergency, or when the Institute wishes to invite some distinguished educationist from abroad, is obvious.

The absence of Prof. Robertson was regretted. His place was taken by Mr. McCready of the Sloyd School

in Fredericton, who gave a practical address on manual training. The conversazione the same evening gave the Moncton teachers an opportunity to extend their hospitality to the visitors. The cordial and generous manner in which they did it left nothing to be desired. But it was rather tantalizing to keep the fine musical and literary programme, with the creature comforts provided by the ladies, dangling before the eyes of the audience while they listened to a programme of educational addresses fully an hour and a half long. And on the evening previous, Dr. Winship's admirable address lost much of its interest by being pressed upon hearers who had been listening to half a dozen previous speakers.

Mr. John Brittain was re-elected Secretary. The Institute knows that it has an excellent and careful officer in Mr. Brittain, and there was no disposition apparently to change.

Messrs. Steinberger, Hendry & Co., of Toronto, had a complete and very effective exhibition of maps, blackboards and other school furnishings which attracted much attention.

Owing to the Dominion Association meeting in Ottawa next year, there will probably be no meeting of the N. B. Institute until 1902.

The following constitute the new executive committee: Geo. J. Oulton, M. A.; C. H. Acheson; F. A. Good; F. P. Yorston, M. A.; A. C. M. Lawson; S. W. Irons; Miss Emma Veazey; F. A. Dixon, B. A.; Geo. K. McNaughton, B. A.; Miss Daisy Hanson.

Inspector Mersereau was elected to represent the Educational Institute in the University of N.B. Senate.

American Institute of Instruction.

An old New England institution, of interest to the teachers of Eastern America, is the American Institute of Instruction. Its seventieth meeting was held in Halifax July 7-11. Among those present were the Superintendents of Education of Maine, Vermont, and Nova Scotia, Judge Stafford of the Supreme Court of Vermont, A. E. Winship, editor of the *Journal of Education*, and O. H. Lang, editor of the *School Journal*, New York. In many respects the arrangements were well adapted for a time when the average teacher feels the need of recuperation. The afternoons were left free for excursions about the interesting old city. The meetings were enlivened with music. The addresses themselves were intended to interest and furnish suggestion rather than to call for close study and criticism on the part of the teachers.

The visitors were welcomed on the evening of July 7th, in the old exhibition building. The platform and walls were beautifully decorated. Sir M. B. Daly,

Lieutenant-Governor, was in the chair. Dr MacKay, Superintendent of Education for Nova Scotia, gave expression to the hope for greater Anglo-American co-operation. He paid a tribute to the distinguished character of the membership of the Institute. Archbishop O'Brien heartily welcomed the guests to Halifax as a restful and health-giving place of sojourn after the year's hard work. He pleaded for an all-round education which should not leave out the child's moral and spiritual development.

The visitors were represented in the replies by the Hon. Mason S. Stone, Superintendent of Education for Vermont and President of the Institute; the Hon. John G. Foster, U. S. Consul-General at Halifax; and the Hon. W. W. Stetson, Superintendent of Education of Maine. The visitors heartily expressed their sense of the many points of union between the United States and Great Britain and their pride in the achievements of Old England and New England.

The subsequent meetings were equally interesting and profitable. The editor of the *School Journal*, New York, advocated making the school a social centre for the district. A library, lectures, art exhibitions could be started in the school. The school, being free from social, racial, and religious prejudices had natural advantages for performing this desirable work in social intercourse.

A. W. Edson, a school superintendent of New York city, spoke of the personal qualities which often makes the difference between a teacher's success and failure. A good physique, a good address, good health, and a good character, went far towards securing favor and employment. A person possessing these, scarcely ever has any trouble in discipline. Another great help to a teacher was a sweet melodious voice. Clear articulation and the use of choice English, the natural result of a good education, were very desirable. A pleasant smile and a good temper were indispensable. Nothing sank so easily and so deeply into the hearts and memories as example. The teacher should be a living example of what he taught; if not his words were as sounding brass and tinkling cymbals.

C. C. Rounds, Ph. D., of Washington, gave some instances of what might be done by education to overcome disadvantages of birth. In the Carlisle Indian school they took and kept the pupils away from their early surroundings. In time they compared favorably with the average white man.

Dr. Winship told of some interesting movements to reform the degraded. The George Junior republic has just completed five years of existence, but has excited the widest interest in the success of its novel plan. It takes boys and girls from the slums of New York and

teaches them the elements of good by inducing them to elect their own officials and to otherwise govern themselves. He urged teachers to tell the pupils of great educational reformers, such as Ascham, Locke, Comenius and Pestalozzi.

Judge Stafford gave a memorable address on Burns. From this we give a short extract:

"Burns never looked upon himself as we look upon him. He never wrote for us, for the unknown future. The modest, manly words with which he prefaced his poems when he printed them, show clearly how humble his ambition was. To himself he was but the Ayrshire bard; and it was an accident that he published at all. Scarcely one of the wonderful productions of the unpretentious little Kilmarnock edition had been written to be printed at all. They had eased his own morbid or passionate hours. They were merely his own experiences, his own loves and hates, or some incident that set him moralizing or stirred the deeper and finer forces of his nature. As he walks behind the plow one day, the share turns up a mouse's nest and the "wee sleekit, cowrin', tim'rous beastie" scurries away across the field. It never enters his head to go to the house, sharpen his quill and write a great poem; he steadies the plough and falls a talking to himself

"Croonin to a body's sel
Does well enough."

And it is no care or vanity of his that we are permitted to hear him. How close and human it all is, and nearer, more pathetic still, when the mouse's sad case reminds him of his own:

"Still art thou blest, compared wi' me!
The present only toucheth thee;
But och! I backward cast my e'e
On prospects drear!
And forward, though I canna see,
I guess and fear."

The Rev. Josiah Strong spoke on "New Conditions Confronting the New Century." He said in part that America must do what England had done for centuries—extend her colonies. All the great nations were supplying their own markets. Hence the necessity for tropical markets. We must reckon with the Chinese, and them awake. The awakening of over four hundred million people must mean much from merely a commercial aspect. Japan, which fifty years ago was a mummy, now was tingling with feeling and life. When China was as much awake as Japan, her commerce would be as much greater as was her population. The Pacific was to become an Anglo-Saxon sea. The great question of the twentieth century was "Shall the Anglo-Saxon or the Slav rule the world?"

A paper on the schools of Jamaica was read by Mr. L. Z. Brandford. He maintained that Jamaica had the best school system in the West Indies.

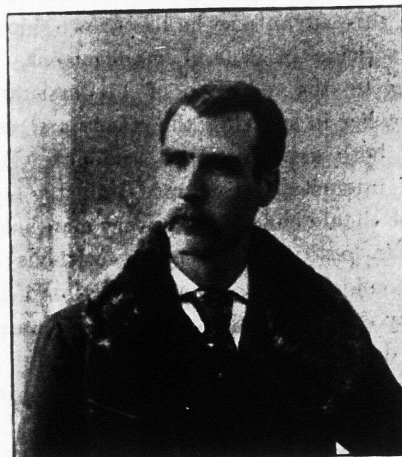
The Rev. William J. Long, the author of "The Ways of Wood Folk," told many anecdotes of forest

life. His favorite method of observation is to sit perfectly still in the woods. The curiosity of the animals is then sufficient to bring them around. Some lessons helpful to the teacher may be learned from them. The kingfisher teaches her young to catch fish; the caribou hold a school for their young who must learn to jump over fallen trees. The child should be brought into the presence of nature and allowed to draw its own conclusions.

The farewell address was given by Dr. MacKay, Halifax. He referred to some tendencies in modern education. Education with an industrial bias would indirectly form the best basis for the professional, and even for the literary classes. The children should be trained to observe for themselves. The best way to develop the spiritual was to train them to find the truth of their own surroundings. Such friendly gatherings as that of the meeting of the American Institute on Canadian soil were greatly to be desired. The visitors expressed their gratitude to those who had worked for the institute's success in Halifax. With the singing together of the American and English national anthems the session closed.

Treat Children Respectfully.

Never use at a pupil's expense satire, sarcasm, or any biting speech, or apply to him any opprobrious epithet. Shame on you if you do such a thing. It is an abuse of your superior position and will cause you to be despised as you deserve. But that is not the worst; it will lose you your moral and mental command over that pupil and perhaps over many. The boy or girl whose feelings you have injured will never again open heart or mind to you as you desire. Not only should we never express contempt for backward or refractory children, but we ought, if possible, never to feel this. Try to respect all your pupils, the dullest and the least hopeful with the rest. What a comfort to teachers to mark how often children who are very dull at first, in time distance the most precocious! We should respect all, even if they were sure to be permanently dull, but you can never know this. The backward boy, who spells ill and can never learn the multiplication table—he, too, is a product of the Divine Spirit. He may prove a Kepler or a Darwin. You will at any rate, probably, make him a good citizen, which is important enough. If you can feel this hopefulness about a slow pupil so as to impart it to him, it will immeasurably help both him and your efforts for him. Even in the rare cases where you can neither express nor entertain such hope, do not in any way make known to your pupil your despair. It would do more than almost anything else to blast him.—*Superintendent Andrews, Chicago.*



W. R. Campbell, M. A.

We have much pleasure in presenting to our readers a likeness of Principal Campbell, under whose presidency the Summer School of Science of the Atlantic Provinces of Canada has just held at Bear River the most successful session, in many respects, in its history.

