

PAGES

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LATE FOR SCHOOL

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The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., SEPTEMBER, 1912.

\$1.00 PER YEAR

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THE EDUCATIONAL REVIEW.

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

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

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THE EDUCATIONAL REVIEW is published on the tenth of each month, except July. Subscription price, one dollar a year; single numbers, ten cents. Postage is prepaid by the publishers, and subscriptions may begin with any number.

When a change of address is ordered, both the NEW and the OLD address should be given.

If a subscriber wishes the paper to be discontinued at the expiration of the subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired. It is important that subscribers attend to this in order that loss and misunderstanding may be avoided.

The number accompanying each address tells to what date the subscription is paid. Thus "303" shows that the subscription is paid to Sept. 1, 1912.

Address all correspondence to

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

Any subscriber sending us the number of the EDUCATIONAL REVIEW for February, 1896, will be credited with six months subscription. We need this number to complete a set for one of our college libraries.

Dr. A. H. MacKay, Superintendent of Schools, has asked the REVIEW to state that the new arithmetic for common schools in Nova Scotia is not being promptly supplied by the publisher. In the meantime, teachers may use the old arithmetic.

The demand for growing teachers is becoming more insistent every day, and teachers must give proof that they are growing by doing definite work, such as carrying on regular studies during term time and more or less in vacation, and above all to be thoroughly prepared on each day's school work. And the best of it is these growing teachers are making life vitally interesting to themselves and to others. They are growing, but not growing old. This they steadily refuse to do.

Most of our teachers have now been at work for several weeks. Are your pupils alert, ambitious and studious? or are they sluggish, with no aim or purpose? Have you succeeded in making them realize that the work of each day well done will mean promotion at the end of the term and finally a triumphant going out of school, well prepared for life and its duties? If you can make your pupils work with a purpose in view, then school life will mean something to them.

A teacher writes to the REVIEW that she arrived home at night time from the Summer School at Yarmouth. Before resting she was impelled to go to the school garden, which she found to her delight in excellent condition. She adds: "It was 2 a. m., and there being a little stray moonlight, I could see the rows of vegetables looking so high and luxuriant, that I went in and felt them with my hands before I could believe there was such an improvement." Truly, it is good to be interested.

Professor H. G. Perry sends from the Summer School, Yarmouth, specimens of the Chain Fern (*Woodwardia virginica*) collected in that vicinity. He writes: "We found a large area of this fern. It extends for several rods along the shore of Agard's Lake growing out into the water, mingled with sphagnum moss. The area is exposed to direct sunlight, but has an abundance of water. The fronds growing among the sphagnum out in the water were five or six feet tall. There were



few fertile fronds in this zone; farther back from the shore they were shorter and fertile fronds abundant. Agard's Lake with its sister Ellenwood's Lake, are in the district known as Deerfield, in Yarmouth County. The shores of both lakes abound in the Royal Fern, the luxuriance of which I had never seen equalled."

We hope teachers and pupils have all resumed their work refreshed after their long vacation, and eager for the fresh efforts that the year will bring.

The Normal School of New Brunswick opened September 3, with over three hundred students in attendance, a number that over-taxes the accommodations. For several years past, the attendance has been so great that the question of providing a more adequate building has engaged the serious attention of the government. It is hoped that an institution so important as the Normal School may be provided with the fullest facilities for carrying on its useful work.

Mr. S. Kerr, principal of the St. John Business College, sends the REVIEW a box of pens, made especially for their use by the Gilliats, the most celebrated penmakers in the world. They are excellent, easy-writing pens and are mailed anywhere by Mr. Kerr for one dollar a gross box.

More than three hundred Canadian teachers visited the Mother-country this summer. These have returned to their work with new ideas gained from travel and visits to places full of historic interest.

School children will be interested in our supplement picture, "Late For School," for this month. But it will be a much better plan always to be early for school.

Two teachers who have made a name for themselves in educational work in New Brunswick are leaving for other positions, and it will be difficult to fill their places,—Professor F. P. Day, of the University of New Brunswick, and Dr. D. W. Hamilton, of the Normal School. The latter becomes assistant in physics at Macdonald College, and the former, who held the chair of English literature, and was recently a Rhodes scholar at Oxford, goes to an institution in Pennsylvania.

September Wild Flowers.

We are coming near the end of the flower year. The asters and golden-rods have their heads tipped with gray, the sign of age as well as of mature seeds, but the Canada golden-rod preserves its bright colours far into the autumn, rising from thickets and open ground, still decorating waste places with its golden plumes. That familiar little friend, the purple aster, gladdens the eyes of walkers by the shores of streams and rivers as it did in late summer, its purple or violet blossoms gaining for it the admiration of the flower-lover who likes to call it the Michaelmas Daisy. The prevailing colour for the autumn flowers is yellow, although there are a few belated wild roses lingering in shady hedge-rows, and the purple Joe-Pye weed rears its tall heads in woodland thickets the companion of the more delicate Meadow-rue in making floral borders for the late summer meadows.

It is not too early to look for the yellow flowers of the witch hazel in moist woodlands and thickets. Beside these flowers on the stalks may be seen the gray-coated pods from last autumn's flowers, which have ripened during the summer. When fully ripe the stout little pods burst, scattering the hard bony seeds to a distance, illustrating a contrivance which some plants possess of shooting their seeds some distance away from the parent plant where they will have a better chance to grow and more room to begin life.

The Question of Salaries.

Hon. Mr. Pyne, Minister of Education for Ontario, is taking energetic steps to improve teachers' salaries in that province. Ontario has felt the drain of some of her best teachers to the West, and she feels that the only way to retain their services is to make a substantial increase in salaries.

It will be seen from the report of the Nova Scotia Teachers' Association on another page, that the matter of salaries was seriously and earnestly discussed at the recent meeting. When teachers devote their time and means to improvement by means of summer schools and other agencies, they have a right to expect that their efforts will be appreciated, and there is evidence that the services of such teachers are in greater demand and at improved salaries. Efficiency must be the standard of increase, and when teachers feel that their qualifications are constantly going upward, their salaries will do the same.

The N. S. Educational Association.

The Nova Scotia Educational Association met at Halifax this year, August 27, 28, 29. The attendance was large and representative, Halifax City, as might naturally be supposed, furnishing the largest quota of teachers. The president, Dr. A. H. MacKay, welcomed the members of the Association to the Technical College, in the Assembly Hall of which the meetings were held. The institution, he said, was a monument of our changing educational conditions.

In a scholarly address, Dr. MacKay touched on several points of great interest to those present. He pointed out that schools pursuing the same kind of work should have uniformity of name. The advantage of having the same names for the same kinds of schools appeals strongly to educationalists. At present the terms are misleading to many writers in the public press and especially to the general public. Common schools, high schools and public schools mean different things in different countries, and even in different provinces in Canada. Elementary, secondary and university education, for instance, may soon be generally agreed upon as the terms to distinguish the three main sub-divisions of general education. Already there is a general tendency for these to follow each other in courses respectively of eight, four and four years.

Habits of accuracy should be formed in the primary school, for habits of inaccuracy may be ineradicable. It is little short of a miracle for a teacher, except of rare power, to overcome habits of inaccuracy in the high school. The more important side of education is the formation of correct habits. If accuracy is not absolute it may mean disaster. It may mean a bankrupt business, a railway-bridge tragedy. There can be no slips in the great world of business without lives at stake, and yet the thoughtless common school teacher acts as if it was no serious thing for the little boy to make at least one slip in every question he tries. The boy should be made to believe that his arithmetic is worth nothing until his simple operations can be depended upon to be uniformly accurate. The same principle, applied to his writing and his English, would make the habit of accuracy a good form that would be a perpetual possession in life.

A great part of the first day's session and a portion of the second, was taken up in discussing and adopting the Course of Study for Common Schools,

copies of which were printed for the use of members. This Course is the product of a Committee of Sixteen, of whom Dr. Soloan is chairman; and its preparation has extended over a period of several years. The best results in Canadian, British and American schools have been carefully studied by the committee, whose long continued and onerous labours have successfully completed a course which met with much favour and very little criticism at the hands of members of the Association. Indeed, the Superintendent of Education and members of the Committee urged free discussion and criticism from the teachers who would soon be using the course, but it seemed to be the opinion that the Committee had done its work well.

