

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., SEPTEMBER, 1902.

WHOLE NUMBER, 184.

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THE *Religious Intelligencer* is once more printed by its former publishers, Messrs. Barnes & Co., St. John. It is issued in a sixteen page form, and presents a handsome appearance.

TEACH orderly habits, good manners, a spirit of thankfulness for all benefits, great and little, and you are laying a better foundation for right living and good citizenship than you dream of.

THE battle over Roman or English pronunciation of Latin was fought years ago and virtually decided in favor of the former by nearly all modern colleges and universities. Prof. Raymond finds it necessary to revive the question in this month's *REVIEW*.

His strong array of authorities leaves little to be said in favor of the English pronunciation.

CONSOLIDATION of schools, better teachers, better pay, and therefore better conditions of living in every rural community are in the air. What Governor Montague, of Virginia, says is as applicable here as there: "It is better to have one good school than ten poor ones. I would rather see one good school five miles from my door than five poor schools one hundred yards from my door."

THE volume of Supplementary Readings on Canadian History will be found of the greatest importance to teachers of Canadian history. The stories, which are instructive, useful and fascinating, are published by the editor of the *EDUCATIONAL REVIEW*, price one dollar. Sent post-paid to any address. Any subscriber to the *REVIEW* whose subscription is paid in advance can receive a copy of the book free by sending us the names of two new subscribers to the *REVIEW*, accompanied by two dollars.

WHAT Mrs. Patterson says in this number of the *REVIEW* to primary teachers on clean schoolrooms is worthy the attention of all teachers. It is amazing how long this matter of cleanliness was neglected and in how many schoolrooms it is still overlooked. A clean room without that "schoolroom smell" is attractive, even though the walls are bare. But the teacher who insists on a scrupulously clean schoolroom will also have pictures on the walls, and a vase of flowers, daily replenished, on her desk.

MANY teachers' institutes will be held this month and the next. Often we have noticed that the first session of an institute is little better than wasted because of a lack of punctuality in opening and a lack of promptness in beginning the work. Many teachers who attend have never been at an institute, and the time to them—and to all—is precious. Let the proceedings at the first session be prompt, inspiring and helpful, and the success of the institute is assured.

TEACHERS who wish to carry on cardboard work in their schools will be interested in G. B. Fulton's announcement in another column.

LAST month, in speaking of the new edition of Calkin's Geography, we omitted to mention the names of the publishers, Messrs. MacKinlay & Co., of Halifax. Readers should consult their advertisement in another column.

MR. JOHN BRITAIN will, it is said, be appointed travelling instructor in nature work for the group of rural schools to be established in New Brunswick by Sir William McDonald. The schools are to be congratulated, as no more competent instructor could be found.

THE schools have now entered well on their work after the summer vacation, and we wish for the teachers a pleasant and profitable year. Let each school be a society for mutual improvement, where teacher and pupil will unite in doing their best work—work that will tell in honest and useful lives in the years to come.

THE little history of England and Canada, recently introduced into the schools of New Brunswick and Nova Scotia, has had an excellent reception. It has met with the cordial approval of teachers in New Brunswick where it was in use the last term, and it will no doubt be equally satisfactory to the schools of Nova Scotia where it has just been introduced.

THE British parliament is favorable to the adoption of the metric system. The congress of the United States has a bill before it, providing for the adoption of the system January 1st, 1904, and that four years after that date the use of the metric standards shall be compulsory by the people. Forty-three countries of the world, including France, Germany and Russia, and a host of other nations now use the metric system. With the British Empire and the United States more than half committed to it, its use probably will soon become world-wide.

THOSE teachers who have to deal with the "bad boy," should make a study of him before pronouncing him incorrigible. They will often find that he has qualities which, instead of being bad, are essentially good, and need careful and judicious treatment to make their possessors useful men. Judge Feagin, of the Criminal Court, Birmingham, Ala.,

has ideas about the "bad boy" which teachers would do well to note. He holds that the wayward boy, as a rule, is possessed of strong will power, acute sagacity and great courage, and is also, strange to say, intensely kind hearted and exceedingly susceptible to any wise discriminating effort towards his best interests. These qualities are a foundation for an ideal manhood, and if judiciously trained, should fit their possessor for a most honorable and useful career; but, if neglected, they are the very qualities which will make him a most dangerous criminal.

The managers of the Halifax exhibition and Supervisor McKay are endeavoring to secure an educational exhibit, representing not only the schools of Nova Scotia, but also some of those of Great Britain and the New England States. The *Halifax Chronicle* says:

During the holidays Supervisor McKay spent a week in and about Boston, endeavoring to secure for the Provincial Exhibition educational exhibits that would prove attractive here, and though he was fairly successful he learned that he would have been more so had he gone a couple of months earlier, before the education officials had gone on their holidays. Many of the people he wished to see were away from home, but he hopes to have here a fine exhibit from Malden and part of the Massachusetts State exhibit shown at the Paris exhibition, consisting of drawings, nature work, arithmetic, etc. He was shown the utmost courtesy and kindness by all the officials he met. The Supervisor thinks that while Massachusetts pupils are ahead of Nova Scotia pupils of similar grades in nature work, drawing, etc., the Bluenose children are not a bit behind in arithmetic and such subjects.

DURING the past few months the REVIEW has received many encouraging words from its subscribers throughout these provinces. Indeed, there is scarcely a day that passes which does not bring a letter containing words of appreciation from teachers who welcome the visits of the REVIEW and find in its columns much to help and stimulate them in their work. The following extracts, among a number that might be selected, express a cordiality which encourages the editor to make the REVIEW more and more worthy of a high place in the affection and esteem of teachers.

I cannot estimate the value the REVIEW has been to me in my teaching. May it have every success.—M. H.

Your paper has indeed been a great help to me, and I thank you very much for its valuable teachings and the regularity with which I have always received it.—A. B. H.

I find the REVIEW very helpful. Have been especially interested in the Instructions for Cardboard Work; am beginning it in my school this term.—N. E. T.

PREPARE NOW FOR ARBOR DAY.

Are you going to celebrate Arbor Day next spring by an improvement in your school grounds? If so now is the time to begin. Kill the weeds which are now growing and perfecting their seeds in every neglected corner of ground. Most of the weeds are annuals, and your older scholars will delight to cut off their tops with a sickle. But do not allow them to lie on the ground, for they will ripen and sow their seeds for next year in a surprisingly short time. Gather them up, and either burn them on the top of a brush pile or bury them in a heap in some out-of-the-way place. If the weeds are perennials, such as thistles, dig them up by the roots. If you aim to have nothing more than a smooth grass plot, or lawn, it will be the better, and the grass will have a chance to grow, from the removal in fall of the unsightly weeds. Dig up the earth, pulverize it, and level the ground this fall for the lawn. If you are going to have a border of plants or flower beds, arrange where it would be better to have them. Bring in some rich earth in wheelbarrows—your older scholars will be glad to do this—and mix with it some of the leaves of the forest in a compost heap. On this may be placed the wood ashes that will be made during the winter; and when the whole is thoroughly mixed in the spring you will have an excellent fertilizer. If the scholars are made sharers in this work they will become your active helpers in the spring, and not need to be warned later to “keep off the grass” or tramp on the flower beds.

Teachers, if you will follow out this plan your scholars will catch the spirit of improvement in waste grounds, not only around the school house but around their own dwellings. Even if you do not come back next term the scholars will have enthusiasm and will infuse some of their spirit in the new teacher. In the meantime the REVIEW, especially in the numbers for March and April, will strive to keep alive this spirit and help by practical hints to make the next Arbor Day the beginning of more adornment and improvement of the school grounds.

The following extract from an article by John W. Spencer in the *Chatauquan*, shows how one teacher, a principal in a Rochester school, began the betterment of the school surroundings. Her example may influence others.

Her first aim was to inspire and to direct. That she did both well, her success amply proves. Both boys and

girls participated. The latter organized themselves into a tug-of-war team. By fastening ropes to sticks and beams, they were hauled out of sight.

The boys for their part levelled the hummocks and brought fertile soil from some considerable distance. This principal in her wisdom confined her improvements to small areas—so small that the children wanted to do more when they were through. From the time school opened until the rigors of winter stopped the juvenile improvements only part of the space from the front of the building to the street was graded. Some of the boys got some chaff from a haymow, which was raked in as lawn grass. On the following spring quite as many weeds appeared as grass, but the children gave the former the personation of robbers, which made their career short.

The promoters had a just pride in what they had accomplished, and that meagre bit of lawn had a different meaning to them than had it been done by a high salaried landscape gardener. In the following spring the work was resumed, and how far it will go I am not prepared to say. I am certain it will not go backwards.