William Robert Campbell was born at East River, St. Mary's, Pictou County, and received his early education in the public schools of his native village. The fame of Pictou Academy, then under Dr. A. H. MacKay, the present Superintendent of Education for Nova Scotia, awakened the ambition of the country boy, whose training on the farm and by the graduate students of Dalhousie University, inspired him with a desire for the higher education and fitted him physically and mentally to benefit by it. A large proportion of our most successful men owe their early aspirations to these bright, ambitious young men who were working their way through college, teaching in summer and studying both summer and winter. Mr. Campbell spent two years in Pictou Academy and entered Dalhousie Arts Course with a Munro Bursary in 1883. He was graduated in 1887, having in the meantime secured a grade "A" license. Eight years afterwards, on account of a successful thesis on Commercial Reciprocity, he was made a Master in Arts by his alma mater. In the spring of 1887, he was appointed principal of the Maitland High School. In the autumn of the same year he was called to succeed Principal Smith in the County Academy at Truro. His success has been very marked. The Academy has progressed steadily, and for the last few years very rapidly, until now it has a staff of seven teachers and an attendance of 250 students, of whom about 100 are attracted from outside sections and counties. Principal Campbell has, of course, the privilege of having the assistance of Mr.

Little, one of the ablest teachers of the Dominion, but aside from this advantage, he has shown himself to be a skilful tactician in general management, most discriminating in the selection of his assistants, and a genuine teacher in securing the steady and continuous interest of both assistants and students. Himself an example of integrity, temperance, industry and all the virtues that should characterize every man holding such a responsible position, he secures, without conscious effort, the confidence, respect and affection of his entire constituency. His constant aim is the genuine mental and moral development of his students rather than the temporary reputation obtained by a large percentage of passes in the provincial examinations. And yet, while aiming for the higher ends of education, he has been remarkably successful in preparing his students for examination. For example, last July, 38 of his "B" class wrote for grade "B" and of these 37 were successful, many of them with aggregates ranging from 600 to 800.

Mr. Campbell's well-balanced mind is shown in the fact that he has no hobbies. The subjects that tell directly for successful examination do not receive an undue share of attention, but every subject is accorded time in proportion to its relative importance. Mr. Campbell promotes physical development by encouraging out door games. In college he was an able football player, and now he is president of the Truro Athletic Association. Finding that Manual Training and Domestic Economy were successful in Halifax and elsewhere, these subjects received his unqualified support, and next year he expects to have the best equipped Manual Training Department in connection with any public school in the province, and also a School of Cookery.

As every man's success is due in a large measure to his wife, we must not forget that Mr. Campbell's greatest successes date from the time he was married to Miss Marion Turner, daughter of ex-mayor Turner, and one of the most successful teachers that ever taught in Truro; a cultured woman of charming personality and sound sense.

The school demands the best of a teacher's life for ten or twenty of the choicest years. Then it's goodbye, teacher; you are too old. The pay should be sufficient to enable the teacher to lay by a store for rainy days. Besides good pay for skilled labor, the teacher should have at least six per cent on the investment made in securing an education. No competent teacher in this state should be teaching for less than forty dollars per month, and the average should be fifty dollars, at the very lowest.—*Michigan School Moderator.*

In the Country School.

In the country school the teacher is often required to teach pupils of all grades, from the beginners up to those studying physiology and algebra. Many count this fact as a great drawback to the work in such schools. And surely if "departmental teaching" is the ideal from the primary up, this is a condition to be greatly deplored. But, while everyone must admit that some disadvantages attend this condition, I believe that it has some substantial advantages, both to teacher and to pupils; and as this is an unavoidable condition of the country school, it is well not to overlook the advantages, if there are any.

If the teacher comes to his work well prepared, and if he is skilful in conducting it, it will be no small advantage to him intellectually, that his field is so wide and so diversified. It will save him from the wretched monotony, from the stultifying tendency of going over again and again a narrow field of operations, with every part of which he became thoroughly acquainted long ago. Imagine the mental, not to say moral, condition of the teacher whose instruction, year after year, should be confined to successive classes in say long division, or the conjugation of the English verb! For one, I should say, "Take any shape but that;" give me rather the old-fashioned country school of sixty pupils, including the five-year-olds and young men and women of twenty-one, with all the studies found in any country school of to-day, plus Latin, botany and geometry.

Nor is it any small advantage to the pupil that he hears recitations and witnesses the teaching of pupils of a very different grade from his own. To older pupils, it may be a lesson far more profitable than the one they are studying in syntax, to witness the skilful teaching of a class of beginners every half-day. And we know that bright children in the lower grades can learn a vast deal from hearing the recitations of the higher classes. There are choice bits of poetry that have been in my mind all these long years, and that will stay there as long as brain lasts, which I learned by hearing the older pupils read them, when I was a six-year-old, on the low seat.

But the little fellow may be profited, even when he doesn't learn anything from the exercises of the older ones; a certain wonderment as to what these things mean, and an aspiration to take part, by-and-by, in such high performances, are not without value, it may be of a high degree.

The multiplicity of classes, and the consequent shortening of time for each, must often be a serious loss in the country schools. But it may be said in regard to this,

that by a more judicious arrangement and skilful handling, the number of classes can often be reduced one-half; and then the number in each class will not be too great for the teacher to give as much individual attention to each, as would be possible in the large classes of the strictly graded city schools.

And it is individual, personal attention that tells above all things else with pupils of the lower grades. And, at the worst, the cases are rare where the country school does not offer better opportunities in this respect than the schools of the cities and large towns.—*The Public-School Journal*.

Literature in Country Schools,

I submit a little plan that I have carried into effect in my small country school, and which I am quite sure has added to the pleasure of the pupils, to say nothing of the benefit derived therefrom.

I spoke to the pupils on the subject of literature, trying to impress the importance of the study on their minds. The majority seemed elated at the prospect of a new study, and were anxious to begin.

For the third reader grade I bought that famous and dearly loved little classic—"Little Red Riding-Hood." Once a week, instead of their regular lesson, they read this pleasing and beautiful little story. They take a great delight in making paper cuttings and drawings of the leading characters in it, the wolf, grandma, and the little girl. Some of the boys have made small wooden axes, representing those of the wood-cutters. One bright little lady came in the other morning with the real wreath of snowy flowers that Red Riding-Hood made on her way to grandma's. They are keenly interested in the story, and are always happy to relate it. This class of eight was supplied with the story, neatly bound in heavy paper and having excellent print by an outlay of forty cents.

The primary history class on Tuesdays have a lesson on our most beloved and widely-known poet, Longfellow. I secured a little manilla-covered pamphlet entitled "The Study of Longfellow," and one of these is placed in the hands of each member of the class, at a cost of five cents apiece.

To make this lesson more interesting, I bought from a picture company a series of pictures, that we call the Longfellow pictures, the poet, his children, his home at Cambridge, his arm chair, with a few others illustrating poems of his. These I paste on sheets of heavy paper with a few of his most familiar short poems, and hang on the rough walls of the school-room to be studied by the children. Each week they memorize four or five verses, from some one of these poems. When the class

has sufficient material in mind they write a composition on Longfellow.

For the advanced class I have Tennyson's "Enoch Arden." The girls are deeply interested in the pathetic tale it embodies, and go at once to the heart of the story, imbibing its sweet, lofty sentiment, and loving no less the beautiful language in which the pitiful narrative is couched.

This lesson we have on Fridays of each week. Studying carefully the number of verses assigned for a lesson, I make out a close list of questions which I require them to answer. Particularly beautiful passages are committed to memory. We go very slowly, yet I believe we obtain a more lasting pleasure by trying to sound the depths of its beauty and purity.

Almost any classical poem can be purchased at three cents per copy. Of course they are very plain paper-covered pamphlets, but the print is good.

I do not like to close without telling what is done for the very young children of the school, those who cannot get for themselves any pleasure from reading; two days in the week without interfering with regular lessons, for about fifteen minutes each time, I read to them selections from Longfellow's "Hiawatha," that fascinating poem of Indian life, so full of interest and beauty to all children. We talk about the Indians till the children are absorbed with interest in those wild people of the past. Then on the blackboard are placed a few crude drawings illustrating what is read. All unknown terms are explained by means of pictures, if possible.

Young children dearly love the poet's quaint style of expression, and the beautiful rhythm affects them like soft, wonderful music.—*Lelia Cox Thurman, in N. Y. School Journal*.

First Lessons in Primary Work.

Many young teachers who have made no study of primary work are now engaged in their first schools. Some of these have had superior advantages in the common branches and advanced studies, but have not so much as seen good primary teaching. No memories are theirs of a teacher who kept every moment occupied with delightful lessons and occupations; neither can they remember, later on, of observing that any particular skill was shown in the instruction of the little ones. These teachers have a strong desire to teach the beginners in a better way than they themselves were taught, but how can this be done? There is but one way, and that is to buy at once some of the best text-books for intelligent guides, and read primary methods, both in books and periodicals. The short series of institute

lessons which may have been attended, is altogether insufficient. No one can fully comprehend a course of lessons on any subject without giving study in return, and primary methods are no exception to this rule.

The outlining of work for the beginners is left almost entirely to the teachers, especially in the country school. Ground will either be gained or lost the first month. The most important duty of the teacher is to keep these little ones busy every moment.

Never send little children to their seats without telling them just what to do. This is the golden rule in primary work, and if it could be blazoned upon the walls of every rural school, and kept by every teacher, a new era would begin.

The programme for seat work should be as carefully made as for recitations, and should include regular times for examining and changing work. Although habits of industry are even more important than the lessons at this stage, yet the seat work should be governed by and closely related to the class exercises. This presupposes a definite plan.

What should be commenced and what accomplished during the child's first month of school?