The adjustment and elaboration of the Course was the work of Dr. Soloan, chairman of the Committee. As a pedagogic summary, the introduction is admirable—happy in choice of expression and marked with that intellectual force and clearness so happily combined in Dr. Soloan. There was considerable discussion on the portion of the course relating to reading and English. The criticism was made that there is a great lack of plain enunciation in our schools, and it was recommended that there be frequent vocal drills. The choice of some of the reading texts was not approved. "The Wanderings of Ulysses" was pronounced by one teacher, "rude," and by another, "not fit to be read."

The reception and conversazione given in honour of the teachers on the evening of the 27th was a social and literary success. Dr. MacKay presided. An address was delivered by Dr. Blackadar, chairman of the Halifax School Board; a paper by Alderman R. E. Harris, read by Rev. Dr. Forrest; addresses by Principal Sexton, of the Technical College; Inspector Phalen, Principal Howard Brunt and Principal Soloan. The address of Ald. Harris, which was carefully written out, dealt with the salaries of teachers and the Citizenship of the Boy. It was heard with attention and received frequent applause. He favoured higher salaries for all teachers and liberal privileges which included continuance of salary when ill, and a certain amount of time being given for the opportunity of research, instruction and recuperation. He considered the system which some districts have when advertising to request the applicants for the position of teacher to state salary, as contemptible, and one

that should not be allowed. The pay of teachers was not commensurate with the dignity of the profession and the work required. That the country can afford to pay better salaries he believes to be illustrated by the per capita expenditures for liquor and beverages.

In his advice to the teacher he would suggest that they present their claims persistently, but with dignity, and through the people's sense of British justice and fair play their demands would be heard.

Dr. Forrest, when he had finished reading the address, conveyed his opinion as to the sentiments expressed by Mr. Harris, by saying: "There was hope for Halifax when aldermen held such views and liberal ideas as advanced by the speech he had just read." He (Dr. Forrest), considered it a disgrace to Nova Scotia that such low salaries are permitted to be paid. He would state that before any school board or city council in the province.

The afternoon of the 28th was given up to the Teachers' Union, President W. A. Creelman, of Sydney, in the chair. In his address, Mr. Creelman spoke pointedly of the relations that should exist between the Union and teachers, and urged for it a more generous support.

The following officers of the Union were elected: President, W. A. Graham, North Sydney, Vice-Presidents, R. F. Morton, Liverpool; W. E. Haverstock, Sydney Mines. Secretary-Treasurer, J. A. Smith, Windsor.

An address of special interest was given by Miss Florence I. Goodenough, assistant director of drawing in the schools of New York. It was received with marked appreciation.

At the last day's meeting of the Association, an interesting paper was read by Principal Sexton, on Technical Training, emphasizing it and telling what was being done throughout the civilized world.

A discussion on Teachers' Salaries was opened by Inspector MacIntosh, who said if the teachers approached tax-payers, asking for fair recompense, they would get it. He regretted the indifference and apathy of female teachers on the subject.

Dr. Soloan said, We stick to the old legend that poor sections must put up with poor teaching. What a mockery of democracy! No nation should support a poor school. The very idea means a relative decline in the intelligence of the province. He emphatically advocated getting rid of incompetent teachers who are stifling the intelligence of children.

He thought there should be greater improvement of teachers.

Principal Brunt said more men teachers were needed in rural districts. He was of the opinion that the public was not interested.

Principal O'Hearn doubted that rate-payers were paying as much as they could afford. He advocated a uniform assessment for the province.

Professor S. J. Allen, of the University of Cincinnati, followed the discussion with an instructive paper on vocational education.

Resolutions were adopted, favouring a Teachers' Convention for the Maritime Provinces in 1914; that efforts be made to stimulate the governments of the maritime provinces to urge upon the federal government the justice and the necessity of our participating in the crown land revenues of Canada for educational purposes to an extent comparable to that granted to the three prairie provinces.

A committee was appointed to consider a high school course, and report at the next meeting of the Association. The following were chosen: Professor DeWolfe, Normal School; Inspector MacIntosh, Lunenburg; Principal Creelman, Sydney; Principal Blackadar, Yarmouth; Principal Morehouse, Amherst; Principal Trefry, Halifax; Miss Richardson, Truro.

Acknowledgment.

Editor EDUCATIONAL REVIEW:

Dear Sir—Will you kindly permit me, through your valuable paper, to report to the teachers concerning the collection for an aged teacher, taken at the last Educational Institute. The generous sum of one hundred and twenty-nine dollars and thirty cents was received, and in July I had the extreme pleasure of handing this amount to the teacher for whom it was intended. The donation was a complete surprise to her, but was gratefully accepted because of the kindness of heart which had prompted it. She wished me to convey to the teachers her appreciation of so much kindness, and her thanks for so munificent a gift. I know of no better way of doing this than through the columns of your esteemed publication.

I have the honour, Sir, to be,

Yours most sincerely,

R. E. ESTABROOKS.

Rural Science School at Truro.

The sessions of the Rural Science School, held at the Normal and Agricultural Colleges, beginning July 9th, were completed on Friday, August 9th. This School is provided by the government for the purpose of affording the teachers of the Province an opportunity to study the various sciences, such as botany, entomology, chemistry, etc., so that they can teach the rudiments of these subjects in the common schools.

Whatever view may have been held in the past, it is now pretty generally accepted that the schools of Nova Scotia can prove much more effective in interesting the pupils in farming and horticulture and other industrial lines, than they have. The difficulty is to provide a class of teachers who know enough about plants and insects and soils, these things that pertain to the industries, and to teach something of them. A special year's course, similar to that required for pedagogic training at the Normal College, might supply the need. But few teachers could afford this. Neither will a fragmentary one year's course, beneficial as it might be, provide as thorough a training as is required. The only solution seems to be a vacation school, which provides a curriculum of studies similar to that offered by any other school or college that may hold its sessions throughout the year, and this is the place which the Rural Science School at Truro fills.

The Directors of this School, who compose the faculties of the Agricultural and Normal Colleges, have laid down a course of studies in the sciences, and when teachers have satisfactorily completed this course, they are awarded a Rural Science Diploma. The teacher who holds this diploma and who puts this teaching into practice, satisfactory to the school inspector, will be recognized by a substantial extra grant from the government.

Such a course cannot be completed in one year. A teacher, previously trained in the sciences, might complete it in two. But the average teacher requires three years. However, when the teacher has completed the course, he will have a grasp of the natural sciences, of value in themselves and also of value because it will make possible the teaching of these practical subjects in the schools.

While the full government grant to the holder of a Rural Science Diploma is not given until the course is completed, the government does recognize

the work done from year to year. Provided a teacher satisfactorily completes one year's course at this Rural Science School and teaches effectively along this line during the next term in his school, he is entitled to an extra government grant of \$15.00. Such a teacher holds a "Temporary Diploma" of the Rural Science School.

In addition to the above recognition, the government shows its interest in this work by paying the travelling expenses of those teachers who attend the School.

Not all who attend the School aim to obtain a diploma. Some take the opportunity of studying one or more of the sciences for their own sake, independent of any prospective financial reward. This year, however, three completed the course and twenty-eight completed either the first or second year of the prescribed course. In accordance with this, Rural Science Diplomas were awarded at the conclusion of the course this year to the following three students:

Kathleen Knickle, Lunenburg.

Mabel C. Moseley, Dartmouth.

Georgie Stevens, Truro.

And "Temporary Diplomas" were awarded the following twenty-eight students:

Adelaide E. Baltzer, Middleton, Annapolis Co.

Leah A. Borden, Lower Canard, Kings Co.

Gladys K. Daniels, Paradise, Annapolis Co.

Joseph P. Doucet, Little Brook, Digby Co.

E. Irene Fulton, Sydney, C. B.

Mary A. Hamilton, Lockport, Shelburne Co.

Ethel M. Hiltz, Dartmouth, N. S.

Gladys Harris, Sydney, C. B.

A. Edwin Hyson, East River, Lunenburg Co.

Elsie C. Lantz, Cambridge, Hants Co.

Helena M. Lantz, Cambridge, Hants Co.

Winnifred M. G. Lavers, E. Southampton, Cumb. Co.

Annie J. Lockhart, Newville, Cumberland Co.

Annie C. Luscombe, Westville, Pictou Co.

Edith G. Marsh, Central Economy, Colchester Co.

Morris O. Maxner, Lunenburg, N. S.

Beatrice F. Morton, New Germany, Lunenburg Co.

Albert E. McCormick, Granville Centre.