AN EDUCATIONAL DAWN.

Canada has within her borders at least two men who believe in educational advance, and are willing to give money and effort to secure it. Sir William C. MacDonald, of Montreal, is opening a new era in our educational development by his splendid benefactions, and Professor Robertson, by his energy and grasp of the conditions of our schools, is endeavoring to secure a wise administration of the money which the Montreal millionaire has placed at his disposal.

Two years ago Sir William MacDonald gave money to establish manual training schools at centres in the different provinces. These have been object lessons to our progressive educational leaders, and have influenced business men and wide-awake rate-payers to seize the opportunity to make education more practical and take it out of the ruts of routine and book work in which it has been mouldering for years. Nova Scotia has been quick to seize upon the advantages of this forward movement, and this year no fewer, it is estimated, than four or five thousand children will receive regular instruction in manual training at various centres throughout the province. Prince Edward Island is also alive to the importance of the work. New Brunswick has done little more than promise to make provision for government assistance to teachers and districts that should introduce manual training in their schools. So far, few if any districts have availed themselves of the provision. The cities and towns of the pro-

vince, with the exception of Fredericton, the seat of the MacDonald Manual Training School, have taken no step in appreciation of Sir William MacDonald's generous example. The board of education—that is, the government—has done little to influence public opinion, or to make the ratepayers put their hands in their pockets. Something more is needed than set speeches of a general character telling of the advantages of manual training.

But it is the cities and towns that will be benefited by the manual training schools, because of the expense of fitting them up and securing competent instructors. The country schools, except in a few instances, could not become sharers in the benefits of manual training. But last year Sir William MacDonald and Prof. Robertson put their heads together and the result is a scheme, born of money and brains, for the betterment of rural schools that is wise and far-reaching. It will accomplish great results for rural education if it is backed up by the confidence and public spirit of the ratepayers. This scheme, as already outlined in previous numbers of the REVIEW, provides for the erection of one school building in each province out of the funds provided by Sir William MacDonald, the preparation of the ground for the school garden, the complete equipment of manual training and domestic science departments in the building, the employment and paying of the staff of teachers, and the hiring of the vans to convey the pupils to and from school. All this will be maintained for three years without asking the ratepayers of the district to pay one dollar more than they are now taxed. At the end of the three years the school will be handed over to the districts which united to support this central school. It is estimated that such a school can be maintained at little more than the aggregate cost of the half dozen or more district schools to be consolidated.

Besides the central school in each province there will be maintained a group of schools equipped for manual training and with school gardens attached. A travelling instructor will be employed, who will spend a day in turn at each school in the group.

Thus a great object lesson in centralizing and improving rural schools, which the generosity of Sir William MacDonald and the executive ability and energy of Prof. Robertson have made possible, is to be given. Arrangements have been completed by which there will be established in each province one

improved consolidated rural school, taking in the children from five to ten surrounding districts.

In Nova Scotia the central school will be located at Middleton, and the group of rural schools in the vicinity of Truro; in New Brunswick the school will be at Kingston, and the rural schools on the St. John river; in Prince Edward Island the Pownal district has been chosen for the school, and Mt. Mellick, Hazelbrook, Bethel and other districts have been mentioned for the establishment of the rural schools.

HINTS FROM EXAMINATION PAPERS.

The following extracts have been made while reading the examination papers of teachers for license. They are instructive in many ways. Some are even humorous; but we do not publish them for the sake of the humor to be extracted from them. The wise teacher may look over the list and see the signs of careless and ineffective teaching—a looseness in the use of terms, and the total failure of the pupil to grasp the meaning of these, or to gather what is essential from a lesson. We ask our teacher readers to try to get something else beside fun out of the mistakes of these pupil teachers. They are suggestive of possibly inferior teaching, as well as of the carelessness of pupils.

Q. How does a dealer find the value of goods on hand? Does he usually value them at cost price, at selling price, or at some other price?

A. A dealer finds the value of goods on hand by first finding the value of goods when he started business. That is what he paid for them. This he finds in his day book. Then by referring to day book, cash book and bill book he finds what he sold. Then, as should have been said above, he should know what price he was to get for all the goods he had at first; then if he subtracts the value of the goods he has sold from what he had when beginning business, he will find the value of goods on hand. I think he would value them at selling price, because even if the goods weren't worth as much as he charged, he would have the money, nevertheless.

Q. What is the legal rate of interest?

A. The legal rate of interest is the rate of interest on legal documents. If the document is illegal, the rate of interest is illegal.

Q. What is responsible government?

A. If a member of the government owes anything and does not pay, the government is responsible.

Sometimes the student may strive to illustrate his method of teaching by the dialogue. The following shows that this form of illustration is to be used with caution:

Teacher. Did you ever hear of any one going without food?

Pupil. Well, I have heard of some little children that could not get food to eat.

Teacher. Well, what did they do finally? Live long!

Pupil. No; they died.

The following extracts show that there is too little appreciation of what children learn *out* of school. Parents will not feel flattered at some of the answers of those who are to become the future instructors of their children:

A child on coming to school has never had any instruction, only from nature.

The child is entirely a pupil of nature before he comes to school.

Young pupils on coming to school have no power of reasoning from facts.

The teacher ought never to leave a subject until it is thoroughly understood by every pupil in the class.

This last is a pet theory of many young teachers. While all should strive as far as possible to attain it, it is vain to expect that children, or grown people, will "thoroughly understand" all that they read (if it is worth reading), or the many subjects which come up for thought and discussion every hour of the day.

We are gravely told by one in answering a question as to the propriety of certain punishments that "inquisitions seldom do a pupil any good."

Errors in syntax and spelling occur; such as the use of learn for teach, as "I shall learn him how to do it," instead of teach; the use of affect for effect, etc. The following is a list of

WORDS MISSPELLED.

Course, occasion, similar, advice, becoming, grammar, hygiene, discipline, ventilation, contractility, controlled, until, consistent, practice, knew, allotted, sequence, degradation, necessary, loses, waste, systematic, affect (for effect), skilful, too, session, explanation, definition, tries, interrupt, studying, ineffective, systematic, concrete, draughts, hasty, coming, pronunciation, judgment, sensation, discover, intelligent, occasionally, there, development, breathe, all right (not alright), experience, faculty, difficulty, breach, yellow, conception, sentence, privilege, perception, session, relieved, led, nominative, serviceable, intelligence, manual, lessen, allowed, detention, acquisition, enough, tendency, principally, teeth, instead, proceed, properly, amenable, explanation, careful, rough, difference, developed, referring, drunkenness, primary, whether, sensitive, hence, principle, uninteresting, dissolved, swimming, nails, definite, bodily, length, centralization, senses, lying, occurrence, tertiary, says, suitable, possible, synthesis, accord, pore, temperament, stive, sympathetic, trivial, encouraging, beginning, reformatory, thumb, there, programme, recourse, empirical, quiet (not quite), unduly, later, organization, vigilance, manual, comment, deducible, ascendancy, filial, imitating, alphabetical, synthetical, afraid, comparatively, temperance.

NATURE STUDY.

September is the time for awakening afresh the interest in Nature-study, because so many changes are taking place. Plants and animals are beginning to prepare for their long winter's sleep. The plants cease to put out new leaves. Fruits are maturing. Birds are preparing for their winter's journey to the south. Many smaller insects have disappeared. The leaves and stems of plants show the ravages of hordes of insects and fungi that prey upon them.

What leaves have been most attacked by insects? The elm, oak; what others? Notice some plants by which leaves are protected from insects and other animals. The thistle, protected by spines; mullein, by wool; dandelion, by a bitter juice. Find other examples.

What effect has the cooler weather upon plants? They do not grow very much. Some leaves are already showing the bright color of autumn. What is the cause of this early coloration? The tree or shrub may be injured or attacked by insects and is dying.

What kind of seeds and fruits are already ripe? From what does the fruit come? Examine fruits to see what portions of the flower remain. In the buttercup? in the apple? in the blackberry? etc. Most of the plants in bloom now belong to the family Compositæ. Examine the sunflower and compare with it the aster, golden-rod, and many others.

If we watch the fields we will find that the birds are feeding mostly upon grain, seeds of weeds and other plants, and upon wild fruits. What did the birds feed upon earlier in the season before these were ripe? Many young birds are not the same color as the old; and as they are the same size as the old ones, it will be puzzling for teachers and pupils to recognize their feathered friends of the spring and early summer.

Notice that the days are becoming shorter. When will day and night be equal? What is that period called? What is the difference in the way the sun's rays come to the earth now and in summer time. Has that anything to do with the increasing coolness? Watch the changes that are daily taking place in the nature around us, and try to connect these changes with the sun's position from day to day.