Reading, writing, and language should be commenced immediately and carried on together. Lessons in numbers may profitably be united with reading and language for some weeks.

Select with care about fifteen words for the reading lessons. Let three or four of these be names of interesting natural objects which can be brought into the school room, as *leaf* or *flower*; names of familiar colors; words which give the children something to do, as *take* or *hold up*; and the number words *one*, *two* and *three*.

One of the best and most interesting devices in teaching the first reading lessons is to let the children place objects by the corresponding words on the blackboard or chart, and to have them perform acts in obedience to written directions. For example the teacher writes, "Take the green leaf," and the child who promptly obeys is allowed to read the sentence.

In the language lessons which precede the reading exercises, awaken the children's observation of the beautiful things they are to see out of doors. Lead them to talk freely and to answer questions in *complete* sentences.

Most children can learn to write freely, rapidly, and well in a year. There is no result which can be so easily gained by the teacher, if a few rules are persistently followed. Most important of all are correct copies. In the large training schools teachers are obliged to spend much time in blackboard practice in order that their writing may be uniformly correct. If the teacher's

handwriting contains errors in form of letters a chart should be provided. Two or more times every day the children should fill their slates with neat copies of short sentences. One exercise each day should also be given to the careful study and copying of a single letter or short word, for the purpose of beginning thorough instruction in the correct form of letters. Read on this subject an article in "Parker's Talks on Teaching."

At the close of a month or six weeks, the teacher, with an average class of beginners, should be able to show the following:

Language: A growing interest in observing and talking about natural objects, and an improvement in the use of the complete sentence.

Reading: Daily improvement in erect position; clear, sweet, natural tones which can be heard by all the class; and such emphasis as brings out the thought. Ability of each child to read at sight, as a whole, any short sentence composed of the words selected, also to read the same words written in a column in any order.

Writing: Ability to keep a slate clean and hand in neat work; to copy two or three short sentences and not forget the period; to point out the straight and curved lines in any copy, and to form at least one easy letter just right.

Number: To notice number in common things, read and copy the words one, two and three, and recognize, at sight, the first five numbers in groups of objects or pictures.

Among the books of special help in preparing work for little children are: "The Practical Teacher" (E. L. Kellogg, \$1.25); "How to Teach Primary Reading" (Teachers' Pub. Co., 6 Clinton Place, New York, 15c.); "First Weeks at School" a charming primer containing much help for the teacher (Ginn & Co., 12c.); and "Rickoff's Arithmetic" (D. Appleton & Co.)—*The Public School Journal*.

Upon the whole, the country teacher has the better material on which to work; and, though his remuneration as weighed in dollars and cents may not be so great, yet his reward when measured by the results finally produced, by the men and women who grow up strong in body and mind and morals, is far greater. Let not the country teacher be disheartened. He is doing inestimable service for God and humanity.—*Mississippi School Journal*.

"God be thanked for books! They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. No matter how poor I am, if the great writers will enter and take up their abode under my roof I shall not pine for want of companionship, and I may become a cultivated man, though excluded from what is called the best society in the place I live."—*Channing*.

Better Teaching.

The school must furnish pupils with more and better knowledge. Facts are valuable, are invaluable indeed, but not as facts so much as the standards by which to estimate knowledge. Life consists largely in estimating values promptly. The mechanic's skill is largely in his judgment. It is less in his hand than in his mind. The value of material, the placing of the pattern to avoid waste, the instantaneous estimate of size, thickness, quality, are among the elements for which good wages are paid mechanics. In the Bessemer steel works we have seen a lad of twenty who drew \$1,500 a year in the same establishment in which his father and older brothers were receiving \$2.00 a day, because of the reliability with which he could estimate the condition of the metal by the changes in the spark.

With the salesman and the buyer in business and with the provider for the home this power to estimate is of the utmost value. Without this skill, nothing else counts. A small army of boys, young men and young women, go into stores and offices to "learn the business" each year. Each enters upon a business career with bright anticipations and high expectations. He is told that the senior member of the firm, who now has a princely income, began at the bottom, as he is beginning but he is not told that ninety-nine boys never receive over \$3.00 a week where one stays to go any higher. One of the severest tests to which the boy is put is his skill in estimating qualities, quantities and values. If he is skilful in this, the firm will overlook many weaknesses, but if he is not skilful, even goodness counts for little. Sunday schools do well to teach that virtue is its own reward, but virtue without skill must wait till the next world for its reward. Virtue with skill is rewarded here and hereafter. In all phases of professional life this skill is of prime importance. The physician's art and the lawyer's artfulness, the editor's tact and the preacher's power, are largely dependent upon it.

It is true that facts dissociated and of no significance as standards are not worth the learning, but facts associated and available as standards are of incalculable value. A knowledge of the location, size, commercial importance, and characteristics of every city above 20,000 inhabitants on the globe would be of no service once a year to one child in fifty, provided they were remembered. A knowledge of the physical characteristics of every section of every country on earth, with their mountains and rivers, hill and dales, mines and forests, would not be of service once a year to one child in twenty, provided he always remembered them. The

same might be said of other groups of facts. But a genuine appreciation of the representative cities of the world, and a knowledge of the causes that have made them what they are, will enable one to estimate the character and history of any city as soon as he knows the characteristics. A study of Manchester, Birmingham, and Liverpool, Eng., and the classification of the cities of the world in their three groups would make the humblest child scholarly, would place him above the average preacher, doctor, lawyer, or editor in his knowledge of the city life of the world. He would have knowledge, facts, but they would be radiant standards, illuminating every city of which he cared to make inquiries. He could classify every American city very easily.

A thousand school children know the population of Asia and Africa where one knows the population of the city or town in which he lives. We have rarely found a first class in a grammar school in which every pupil did not know the population of each of the five grand divisions, but we have rarely found one in which some of the pupils of the same class did not place the population of the nearest great American city as above that of North America. Knowledge is to be taught, and children are not to be allowed to learn facts as such. Less knowledge, but greater significance to the knowledge acquired is the thing desired, is that which must be, but it can only come through better teaching of the way to learn and use facts.—*N. E. Journal of Education.*

Why Some Teachers Do Succeed.

1. They have a clear and definite idea of what they wish to teach. This requires a clear and distinct knowledge of the subject, or, in other words, of the entire group of ideas that constitute that part or phase of the subject which they are undertaking to teach. The order in which these ideas follow one another is also seen, and this constitutes the method of teaching.
2. They have a definite notion of what the pupil already knows, which they have discovered by conversation with the pupil and by questions. An inventory of the child's mental possessions has been taken, and the teacher has compared its knowledge with the subject, and knows what is the next thing to teach.
3. They have thought through the lesson before the recitation hour, and have chosen a way of approaching the main point that is to be impressed. They have thought of illustrations and of other matter that will add interest to the subject of the lesson.
4. But they use this preparation freely and as the state of mind of the class suggests. A preparation

servilely followed will prevent the spontaneity that makes the recitation a success. They follow the inspiration of the moment, but the antecedent preparation gives a general direction to this inspiration.

5. They always connect the first part of the lesson of to-day with what has gone before, and make the entire work of the month or term one connected whole.

6. They hold the class for a definite amount of preparation and test them thoroughly upon it.

7. They are genial and pleasant in their intercourse with the children, but exacting in the matter of work assigned and of duty. But they never allow any barriers to grow up between themselves and their pupils.

8. They do not talk about rules, but about what is right and for the best. They are indeed earnest in their efforts to help the children, and are alive to every suggestion and source of help within their reach.

9. They do not worry about what they cannot help. They do the present duty as well as they know how, and then do the next one cheerfully but earnestly, and have faith. Worry kills more people than work.

10. They have learned to labor intelligently and to wait with patience. And, besides, they take good care of their health, and so are full of hope and courage, always looking up and not down, forward and not backward, and are ever ready to lend a hand.—*Home and School Journal*.

How She Succeeded.

Would she take the school at Doyle's Crossing? Thirty-five dollars a month and a good boarding place near the school house. This was the question, and these the bits of information that quite surprised and partly pleased Anna Bayliss as she sat with the open letter in her lap, considering what to answer. She was seventeen, had just finished the course at the village school near her home with such credit that her work had received favorable comment from a large circle of her acquaintances. Even the Doyle neighborhood, whose social center was at the crossing we have mentioned, had heard it, and Squire Doyle, thrifty, eccentric, but withal a good judge of ability and earnestness, knowing that they must employ an experienced teacher, resolved to try the energetic school-girl. Hence the letter. The answer was yes; and with the answer was recorded a resolution to succeed if effort would count for anything toward winning success. There was pleasure in the thought of maintaining herself, and an additional pleasure in the thought that she might supply some comforts to a home where they were scarce.

She spent six weeks at a summer school for teachers in the county-seat town. Here she for the first time

fully realized that teaching, as well as the subjects to be taught, must be learned. She resolved to keep eyes and ears open for every hint that would assist her in her work.

September came, and with it the day to begin school. She had seen to it that the dingy little school house was scrubbed and dusted, and that everything was in its place. Here and there simple pictures relieved the monotony of the unpainted walls. The stove was blacked and the pieces of pipe removed from the corner and put into their place. The fateful first morning found the room neat and in order, and a teacher self possessed and ready to receive the promiscuous lot of seekers for knowledge. The first day was a success; but it was but the beginning of the unfolding of plans, carefully thought out and arranged for the entire term. There was work for the restless hands of the little ones; observation lessons, language work and interesting reading for the intermediates and plenty of curious and interesting questions to keep the older ones thinking. You would not call it a noiseless school, but a very busy one. Everyone had something to do and seemed to be earnestly about it. Somehow the whole district became interested, and those who were in the homes were literally going to school to the new teacher. Cunning stories in history, practical problems in arithmetic, and interesting questions about government and current events set the old folks at home to reading books and newspapers that they might not seem to their inquiring children to be ignorant of everything. The school sang, and somehow the whole neighborhood caught up the songs.