Hannah McIvor, Indian Brook, Victoria Co.

Ella McKay, Piedmont Pictou Co.

Margaret McKenzie, Dartmouth, N. S.

Kate E. McNally, Pugwash, Cumberland Co.

Elsie M. McNutt, Lower Truro, Colchester Co.

Ellen A. O'Regan, Lakelands, Cumberland Co.

Dora M. Quinn, Brown's Brook, Cumberland Co.

Vivien Salter, Diligent River, Cumberland Co.

Bertha A. Wright, Upper Brookside, Colchester Co.

Earl Whyte, Truro, Colchester Co.

Centennial Anniversaries of the War of 1812

J. VROOM.

IV.—The Gananoque Raid—The Battle of Queenston Heights.

September 21.—The War of 1812 was remarkable for petty raids, most of them with no better object than plunder; while in some cases the marauders had not even that excuse, but were merely bent upon malicious destruction. Such were the visits of the so-called privateers to the coast waters of New Brunswick and Nova Scotia; and such was the raid upon Gananoque, on the St. Lawrence, in the early morning of the first of September, in which one man was killed on each side and a few others wounded, one woman wounded by a shot fired through the window of her house, and a small quantity of arms and ammunition carried off by the raiders. It is only worth mention as the first of the series.

October 13.—After the capture of Detroit, General Brock hastened to Niagara, there to repeat, if possible, his plan of a sudden attack. But the Governor-General, in accordance with the wishes of the British Government and his own inclinations, had proposed an armistice, looking to negotiations for peace; an armistice which was of short duration, because the United States Government refused to ratify it, and of which the only effect was to give the United States commanders on the frontier time and opportunity to strengthen their forces for another invasion. At Niagara, when hostilities were resumed, General Brock, with twelve hundred white troops, half of them regulars, and with a small number of Indian allies, was opposed by an army of some five or six thousand men, more than half of them regulars. The United States forces were under General Van Rensselaer; who, like General Hull at Detroit, had to contend with disaffection in his own army. Van Rensselaer was an officer of the militia. He was not cordially supported, therefore, by General Smyth, who was in command of the regular forces and did not like being put in a subordinate position.

General Brock's little army was distributed along the Canadian bank of the river, some thirty miles in length, not knowing where the enemy might attempt to cross. The attempt was made on the thirteenth of October, in the darkness of the early morning. General Brock, at Fort George, near Lake Ontario, learned that his foes were

crossing in force at Queenston, about half way between the mouth of the river and the falls. The details of what followed are somewhat uncertain, because of conflicting accounts; but it is known that there were only about three hundred men on the spot to repel the invaders. At daybreak, General Brock arrived and took command. On the heights above the village was a battery of only one gun. This a small party of the invaders captured; having reached the heights by a steep path that was left unguarded because it was considered impassable. Leading his men up the hill to retake the gun, Brock fell, mortally wounded. He died almost immediately, and his body was carried back to Queenston. Colonel Macdonell, second in command, was also mortally wounded; and the invaders, though they had to abandon the gun, were left in possession of the heights.

It was about two o'clock in the afternoon when the reserve arrived, under General Sheaffe, and the real battle began. By a flank movement, Sheaffe took possession of the high ground in the rear of the invaders; and he soon had eight hundred British and Canadians and two hundred Indians in line and ready for action. The enemy, over a thousand strong, were under the immediate command of General Wadsworth; to whom General Van Rensselaer, on the other shore, was vainly endeavouring to send reinforcements. Thus the forces actually engaged were nearly equal in numbers.

The action was brief. The invaders broke and fled at the first onset; some of them, to escape the sword, throwing themselves over the cliff. Unable to rally his panic stricken troops, or to get them back to their boats, General Wadsworth surrendered with seventy-two officers and nine hundred men, in full view of comrades on the opposite shore who had refused to come to their assistance.

So the second invasion came to an end; and a second United States general and his army were made prisoners of war. But Brock was dead; and, to the Canadians, the loss seemed more than the gain. Men had fallen beside them in defence of their homes—men who had been friends and neighbours as well as companions in arms. Macdonell had fallen. But all other losses were overwhelmed and forgotten in their great sorrow for the death of Brock. Like Wolfe, he fell on the field of battle; but, unlike Wolfe, he died without knowing that the victory was won. He died, too,

without knowing that he had been knighted in England, and would therefore always be known in Canadian history by the name of Sir Isaac Brock.

To-day, when the lapse of a century has softened the story of the battle of Queenston Heights; when anger at the wanton invasion, triumph in the victory, and the mourning for the dead, are dim traditions of the past; when the horror of the carnage and the thirst for revenge are feelings which not even the imagination will revive; we yet hold in honour, undimmed by the intervening years, the name of Isaac Brock. A monument worthy of his memory marks the site of his last battle; another has recently been unveiled in the city which bears his name. If the War of 1812 is our national war, he is our national hero.

Good Training.

"When I was a growing lad, and came upon many words in my reading that I did not understand, my mother, instead of giving me the definition when I applied to her, uniformly sent me to the dictionary to learn it, and in this way I gradually learned many things besides the meaning of the individual words in question—among other things, how to use a dictionary, and the great pleasure and advantage there might be in the use of the dictionary. Afterwards, when I went to the village school, my chief diversion, after lessons were learned and before they were recited, was in turning over the pages of the 'Unabridged' of those days. Now the most modern Unabridged—the *New International*—(G. & C. Merriam Co., Springfield, Mass.), gives me a pleasure of the same sort. So far as my knowledge extends, it is at present the best of the one-volume dictionaries, and quite sufficient for all ordinary uses. Even those who possess the splendid dictionaries in several volumes will yet find it a great convenience to have this, which is so compact, so full, and so trustworthy as to leave in most cases, little to be desired."—*Albert S. Cook, Ph.D., LL.D., Professor of the English Language and Literature, Yale University.*

Hardly.—"Come now, Hemma," said the White-chapel bridegroom, "you're goin' to s'y 'obey' when you comes to it in th' service, ain't you?"

"Wot, me?" cried the bride. "Me s'y 'obey' to you! Why, blime me, 'Ennery, you ain't 'arf me size!"—*Tit-Bits.*

Courses of Study.

ELEANOR ROBINSON.

There are many teachers who cannot undertake a university course, even by correspondence, but who are not satisfied to read at random. Several organizations stand ready to plan and direct courses of reading, either for clubs, or for the individual student.

The best known institution of this kind in America is the Chautauqua Literary and Scientific Circle, whose impressive name is usually shortened into "the C. L. S. C.," or shorter still, "Chautauqua," simply.

Chautauqua issues every year a regular course of home-reading, partly in books published by the Chautauqua Press (and usually, though I think not always, written expressly for the purpose,) partly in the *Chautauquan*, the illustrated magazine of the institution, which is published monthly.

It is through this magazine that the reading is directed. It specifies the amount to be read each week, gives questions and hints on the books, suggests extra and special readings, and outlines programmes for club meetings.

The magazine also informs its readers what other members are doing, and keeps them in touch with the general work of the institution.

Founded in 1874, in an assembly to provide training (undenominational) for Sunday school teachers, the Chautauqua institution has always emphasized the religious side of its work, but its scope and aims have extended widely. The place of assembly, Chautauqua, on the lake of the same name in the State of New York, has grown into a town, and the summer meetings, which have lengthened from twelve days to sixty, are attended by thousands.

The regular course of home reading is planned for four years, at the end of which time a diploma is given, but the reading may be taken up for one year only, or parts of the course may be read. The regulations are elastic, as the object is to meet the needs of the individual reader. Special courses are planned on different subjects: History, art, literature, Biblical knowledge; and advice is given about forming local circles.

The Chautauqua plan is to "take as a unit a group of related readings." It opposes random reading. Thus, all the reading for one year has one principal subject. The course set for 1912-1913 attempts to give a bird's-eye view of contemporary Europe—

"the home life, the development of cities, institutions and customs, and of existing governments." The books prescribed are the following: *Social Progress in Contemporary Europe*, by Frederic Austin Ogg, Ph. D.; *Mornings With Masters of Art* (125 illustrations), by H. H. Powers, Ph. D.; *The Spirit of French Letters*, by Mabell S. C. Smith, A. M., and *Home Life in Germany*, by Mrs. Alfred Sidgwick. The articles to be read in the magazine are called: *European Rulers: Their Modern Significance*; and, *A Reading Journey in Paris*.