THE HAND-SHAPED LEAF.

"How do you do, maple leaf?"

"I will lay you on my hand."

"See, you have a point for each one of my fingers! One, two, three, four, five. Five points.

"Little maple leaf, your blade has five points.

"Look at my hand. It has one long middle finger, with two shorter fingers on each side of it.

"Maple leaf, your blade has one long middle finger, with two shorter ones on each side of it.

"We will call you a hand-shaped leaf.

"Whose hand are you?

"You are the maple tree's hand.

"The maple tree's hands catch the sunshine and the rain.

"The tree has more hands than I can count.

"When the wind blows the tree shakes hands.

"We will draw the maple tree's hands."

—From *Normal School Course in Reading*.

We hear much to-day concerning the importance of elementary science lessons in primary schools. These lessons interest the children, train their observation, lead them to love the beautiful, and increase their capacity for enjoyment.

In many of the large cities special teachers are employed who give instruction in natural sciences in all the grades.

But what is this movement doing for the smaller schools which can not have special instructors, and what for the teachers who wish to give their pupils these advantages but do not know how?

By combining science lessons with regular work in reading and language, teachers can find time for the study. Lessons on plant and animal life which are written in a bright and entertaining style are especially helpful. These lessons, when read in connection with the study of objects, will be found to emphasize the observation work.

The selection given above is from a Reader. It should be used to supplement the science work, not to introduce it. Lead the children to collect and to study maple leaves before they see the selection, which may be printed on the blackboard, or the children may write or print it for themselves from dictation. They should be familiar with the words blade, stem, veins, point, and mid-rib, and have used these words in stating their observations.

All the children are provided with maple leaves. The teacher directs and questions. The children raise hands, and after sufficient time has been given for observation, individual pupils are called on for answers. The following questions suggest the method of arousing the children's observation and thought:

Lay the maple leaf on your hand. Count the points of the leaf. How many fingers have you? In what is the maple leaf like your hand?

Which is your longest finger? Which is the longest point of the maple leaf? Notice the fingers each side of the middle finger. Now touch the points of the leaf on each side of the middle point. Tell what you observe. Hold up your hand and spread out your fingers. Draw your fingers along all the large ribs which spread out and make the framework of the leaf.

Tell all the ways in which the maple leaf is like your hand. What shape shall we call it? Who will come to the desk and find another hand-shaped leaf?

Whose hand is the maple leaf? What can your hands catch? What do the maple tree's hands catch? Does the maple tree ever shake hands?

As the children use terms relating to the leaf, or any word found in the reading lesson, let the teacher write the same on the blackboard in columns, thus:

maple leaf	middle	fingers
point	shorter	rain
blade	longer	sunshine
finger	mid-rib	branch
hand	veins	hand-shaped

It may be necessary to take the time of one recitation for the science lesson. The words on the board may be used in statements or questions, thus adapting the thought to the language exercise. Before the reading is attempted, give a pronouncing drill on the same words to promote sight recognition. A helpful device, securing attention, is to call for the pronunciation of columns and lines forward and backward, and after each individual has pronounced as directed, let the class give the same in reversed order.

It will be found to help both thought-getting and word-getting to teach this lesson by asking questions, requiring each pupil to answer, not in his own words as before, but by reading the exact words of the text-book. This questioning secures:

1. Reviews of the observation work, thus emphasizing the science lesson.

2. Attention to the thought rather than words. The children are looking for a sensible answer to the teacher's question.

3. The training of the eye to glance at the lesson and to recognize phrases and sentences at sight.

Teacher—Let us play the maple leaf has come to see us. Who will speak to it?

Child—"How do you do, maple leaf?"

T.—Count the points. Tell the maple leaf how many points it has.

Ch.—"Little maple leaf, your blade has five points."

T.—What shape shall we call the leaf?

Ch.—"We will call you a hand-shaped leaf."

T.—Who will read about the maple leaf's fingers?

T.—Tell the maple leaf whose hand it is.

Ch.—"You are the maple tree's hand."

T.—What do the maple tree's hands catch?

Ch.—"The maple tree's hands catch the rain and the sunshine."

T.—Does the tree ever shake hands?

Ch.—"When the wind blows the tree shakes hands."

T.—How many leaves has the maple tree?

Ch.—"The maple tree has more hands than I can count."

T.—Now you may all read in concert what we shall do next.

All.—"We will draw the maple tree's hands."

—Adapted from *School and Home Education*.

TALKS WITH PRIMARY TEACHERS.

BY MRS. S. B. PATTERSON.

"Why, how very homelike your room is!" was the remark made, in a tone of surprise, by an experienced teacher while visiting a school for little children. And nothing she could have said would have been more gratefully received by the teacher of that room. She had felt it a part of her duty to bring the *home* air into her work, knowing that the healthy development of her pupils required it. That its presence should be so apparent to a visitor was a sure indication of success.

How had such results been attained? A close analysis revealed a variety of causes. The floor was clean. Not only was it swept, but scrubbed. Good taste was not offended on entering by that peculiar smell which comes from the accumulation in the cracks and on the floors of that fine dust which no man's broom can gather up. That same broom has the deadly power of stirring up this dust,—of scattering it over every object in the room; but only soap and water can collect it.

It may seem a difficult matter to overcome the dust evil; though soap and water may be cheap, the necessary labor may not be. But if it is right that our schoolrooms be scrubbed once a week, such a blessing is worth working for, and can be gained. Two cents per week, perhaps one cent, from each home, would cover the actual cost; and few parents would object to such trifling expense if they could only be roused to see the need. But an awakening is necessary. The fact is that even cultured people rest content with taste and refinement in their homes, while their children spend nearly one-third of their waking hours in a place the parents themselves seldom even care to visit.

The above-named school had by some means or other attained the unusually clean floor, which in itself was a suggestion of refinement, and it had also secured a few door mats,—some scrapers might have been added for use in case of muddy roads. Another delightful feature of the room was that it received a daily dusting, not only the desks and seats, but also the window-sills received attention. Chalk-dust still prevailed, it is true, filling the air unpleasantly at times, but the teacher had the brushes cleaned out-doors daily instead of occasionally clapping them on the blackboard after the manner of some.

The walls were attractive in that they were of a quiet color, the few decorations being fresh and

clean, no dusty, worn-out ones being tolerated. A few well-cared-for plants were in one of the windows, and they blossomed marvelously.

Much of the dusting, cleaning of blackboards, watering of plants, etc., was done by the children, the majority of whom seemed to appreciate and take pride in their surroundings, public sentiment disapproving of anyone under whose desk torn papers or dirt of any kind was found. It occurred to the visitor that in such a schoolroom it would be possible to develop self-respect in the children, and to lead them to understand that they, as well as the grown-up folks, were citizens of the town, and so in a manner responsible for the appearance of its fences and the behavior on its streets.

But the most gracious thing, the most attractive feature of the room was the manner of the teacher. Quiet in voice and movement, considerate of the feelings of the children, without sarcasm, thoroughly interested in each one personally in their out-door life as in their school work, she was kind and yet firm, studying her children to find out what they were able to do and then helping them to attain that end with decision of purpose, thereby increasing their respect for her as well as for themselves.

In the study of children we meet many perplexing questions. Why, for instance, does a child sometimes persist in telling a lie when he knows the teacher is aware of the truth? It is difficult to say. It may be that fear of punishment has thrown him into a confused mental state, a nervous condition, owing to which he lacks at the moment sufficient will power to change the attitude of his mind. The emotions are apt to be at times all-powerful in a child; his feelings are stronger than his judgment or his will.

HINTS FOR SEPTEMBER.

Without showing the flowers, ask children to tell some of the differences between dandelions and August flowers. Ask them to gather specimens of each.

If paper and straw chains are desired during the year in country schools, some of the older children might bring wheat straw for the purpose, before it is threshed. Oat straw is too brittle. A small bunch of wheat would be useful also for the study of bread-making later on.

Encourage descriptions from the children of the fruits and vegetables being gathered in from gardens, fields and orchards. Even if in town they

may notice such things being brought in from the country. Ask them if they know which fruits now in the market have been imported, and which have been raised in our own country.

THE SLEEPING APPLE.

High up in a tree, among the green leaves, hung a little apple with such rosy cheeks it looked as though it might be sleeping. A little child came near, and, standing under its branches, she looked up and called to the apple, "O apple! come to me; do come down to me! You do not need to sleep so long."

She called so long and begged so hard, but the apple did not waken; it did not move in its bed, but looked as though it was laughing at her in its sleep.