Six months passed. Energy and industry won the day. The school was voted a success, and Anna Bayliss, through the transforming power of womanly employment, had become a woman. So true is it that work well done brings its best reward to the doer—modest self confidence and strength of character.—*Oklahoma School Herald*.

Six Things a Boy Should Know.

1. That a quiet voice, courtesy, and kind acts are as essential to a gentleman as to a gentlewoman.
2. That roughness, blustering, and even foolhardiness are not manliness. The most firm and courageous men have often been the most gentle.
3. That muscular strength is not health.
4. That a brain crammed only with facts is not necessarily a wise one.
5. That the labor impossible to a boy of fourteen may be easy to a man of twenty-one.
6. That the best capital for a boy is not money, but a love of work, temperate habits, simple tastes, and a heart loyal to his friends and his God.—*South Dakota Educator*.

NATURE STUDY.—Suggestions.

The REVIEW during the past year has given a series of suggestive lessons in nature work for each month. At the beginning of another school year we would urge on teachers the importance of this work. It may be carried on in and out of school, but the best results will come from the contact with nature out of doors. If the teacher loves nature there will be a bond of sympathy established at once between her and the children. They will delight to accompany her on rambles, and to bring to the school-room the results of what they have observed in their walks in the fields.

But the work does not end here. There must be systematic formal study in the school-room. Only a little should be attempted, and that little should be done thoroughly. The teacher who goes with the children into the field or who encourages them to bring to the school the objects they find on their way, is an elder companion, giving them an introduction to nature. She cannot answer all the questions they will ask. But she can answer many, and help them to refer to books, and to people who know how to answer some of these questions. She can study systematically some of the simpler forms of plant and animal life and make these the subjects of lessons, that will help the children to observe more accurately and intelligently. And the measure of the teacher's success will be what she can draw out from the children themselves, not what she tells them. No lesson should be more than ten or at most fifteen minutes in length, but there should be one every day. Questions will be asked that cannot be answered or that should not be answered. If there is the possibility that any questions can be answered by sending the pupil back to nature, by all means send him back, stimulate his curiosity, and set him at work investigating for himself.

Suppose it is a lesson on an insect. The children have been told the subject the day before and have been asked to observe the housefly, butterfly, beetle, grasshopper and others. They will probably tell the teacher that the body of an insect (*L. in* into; *sectum* cut) is made up of three pieces; that the bodies are built up of rings; that from the *under* surface of the middle part of the body grow three pairs of jointed, hairy legs; that joined to the *upper* surface of the middle part are light gauzy wings; that insects have two large eyes and a pair of horns or feelers. This much, perhaps more, every child will have gained from a first observation. The teacher will then, in the remaining minutes of the lesson, ask a few questions that will lead to further observation and study which will form the basis of a second,

third and perhaps fourth lesson. What are the parts of the body called? (Head, chest (or thorax) and abdomen.) Has the insect any bones? What serves in the place of bones and protects the soft inside parts from injury? Is each ring in one piece, like a finger ring? (No, it consists of an upper and lower piece joined by a strong elastic skin, and each ring is joined to the one before and behind it by the same means.) What are the advantages of this structure to the insect? (Expansion and freedom of movement.) Are the legs anything like our own? Are they all of the same length? (Compare the legs of the house-fly, butterfly, cricket.) What is the usual number of wings? Name insects that have two pairs? Some that have only one pair? Some that have none? (The flea.) What is shown in the place of missing wings? What is peculiar about the wings of beetles? (The upper pair becomes hardened and serves to protect the lower pair.) What are the eyes made up of? (A low power magnifying glass will help to answer this.) Have insects any lungs? How then do they breathe? (By means of tubes opening along the side of the middle part of the body and controlled by elastic springs.) Notice the feelers, their different shapes and lengths, the mouths, (some insects have no mouths,) means of attack and defense; the movement of the jaws, where they have any, and how that movement differs from our own.

Do not encourage the destruction of insects by the pupils for the purpose of making observations upon them. (Exceptions may be made in the case of mosquitoes, fleas, the potato beetle and others.) It is more human and far more interesting to study these and other animals without destroying them. We may thus watch their habits, how they live and get their food, and what places they frequent. Do not enter too minutely into the structure of an insect, or study too many kinds. A few commoner forms are quite sufficient for comparison. You are not to teach the science of entomology, or botany or geology in these nature lessons. Get rid of that idea.

Vary the lessons. After studying insects for two or three days it may be well to take plants, then birds. But see that some definite work is accomplished and that the pupil is laying a good foundation for observation and has mastered a few general principles. This is the best training for future work in natural science that you can possibly give, and work that you on your part can accomplish easily and pleasantly with a limited but exact knowledge of the natural sciences.

Train the pupils to draw what they see and to express in simple language, orally and by writing, the result of their observations. Thus the eye, hand and mind will be trained at the same time, and this is the great object of nature study.

THE HEAVENS IN AUGUST.

At 10 p. m. on August 15, Cygnus, Lyra and Aquila are near the meridian, the first two being almost overhead and the third farther south. Hercules and Ophiuchus are to the west of the meridian, with Arcturus and his accompanying stars still lower, and the paws of the Great Bear are just touching the north-western horizon. Between Vega and the Dipper is Draco, bending his ungainly length around the Little Bear.

The zodiacal constellations offer little of fresh interest. Scorpio and Sagittarius are passing westward, carrying Jupiter and Saturn with them. Capricornus, Aquarius and Pisces are all inconspicuous, and the triangular head of Aries is only just rising.

About half-way up the eastern sky is the great square of Pegasus, which can be recognized at a glance. From its northeast corner runs a curving row of second magnitude stars, spaced at intervals about equal to a side of the square.

Among the planets, Venus is morning star in Taurus and Gemini, rising about two hours before sunrise on the 1st, and three hours on the 31st. On the 13th she attains her greatest brilliancy, and is easily visible in the daytime, though difficult to find.

Mars is morning star in Taurus and Gemini, and rises from four to five hours before the sun. He is steadily growing brighter, but is still twice as far off as the sun, and is therefore faint.

Jupiter is evening star in Scorpio. On the 25th he is 90° from the sun, and comes to the meridian at 6 p. m. The present month is a favorable time for telescopic observation of the eclipses and transits of his satellites, as the eclipses take place at their greatest apparent distance from the planet. About 9 o'clock on the evening of the 25th the second satellite is in transit, and the first and third are occulted by the planet, so that Jupiter will appear to have but one satellite,—a rather unusual occurrence.

Saturn is in Sagittarius, and is well up in the south at sundown. His rings are very widely opened out, and with his satellites they form a magnificent telescopic spectacle.—*Condensed from the Scientific American.*

HOME AND SCHOOL.

A bright little teacher whom I know has a happy way of drilling her small pupils in subtraction. She says: "Now we will play give-away; my turn comes first. If I had four apples and gave Nellie two, how many would be left?" All are eager to answer; the one who answers right, asks the next question. Sometimes the teacher says: "Let us all give away seven or eight today." Then each example has a seven or eight in it. In that way, she strengthens the scholars' weak points.—*American Primary Teacher.*

The "Call" of Animals.

What animal neighs?	What animals squeal?
What animal says "caw, caw, caw"?	What animal gobbles?
What animal mews?	What animals growl?
What animal brays?	What animal crows?
What animal chirps?	What animal moos?
What animals bark?	What animal cackles?
What animals quack?	What animals sing?
What animal calls "bah, bah, bah"?	What animals chatter?
	What animals cry?

The children will find pleasing seat work in language and writing by making stories of these animals, in which they talk with each other through their "calls."—*American Primary Teacher.*

The Difference.

"Where do you teach?" I asked her, after several hours of delightful conversation as we sat on the rear platform of a B. & O. observation car and spun along the tortuous track cut out centuries ago by the mountain stream. Not a word concerning schools had been said. No state badge announced that she had been at the N. E. A.

"Well, if you've found it out," said she, "I teach in Chicago."

She would have felt complimented could I have told her why I knew she was a teacher. It was her kind face, her watchful eye, her sensitiveness to the beautiful scenery, that led me to believe that my companion was a woman grown grey in the schoolroom, and that she was taking in that she might give out again. I could not help contrasting her with the perspiring, shining specimen we saw at the capitol, wandering about the corridor, guide book open, who paused for a moment beneath the great dome and after alternately looking upward and into her book, plucked a guard by the sleeve and asked, "Is this the dome?"

And the question came to me, Why will some teachers cast discredit upon their profession by being chumps?

This one will never grow to the stature of the other. It is not a question of education, but of common sense.—*Western Teacher.*

MISTAKES.—Say informed, not posted; try to go, not try and go; you ought, not you had ought; the foregoing, not the above; I think or suspect (not expect) a thing has occurred; seldom if ever, not seldom or never; feel bad, not feel badly; I must go, not I have got to go, fewer (not less) pupils or members; just as lief, not just as soon; really good, not real good; a person, not a party; wholesome food, healthful climate, not healthy food or climate; make an experiment, not try an experiment; arrange, prepare or mend, not fix.—*Western Teacher.*

CURRENT EVENTS.