This course sounds attractive to readers who are planning a visit to Europe, and extra reading, especially for intending travellers, is suggested in the magazine.

The four books and the magazine for one year cost five dollars, with postage in addition. A post-card sent to "Chautauqua Institution, Chautauqua, New York," will promptly bring detailed information.

The National Home-Reading Union of England, is doing a very useful work, and it is much to be desired that teachers and students in Canada would take advantage of the assistance it offers. It was founded in 1889, "for the purpose of guiding readers in the use of books and of directing self-education."

In return for a very small fee, the N. H. R. U. offers:

1. Courses of reading, with select lists of books on many subjects.
2. A magazine published monthly, nine times a year, containing articles about, with notes and questions on, the books and their authors.
3. Companionships in systematic reading by membership in a circle.
4. Tutorial help by correspondence.

The work is carried on in four different sections, to meet the varying needs of different classes of readers. There are (a) General courses. (b) Special courses. (c) Introductory course. (d) Young people's section.

Each of these sections has its own magazine and book list. The books in the book lists are classed as follows: 1. Required books. These are chosen with special regard to cheapness. The articles in the magazines are written with special reference to these books.

2. Recommended books. Supplementary to, or illustrating the required books.

3. Reference books. Usually available in public libraries.

The *Introductory Course* has only five magazine numbers in the year, and the reading covers only three subjects: General literature, nature study and social problems. This course is intended for people who have not done much reading and who have little time to give to it. The fee for this course is one shilling, which includes the magazine subscription.

The *General Course* is suitable for those who wish to read on a larger number of subjects. The magazine and book list are designed to be helpful to teachers or those preparing to teach.

The fee is two shillings.

Special Courses. These consist of a great variety of subjects in various departments of literature. They are recommended to readers who wish to study two or three subjects in detail. The membership fee is three shillings and sixpence. This fee also covers a book-list and a series of articles on a supplementary course, to be selected from a long and varied list.

Young People's Section. This is one of the most important branches of the work of the N. H. R. U. It is intended for boys and girls up to the age of fifteen or sixteen. It has its own magazine and its own book list, and the fee is one shilling and sixpence. To encourage the formation of reading circles among school children, a special arrangement has been made, by which circles may be formed in this section upon the payment of one fee by the teacher. Hundreds of such circles have been formed in England, and such Reading Circles are allowed to take the place of an ordinary reading class. The books prescribed by the Union introduce the children to the best authors and the helps given arouse their interest. They are thus prepared to leave school with some taste for good reading, and some discrimination in the choice of books. How useful such a plan would be in many Canadian schools, especially in the country. Even where it is not found practicable to form a circle, the book-list and the magazine would be a great help to any teacher who wants to influence and direct his pupils' home-reading, or to stimulate their interest in school-subjects. Special leaflets on the work of the Union in schools may be had upon application.

The tutorial helps afforded by the organization should be noticed. Members are at liberty to seek advice as to reading; to apply for explanations of difficulties; and to send for criticism answers to the

questions set in the magazines. All such help is gratuitous.

While reading in circles or clubs is recommended, and suggestions are furnished for the formation of them, the individual reader is quite as well provided for, and no one should hesitate about joining the Union because he or she has to be the only member in the locality.

The reading session of the Special Courses begins in October and ends in June. The other courses begin in September and end in May. But members are received at any time during the season. Their subscriptions may date back to the beginning of the session, or may cover the following twelve months, as they choose. There are no rules for regulating the reading; members are free to give to it whatever time they find convenient.

A Summer Assembly of members and their friends is held every year at some place of historic interest in England. Lectures are given by well known lecturers, and excursions are arranged. Such a meeting would be a delightful objective to any of our teachers who are planning a visit to the Mother-country.

The book-lists for 1912-1913 have not yet been received, so that the courses for the coming year cannot be indicated until next month, but I shall give here some particulars from the *General Course* book-list of a former year. Eleven general subjects were offered. 1. The Open Air. 2. Early Man and His Life. 3. Citizenship. 4. The Anti-Slavery Movement. 5. Social Life Among European Nations: Germany. 6. The Story of the English Bible. 7. Words and Their History. 8. Old Greek Life. 9. Some Social Movements as Reflected in Novels. 10. Shakspeare and His Dramatic Art. 11. General Literature. All the required books in any one or more of these divisions might be read, or selections could be made from any, or all of them. Four books, carefully read, entitle the reader to a certificate. The *Introductory Course* for the same year included the following books: Jefferies' *The Open Air*; Geddes' *Chapters in Modern Botany*; Prince Kropotkin's *Mutual Aid*; Trench's *Study of Words*; Shakspeare's *King Lear*.

A few of the books in the "Required" lists are: White's *Natural History of Selborne* (price 1s.); Clodd's *Story of Primitive Man* (1s.); Ruskin's *Unto This Last* (6d.); Lincoln's *Speeches* (1s.); Morris's *Earthly Paradise* (1s.); George

Eliot's *Adam Bede* (1s.); Sidney Lee's *Life and Works of Shakspeare* (2s. 6d.); Stevenson's *Memories and Portraits* (2s.). The prices of these are quoted from the book list to give some idea of the expense of a course. These are English publishers' prices, and allowance must be made for postage and duties. On the other hand, so many of the books are standards, that some would almost certainly be already available. The annual fee, it should be remembered, covers not only the subscription to the magazine, but the postage.

The Union publishes a monthly magazine, called *The Reader's Review*, for the guidance of readers in public libraries and others in the choice of books.

Full information about the N. H. R. U. can be obtained from "The General Secretary, 12 York Buildings, Adelphi, London, W. C."

A specimen copy of the General Course magazine, and some of the leaflets may be had upon application to Miss Eleanor Robinson, 2 Wright Street, St. John, N. B.

[It should be noted that the details of the information about the N. H. R. U. are offered subject to correction in the next issue, as the writer has been unable to bring it up to date.]

From Miss Crowell, the Winner of the Review Scholarship.

DEAR SIR,—I wish to thank you for the scholarship of \$20, given by you to the Summer School of Science, which I was fortunate enough to win.

This was my second year at the Summer School, and I hope that it may not be my last. Surely the governments of the different provinces will do more for its support since its needs have been brought so clearly before them.

Thanking you again for your generosity, I remain,

Yours sincerely,

ANNIE E. CROWELL.

Port LaTour, N. S., Aug. 7, 1912.

I have been greatly pleased with the REVIEW this last term, and hope that it will prove just as helpful this year.

M. S. F.

I had thought of giving the REVIEW up, but find the Current Events too important to be missed. Please continue it.

S. M. M.

Kindergartens and "Near" Kindergartens.

MYRA M. WINCHESTER, *Educational Director of National Kindergarten Association, N. Y.*

When Dr. Thomas M. Balliet, of New York University, was asked to say a word about Kindergarten education he made this statement:

All the more recent studies in child psychology emphasize the great plasticity of the early years of childhood. The habits which the child then forms and the attitude, both intellectual and emotional, which is then given him, are more lasting and more determining for his adult life than was even suspected some years ago. This gives added importance to Kindergarten training of a genuine sort.

These last words call up a familiar phrase, a phrase so often used that we are apt to hold it in contempt—"There are Kindergartens and Kindergartens." We are willing, however, to repeat the well-worn expression because of its implications. It conveys in epigram form the idea of contrast between spurious and genuine, between so-called and actual, between a name and what the name stands for.

One of the accepted facts of life is that a thing which is essentially good is bound to be imitated in its outer details, while its real essence is often entirely disregarded. Our language is full of metaphors based upon these facts. We say of a person's speech as we say of a false coin, that it does not ring true; and of a doubtful transaction as of a package, that it does not bear the right stamp.

Dr. Balliet speaks advisedly when he says Kindergarten training of a genuine sort. For the Kindergarten has not escaped the fate of all other institutions of excellence; indeed it seems to offer especial facilities to the counterfeiting spirit of mankind.

There are several reasons why this is so. First, in any community it is quite easy to assemble a number of little boys and girls and put them in the charge of a grown person who is fond of children. Second, any educational supply house can furnish the attractive little chairs and low tables, and the balls, blocks, clay, papers, scissors, paste, paints and so on which are mediums for the mental and manual activities of the children. Third, from the same supply house issues forth a plenteous flowing stream of instruction-books, plan-books, song-books, story-books, and books of games and plays, and the

grown person can dip up what she needs for daily use. Fourth, this combination of children and grown persons and furniture and supplies and music and games may make a favorable impression upon the community, and the community may record its approbation of the Kindergarten, never suspecting that what exists in its midst is not one of the genuine sort, but only a near Kindergarten.