Then came the bright sun; high up in the heavens he shone. "O sun! lovely sun!" said the child. "please waken the apple for me." The sun said, "O yes, with pleasure I will." So he sent his bright beams straight in the face of the apple and kissed it kindly, but the apple did not move a bit.

Then there came a bird, and perched upon a bough of the tree and sang a beautiful song, but even that did not waken the sleeping apple. And what comes now! "I know," said the child, "he will not kiss the apple—and he cannot sing to it; he will try another way." Sure enough, the wind puffed out his cheeks and blew and blew, and shook the tree, and the little apple was so frightened that it awoke and jumped down from the tree, and fell right in the apron of the little child. She was much surprised, and so glad, that she said to him, "I thank you very much, Mr. Wind."—*Selected.*

The Roman Pronunciation of Latin.

In the introduction to a little book on Latin Pronunciation by Professor H. T. Peck, of Columbia College, New York, the following words occur: "The Roman method of pronouncing Latin has now received the approval of all Latinists of authority in Europe and America, as giving substantially the pronunciation employed by educated Romans of the Augustan Age. It has been formally adopted at our leading universities. The most recent grammars of the language recognize no other method. Thus one great reproach to classical scholarship seems likely to be soon removed, and one universal pronunciation of the noblest of the ancient languages to receive general acceptance. This little book will more than accomplish its object

if it shall have aided ever so slightly in discrediting the barbarisms of a method which, to use the expression of a distinguished scholar, 'ought long since to have followed the Ptolemaic system of astronomy into the limbo of unscientific curiosities.'"

Professor Bennett, of Cornell, has sometimes been mentioned as opposed to the use of the Roman pronunciation. Wishing to know from themselves what was the prevailing use in the United States, and what their opinion of it, I wrote to distinguished professors in the leading colleges of the United States, and also to some in Canada. I shall here give quotations from their answers:

Professor Wright, of Harvard, says (Nov. 18, 1901): "Here in the States we have given up almost universally the so-called English method of pronouncing Latin. We were led to this step because it completely disguises, if not caricatures, the ancient speech and causes the reader to lose much of the rhetorical effect of the original tongue. The so-called Roman method of pronunciation is, we believe, not far removed from the pronunciation of the ancients, and though not perfectly satisfactory in every respect, is much more satisfactory than the English method. I think nothing could induce us to return to the latter.

"The same observations apply to the pronunciation of Greek. Indeed, there is almost absolute uniformity, so far as my knowledge extends, in this respect among the teachers of Greek in the States. The so-called Erasmian method is followed, and pupils are taught to write the accents and to observe them in pronunciation. In a very few places where the Erasmian method is not in use, the modern Greek pronunciation has been adopted. This is of course open to grave objections, similar in nature to those that I have above urged with respect to the English pronunciation of Latin."

Professor Morgan, of Harvard, says: "The Roman pronunciation of Latin has been in use here since 1869, and I find it hard to see how anybody can defend the teaching of Latin pronunciation by any other method." In regard to Greek pronunciation, he says: "I am glad to hear that you have entered the field against the 'English method' of rendering the sounds, a method which is heartily to be commended."

Professor Goodwin, of Harvard (Oct. 20, 1901), says: "In the United States there has been no difference of opinion in late years about the absurdity of trying to pronounce Greek and Latin like English, and especially that of giving Greek the Latin accents. Many details of pronunciation are not agreed on; but the general principle is now treated as settled."

Professor E. P. Morris, of Yale (Oct. 17, 1901), says: "The pronunciation of Latin used in Yale University is and has been for many years the so-called Roman pronunciation. Greek is pronounced, and has been for at least thirty years, with the accents and with the vowel and consonant sounds as given in the Hadley-Allen or the Goodwin grammar."

"We have students from all parts of the country, and from all kinds of schools, and it is now a very rare experience to have a student come here with the English

pronunciation of Latin. In Greek I don't suppose we have had a case in ten years. In other words, the English pronunciation of Latin and Greek is practically obsolete in the United States."

Professor Seymour, of Yale (Oct. 16, 1901), says: "As to the Roman pronunciation of Latin, my American friends use it without exception."

"As to the pronunciation of Greek, for myself I follow the Erasmian pronunciation (as do all of my friends), but try not to neglect quantity."

Professor Packard, of Princeton, says: "We prefer, in preparation for Princeton University, that students be taught the Roman pronunciation of Latin, and it is now very generally,—with few exceptions, I think—adopted by our preparatory schools."

Professor Riddell, of Wesley College, Manitoba, says: "We have adopted the Roman method of pronunciation, and find it simpler for the student to acquire. It gives a better basis for a knowledge of quantity, an item which forms a considerable share of work in Latin versification. Our students prefer it to the other methods of pronunciation; our collegiate institutes here have adopted it."

Principal Peterson, of McGill, says: "The Roman pronunciation of Latin is in use here, and is certainly to be preferred if it can be carried out without pedantry. The vowel sounds seem to me to be of greatest importance."

Professor Howard Murray, of Dalhousie College, Halifax, says: "I am in thorough accord with you in your views as to the desirability of having a uniform pronunciation of Latin and Greek throughout the schools of the country, and of adopting, as preferable to all others, the Roman method in Latin, and the Erasmian method in Greek."

"I am sending you a copy of the *Nova Scotia Journal of Education* for last April (1901), on page 93 of which you will find my views on this subject expressed a little more fully. I look upon this as a matter of very great importance, and I am inclined to think that we will have to devise some way of introducing an oral test into matriculation examinations, and into the examinations of at least the first and second year classes in college to aid in securing the desired end."

The *Journal of Education*, of which Professor Howard Murray speaks, is an official semi-annual publication connected with the Department of Education in Nova Scotia, and furnished free to each inspector, chairman of commissioners, and boards of trustees. Every secretary of trustees is required to file and preserve it for the use of trustees and teachers. On page 93 of the issue for April, 1901, are these words:

"The old Roman or phonetic pronunciation of Latin, and the pronunciation of Greek according to the Greek accent, have been recommended in the course of study for several years. This recommendation has not been followed out universally, for Professor Murray, of Dalhousie, writes the editor of the *Journal* as follows: 'In both Latin and Greek, much more rapid and satisfactory progress might be made if more attention were paid from the very beginning to clearness and correctness of pronunciation,

and to the reading of these languages with fluency and proper expression.' * * * * *

"To secure uniformity of pronunciation, the 'Roman' method, which has been approved by the universities of Oxford and Cambridge, and almost universally adopted throughout the American continent, is recommended."

The editor of the *Journal* continues: "It will be interesting to our classical teachers and students to have the views of the classical professors in our other colleges. Accordingly, Professor Murray's recommendations were sent to the president of each college for comments which are quoted below in the order in which they were received. President Trotter, of Acadia College, says: 'We concur very heartily in the proposed attempt to secure uniform pronunciation in Latin and Greek in the schools, and think that a recommendation in the *Journal*, following the suggestions of Professor Murray, will be very useful to that end. We follow the rules enunciated by him in the college, the academy and the seminary.' President Willetts, of King's College, says: 'I have no objection to secure uniform pronunciation in Latin or Greek (in our schools) by a general recommendation in the *Journal of Education* in favor of the system. * * * * A good many, if not most of our students, come to us using the new (old Roman) method, and they are not interfered with.'"

The most authoritative Latin grammar written by an Englishman is the Latin grammar of H. J. Roby. After sixty pages of closely reasoned discussion of the pronunciation of Latin, he concludes that the probable pronunciation of educated Romans in the period from Cicero to Quintilian, say 70 B.C. to 90 A. D., was what is called the Roman pronunciation. He evidently thinks English the language least suitable of all to which to reduce the pronunciation of Latin, for he says, "The phenomenon presented by most letters in English of sound and sign having but a fortuitous connection is, I believe, quite unique." He further says (beginning on page xxxii):

"The inconvenience of (the change from the English to the Roman pronunciation) is greater in imagination than in reality, and will soon be overcome whilst the benefit to any student of philology will be very great. With our English pronunciation of the vowels, of *j, v, c, g, r*, and others, the development of the language becomes an inextricable riddle, and the student naturally gets into the fatal habit of dissociating letters from sounds. Nor can it be said that (in making the change from the English pronunciation to the Roman) we shall not be approaching to the pronunciation of continental nations. We shall approach them considerably at once; and if, as seems to me probable, they change their pronunciation eventually, we shall be coincident with them in proportion as we and they respectively have succeeded in ascertaining the truth. Nothing short of that can or ought to be the common goal and place of meeting.

W. T. RAYMOND.

U. N. B., Fredericton.

Be Ready.