There is little reason to doubt that a great war has begun in China. It is believed that Prince Tuan, an uncle of the emperor, is at the head of the Boxer movement. He is the father of the boy whom the Empress Dowager has recently had proclaimed successor to Kwang Su, the present Emperor; and is, perhaps, the virtual ruler of the Chinese empire, so far as it may be said to have a ruler at the present time.

The young Emperor, whose throne name, Kwang Su, means Succession of Glory, had come under the influence of the leaders of the reform party in China, and had issued a remarkable series of edicts favoring the introduction of Western civilization. Schools were to be established for the teaching of Western learning; a bureau of mines and railroads was to be formed; arts, sciences and agriculture encouraged, and many other reforms initiated. The reform leaders were Chinese; the imperial family, and the chief office holders, Manchus. Conservative regard for the established order of things was mingled, in the minds of the ruling class, with the fear that the Manchu minority might lose control of the government. For two hundred and fifty years the Manchu dynasty had governed China, and the Chinese had more or less willingly submitted to their rule. Now Britain, Russia, France and Germany had gained foothold on the coasts, Christianity was spreading, and a weak Emperor was ready to adopt Western ideas at the bidding of reformers who belonged to the subject race. The Dowager Empress, widow of an uncle of the present Emperor, supported by the Manchu nobles, assumed the government. Virtually deposing the Emperor, (who, according to Chinese notions of filial duty, could make no resistance to her authority,) she repealed his edicts, and drove the leading reformers from the country. Thus the anti-foreign movement was begun. Whether this movement soon got beyond control, or whether the Empress and her advisers have countenanced the evil doings of the Boxers, may never be known; but it seems probable that Prince Tuan, putting himself at the head of the movement, sought to re-establish the hold of the Manchu dynasty upon the people of China by acting as their leader against foreign aggression. The great viceroys of the provinces into which the empire is divided, however, are very largely independent of the central government; and there is reason to hope that some of the most powerful of these local rulers are using their authority for the protection of foreigners and the suppression of the rebellious Boxers, or other insurrectionists, in the territories under their rule.

Whether acting under orders from Peking or not, there is no doubt that Chinese regular troops have been engaged in conflict with the allied forces of the foreign powers. Early in June an attempt was made to send reinforcements by rail to strengthen the guards of the foreign legations in Peking. The relief force consisted of 2,300 men,—British, German, Russian, American, French, Italian, Japanese and Austrian,—under command of Admiral Seymour, of the British Navy. They pushed forward nearly to Peking, but were obliged to turn back; and, after fifteen days continuous fighting, found themselves surrounded by the enemy near Tien Tsin, and unable to proceed farther. In the meantime, hostilities had begun at the mouth of the Pei Ho. Certain movements at the Taku (Tah-koo) forts, at the mouth of the Pei Ho, were interpreted as hostile, and the commanders of the foreign warships demanded that they should be stopped; whereupon the forts opened fire upon the fleet. Russian, British, French and Japanese warships returned the fire; and the forts were carried by assault on June 17th. A few days later communication with Tien Tsin was interrupted, and a force which the allies sent to relieve it was ambuscaded and turned back. Another force was more successful. The city of Tien Tsin was relieved on the 25th of June; and the Russian general in command of the relieving forces sent forward a column on the same day which rescued Admiral Seymour and his party. Since then there has been almost incessant fighting at Tien Tsin. The Chinese forces engaged are found to be well drilled and armed; and, although the foreign commanders have treated them as rebels, it is quite credible that they are acting under imperial orders in resisting the advance of the allied forces from the foreign fleets.

Week after week, the civilized world waited anxiously for reliable news of the fate of the foreign legations at Peking, until at last hope was almost abandoned. It was known that on June 18, the German minister to China insisted on visiting the Tsung Li Yamen, (the yamen, or office, of foreign affairs,) and was killed by a mob on the street. It was also known that on June 25, the legations were resisting an attack, and the situation was desperate. The Chinese authorities claimed that the capture of the Taku forts by the allies had led to a state of anarchy in the capital, and that the government was using every effort to protect foreigners and to suppress the rebels; but the fact of Chinese soldiers having invaded Russian territory on the north of the Amur, from which they were driven out by the Russian garrisons with heavy loss, seemed to indicate that the government of the Empress Dowager was at war with the world, and that the motto of the

Boxers, "Kill all the foreign people," had the force of an imperial decree. Great Britain, the United States, Germany, Russia, France, Italy, Austria, Belgium, Spain, Portugal, the Netherlands and Japan had official representatives in Peking, and there was strong reason to fear that they and all other foreigners within the city had been put to death. When at last news came, under date of July 24th, it appeared that the legations were still in a state of siege, and the Chinese government, if there be one, was doing nothing to help them. The forces of the allies are again pushing forward to the relief of the Europeans, who are now within the inner enclosure of the Imperial city.

Tien Tsin, (literally, the Heavenly Place,) is a very important city in the metropolitan province of Chili. It is situated on the Pei Ho, at the terminus of the Grand Canal, which extends to Peking; and is the third commercial seaport in China, being surpassed only by Shanghai and Canton. It was the Celestial City described by Marco Polo, who visited it in the thirteenth century. It was the scene of a terrible massacre of Christians in 1870.

The Pei Ho, (White River,—sometimes written Peh Ho, which means North River,) is a narrow and very crooked stream, the channel in its soft, muddy bottom changing from day to day; and only vessels of light draught can navigate it. Its mouth, where the Taku (Great Mouth) forts are situated, is protected or obstructed by a dangerous bar, so that large ships must remain at a distance of several miles from the shore. From Taku to Tien Tsin by rail is a distance of twenty miles; by river, nearly three times that distance.

Peking, (which means the Northern Capital, as Nankin means the Southern Capital,) is sixty or seventy miles west of Tien Tsin. It is a city of about a million inhabitants, standing in a level country which stretches in unbroken monotony to the shores of the Gulf of Pechili. Within its walled enclosure are two divisions, the Chinese city and the Tartar city. In the latter, the foreign legations and the mission stations were situated. In the centre of the Tartar city is a quadrilateral enclosure called the Imperial city; and within this again, the Forbidden city, which contains the imperial palaces. This inner city, as its name implies, is never visited by foreigners except on rare occasions when a foreign prince or an ambassador is allowed to pay a visit of ceremony to the Emperor. In this Forbidden city sits, at three in the morning, the Great Council of State; and here dwells the Empress Dowager, who, in the name of the Emperor, promulgates the decrees which one fourth of mankind are expected to obey.

It is announced that the Queen has approved of the Earl of Hopetoun as first Governor-General of the Commonwealth of Australia.

Russia has abolished banishment to Siberia—the most dreaded of punishments in a country where offences are severely punished.

The Cape Nome gold region, in the north of Alaska, which attracted gold seekers even from the Klondike, is now filled with disappointed men, many of them without the means of returning to their homes. United States soldiers have been sent to the place to preserve order, and martial law has been established in the district.

It is again reported that a balloon, supposed to be that of the missing Andree, was wrecked in Ungava, on the coast of Hudson Bay. A party of Indians will be sent to the spot to bring back any papers and other portable articles they can find.

An expedition has left Newfoundland by steamer to search for Captain Peary, who, if his plans have been successfully carried out, is now returning from the North Pole. Last winter was exceptionally severe in Greenland, and it is feared that the explorers have suffered unexpected hardships in their winter quarters, and consequent difficulties in their attempt this summer to reach the Pole.

By a typographical error in last issue, 1854 was given as the date of the first Boer settlement north of the Orange River. It should have been 1824. An independent government was established there in 1854.

The relief of Koomassie was not effected until July 15. In the meantime, Sir Frederic Hodgson, governor of the Gold Coast, who was shut up in the fort, surrounded by a large number of Ashanti warriors, had succeeded in pushing through the besieging forces and making his way to Cape Coast Castle, leaving a small garrison to hold the place. The relief of this garrison seems to have been accomplished just when its supplies were on the point of being exhausted. Sir Frederic went to Koomassie in March last in discharge of his official duties, Ashanti being under the jurisdiction of the Gold Coast government. The Ashanti chiefs demanded that he should leave, that the natives should be permitted to buy and sell slaves, and that the establishment of schools should cease. The relief of the garrison means the defeat of these rebel chiefs; but it will still require force to bring them to submission, and more troops are needed.

An interesting feature in the preparations for the approaching presidential elections in the United States, is the organization of a native party in Hawaii.

Gen. Porfirio Diaz (Dee-ath) has been re-elected president of the republic of Mexico for a term of four years. With the exception of one term, during which he was a member of the government, he has filled the president's chair since 1877; and peace and progress have marked his rule. About four-fifths of the people

of Mexico are of Indian or mixed races, and Diaz himself is partly of Indian blood.

The question of confederation with Canada seems to be again attracting attention in Newfoundland.

The work of delimiting the provisional boundary having been completed in that part of the disputed Alaska-Yukon territory crossed by the Dalton trail, the Americans in the district find that nearly one-half of the Porcupine gold mines are in Canadian territory. Much of the Dalton toll road leading to Porcupine City also lies within Canadian territory, according to the survey.

The assassination of the King of Italy is thought to be directly traceable to misplaced leniency in the case of Sigido, who recently attempted to take the life of the Prince of Wales in Belgium. King Humbert was shot as he was entering his carriage, at Manza, on the evening of July 29. His murderer, an anarchist named Bressi, is from Patterson, N. J., and there is evidence that the crime is the result of a plot formed in the United States. The eldest son of the late king succeeds him on the throne of Italy, with the title of Victor Emmanuel III.