It will be asked how one may distinguish the genuine sort from the near sort, since both sorts make use of the same furniture and play materials and games and music. One point of distinction is that in the real Kindergarten these details of equipment are treated as adjuncts, or as instruments through which the living spirit of the thing liberates itself, while in the near Kindergarten the equipment is leaned upon and regarded as the mainstay of the institution. Again, in the real Kindergarten there is an air, a certain feel which exhales from a right relationship between the teachers and children, quite independent of any external circumstance of room and apparatus. Our American proverb says: "Boston is not a place but an attitude of mind." The same thing is true of a genuine Kindergarten. The genuineness of it is produced by the right attitude of the teacher towards every kind of relationship human and divine. In the imitation Kindergarten there is an artificiality or a strained air, produced by the teacher's effort to make goody-goody talk serve as a substitute for right inner attitudes. In the genuine Kindergarten the teacher is continually growing in the sense of the little child and in power to discriminate between the essential and non-essential things in the child-life. In the near Kindergarten there is no shading; all things are treated as if of equal value; devices are multiplied and crowded into the foreground while principles are not even in the back-ground.

To be genuine means "to be true to its own claims." The Kindergarten makes tremendously big claims because it is a force, a dynamic philosophy, and is therefore bigger than any of its instrumentalities.

When this truth comes to be generally recognized then shall arrive the happy day when "Near" Kindergartens shall be no more, and only those of the genuine sort will remain.

M. M. W.

I cannot teach without the REVIEW. H. L. P.

Roadside Botany for September.

L. A. DEWOLFE.

Every roadside fence now affords a lodging place for a mass of Golden-rods, Asters, Tansy, Thistles, Raspberries, Hay-scented Ferns, and other plants of the same society. What do they offer of interest to the boys and girls on the way to school? How many kinds of Golden-rod and Aster can we find by the wayside? Even though we do not know their specific names, we may count them.

Would it not be a good exercise to have the children bring a list of all the plants they know between their home and the school? Have them also bring a specimen of every kind they cannot name. A good-natured contest among pupils would lend ardor to the exercise.

The Thistle and some of the larger Asters furnish good illustrations of two sub-divisions of the Composite Family. Children of the upper grades will have probably discovered earlier that the Dandelion head was a cluster of flowers. Here, again, are clusters somewhat on the same plan. Does the Aster or the Thistle more closely resemble the Dandelion? The child may discover that the central florets of the Aster are much like the thistle-florets; and the outside (ray) florets, like those of the Dandelion. In a way, therefore, it is midway between them. Now, classify all composite flowers into (1) the Dandelion group (all florets flat); (2) Thistle group (all florets tubular), and (3) Aster group (outside florets flat and central ones tubular). To which does the Golden-rod belong?

Notice how well fitted these plants are for scattering their seeds. Which could be blown about most easily?

Do you see any insects visiting these flowers? What is their reward? Does the plant benefit by this? How? (Here is a chance to teach a lesson on cross-pollination; and to start the children toward observing plant and insect relations.)

Each individual flower is very small. Is there any advantage therefore, in their being grouped in large clusters? Here, again, Nature accomplishes the same purposes in different ways. In some plants insects are attracted by large, single flowers; in others, by small, clustered ones. Have the children notice a dozen examples of each.

Besides the flowers, the leaves call for investigation. Why are the leaves of the Thistle spiny? What part is modified to form the spine? What

part is modified to form the sharp hooks on the Burdock? Is the modification for the same purpose?

In what other ways do plants protect themselves against hungry animals, besides spiny leaves? Examine the stems of barberry, thorn, rose, raspberry, rushes, etc. (Rushes and ferns have no thorns or briars; but they have tough, woody stems.)

Our roadside flora is rich in raspberries. Why do they grow along fences? There are several reasons. Cultivation keeps them out of fields. Absence of light prevents their growth in woods. Therefore, a neglected spot with good light is a favorable locality. But possibly more important is the fact that birds perch on the fence to eat berries they have carried from elsewhere; and, consequently, the seeds are dropped there in abundance.

Are you acquainted with the hay-scented fern that grows abundantly by every fence and stone-pile? Or do all ferns look alike to you? If so, begin on this one, which you can identify by its location. You will find it described in the text-books under the name *Dicksonia punctilobula*. Notice the very small spore-dots on the under side of the frond. Compare these with the dots on other ferns; and, thereby, learn how greatly they differ. Growing with these, you may find small clumps of the Cinnamon Fern; but it has no spores on its green leaves. Or you may find the Lady Fern (*Asplenium Filix-foemina*), which has crescent-shaped fruit-dots.

The foregoing plants are abundant along fences in the open country. Possibly someone is more familiar with a bit of woodland bordering the roadside. If so, the flora will be very different. The opportunity then presents itself to compare plants growing in shade with those in sunshine. If flowering plants cannot survive, their place will be taken by mosses and club mosses. The trees and shrubs along the roadside are also worthy of attention. Notice the scanty vegetation beneath trees, where light is excluded.

If the ground is somewhat sandy, vegetation will be different from that on a clay soil. It will be profitable for the children to associate certain plants with certain kinds of soil. Intelligent farmers often judge the fertility or physical condition of a piece of land by the wild plants that grow on it. They are thereby enabled, sometimes, to decide whether a certain rough piece of land is worth

clearing and cultivating or not. What plants grow on undrained land? Then, presence of these plants in a field tells the farmer drainage is needed there.

Thus the plants by the roadside are not only interesting in themselves; but by studying their habits, their relations to soil, light, and drainage, much of practical value may be learned. Study cause and effect. Let botany be an intelligent comprehension of Nature, rather than an abstract observation of plants by themselves, and it becomes a living subject—it is Nature-study. Always ask, what can this plant teach that will be of value in our struggle for existence as well as in our struggle for a higher intelligence.

Nature Lesson.—Grade II.

E. IRENE FULTON, 106 Cornishtown Road, Sydney, N. S.

Mr. Percy J. Shaw, Horticulturist of the Agricultural College, Truro, sends the REVIEW the following paper, written by Miss Fulton, one of the Rural Science School students, in answer to the question: "Select any material you choose; take any grade, and show what kind of nature study you would have the children do." The answer, as Mr. Shaw remarks, illustrates the true spirit of nature-study.

One bright day, as the children were walking to school with me, we saw caterpillars hurrying across the walks, so we watched them for a few minutes.

The children asked so many questions about them that I thought it would be a good lesson for them to find out the answers for themselves; so I told one boy to pick up one or two of the caterpillars and put them into a box. Then we looked in the direction from which they were coming and saw a great many on the trunk and branches of an elm tree. The boys wanted to give them something to eat, so we took green leaves from the tree and put them into the box, keeping them moist and bringing fresh ones occasionally. How the children watched the box, each one anxious to be the first to inform the teacher of any change! Soon they saw each specimen enveloped in a green looking covering and it did not look like a caterpillar at all. They knew it was alive because they could hear it making a rapping noise in the box. While we waited for further developments we talked of the harm the caterpillars must do by eating the leaves of the trees. This led to a talk about the use of leaves. The children decided that the caterpillars were not our friends if they destroyed the trees, because they

liked to have the leafy trees about the school-yard. After a few days they saw the butterfly in the box and wanted to know what they would give it to eat now. I told them to watch the butterflies in the fields and tell me what they ate. It was not long before some of the boys brought me flowers which they said the butterflies ate; yet they could not find that any part had been eaten. Then we wondered how it took its food. I asked them how they took their food, so then they began to look for its mouth and were surprised to find only a coil of something like a watch spring and did not understand how they could get their food with that.

With a little guidance they found that flowers held something sweet which the butterflies liked, saw where it was held, and learned its name. This talk led to the children asking the names of some of these flowers which were unfamiliar to them, and they felt proud of all the knowledge they had obtained from observing a little caterpillar crawling across their path.

During the four years I have spent in the teaching profession, I have found your paper both interesting and instructive; and would recommend it to all teachers. I regret that circumstances make it necessary for me to discontinue the paper, but perhaps at some future date, when my college course has been completed, I may find it convenient to again subscribe for your paper. I wish for the EDUCATIONAL REVIEW a prosperous future, and a wider circulation among the teachers of these Maritime Provinces.