The wise teacher will do a large part of his best work in the quiet and solitude of his own room. Of course, he will have a definite plan of what he purposes to do each day, and the order in which he purposes to do it, all carefully thought out before he starts for his day's work in the school room. He will go over each lesson carefully, with the thought of each of the individuals of the class in mind, and will anticipate as far as possible all the difficulties which will arise in each individual mind; and he will devise means to meet and remove those difficulties. But that is not all. By his thinking over the events of the previous days, he will often be able to foresee any troubles in management that may be brewing, and he will devise plans, if he can, to avert those troubles. Many a storm has burst upon a teacher's head which a little foresight and a little skilful management might have prevented. Of all men, the teacher should fully realize that prevention is always better than cure, even where cure is possible.

There is another advantage in such a course. When pupils find that a teacher is prepared for emergencies before they arise, the impression that he has a reserve force is firmly fixed in their minds; and by this very fact many a mischievous enterprise is never attempted, which otherwise would have been pushed to a most troublesome conclusion.—*School and Home Education.*

At a recent meeting of the Kraus Kindergarten in New York, Mr. Earl Barnes stated that he considered it a mistake for young children to have many playthings or to travel. He states that he would not allow a boy to have more than an engine with two or three cars, a Noah's ark, and a good supply of building blocks. If anything else is added to this number, he should discard one of these. Their young, tender minds should be concentrated on fewer things, in order to keep them strong and healthy. In travelling, he thinks too extended a panorama is presented to the mind. Children should lead as simple a life as possible. They should not be asked to sing or speak for company except on rare occasions, and then the child should not be allowed to imagine that he is doing better than any of his playmates are doing. At the same meeting Madame Kraus-Boelte stated that children should not be allowed to come to the table when there is company at dinner, but she thinks that it is better for the children to meet with the family at meal time.

Good Advice.

In one of the large railroad offices in this country is a comparatively young man, who is at the head of a large department. When he entered the service of the company, five years ago, he was green and awkward. He was given the poorest paid work in the department. The very first day of his employment by the company, a man who had been at work in the same room for six years approached him and gave him a little advice. "Young fellow, I want to put a few words in your ear that will help you. This company is a soulless corporation, that regards its employes as so many machines. It makes no difference how hard you work, or how well. So you want to do just as little as possible and retain your job. This is a slave pen, and the man who works overtime or does any specially fine work wastes his strength. Don't you do it." The young man thought over the "advice," and after a quiet little struggle with himself he decided to do the best and the most he knew how, whether he received any more pay from the company or not. At the end of the year the company raised his wages, and advanced him to a more responsible position. In three years he was getting a third more salary than when he began, and in five years he was head clerk in the department, and the man who had condescended to give the greenhorn "advice" was working under him at the same figure that represented his salary eleven years before. This is not a story of a goody-goody little boy who died early: but of a live young man who exists in flesh and blood to-day, and is ready to give "advice" to other young men just beginning to work their way into business. And here it is: "Whatsoever thy hand findeth to do, do it with thy might."—*Intelligence.*

The Laboratory Method.

A Rochester clergyman writes:

A few parents have written to the papers complaining that their children learn a lot of useless things, and fail to learn to read. I have not found it so. My little girl is a little over seven, and she read through 'Alice in Wonderland' recently with ease. I have a boy over five who is still in the kindergarten and cannot read. I could read when I was of his age. But I am inclined to think his education is further advanced than mine was. I don't care if he is kept from books for several years more, provided he gets to know things. He will read

enough books and papers before he gets through. If his teachers teach him to play happily, to be courteous and helpful, to observe what he sees, to fashion things with his hands from paper or clay, to get a sense of form and color by his rude drawings and paintings, I am content for the present and grateful to them.

"If I understand the trend of modern education it turns the young mind less to what other people have said about the world in books, and more to the world itself. Let them use their eyes and hands for themselves. That is called the laboratory method in higher education. We are trying the application of it to primary education in our city.

"Several parents have said in substance: 'The old education with the three R's was good enough for us; we have become successful people through it; it is good enough for our children, too. We don't want any experimenting with our children.' That principle would tie up all progress in education. That is the principle that has turned China into a huge fossil. I passed through something like a dozen schools on two continents, and I hope my children will be spared some of the old foggy methods and the useless truck that I had to work my way through."—*Educational Gazette*.

The Coming of the Twins.

"Timothy" has been contributing several bright school stories to the Scottish *Educational News*, published at Edinburgh. Here is one of them:

One April morning they appeared before me, hand in hand, each sucking an inconveniently large and obtrusively odoriferous peppermint, given him, doubtless, by a fond mother, as an inducement to set forth on school's rough way.

I was seated at my desk, engrossed in the revision of some copybooks, when a commotion in the porch attracted my attention and a stage whisper fell on my ears: "O! it's the twins."

Twins were endemic in Kirkdale; the school already boasted four pairs, so the fact of twins making a first appearance there was not in itself deserving of particular note. In this case, however, the prefixed definite article was significant.

The twins, par excellence, were the youngest members of a numerous family who dwelt in a diminutive cottage on the moor. Their father, ostensibly a mole-catcher, was in reality an expert poacher, and their welcome into this world had not been, on his part, characterized by undue warmth. His wife was a woman of distinct genius—a genius that found ample

scope in turning out a most presentable group of children, and keeping them regularly at school, despite their father's erratic mode of life.

For some time the twins had conversed in a tongue they alone understood, and this fact, coupled with the long distance they had to traverse, delayed the commencement of their school career by a year or two. When they came to me they had passed their seventh birthday, but in all that appertained to study, they were yet very babes.

Not soon shall I forget my first glimpse of them. Both were clad in garments that were serving their second wearers, if not their third. He who entered the room first wore what had whilom been a Norfolk jacket, but it had been adapted to his requirements by the simple process of cutting a strip from one side, and shortening the skirt. Consequently the buttons ran down one side, close under the armpit and the back had been gathered into a plait which bore a marked resemblance to a pony's close cropped mane. The nether garments had undergone similar treatment, save that in their case the buttons ran down the opposite sides, and the legs had been turned up and sewn round above the knee. The feet were clad in red worsted socks, and encased in heavy soled clogs, whose toes were resplendent with polished copper.

The neck was encircled by a broad celluloid collar, sewn to the jacket behind, but the ends had lost their bearings, and projected defiantly from under the chin, one carrying an enormous brass stud, which had evidently once formed a part of a horse's harness. The head of coal black hair, unkempt and straggling, was surmounted by a cap of ample proportions, rather torn as to the lining, and bearing evident marks of having fulfilled functions which could hardly be termed normal.

Twin the second was in most respects a replica of his brother. In his attire a remodeled greatcoat of stout pilot blue took the place of the converted Norfolk. It reached his knees, and so concealed the method whereby the trouser legs had been abbreviated.

Both had round, chubby faces, and large round eyes of the darkest brown. They were strikingly like one another—so much so that it was their favorite diversion to exchange garments and confuse their elders.

I gazed at the apparition and awaited developments. The pair stood a full minute motionless, awestruck, seemingly, by the immensity of the room in which they found themselves. (It can hold fifty at a pinch). They then set about a deliberate survey of their surroundings, as far as was possible, by moving their eyes

alone, for no other movement was perceptible. Having in the course of their survey caught sight of me, they joined hands and slowly advanced towards my desk.

At three yards' distance they paused, and the one who had first entered the room looked me over from head to foot, then gazed on his brother, and bringing his eyes once more to bear on myself, vouchsafed, in a casual tone, the information, "That ane's Sandy."

Sandy, hearing himself referred to, evidently deemed it correct to take his part in the conversation, for he nodded his head in an affirmative fashion, and mints, which had been for a time in abeyance, was "Aye, an' that ane's Aundra."

Whereupon their faces rippled into a smile of complacent good humor, and the sucking of the peppermints, which had been for a time in abeyance, was resumed with renewed vigor.

I had not yet uttered a single word, but I now turned round towards Sandy and asked him to tell me his name. The reply rather startled me. "Dod! man, isna he juist dune tellin ye that I'm Sandy? Are ye a wee thing dull o' hearin?" Then, seeing that I seemed rather taken aback, and out of the native goodness of his heart desiring to relieve the strain of the situation by giving a turn to the conversation, he dived into the pocket of his jacket and produced a bright red cotton handkerchief, wherewith he began to wipe his forehead, at the same time remarking, "I'm terrible warm!"

At this point an older member of the family appeared, and from him I obtained some facts regarding the exact names and age of the pair. The twins meanwhile retired slowly towards the door and passed into the porch, where they were immediately surrounded by an admiring and interested group of older children. The frequent bursts of laughter which punctuated the conversation led me to infer that the twins were affording surpassing pleasure to their audience.