On the 2nd of August an attempt was made to assassinate the Shah of Persia, who is now on a visit to Europe. As he was leaving the grounds of the Paris exhibition, a man sprang upon his carriage steps and would have shot him, had not the Grand Vizier, who is a man of great strength, saved the life of his sovereign by catching the arm of the assailant and holding him until the police arrived.

Prince Alfred, Duke of Saxe-Coburg-Gotha, second son of the Queen, died suddenly at Coburg, on the 30th of July, from paralysis of the heart.

New South Wales will send troops to join the imperial forces in China. Several bodies of Indian troops have already been forwarded to Hong Kong and other Chinese ports.

There is evidence of another plot to blow up the Welland Canal.

The South African war still continues, though it seems to be nearing its end. The Boers are practically cut off from supplies, and have been surrendering in large numbers at different points; but a part of the Boer army is falling back upon Lydenburg, which may become a centre of guerilla warfare. Lydenburg, which Kruger has contemplated making his capital, has an elevation of 5000 feet, and is about 125 miles northeast from Pretoria. It has seen a Boer government before, for, having been established in 1847 by a party of burghers from the abandoned town of Origstad, it was for eleven years the capital of an independent republic which amalgamated with the Utrecht Republic in 1858, and was ultimately merged in the Transvaal. The Lydenburg district is a sort of Switzerland. It is a gold region. The valleys are fertile, but malarious, and the hills constitute a real fastness from which it might be difficult to dislodge the Boers if they should choose to establish themselves there. The deep valleys and precipitous hills, craggy heights and many caverns in

the districts, adopted for defence and the purposes of secretion by the natives, would be the refuges of Kruger's men, while the malarious approaches would constitute serious difficulty in dealing with them. However, even if this kind of warfare be attempted, there can be no doubt as to its end.

Reciprocity throughout British America is proposed. The countries to be included are, Canada, Newfoundland, Bermuda, British Honduras, Bahamas, Turk's Island, Jamaica, Windward Islands, Leeward Islands, Barbadoes, Trinidad and British Guiana. Although the plan is as yet only a suggestion, there is much in the present state of affairs both in Newfoundland and the West Indies to bring the subject into favorable consideration, and some of the colonies named may be expected to move in the matter at an early date.

The new Commonwealth of Australia will begin its existence on the first day of the twentieth century.

The insurgents in the United States of Colombia, after meeting with remarkable success in their advance upon the principal towns of the republic, have been defeated, and the revolution is probably at an end.

The news from the Philippines is not cheering to those who hope for the establishment there of a settled government under the American flag. Small parties of Americans have met with slight reverses from time to time, and the natives, even in the neighborhood of Manila, are only held in submission by force of arms.

KINDERGARTEN AND PRIMARY DEPARTMENT.

At the earnest request of some kindergartners and primary teachers, present at the last Provincial Institute, held at Moncton, the editor kindly consented to allow us space in this journal for the discussion of kindergarten principles and methods both in the kindergarten and primary school.

We, as kindergartners in these Maritime Provinces have long felt the need of some common meeting ground where each can help and encourage the other. These columns may become just such a stimulus if each kindergartner and primary teacher will only recognize it and use it as such.

Let us make it a medium for asking questions of each other—and answering them too? Have you tried something new in your work and found it a success. If so give others the benefit of your experience.—W.

Primary Nature Lessons.

It has been found by many a good plan to devote from five to fifteen minutes—seldom more than ten, at the beginning of every afternoon session to nature study.

Take as your motto, for this hour at least, "Come, let us live with our children." Have it as a sort of "give and take hour." Let the children do some of the teaching. Do not be afraid to let them see that you do not know everything. If you cannot answer a question tell them so, but "we must find out"; "see who will know first."

Little children are constantly bringing leaves, flowers, buds, bits of the fir tree, etc., to the school-room. The

wise teacher will never disregard these. Keep them all until this nature hour, and then, "Mary, show us what you have for to-day." "Where did you get it," etc. The children will be eager to tell what they know. The teacher gives her bits of information as the children do and soon all are interested.

As pieces of fir, cedar, pine, etc., are brought to the room, tack them as a sort of border over one of the blackboards, and write the name plainly under each. Use green chalk for the evergreens and red and yellow for deciduous ones.

I have known children six or seven years of age, who have in this way learned to recognize nearly all the forest trees, spell their names correctly, know whether they are evergreen or not, and to draw from memory leaves and branches of the various trees.

I know one little boy who says he always knows the pine tree because it has brooms on it.

Keep a nature calendar on the board. Ask the children in the spring to bring the first pussy-willow they can find to the school-room, and when it arrives write on the board, First Pussy-willow, March 20th, (or whatever the date may be). Do the same with first violet, dandelion, robin, swallow, butterfly, etc. These will soon come to be wonderful and interesting events in the life of the school-room.

Keep one part of the blackboard ruled into columns: One for birds that stay all winter and the other for those that go south in winter. As you talk about the various birds from time to time place name always in one of these columns. Let the children find this out by observation if possible, before placing name on the board.

One teacher on entering a new school awakened a great interest in birds by remarking the first day: "You know I just came here, so I do not know much about the place yet. I wonder if the birds here are like the ones at my home. I wish you would tell me about them." The very idea of teaching a teacher anything soon aroused them all, and what they knew of the neighborhood birds was soon communicated. The teacher made this the starting point for the entire nature study of the year, and both teacher and pupil became more and more interested as the days went by.

The Wellesley girls say,
As at vespers they pray:
"Help us good maids to be,
Give us patience to wait
Till some subsequent date,
World without men—ah me!"

—Brunonian.

SCHOOL AND COLLEGE.

Mr. Amos O'Brien, principal of the Dorchester (Westmorland) Superior School, has been appointed to the principalship of the York Street School, Fredericton, made vacant by the appointment of Mr. A. S. McFarlane to the High School of that city.

Mr. H. C. Henderson, teacher of Classics in the High School, Fredericton, has resigned to take up literary work in the Chicago University. He was presented with a beautiful set of Shakespeare by his class.

Mr. Jos. Mills, principal of the Keswick Superior School, has been appointed classical instructor in the Moncton High School in place of H. A. Sinnott who has resigned.

The closing exercises of St. Joseph's College, Memramcook, N. B., were held June 21st. The following received B. A. degrees: Michael Charles Collins, Fairville, N. B.; Andrew Knox Dysart, Cocagne, N. B.; Elzear Arthur Gaudet, Meteghan, N. S.; James Walter Holland, St. John, N. B.; John Hall Kelly, New Carlisle, P. Q.; Hector Louis Landry, Dorchester, N. B.; Arthur Thomas LeBlanc, College Bridge, N. B.; John Daniel Lyons, Waltham, Mass.; Francois M. Richard, College Bridge, N. B.

Mr. C. H. Elliott, principal of the Grammar School at Andover, N. B., has resigned his position to enter upon the study of law.

The closing of the Windsor educational institutions took place in the latter part of June. The exercises were of an interesting character. The Edgehill School for girls has had a very prosperous year, more than seventy boarders having been in attendance, and the Collegiate School for boys also closes a successful year. At the Encœnia of the University the honorary degree of D.D. was conferred upon the Venerable Archdeacon Kaulbach of Truro. The College enters upon its 110th year with excellent prospects for the future.

Died suddenly at St. Paul's Hospital, Vancouver, B. C., on June 18th, 1900, Cecilia, second daughter of the late John Alexander, Jr., of Newcastle, N. B.

Mr. J. P. Connolly of Church Point, Digby Co., has resigned on account of ill health. He expects to spend the winter in the south, and his many friends will hope to hear of a return to vigorous health.

Dr. J. B. Hall, of the Truro Normal School, is planning to spend the coming year in Europe, devoting his time to travel and the study of existing methods of education.

Mr. S. A. Starratt of Yarmouth has obtained a year's leave of absence, which he will devote to special study in science at the Leland Stanford University, California, which has at its head that bright and original thinker, David Starr Jordan.

Dr. W. S. Muir, Truro, has offered a prize of ten dollars for the best essay on School Sanitation, to be competed for by any scholar in the public schools of Nova Scotia not exceeding sixteen years of age.

Mr. D. W. Hamilton has been appointed principal of the Sussex Grammar School, in place of Mr. Allen, resigned.

RECENT BOOKS.

An annotated edition of Scribe's comic master-piece, "Le Verre d'Eau,"¹ appears in Heath's Modern Language Series. This play is excellent reading for senior classes. It is based on the relations between Queen Anne, the Duchess of Marlborough and Bolingbroke, during the war of the Spanish Succession, and while much freedom is taken with history, the principal characters are drawn with such skill and the dramatic situations so well handled, that it will certainly add interest to the study of the period. The climax of the play is the famous scene in which the Duchess, mad with jealousy, spills a glass of water on the Queen. The volume has an admirable historical introduction and a few useful grammatical notes.

From Copp, Clark & Co. we have received an Elementary French Grammar,² published by Macmillan & Co. This book seems to us too condensed for children's use, and it contains no exercises for translation. It is evidently intended for older students. The subject matter is well arranged, and an abundance of examples, especially of idiomatic uses, are given. The second part of the book, devoted to Syntax, appears to us particularly good.

The Athenæum Press Series,³ issued by Ginn & Co., contains an interesting reading book for intermediate French classes. It includes short stories by Maupassant, Daudet and other well known writers, with brief notes and English paraphrases for retranslation.

Siepmann's French and German Series are too well known to need much comment. The two before us fairly represent their German text. In the Elementary Series we have an adaptation of Theodor Ebner's story of Walther Von der Vogelweide⁴ the famous Minnesinger, which gives some interesting pictures of life in the 12th and 13th centuries. The text is edited with an historical introduction, vocabulary, rather full notes, lists of words and phrases for grammatical drill, and passages for translation from English to German.