Sincerely yours, M. B. A.

Hell, Hull and Halifax.

Halifax, supposed to be the most wealthy and prosperous town of the English north country in proportion to size, formerly possessed a curious notoriety. A clause of the "Thieves' Litany" ran: 'From Hell, Hull and Halifax, good Lord, deliver us.' This arose from the fact that Halifax at one time could inflict summary punishment upon any body within a radius of nine miles who had committed a felony, especially by stealing cloth. The culprits were tried by a jury of four free-holders, and if found guilty, as generally happened, were executed with a kind of guillotine, at a spot still shown in Gibbet Lane.

An Hour with the Birds.

My thoughts were with the birds in their leafy bowers, and in order that I might be with them too, I took an afternoon stroll, August 21st, through my particular "Limberlost," and having reaped such enjoyment, I was led to think that perhaps some REVIEW readers might be interested.

I had gone but a short distance, when an open space and a pile of spruce cordwood invited me to rest. The only sound that greeted my ear was a full choir of chick-a-dees, each individual of which was busily engaged exploring nooks and crevices of near by spruce and tamarack; not so busy, however, but that he could add his notes of cheer to the general chorus. I had not waited long before a pair of black and white warblers attracted my attention. They, too, were busy insect-hunting after their spiral fashion.

Suddenly, like the coming of an autumn wind, I caught the sound of hosts of new bird voices, and the flutter of approaching wings. They came near and yet nearer, until every twig of every tree was literally alive with tiny, active, bright-plumaged bird folk; among them the Blackburnian Warbler in all his glory of black and orange plumes, with just enough of white to emphasize his brightness. The Black-throated green Warbler, minus the black throat, for if my observation has been correct, which I feel it has, the male loses his black throat in the latter part of the season, and the female and young never have any to lose. These last appeared most numerous. One came so near, that its wings brushed my sleeve, and alighted within reach of my hand.

Then among my warbler friends appeared the Red-breasted nuthatch, with his black crown banded with broad stripes of white, his bluish slate back and rusty red breast,—he could not be easily mistaken.

There were many others. The Summer Yellow-Bird and Yellow Palm Warbler, and others that I could not identify, all uttering their own particular call notes or snatches of song.

I enjoyed the society of this bright company for perhaps fifteen or twenty minutes, and then they were gone completely, not a stray one left. The chick-a-dees still chattered, but that was all; my bird wave had passed over. It seemed strange to me, for at that time of day, 2.30 p. m., although often in that vicinity, I very rarely see other than

juncos, peabodys and chick-a-dees. The conclusion I reached, whether right or wrong, was: The warblers are collecting their forces, preparatory to their journey southward, and I happened to be fortunate enough to see their retinue pass.

Chipman, N. B., M. M. F. F.
August, 1912.

The Influence of the Summer School.

NINA E. DAVISON.

The first day of school is now past and gone. According to Dr. Perrin, the success or failure of each teacher has been demonstrated. We do not doubt that Summer School has been responsible for many successes.

The enthusiasm, born or nurtured, in the nature study classes at Yarmouth would be in evidence the very first day of school, and the desire to collect specimens of nature's handiwork would be felt.

Many student teachers at Yarmouth carried home tangible evidences of their work, pressed and mounted plants, insects, stones, drawings of specimens and apparatus, as well as the work done in the drawing class, but to the credit of Mr. Allen's lecture—no birds. The bird-lover's motto we know, "A bird in the bush is worth two in the hand." We hope that more study will be given each year to the study of birds, for their economic value and their charm.

The great thought in the minds of this year's students is that the twenty-sixth session may have been the last. What can we do to prevent such a catastrophe? No other word could represent such a happening to us, loyal lovers of the Summer School of Science.

Will our provincial governments recognize our need of such an institution, and give it the help that is needed to put it on an equal standing with other schools?

How will our town councils, our municipal boards stand? Shall we not represent to them the great value of our school and ask their aid?

While I live I trust I shall have my trees, my peaceful, idyllic landscape, my free country life, at least half the year; and while I possess so much . . . I shall own one hundred thousand shares in the Bank of Contentment.—*Bayard Taylor.*

For the Little Folk.

Two bright eyes I have, and they
Must see good only all the day.

Two little ears I have to hear
Only the good things all the year.

Only two little lips have I,
And only to speak the good I'll try.—*Sel.*

"I don't like to own it," the blue pansy told
The pansy beside her all purple and gold,
"But I'm getting sleepy—I—must—take—a—nap!"
Then they both cuddled down in Nature's big lap,
The pansy in purple, the pansy in blue,
And there they will sleep till the winter is through.
—*Sel.*

The Tree's Wardrobe

The Trees are very vain I think!
I feel this must be true,
Because they like to change their gowns
As much as people do!

When spring and summer time arrive,
Each one is proudly seen
To don a dress all new and bright,
Made up in shades of green.

In autumn-time they make a change,
And robe in gorgeous clothes,
Of orange, yellow, red and bronze,
All trimmed with tints of rose!

But when the winter comes, alas!
I'm sorry for the Trees,
For then they wear no clothes at all!
I wonder they don't freeze!

—*Phyllis Grey, in The Designer.*

After Vacation.

Vacation is over,
We've had lots of fun,
Now to the school room
Each morning we'll run.

Whether it's stormy,
Or whether it's fine,
We'll all try to be there
At a quarter of nine.

We'll study and work
Until it is noon,
Then we'll have a short rest,
But back again soon.

To work and to study
Till it's time to go home,
Then into the woods
For flowers we'll roam.

We'll learn a great deal,
Trying hard to do right,
Thanking God for His blessing
Each morning and night.

—*Primary Education.*

After School.

Although we like to go to school,
We're rather glad to put away
Our books and slates and other things,
When it is over for the day.

And off we go to play and romp,
While teacher who is good and kind,
Is left behind all by herself—

But then, perhaps, she doesn't mind.

—*Alden Arthur Knipe, in May St. Nicholas.*

Princess Used a Doctor's Throat Brush to Paint a Picture.

Princess "Pat" of Connaught is a good deal of a painter, according to a very intimate and personal article about her in the June *Woman's Home Companion*.

Following is a little story taken from the article about this popular English princess:

"In fair weather, on long voyages, she is busy on deck, painting or doing some simple handicraft. Much of this work finds its way later to charity bazaars, whose proceeds it materially helps. On a brief yachting trip, Princess Patricia viewed a gorgeous sunset; to let such opportunity go unimproved was out of question. Her color box was there, but brushes had been forgotten. Not a moment could be lost if her sketch would be completed. Calling excitedly for the doctor, he came running. 'Your brushes, quick, please,—the kind you paint people's throats with!' And so the situation was saved."

How Rain Bores Holes.

"When rain falls it does not actually soak into the earth, but bores its way in, forming tiny tubes," says an interesting article in the current *Harper's Weekly*. "These tubes are so small that it would be impossible to insert a hair in one of them without bursting its walls. Sometimes the tubes are bored down to a depth of four or five feet. When the surface dries, the water evaporates from the tubes, just as it would from a pipe. If the tube is twisted it takes longer for the water to evaporate. If one takes a rake and stirs the ground after each rain, he breaks the tops of the tubes, and the water will stand in them for months. In this way the farmers of the West, on the semi-arid lands, store the rainfall one year, and raise a crop of wheat every other year—there being sufficient water in two years, but not enough in one, to raise a crop."

Foreign Lands.

Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad on foreign lands.

I saw the next door garden lie,
Adorned with flowers before my eye;
And many pleasant places more,
That I had never seen before.

I saw the dimpling river pass
And be the sky's blue looking-glass;
The dusty roads go up and down
With people tramping into town.

If I could find a higher tree,
Farther and farther I should see,
To where the grown-up river slips
Into the sea, among the ships.

To where the roads on either hand
Lead onward into fairy land,
Where all the children dine at five,
And all the playthings come alive.

—R. L. Stevenson.

Halifax Memorial Tower.

REV. A. L. FRASER, Great Village, N. S.

This poem was awarded first prize, \$60, offered by the Halifax Canadian Club. There were thirty-four competitors. Professor Alexander, of Toronto University, was the final court of appeal in the decision.

Freedom doth greet this Royal throng today,
In these Elysian haunts,—largess of one
Whom time has amply proved Britannia's son!
And when or Age or Love or Ease shall stay,
In years unborn, this pillar to survey,
Its walls will tell not of War's stunning shock,
But how, long since, kind Liberty did rock
Her cradle by this old Atlantic bay.