Half-past nine had come, and I set about summoning my little band of disciples. The finances of the establishment did not justify the possession of a school bell, but I had in some manner become possessed of a whistle—still bearing the stamp of a tramway company. Whether it was honestly come by is no matter here, but it served its purpose, and at the first blast my handful of children ranged themselves in their various classes along the wall, that their entrance might have a semblance of military order.

This manoeuvre was entirely to the liking of the twins, who marched to the head of the highest class, Sandy leading the way with the exhortation, "Come

awa' Aundra, my man! they're gaun tae play at sodgers."

The rest entered into the spirit of the joke, and permitted the recruits to lead the way. Thus the pair entered on their chequered school career.

During the opening prayer they preserved a decorous silence; but no sooner had the "Amen" been said, however, than a voice like that of a pilot was heard, "Look, Sandy! see the wee cuddy wi' a foal," and the pair dashed across the room to inspect their asinine acquaintance.

I considered the time had come for impressing on them the fact that they had now come to school, and were no longer at liberty to obey the impulse of the passing moment. The difficulty lay in how to set about my task. One thing I felt was advisable—an interview as private as circumstances permitted.

I conducted them to the very front of the room, and set the others to learn some spelling, hoping that, in the murmur inseparable from the task, our colloquy would escape those not concerned. Seating myself beside the pair, I enquired of the nearer twin whether he was aware of who I was. "Ken ye! fine I ken ye. Ye're the maister, an' ye hae a muckle black dowg." (Subdued titter from behind, where the murmur sank to the merest whisper). I found that this mode of expression was characteristic of Andrew. He rarely answered a question without making an addendum of his own. Sandy, on the other hand, rarely answered the question at all. To him I addressed my next query. "Where do you come from?" The choice of topic was unfortunate. It evidently called up visions of a freedom left behind, for Sandy deigned no reply, but turned to his brother, "Come awa' hame, Aundra; I dinna like the look o' this place." (Loud laughter from the rear).

I made one more effort. Without addressing myself directly to either, I continued: "Who sent you to school?" Andrew was spokesman: "My father chased us doon the road. He has four new ferrets." "Did he tell you that you were to be good boys?" "Na!" "What did he say to you?"

"He said we was a pair o' richt ill callants, and it was time we cam' here tae get oor licks. Are we gaun tae get oor licks?" And the twain stood expectant, their faces betraying the shade of curiosity which is evoked when the affair at issue is of trivial moment. What reckoned they a "licking" more or less?

I straightway gave up all attempt at making a direct impression, deciding to leave the subjugation of the unpromising material to the impartial schoolmaster of us all—Father Time.

TEACHERS' CONVENTIONS.**CAPE BRETON INSTITUTE.**

The teachers' institute of Cape Breton met at Sydney, September 3rd and 4th, Inspector Macneil, president, in the chair. There were present over one hundred teachers, including representatives from all the principal schools throughout the county, the Chief Superintendent of Education Dr. MacKay, President Forrest and Professor E. MacKay of Dalhousie College. Inspector McKinnon read a well prepared paper in favor of the consolidation of schools in the country districts, which was well received and unanimously endorsed by the institute. The question of increased salaries for teachers was discussed, and ways and means of attaining the desired result considered. Mr. Isaac Crombie read an interesting paper on the superannuation of teachers, which he favored, as did most of those who took part in the discussion, including the Superintendent of Education, Messrs. Creelman, Gillis, Calder, Layton, Boyd, McKeigan and Doucette. A resolution was passed appointing a committee to draft a resolution in favor of superannuation, to be presented to the Superintendent of Education and to the Provincial Educational Association.

ST. JOHN COUNTY INSTITUTE.

The annual meeting of the St. John, N. B., County Teachers' Institute was held in the hall of the High School, St. John, on Thursday and Friday, September 4th and 5th; nearly 200 teachers enrolled. Dr. H. S. Bridges presided and delivered a scholarly address on Higher Education and Practical Life. The Misses Barlow and Gregg read papers on primary work, and Miss Iddles one on Advanced Reading. These papers were well received, and were discussed very fully by members of the institute.

When the institute assembled on Friday morning Inspector W. S. Carter read an excellent paper,—Co-operation Among Teachers. He advocated compulsory education, vigorous measures to enforce the law against cigarette venders, and urged the formation of a teachers' association. Principal Joseph Harrington read a practical and interesting paper—Geography Teaching and Map Drawing. Both papers called forth a general discussion, and the institute, by a unanimous vote, endorsed the recommendations of Mr. Carter, especially that relating to the venders of cigarettes.

The following officers were elected for the ensuing year: Principal M. D. Brown, President; J. Frank Owen, Vice-president; Miss J. Rowan, Secretary-treasurer; W. H. Parlee and Miss M. E. Knowlton, additional members of council.

CURRENT EVENTS.

There are 600,000 Jews living in New York city, a number about equal to the whole population of the three Atlantic Provinces of the Dominion.

Three hundred Welsh settlers from Patagonia are now comfortably settled at Saltcoats, in the district of Alberta, and are well pleased with the Canadian soil and climate, and with other conditions as they find them. Others will probably follow, not only from Patagonia, but also from the United States and from Wales.

When the Canadian arch in London was dismantled, after the coronation ceremonies, the sheaves of grain, as they fell into the street, were caught and divided among hundreds of people, who carried away small bunches for souvenirs.

Nearly five hundred immigrants from Iceland settled in this country last year, and it is expected that even a larger number will follow next spring.

Alarming conditions prevail in the Texas oil fields. The gas is so dangerous to the lives of the operators that more than a hundred are overcome daily, and danger of total blindness is feared as a result of constant exposure.

Another terrible eruption of Mont Pelee, Martinique, occurred on the 30th of August, by which over a thousand people lost their lives. The governor is arranging to take all the people away from the northern part of the island, which is no longer habitable.

The Dutch and Achinese are still fighting in Sumatra. The war began nearly thirty years ago.

The new dock now building at Rotterdam will be the largest in the world.

At the Isthmus of Panama there is still fighting between the Colombian government forces and the Liberals, with very uncertain results. There, as in Venezuela, election by bullet takes the place of election by ballot, and foreigners, as well as natives, suffer from the disturbances which almost invariably attend a change of government.

The revolution in Hayti is spreading, and business is practically suspended everywhere throughout the country.

It is stated, upon apparently good authority, that the officials of the church of Rome have not, as reported, definitely refused to canonize Joan of Arc; but have merely deferred the matter for further investigation. Press despatches from Europe, it seems, are as unreliable in church matters as they are in matters affecting British interests, in which they are notoriously free from a strict adherence to facts.

The Sultan of Turkey has repealed the exceptional measures taken against the Armenians, the Armenian patriarch having guaranteed that no outbreak would follow.

The Shah of Persia has visited England, and has well been pleased with his reception and with the country. It is too soon yet to estimate the political consequences of the visit.

Among the nations of the earth, Canada stands eighth in respect to the registered tonnage of shipping. Great Britain, of course, heads the list, followed by the United States, Germany, Norway, France, Italy, Russia and Canada. The total number of Canadian vessels is nearly seven thousand, and their value about \$20,000,000.

Britain has heretofore been dependent upon the United States and Egypt for her cotton supply. Experiments this year have proved that excellent cotton can be grown in Sierra Leone, West Africa.

Over ten thousand men went from the eastern provinces to help in harvesting the enormous grain crops of Manitoba and the Northwest. The wheat harvest, in many districts, is the largest on record, and well sustains Canada's claim to be the future granary of the empire.

The Pacific cable to connect Canada with Australia and New Zealand will probably be completed before the end of the current year, the last portion of it having been shipped from London last month, via the Suez Canal. The longest section of the cable will be from the south coast of Vancouver Island to Fanning Island, about 3,500 miles; and the others, from Fanning Island to Fiii, 2,003 miles; from Fiii to Norfolk Island, 963 miles; from Norfolk to the northern part of New Zealand, 537 miles, and from Norfolk to Australia, at a point near Brisbane, 834 miles. The latter section has been completed and is now in operation.

Work will soon be commenced upon the new Trans-Canada railway, which is to touch James Bay and Lake Winnipeg, open up the valley of the Peace River, and run to Port Simpson, on the Pacific coast, following a route four or five hundred miles north of the Canadian Pacific route.

The emigration from England to the United States for the first half of the current year shows an increase of about twenty per cent. over that for the corresponding period of last year; and the emigration to Canada, an increase of over fifty per cent.