"Die Humanisten,"⁵ in the advanced series, is a story whose scene is laid in Florence in the 15th century. A German knight loves the daughter of a famous and wealthy Florentine humanist, and wins her hand by obtaining for her father, after many adventures and perils, a precious and long lost Ciceronian MS. The editor's work is on the same plan as in the Elementary series, but the advanced texts have no vocabulary and contain a chapter on word foundation.

¹"Le Verre d'Eau, ou Les Effets et Les Causes," par Eugène Scribe. Edited with introduction and notes by Charles A. Eggert, Ph.D. Boston, U. S. A.: D. C. Heath & Co., publishers, 1900.

²Elementary French Grammar, by Eugène Fanacht. London: Macmillan & Co., Limited. New York: The Macmillan Co., 1900.

³Dix Contes Modernes des Meilleurs Auteurs du jour, edited by H. A. Potter, A. B., Master of Modern Languages in Commercial High School, Brooklyn, N. Y. Ginn & Co., Publishers, Boston, U. S. A., 1900.

⁴Herr Walther Von der Vogelweide: eine Geschichte aus der Zeit der Minnesänger, für die Jugend erzählt von Theodor Ebner; adapted and edited by E. G. North, M. A., Assistant Master at Wellington College.

⁵Die Humanisten, von Isolde Kurz; edited by A. Vogelgin, M. A. (Lond.), Ass't Master at S. Paul's School. London: Macmillan & Co., Limited. New York: The Macmillan Co., 1900. Copp, Clark & Co., Toronto.

This series of booklets¹ is in quarto form, printed on excellent paper, and containing about one hundred observation lessons on plants, animals (including birds, insects, fish, &c.), metals, air and other gases, common substances of use in every day life, and the ordinary phenomena of nature. On the pages opposite the outlines of the lessons, are illustrations intended for the use of teachers, and which may be enlarged and placed on the black-board beforehand, or better, as a preparation for the teacher to sketch rapidly during the lesson.

We have seen many attempts to aid teachers in giving observation lessons, but none so effective as these. Almost every topic on which teachers could give lessons has been selected and so arranged that with the application of an ordinary amount of knowledge and skill the very best results should be obtained. Children are expected to have in their hands, as far as possible, the objects to be illustrated by the lessons. We are glad that this is insisted upon, for it is the *sine qua non* of all successful work in this direction. So admirably suited are these lessons for the teacher who is earnestly desirous of help in the poorly planned and much neglected observation work in most of our schools, that we cordially recommend them and feel satisfied that an honest trial of their merits would produce most satisfactory results.

¹OBSERVATION LESSONS. The First Elements of Science, arranged as Observation Lessons and correlated with drawing. Written by Geo. Ricks, B. Sc. (Lond.), Inspector of Schools. Illustrated by Alfred Wilkinson, Art Master, Superintendent of Drawing, School Board for London. Parts I, II, III, price 1s. 6d. each. London: Macmillan & Co., Ltd. New York: The Macmillan Company, 1900.

Macmillan's Art Studies of plants, animals, common objects and conventional forms offers a course of instruction in freehand drawing for teachers and students with a great variety of suitable objects and designs. Price 6d. Macmillan & Co., London.

Literary Notes.

The Copp, Clark Company of Toronto is issuing a new Elementary English Composition for Schools, by Dr. Frederick Henry Sykes. So far, no elementary work in this subject has been published in Canada, while the teaching of English composition has grown in importance in both the public and the high schools. There is perhaps no subject taught in the public schools, for which there is at present greater need of systematic instruction, than composition; and the best aid to such instruction is a well designed work of practical utility and literary character. The publication of Dr. Syke's book will therefore be awaited with a great deal of interest by those who have the subject in charge.

AUGUST MAGAZINES.

The *Atlantic Monthly* opens with an article on Political Education, by Arthur Twining Hadley. The plan of a course in our schools and colleges for a training in citizenship is given, not a study of facts about civic government, nor an education pertaining solely to the gaining of bread and butter, but an education which shall take in the broad privileges and duties of the citizen.... The August Magazine Number of the *Outlook* is also its thirteenth Annual Educational Number. As usual, the number contains many articles of timely quality, relating directly to important educational matters. Several of these articles are beautifully illustrated, notably that by Sylvester Baxter on "The Cuban Teacher at Harvard University," the

illustration including several photographs made expressly for this purpose; and that by Hamilton W. Mabie on the University of Virginia, in the series of articles Mr. Mabie has from time to time written, under the title of "Some Famous Schools." (\$3 a year. The Outlook Company, New York).... Rev. Charles

M. Sheldon's story in the *St. Nicholas* on The Professional Rain-maker, is both interesting and instructive. There are also other attractive articles in this mid-summer number on Books and Reading, Hunting with a Camera, Nature and Science. The illustrations are as usual excellent. The *Ladies' Home Journal* has as usual

an interesting table of contents. The opening article is on College Girls' Larks and Pranks, which will amuse every student in holiday time. A new humorous story, by Josiah Allen's wife, telling how Josiah and I go a-vistin', will be read by everyone. The illustrations of this number are admirable.... British Vacation in China, The Paris Exhibition, Old and New Japan, The Chinese Government, Work and Rest are Both Builders, Asiatic Courage, are some of the articles of present day interest found in *Littell's Living Age* in the numbers of August 4th and 11th.... To commemorate the part played by Canadian soldiers in South Africa, *The Canadian Magazine* has issued a "War Number" (August). The coloured cover represents "The Canadian Soldiers of the Queen," while the numerous illustrations add to this idea. "The Maple Leaf in South Africa" is the title of the article which gives in detail the movements of the various Canadian contingents in South Africa. "The Battle of Paardeberg" is graphically described by a Canadian eye-witness. "Three Sieges and Three Heroes," describes the famous defences made by Sir George White, Col. Kekewich and Maj.-Gen. Baden-Powell. "A Short History of the Boer War" gives a complete summary of the great campaign.

OFFICIAL NOTICE.

EDUCATION OFFICE.
NOVA SCOTIA.

1. The changes published in the *April Journal of Education*, referring to the High School course of study and the examinations upon it, go into effect at the beginning of the school year, August, next.

2. The changes referring to the conditions on which Teachers' Licenses are granted, such as the advance from the minimum of 33 to 35 per cent., and of the advance of one year in the minimum age for each of the classes D, C and B, go into effect on the first day of January following.—1st January, 1901.

Halifax, Nova Scotia, }
1st June, 1900. }

A. H. MACKAY,
SUPERINTENDENT OF EDUCATION.

HOME STUDY!

THE UNIVERSITY OF CHICAGO

offers over 225 elementary and college courses by correspondence in 28 of its Departments, including Pedagogy, History, the Languages, English, Mathematics, Physiology, Zoology, Botany, etc. Instruction is personal. University credit is granted for college courses successfully completed. Work may begin at any time. For circular address

THE UNIVERSITY OF CHICAGO (Div. K) CHICAGO, ILL.

Charlotte County Teachers' Institute.

SESSION OF 1900.

At the invitation of the Washington County Teachers' Association, and by special permission of the New Brunswick Board of Education, the Charlotte County Institute will visit Calais, Me. The joint meetings of the two associations will be held in the Congregational Church, Calais, on Thursday and Friday, September 20 and 21.

THURSDAY AFTERNOON.

- 1.30 Devotional Exercises.
- 2.00 Patriotism and Citizenship.—Mr. J. F. Ryan, President Washington County Association; Miss Grace B. Stevens, President Charlotte County Institute.
- 2.30 English and Literature.—Lower Grades, Miss Isabella J. Caie, Milltown, N. B.; Higher Grades, Miss Mary Wood, Eastport, Maine.
- 3.00 How to teach Primary Geography.—Miss Janet Clarke, Jonesport, Me.
- 3.20 Practical Value of Manual Training.—Supt. T. E. St. John, Eastport, Me.
- 8.00 Public Meeting—Addresses on Educational topics, by Dr. A. H. MacKay, Chief Supt. Education, Nova Scotia; Dr. J. R. Inch, Chief Supt. Education, New Brunswick, and Hon. W. W. Stetson, State Superintendent, Maine.

FRIDAY MORNING.

- 9.00 Shall Short Hand and Type Writing be introduced in the Public Schools.—Affirmative, Supt. E. H. Bennett, Lubec, Me.; Negative—Mr. Henry E. Sinclair, Moore's Mills, N. B.
- 9.30 Arithmetic—Miss Annie Richardson, St. Andrews, N. B.; Mr. L. W. Gerrish, Milltown, Me.
- 10.30 Penmanship.—Supt. Frank S. West, Edmunds, Me.
- 11.00 Class Exercise in Music.—Miss Mina G. McKensick, Calais, Maine.

FRIDAY AFTERNOON.

- 1.30 Lessons with Plants.—Mr. J. Vroom, St. Stephen, N. B.
- 2.00 The School Improvement League of Maine.—Miss Kate McDonald, Machias, Me.
- 2.30 The Teacher out of School.—Hon. W. W. Stetson, State Superintendent, Me.

The Charlotte County Institute will meet for organization at Marks Steet School, St. Stephen, on Thursday, at 9 a. m.

The usual travelling arrangements will be made.

J. VROOM, Secretary.

University of New Brunswick.

THE next Academic year begins September 27th, 1900, 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 \$150) 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.

STEPHEN M. DIXON, M. A., BURSAR OF THE UNIVERSITY, FREDERICTON, N. B.