And if far-scattered children turn their feet
To where their father's earliest hearth did blaze,
And bathe the very stones in tears, 'tis meet
That we of British blood this pile should raise
Where first a daughter of our ancient throne
Did sit beside a fireside of her own.

The dress of the teacher is of great importance. If the dress is neat, clean and in good taste, it constitutes a valuable asset. A teacher who applies for a place wearing a dirty collar, a white tie and a dingy Prince Albert coat, ought not be surprised at his failure. Sometimes a few dollars spent with a dentist and a few more for a neat business suit will work wonders in getting a position.—*The Educator-Journal.*

Why Tumblers are So Called.

How many times a day do we use words without stopping to think what they mean! Every day at luncheon and at dinner we drink out of a tumbler. But I, for one, never thought why the large glass that holds our milk or water was so called, until once upon a time I happened to have luncheon at All Souls' College, Oxford, where the curiosity of all the strangers present was excited by a set of the most attractive little round bowls of ancient silver, about the size of a large orange. These, we were told, were "tumblers;" and we were speedily shown how they came by their name.

When one of these little bowls was empty, it was placed upon the table, mouth downward. Instantly, so perfect was its balance, it flew back into its proper position, as if asking to be filled again. No matter how it was treated—trundled along the floor, balanced carefully on its side—up it rolled again, and settled itself, with a few gentle shakings and swayings, into its place.—*Sel.*

For the Little Ones.

In teaching little ones to write, begin with the figures first. Give one figure at a time and have them practice it until they can make it and also know it by sight. Give the numbers in the following order, 1, 7, 4, 9, 6, 3, 2, 8, 5, and you will get better results. After the first week give the easier letters also, such as, e, i, l, t, and so on.

For the older classes that can spell, make little spelling books and put a picture on each with the hektograph.

Make books about $3\frac{1}{2}$ x 2 inches.

Hang a calendar in the room and have some scholar give the month, day of month, and the year. I have them do this every day, the class repeating it two or three times. In small primer classes in the country each scholar may do this by himself.

For busy work give a month from an old calendar—one having large figures. Let the children cut numbers apart and then give each one a small square of cardboard with a pin stuck through it. Then children will find 1, stick it on pin, then 2, and so on, until they have all the numbers up to 31. Leave the numbers on the pin until they are wanted again; take them off, mix up, and use over and over until they are stuck full of holes.—*Primary Education.*

Teachers' Meetings.

Teachers' meetings are invaluable to the person who knows how to handle them. It is folly to suppose that they are always valuable or helpful. In city schools they come at a time of day when teachers are already weary. When a teacher is worn out, the greatest good that can come to her and to her work is for her to get rested and refreshed. In such cases her mind is not in a receptive state, and her disposition is warped by the cares of the day. I believe in teachers' meetings when the principal has anything worth while for the teachers. When he can inspire, instruct, and harmonize them, unify their work, and add some power to the school organization thereby. The study of apperception, Hebart, or Talks on Teaching and such, are a vexation to the tired spirit of the faithful worker. It is a valuable thing to know when to stop a teachers' meeting—the moment there is nothing further of importance to say.—*Ex.*

The Alphabet Man

Audrey had been showing Mary the A B C book until they both were tired of it. There would be at least half an hour longer before mother would come home, and Audrey tried hard to think of some other amusement to fill the time. Suddenly she clapped her hands.

"I know what we'll do!" she said. "We'll make an alphabet man!"

She took paper and a pencil, and the two heads bobbed together over the picture she drew.

"First we'll make a big O for his body," Audrey said, "and a smaller o for his head. We'll join them with a wide letter H for a neck, and the crosspiece will look like his collar. Two long capital I's will do for his legs, and two big L's will make his arms."

"Now two little o's for his eyes," suggested Mary.

"Yes, that would do nicely; but first let's try two broad, flat D's. That would make him roll his eyes to one side in such a funny way. Now what shall we have for a nose? I guess we shall have to use an I."

"Wouldn't a V made upside down be better?" asked Mary.

"Of course! Why didn't I think of that?" cried Audrey, as proud of the suggestion as Mary her-

self. "Now for his mouth! A broad, low U will give him just the happiest kind of a smile."

"What shall we have for his ear?"

"Only one shows, and a C will be just the shape for that. And some straggling S's and J's will make his hair."

"Let's put some O's down the front for buttons, and then he'll be all done," suggested Mary.

After making the buttons, they gazed at the alphabet man with great satisfaction.

Then Mary drew one.

"Now," said Audrey, after a moment's study, "I believe we can make him a chair out of a small h, a bed out of a wide, very low capital H, and a table out of a capital T. Oh, yes, and a house out of a big capital H for the main part and a capital A for the gable. We can let the lower part come down for the eaves, and we can make a fence out of little m's set close together, and a gate out of a capital Z with a capital N drawn across it, and—"

But just at that moment mother came in, and in the excitement of showing her their funny pictures, Audrey forgot to add anything more to the alphabet man's property. I wonder if you can?—*Lillian Manker Allen, in Youth's Companion.*

Memory Pictures.

BY L. M. MONTGOMERY.

A wide spring meadow in a rosy dawn
Bedropt with virgin buds; an orient sky
Fleeced with a dappled cloud but half withdrawn:
A mad wind blowing by,
O'er slopes of rippling grass and glens apart;
A brackened path to a wild woodland place;
A limpid pool with a fair, laughing face
Mirrored within its heart.

An ancient garden brimmed with summer sun
Upon a still and slumberous afternoon;
Old walks and pleasaunces with shadows spun
Where honeyed odours swoon;
A velvet turf with blossoms garlanded;
A hedge of Mary-lilies white and tall;
And, shining out against a lichened wall,
A stately golden head.

An autumn hilltop in the sunset hue;
Pine boughs uptossed against the crystal west;
And girdled with the twilight dim and blue,
A valley peace-possessed;
A high-sprung heaven stained with colours rare,
A sheen of moonrise on the sea afar,
And, bright and soft as any glimmering star,
Eyes holy as a prayer.

—*The Canadian Magazine for September.*

A Dog's Love.

A seafaring man owned a dog, to which he was devotedly attached. When at liberty the sailor would make long stays at his Midland home, near Birmingham. He grew so fond of his pet that he asked permission of his captain to have the dog on board with him. Being a valuable servant, this was granted; and the dog sailed with him on several long sea journeys.

On returning to England after a rather longer voyage than usual, the sailor was landed at Portsmouth, to die. The dog followed the funeral procession to the grave; and for days lay upon the earth over the coffin, waiting for his master's return. He was continually driven away, only to return when all was quiet. At last he was obliged to leave for good.

Several days after, he turned up at the Midland home; he had walked or dragged himself, all the way to find his master. After searching all over the house in vain, he lay down, and never again opened his eyes. He had given his life to find his master.

Prof. Duncan of St. Andrews University was affectionately called "Tammy." On one occasion a student in the back bench had made himself obnoxious to the professor by interruptions and talk. "Come down to the front bench, Mr. —," said Tammy, "for three reasons. First, you'll be nearer the board; secondly, you'll be nearer the fire, and thirdly, you'll be nearer the door." On another occasion a student called out in regard to the problem being worked on the blackboard, "There's a cipher wanted, sir," on which the professor rejoined, "There'll no be a ceephir wanting as lang as you're here."—*Westminster Gazette.*

A very absent-minded professor was busily engaged in solving a scientific problem when the nurse hastily opened the library door and announced a great family event.

"The little stranger has arrived, Professor."

"Eh?" said the professor.

"It is a little boy," said the nurse.

"Little boy, little boy," mused the professor.

"Well, ask him what he wants."—*June Woman's Home Companion.*

Manners If Not Mathematics.

The little boy, aged five, was sitting in the midst of the large family circle at the luncheon-table. Opposite him was his young lady cousin, who mingled with her affection for him an earnest desire to set his infant feet in the paths of knowledge. Just now, in her intense way, she was trying to teach him how to divide an orange into quarters.

Again and again she led up to the point that she wished him to think out, and, as often, he failed to follow.

As she leaned forward, wholly absorbed in her desire to make the idea clear to him, she asked once more, "But *how* would you get a quarter of an orange?"