The Boer generals, Botha, Dewet and Delarey, who are visiting England at the invitation of the British government, met with a hearty welcome everywhere. They were received by the King on board the royal yacht at Cowes, after which Lord Roberts and Lord Kitchener accompanied them to London. Their visit will, no doubt, do much to bring about cordial relations between the two races in South Africa.

The chairman of the royal commission to investigate the conduct of the war in South Africa, and report upon the claims for losses by Loyalists and Boers, is the Earl of Elgin. Lord Elgin was born in Canada in 1840, when his father was governor of Canada.

General Booth, the founder and leader of the Salvation Army, will shortly visit Canada. He has just acquired in Western Australia a tract of land upon which he will establish a great Salvation Army colony, which he will people from the London slums.

The artificial production of silk and of camphor are among the new achievements of chemistry.

The first case to come before the international arbitration court at the Hague is one submitted by the United States and Mexico. It arises from claims to certain funds originally granted for missionary work in California, before the conquest of that country by the United States. The arbitration court to which these claims are now referred was established at the time of the international peace congress at the Hague.

It is reported that the site of the boundary mark set up by the Russians when Alaska was Russian territory has been found by some traveller, and that it proves the Russian occupation of all the strip of land now claimed by Canada in the Alaskan boundary dispute. And yet the United States refuses to submit this claim to arbitration, which is all that Canada has asked.

The Chinese government has decided to appoint a foreign adviser to the Minister of Mines, and Wallace Broad has been selected for the position. He is a native of St. John, N. B., and a graduate of the University of New Brunswick. He was formerly on the staff of the geological survey of Canada, but of late has been engaged in similar work in Rhodesia and West Africa.

A party chosen from among the Boers who were captured at Paardeburg and imprisoned at St. Helena, and another party from the prisoners who were at Ceylon, will visit Canada, New Zealand, and Australia, to look for desirable locations for Boer settlements. The irreconcilable Boers who are unwilling to live under British government will, it is thought, form a settlement in Madagascar.

Streets are to be made of steel. It is not proposed to pave them with steel; but to provide steel tracks, about a foot in width which truck wheels can follow. The cost, it is estimated, will be about one-half that of constructing a macadam road; and the durability much greater.

THE PLANETS IN SEPTEMBER.—Mercury is even-star throughout the month. On the 20th he passes close to the bright star Spica. This will be an interesting sight, though one must look sharp to see it in the twilight. Venus is morning star, rising less than two hours before the sun, and brightest of the planets. Mars is morning star in Cancer, rising about 2 a. m. on the 16th. He is gradually increasing in brightness. Jupiter is in Capricornus, in the southern skies, and is the brightest object in the evening skies. To the right is Saturn, in Sagittarius.

SCHOOL AND COLLEGE.

Mr. Fred. S. James, B. A., of Hillsboro, A. Co., has taken charge of the Central School, Sackville.

Mr. Wilford E. Banks, who has been in charge of the school at Centreville, Digby County, has been appointed principal of the Weymouth school.

Mr. Jas. T. Horsman, recently principal of the Superior School, Apohaqui, N. B., has assumed the principalship of the Harvey, Albert County, schools.

Miss Agnes E. Lucas has contributed to the *Maritime Farmer* a very readable illustrated sketch of the objects of manual training and its progress in these provinces.

Prof. Patten of Harvard, who some weeks ago was appointed to succeed Dr. Davidson as professor of philosophy and political economy at the University of New Brunswick, is unable to keep the appointment because of ill-health. Mr. I. W. Riley, Ph. D., of Yale, has been appointed to the position.—*Fredericton Gleaner*.

Between forty and fifty teachers attended the Summer School of Manual Training at Fredericton in July. These were divided among the advanced and beginners' classes in wood-working under the direction of Messrs. McCready and Morris, and the class in cardboard and constructive work under Mr. Lynn. Very thorough instruction was given and the great interest of the teachers was shown both by their devotion to the work during regular class hours and the amount of time spent at their benches after hours.

Though the time was devoted chiefly to the work itself, occasional talks were held by the instructors on various subjects, such as the aims and methods of manual training; the structure and growth of trees; various methods of seasoning timber; warping, shrinking, and defects in lumber, the causes, etc. Each talk was followed by an interesting discussion. Each Wednesday afternoon was to have been devoted to excursions for the study of trees. Unfortunately, bad weather prevented this. However, one afternoon was spent with Mr. John Brittain in Odell's grove. At the end of the term the teachers were entertained by their instructors, and were addressed by Dr. Inch and Dr. Crockett. An extra week of holidays was granted to those teachers from country schools who attended the school. During the term, Mr. Kidner, of the Truro Manual Training School, addressed the teachers, giving some interesting facts connected with the growth and importance of this branch of education.—T. P.

The Teachers' Institute of Victoria County, N. B., will meet at Andover, September 25th. The King's County, N. B., Institute will meet at Hampton on the same date.

Mr. W. C. Jonah, of Hillsboro, A. Co., has been appointed to a position in the Sussex Grammar School.

Mr. C. H. Acheson, of the Moncton High School, has been appointed vice-principal of the Normal School, L. Briggs, late of the Sussex Grammar School, to a position in the same school, or at Johannesburg, at a salary of £200.

Parrsboro has sent out a large number of teachers this year. They fill the following situations: Miss Alice Murphy, Moose River; Miss Lottie Fulton, North Sydney; Miss Bessie McArthur, Bras D'Or West; Miss Edith Knowlton, New Prospect; Miss Bessie Kirkpatrick, Delhaven, King's County; Miss Ina Kirkpatrick, Lynn, Colchester Co.—*Parrsboro Leader*.

Mr. W. M. Burns has been appointed principal of the Hillsboro, Albert County, schools, with Miss Bishop teacher of the intermediate department, and Miss Beatrice Steeves in charge of the primary grades.

Mr. J. C. Macdonald has been appointed principal of the Baddeck, C. B., schools.

The New Brunswick Normal School, Fredericton, opened on Tuesday, the 2nd of September, with an enrolment of 200, which, though not so large as in some years, is up to the average.

Mr. H. H. Stuart has been appointed principal of the Hopewell Hill, Albert County, Superior School.

'ROUND TABLE TALKS.

E. G.—Who wrote the following, and what does its author mean: "And every common bush afire with God?"

Elizabeth Barrett Browning; it shows that every object in Nature, if we look at it intelligently, speaks of the skill and wisdom of the Creator.

H. G.—Give me the name of a history of Scotland that is interesting and not of too great length.

Scott's "Tales of a Grandfather," though full of story and myth, contains a fairly good outline of the history of Scotland, and is of great interest to children. Andrew Lang's "History of Scotland" is an excellent book for older students.

C. E. L.—Can you, or any of your readers, tell me to what the following fragment belongs. It is all that I remember:

"There's mither — mither — Orion, I think that's his name,
Why, he's a Tipperary constellation."

It belongs to a humorous poem written by the late T. D'Arcy McGee, entitled, "A Course of Astronomy."

N.—(a) Can you name a short story that is considered to be the best, or one of the best? (b) What magazine of periodical pays a good price for a short story?

(a) "Wandering Willie's Tale" in Sir Walter Scott's "Redgauntlet" is considered to be one of the best short stories ever written. (b) "The Youth's Companion," Boston, "Ladies' Home Journal," Philadelphia; and there are many others. It may be of interest—we would not like to say profit—to

our correspondent to know that the University of Chicago has established a course of instruction in short-story writing.

D. M.—What are the moths that get into clothing and are so troublesome to housekeepers?

They are the larvæ of a small moth or "miller" which, in its adult state, gets into unused clothing, etc., and deposits its eggs. The larvæ that hatch from these eggs feed on feathers, wool, fur, and other animal substances, and effect much damage. Keep clothing in boxes or drawers that are sealed tight with strips of glued paper, and use "moth balls," camphor gum, etc. Whip out with switches.

T. D. D.—I want to give a lesson on anthracite coal—the supply, the industry, characteristics, and incidentally tell about the present strike in the Pennsylvania coal fields. Can you give your readers the causes and present condition of that strike?

The subject is a long one to deal with in a few lines, but we will give a few leading details, chiefly gathered from an article in the *New York Outlook* of August 30, to which we refer our readers for fuller particulars.

The strike directly affects 147,000 anthracite mine workers, now out of employment, and incidentally every man, woman and child of Canada and the Northern States. The native American, with English, Irish, Welsh and German immigrants formed up to 1875, the mining population of the three hard coal fields—Lehigh, Schuylkill and Wyoming—in Pennsylvania. In that year the railroad mine-owning companies began the introduction of cheap labor from southern and eastern Europe, chiefly the Slavs from Russia, the northern provinces of Turkey, Bohemia, Lithuania, Poland, etc. These people have few wants beyond a rude shelter usually erected by themselves, accommodating a party of over a dozen unmarried men, with coarse food sufficient to keep body and soul together. The whole cost of living for a man per month is not over \$4.00.