Special Licenses

to qualified teachers of the **ISAAC PITMAN** system of Shorthand are to be granted in Nova Scotia.

THE Government will give an ...

EXTRA GRANT

to teachers teaching *this* system.

The only Institution in the Province teaching the Isaac Pitman system is the

Maritime Business College,
HALIFAX, N. S.

P. S.—Special summer course for teachers.

CANADIAN PACIFIC

Travel in Comfort ON THE **Pacific Express.**

Leave Halifax 7.00 a. m. Mo. Tu. W. Th. Fr. Sa.
Leave St. John 4.10 p. m. Mo. Tu. W. Th. Fr. Sa.
Arr. Montreal 8.35 a. m. Tu. W. Th. Fr. Sa. Su.
L.v. Montreal 9.45 a. m. Tu. W. Th. Fr. Sa. Su.
Ar. Vancouver 12.30 p. m. Su. Mo. Tu. W. Th. Fr.

A TOURIST SLEEPER

On above train every Thursday, from MONTREAL and runs to SEATTLE, without change.

....DOUBLE BERTH RATES....

Montreal to Winnipeg,	\$4 00
Montreal to Medicine Hat,	6 50
Montreal to Calgary,	6 50
Montreal to Vancouver,	8 00
Montreal to Seattle,	8 00

For passage rates to all points in CANADA, WESTERN UNITED STATES, and to JAPAN and CHINA, INDIA, HAWAIIAN ISLANDS, AUSTRALIA and MANILA and also for descriptive advertising matter and maps, write to,

A. J. HEATH,
D. P. A., C. P. R.
St. John, N. B.

TEACHERS WANTED!

All the Teachers, Men & Women in the Maritime Provinces TO INSURE IN

Royal-Victoria Life Insurance Co'y
HEAD OFFICE, MONTREAL.
CAPITAL, - - - - \$1,000,000.

DAVID BURKE, A. I. A.; F. S. S., Manager, Montreal.
WM. T. STEWART, Superintendent of Agencies, Halifax N. S.
JOHN E. DEAN, General Agent, St. John, N. B.
Office in Pugsley Building, cor. Princess and Canterbury Sts. Write for Plans, Rates, etc. Agents Wanted.

SEE THAT

The Supplementary Readings in Canadian History

are placed in your school this year.

Numbers one to ten now ready, filled with just such matter as will make Canadian History interesting.

Ten cents each The complete series of twelve numbers, One dollar.

... Send to ...

EDUCATIONAL REVIEW, ST. JOHN, N. B.

WALL PAPERS and WINDOW SHADES, Etc.

For School Walls.
Plain Ingrain Wall Paper.

Send size of School Room, number of Windows, Doors, etc., and we will furnish estimate of the cost and send samples. Also sizes of WINDOWS and get our figure for

WINDOW SHADES.

HAVE YOUR MAPS MOUNTED ON SPRING ROLLERS.

Pictures Framed, Etc.

F. E. HOLMAN & CO.

52 KING ST.,
SAINT JOHN, N. B.

BARNES & CO., STATIONERS.

We handle a large supply of all kinds of stationery. Typewriter Ribbons, etc., etc.

Use the ...

Gardner Inkstand,

It is Economical, Durable, Dustproof. It is indispensable to those doing much writing.

BARNES & CO.,

Printers, Bookbinders, Stationers, Etc.

ST. JOHN, N. B.

Send Stamp for Prospectus.

SAVE ON BOOKS.

Whenever you need ANY book or any information about books, write for quotations to the

PUBLISHERS' SYNDICATE, Ltd.
88-90 Yonge St., Toronto.



FRANCIS & VAUGHAN,
WHOLESALE & RETAIL

Boot and Shoe Manufacturers,

19 King Street, North Side,
SAINT JOHN, N. B.

FINE BOOTS AND SHOES A SPECIALTY

OUR "BALL BEARING" SCHOOL DESKS

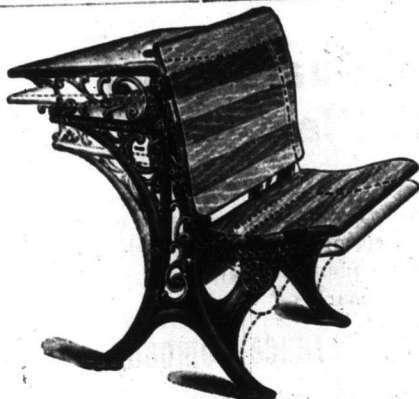
Stand to-day Above Criticism—The Standard of the World.

They were the *only* desks selected by the Government for the *Canadian Educational Exhibit* at the *Paris Exhibition*. We have for the sixth time been awarded the contract for desks for the Toronto Public Schools, amounting this year to \$10,000.

During the last two years we sold over 28,000 of these desks, supplying in Canada about three fourths of all the desks required during that time.

These are noiseless desks, whose beauty and honesty of construction place them at once above criticism, and make them the desk *above all desks*. They have imitators, true, but no equals.

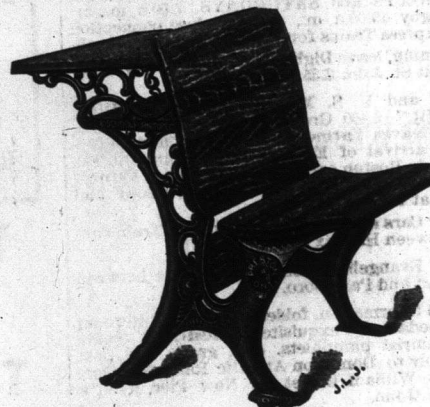
Write to-day. Send for Circulars.



THE B. B. AUTOMATIC DESK.

Order Goods, conscious of the fact that you will get the best at the lowest figure—no matter where or who you are.

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



THE BALL BEARING DESK.

ONTARIO MUTUAL COMPANY,

The only Canadian old-line Life Company, consisting of its policy-holders only, had in 1899 its most successful year.

POLICY ISSUE, \$4,751,026
BUSINESS IN FORCE, \$26,946,442

Write for plans and rates before insuring elsewhere.

E. M. SIPPRELL,

MARITIME MANAGER,

109 PRINCE WILLIAM STREET, ST. JOHN, N. B.

INTERCOLONIAL RAILWAY OF CANADA.

FAST Express Trains between St. John, Halifax, Quebec and Montreal.

The only ALL RAIL LINE between St. John and Halifax.

THE GRAND SCENIC ROUTE BETWEEN THE UPPER AND LOWER PROVINCES.

Vestibule Parlor, Sleeping and Dining Cars on the Maritime Express.

D. POTTINGER, General Manager, Moncton, N. B. JNO. M. LYONS, G. P. & T. A. Moncton, N. B.

DOMINION ATLANTIC RAILWAY.

Royal Mail Steamship "PRINCE RUPERT," 1,260 Gross Tonnage, 3,000 Horse Power, ST. JOHN AND DIGBY.

Leave ST. JOHN MONDAYS, WEDNESDAYS, THURSDAYS and SATURDAYS, 7.00 a. m., arrive Digby 10.00 a. m., making close connection with Express Trains for Halifax and Yarmouth.

Returning, leave Digby same days at 12.50 p. m. Arrive at St. John 3.35 p. m.

Royal and U. S. Mail Steamship "PRINCE ARTHUR," 2,400 Gross Tonnage, 7,000 Horse Power, leaves Yarmouth Wednesday and Saturday, on arrival of Express Train from Halifax, arriving in Boston early next morning. Returning, leaves Long Wharf, Boston, Tuesday and Friday, at 4 p. m.

Parlor Cars are attached to Express Train running between Halifax and Yarmouth.

S. S. "Evangeline" makes daily trips between Kingsport and Farrisboro.

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. GIFFKINS, Superintendent.

Kentville, N. s.

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 BOUQUET OF KINDERGARTEN AND PRIMARY SONGS.

80 pages, 10x7 1/2 inches cloth, 75 cents; in ... Bristol board cover, 50 cts.

Published by SELBY & CO., Toronto.



A collection of 60 songs, with words and piano accompaniment. The harmonies of the songs have been revised by W. O. Forsyth, Director of the Metropolitan School of Music, and Mrs. James L. Hughes writes all introduction. The collection of songs includes all the old favorites familiar to Kindergarteners, as well as "Fair Canada," "The Red, White and Blue," and other patriotic songs.

Booksellers can confidently recommend this book to their customers as being not only a good school-class book, but just the thing to interest the young folks at home on rainy days and during the holidays.

FLAGS.

Dominion Ensigns, as per official notice of Chief 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.

EDUCATIONAL REVIEW.

WHOLESALE STIMULATING ENCOURAGING.

\$1.00 per year. Monthly.

EDUCATIONAL REVIEW, ST. JOHN, N. B.



Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. Handbook on Patents sent free. Oldest agency for securing patents. Patents taken through Munn & Co. receive special notice, without charge, in the

Scientific American.

A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms, \$3 a year: four months, \$1. Sold by all newsdealers. MUNN & Co., 361 Broadway, New York. Branch Office, 625 F St., Washington, D. C.

The BEST POLICY in the BEST COMPANY for the BEST RISKS.

THE Abstainers' Guaranteed Investment Plan.

A Prominent Insurance Official has said of this Policy:

"In a word, it covers more ground and meets a greater variety of circumstances and conditions in life than any other plan of insurance that has ever been put on the market."

The Temperance and General Life Assurance Company.

HON. G. W. ROSS, President. H. SUTHERLAND, Managing Director.

Head Office:

Globe Building, TORONTO, ONT.

The E. R. Machum Co., Ltd., Agents

for the Maritime Provinces.

SAINT JOHN, N. B.