Before the advent of the Slavs, the English-speaking miner had become accustomed to good wages which gave him a good house and comfortable living. In the beautiful and fertile Wyoming valley his condition was even prosperous. A small plot of land attached to his house produced vegetables and fruit sufficient for the family, consisting on an average of five persons. The English-speaking miner living up to his income of not less than \$30.00 a month, soon began to feel the competition of his Slav

neighbor, who saved most of his wages, upon which he soon could bring a wife from the old country. The foreign woman, herself doing manual work and with few wants like her husband, was not much of an encumbrance to him. But the wants of a growing family, feeling the breath of civilization through the schools, and by contact with the English-speaking miner, have raised to some extent the standard of living of the Slav family; so that it is not so much competition from this source that the English-speaking miner now feels; but it is with the unmarried Slav with few wants and who cares but little for his "rights" or whether his wages are reduced a trifle or not. Of course the introduction of cheap labor reduced wages, if not directly, by various indirect methods, such as increasing the size of the mine-car and the number of pounds to the ton increase of "topping," exorbitant charges for powder and other supplies, increased charges at the "company" stores, etc.

The United Mine Workers of America is the powerful organization which has been built up and is controlled by English-speaking miners, and the Slav laborers if not directly members are under its influence, and amenable to its laws. It was the English-speaking miner and the Slav laborer of the Wyoming district who were mainly instrumental in bringing on the present strike. In addition to rectifying the grievances complained of above in the "indirect methods," the mine workers ask for a method which they term "joint bargaining." The union represents that it has labor to sell, for which like other sellers, it asks the highest possible price. Like all consumers, the railroad mining companies strive to secure this labor for the lowest possible price. The union believes there is a "happy medium" which can be reached by arbitration. The companies evade this by declaring "there is nothing to arbitrate." Unless there is government interference, a resort to force seems to be the only alternative. In the meantime householders are growing alarmed, and industries are beginning to flag for want of coal.

RECENT BOOKS.

STUDIES IN UNITED STATES HISTORY. By Sara M. Riggs. Cloth. xiii+173 pages. Ginn & Co., Boston.

The aim of the author has been primarily that of furnishing a guide for the use of students of American history in high schools, academies, or normal schools. The book will be found especially valuable also to those who wish to make a thorough study of American history.

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

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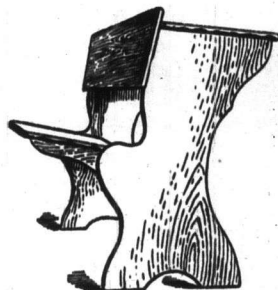
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A FIRST STEP IN ARITHMETIC. By J. G. Bradshaw. Cloth. Pages 166. Price 2s. Macmillan & Co. London.

This is a book suitable for beginners, containing numerous easy problems and revision exercises. The book is the outcome of several years' experience with beginners.

Scott's LADY OF THE LAKE. Edited by Edward Ginn. Cloth. Pages 219. Ginn & Co. Boston.

This book is one of a series of "Classics for Children," printed in large, clear type, on good paper, and firmly bound.

TOWARD THE RISING SUN. A geographical reader, containing sketches of life in eastern lands. It is convenient in size, of low price, and attractive in contents. Ginn & Co., publishers, Boston.

THE ADVANCED FIRST READER. By Ellen M. Cyr. Cloth. 104 pages. Ginn & Co. Boston.

This is a very attractive book and much beyond the average of children's reading books. It aims to cultivate in little children an appreciation of some of the world's best paintings. The Reader contains more than a score of engravings, each attractively printed on a tinted background, reproduced from paintings which deal with the beauty and innocence of child life. The reading matter is closely related to the pictures. The author has endeavored not only to interpret the artist's conception wherever it comes within the grasp of the child's mind, but also to lead him to observe the detail, to admire the beauty, and to gather what he can comprehend of the underlying thought.

ELEMENTS OF ENGLISH COMPOSITION. By Profs. J. H. Gardiner, G. L. Kittredge, and Sarah Louise Arnold. Cloth. Pages 431. Ginn & Co. Boston.

This book is intended for high school classes, and is based upon the principle of language in its relation to thought and the expression of thought. It connects the subject of composition with the experiences of everyday life, on the one hand, and, on the other hand, with the study and appreciation of literature. The high standing of the authors of the book is alone sufficient to make this work one of the most notable on the subject that has recently appeared.

Messrs. T. C. Allen & Co., of Halifax, have published for the convenience of teachers a key to Kennedy & O'Hearn's Academic Arithmetic, containing solutions of the more difficult examples, printed in clear type.

SEPTEMBER MAGAZINES.

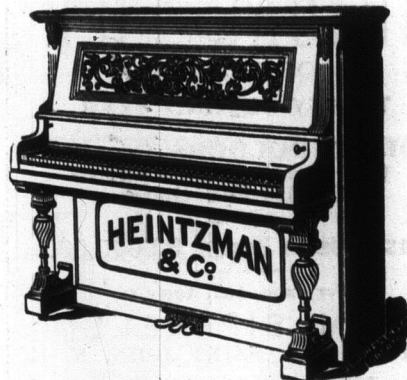
The *Atlantic Monthly* opens with an impressive article on the Training of the Black Man; H. W. Horwill discusses the advance of A National Standard in Higher Education; Hiller C. Wellman tells What Public Libraries are doing for Children; and Vida D. Scudder contributes

Democracy and Society in her able series of papers upon Democracy....A considerable portion of the *Century* is given up to the humorous, and includes four stories in various keys, Rusticators at the Cove by George Wasson, Old Jabe's Marital Experiment by Thomas Nelson Page, The Proving of Lannigan by Chester Bailey Fernald, and The King of Bad Bad, an extravaganza by Gouverneur Morris, with elaborate pictures by Steels; also a short article on The Boyhood Home of Mark Twain, and drawings by Kemble and Blaisdell....Particularly interesting in the *St. Nicholas* is The Little Colonel, the story of an Indian fight by Mrs. Guy V. Henry. How the Weather is Foretold, by Clifford Howard, is an entertaining account of Uncle Sam's weather bureau and its conduct. A Little Journey Through the Air is an illustrated account of a queer railroad abroad where the cars travel suspended in mid air....*The Living Age* for August 23 is noteworthy for bringing to a conclusion that delightful serial of humorous reflection, A Londoner's Log Book, and for giving the opening instalment of a new historical tale of striking quality, A Friend of Nelson, by Horace G. Hutchinson. Both astronomers and amateur photographers are appealed to strongly in the article on Celestial Photography, which is printed in the same number....Had Michael Angelo not been the world's greatest sculptor he would still have been pre-eminent in all times as one of its supremely great painters, and, apart from either of these things, he is the most sublime architect of modern times at least, and a poet so great, so deep delving in his vision, so mighty in his spiritual conceptions, so grand in his use of language that even Wordsworth confessed himself unable to grasp his sonnets sufficiently to render them into English rhyme. Into the life of this sad old man of sixty-four years came Vittoria Colonna, one of the most beautiful and cultured women of all time. Their love story is an exquisite idyl, and is told with infinite grace and charm by Clara E. Laughlin in *The Delineator* for September....The September *Canadian Magazine* contains several features worthy of note. An Oration on Robert Burns, on the occasion of a dedication of a statue in Toronto, by Professor William Clark, is well worth reading. Elsie A. Dent gives an elementary astronomical article for beginners. The charts show how to find the commonest stars. The chief article in the number is an exhaustive history of Lacrosse, with photos of old and new players. The best story in the issue is a Northwest tale from the pen of W. A. Fraser....The September magazine number of *The Outlook* has even greater variety of subjects treated in its illustrated articles than usual. Among the articles which are most elaborately illustrated are: A careful estimate of the career of Lord Salisbury, with personal comment, written by Mr. Justin McCarthy, and forming one of a series of articles by him on living British statesmen; a paper called The City for the Children, by G. W. Wharton, who tells of the recent advance in New York City in applying the school houses and other municipal plant for the benefit and amusement of children outside of school hours....The September issue of *The Chautauquan* takes one to many lands—Italy, Germany, Abyssinia, Turkey, America, Palestine, and Japan, gathering interesting stories and features from the realms of art, science, religion and fiction. A close view is given of schools and children in Glimpses of School Life in Italy.

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