The boy, blissfully unconscious, replied with a beaming look, "I would say please."—*Youth's Companion.*

Flies breed in filth; and, where an abundant supply is given them, they multiply very fast. The progeny of one fly in two weeks may be numbered by hundreds; in two weeks more, by tens of thousands; and at the end of the season, by thousands of millions. And each fly is said to be capable of carrying six thousand disease germs. If you had killed that first fly, at the beginning of the season, you would have made room for another one to live and multiply instead; but if you had deprived them of the filth which is necessary to their existence you would have destroyed them all. Neglected garbage or stable refuse may not breed disease, but it breeds disease carriers, and the worst of these is the common fly.

Children, says a writer, should be encouraged to use both hands in all their tasks. They should learn to use all tools, playthings, knife and fork, pen and brush with either hand, and thus divide the labor. There is something absurd in having two hands of equal possibility and strength, and teaching but one the numberless duties which it may perform. No good business man who had two machines in his factory would permit one to do all the work, and let the other stand almost unused.

Socrates said there was nothing to be learnt from trees and meadows. When the Great Teacher used illustrations from nature it was because he was teaching about men.

Questions on "Cranford."—For Grade IX.

M. WINIFRED McGRAY.

1. Find out some interesting facts about Mrs. Gaskell, such as her dates, home, contemporaries, etc. What else has she written? Compare her other works with "Cranford." Give the date of the publication of "Cranford." How was it received by the public? Is there any other writer whose works resemble "Cranford"? Find out a few important facts about this writer.
2. Locate Cranford as nearly as you can from what is said of it in the story. Give reasons for your answer by using quotations.
3. Who were the Amazons? What Latin poet speaks of them? What does he say of them? In which one of Shakespeare's plays is the Queen of the Amazons married to a Greek hero?
4. What is verbal retaliation? Which of the characters in this story was particularly good at it? Any other literary character mentioned in "Cranford" who shone at it?
5. What is a gigot? Is it worn now? What is worn instead? How about pattens? calashes? Paduasoy? a Brutus wig? (What French monarch was very particular about his wig?) How do you make sponge biscuit? tea-bread? bread-jelly?
6. What were the rules and regulations for visiting and making calls in Cranford? What are they in your own town?
7. A native of Cranford was called a——? How about natives of New Brunswick? Halifax? Yarmouth? Isle of Man? Wales? Holland? Norway? (Add more yourself.)
8. How is elegant economy practised? What was Miss Watty's pet economy? the author's? yours?
9. Give reasons for Captain Brown's popularity—also for his being unpopular at times.
10. How were the Cranford ladies lighted home at night? Quote something similar from Longfellow's "Baron of St. Castin"—also from Scott's "Rob Roy."
11. Describe a typical party in Cranford. Also, such guests as Captain Brown and his daughters.
12. What was the popular card game among the Cranford ladies? How about the popular card game of today? For how much a point did the Cranford ladies play? The ladies of today?
13. What unguarded admission did Miss Jessie make to Miss Jenkyns? Why was this a dreadful thing to mention?
14. Why did Miss Jenkyns consider herself literary? What author did she prefer? Give reasons for that preference. Tell a dozen or more important facts about Dr. Johnson.
15. What writer did Captain Brown prefer? Why? Who came out on top in the argument between Captain Brown and Miss Jenkyns? What makes you think so?
16. Write a few (6) Johnsonian sentences. Is the

Doctor regarded as "a writer of light and agreeable fiction"? What is the lightest fiction he wrote? What has preserved and always will preserve the memory of Johnson?

17. The year 1809 was called a "Johnson year." Why? How about 1912? (Look up the dates of Thackeray and Browning and see if you find anything interesting.)
18. What works of Johnson and Dickens are mentioned in this story? Name others not mentioned. Which have you read? What author do you prefer? Why? Which particular work do you prefer? Why?
19. Tell some uses made of fragments and small opportunities in Cranford.
20. What is said about letter writing? Do you agree? Name six of the best letter-writers the world has produced. Name books in which the story is told by means of letters.
21. Describe the desert at Miss Jenkyns. Why do you think Captain Brown didn't care for Cranford wine? Other opinions on the subject?
22. Examples of "pride apes humility." Who lived at Woodley? Give familiar names of a dozen English homes.
23. Describe the dinner at Woodley and tell what compliment Mr. Holbrook paid Miss Watty.
24. Give a beautiful quotation from each of the following: Shakespeare, George Herbert, Goethe, Byron.
25. Pronounce: Appurtenances, *sotto voce*, admonitory, sesquipedalian, Goethe, requisite, tacit, aristocratic, Shrewsbury conjurer, benignant.
26. Who was Amine? Tell about her feast with the Ghoul.
27. From whom was Mr. Holbrook quoting when he said:

"The cedar spreads his dark-green layers of shade."
"Black as ash-buds in March."

 Who wrote "Locksley Hall"? What else did he write?
28. What magazines are mentioned? Name six standard English magazines. Canadian, etc.
29. About what time are the events recorded in this story supposed to have taken place? Collect all the internal evidence on the date. What was happening in the outside world at the time?
30. Describe the stamp on some of the old letters. Who was Miss Edgeworth? How did Miss Edgeworth's "Patronage" banish wafers from polite society? What are wafers? How were they used? What is sometimes used today instead of wafers? What are franks? Are they still in use? By whom?
31. What is the "Fable of the Boy and the Wolf"? How does it apply here?
32. Which of all the letters in Miss Watty's collection are the most interesting? Why do you think so?
33. Write a few lines on each of the following: Queen Adelaide, King William, Queen Charlotte, Drury Lane, Fitz-Roy, Duke of Wellington, Madame de Stael, General Burgoyne, Don Quixote.

Thoughts for September Days.

Lord, let me make this rule,
To think of life as school,
And try my best
To stand each test,
And do my work
And nothing shirk.—*Maltbie D. Babcock.*

So here hath been dawning
Another blue day:
Think, wilt thou let it
Slip useless away?—*Thomas Carlyle.*

Eat at your own table as you would eat at the table of
the king.—*Confucius.*

And now at last the sun is going down behind the wood,
And I am very happy for I know that I've been good.
—*Robert Louis Stevenson.*

It is ever true that he who does nothing for others, does
nothing for himself.—*J. W. von Goethe.*

Thirty days hath September,
April, June, and November,
February has twenty-eight alone;
All the rest have thirty-one,
Excepting leap-year, that's the time
When February's days are twenty-nine.—*Anon.*

Home, a world of strife shut out; a world of love
shut in.

(On the Vowels.)

We are airy little creatures,
All of different voice and features,
One of us in glass is set,
One of us you'll find in jet,
T'other you may see in tin,
And the fourth a box within.
If the fifth you should pursue,
It can never fly from you.—*Jonathan Swift.*

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began,
So is it now I am a man.—*William Wordsworth.*

Bright yellow, red and orange,
The leaves come down in hosts;
The trees are Indian princes,
But soon they'll turn to ghosts:
The leathery pears and apples
Hang russet on the bough;
Its autumn, autumn, autumn late,
'Twill soon be winter now.—*William Allingham.*

Here's to thee, old apple-tree
Whence thou may'st bud, and whence thou may'st blow
And whence thou may'st bear apples enow!
Hats full! Caps full!
Bushel—bushel—sacks full,
Old parson's breeches full,
And my pockets full, too!
Huzza! —*Devonshire "Apple Tree Song."*

Curled in a maze of dolls and bricks
I find Miss May, *aetat* six;
Blonde, blue-eyed, rank, capricious,
Absorbed in her first fairy book,
From which she scarce can pause to look,
Because it's "so delicious."—*Austin Dobson.*

Stick to it, If You're Right.

Henry Ward Beecher used to tell this story of the
way in which his teacher of mathematics taught
him to depend upon himself.

"I was sent to the blackboard, and went, uncer-
tain, full of whimpering."

"That lesson must be learned," said my teacher,
in a very quiet tone, but with terrible intensity. All
explanations and excuses he trod under foot with
utter scornfulness. 'I want that problem; I don't
want any reasons why you haven't it,' he would
say.

"I did study it two hours."

"That is nothing to me. I want the lesson. You
may not study it at all, or you may study it ten
hours, just suit yourself. I want the lesson."

"It was tough for a green boy, but it seasoned
me. In less than a month I had the most intense
sense of intellectual independence and courage to
defend my recitations.

"One day his cold, calm voice fell upon me in
the midst of a demonstration, 'No!' I hesitated
and then went back to the beginning, and on reach-
ing the same point again, 'No!' uttered in a tone
of conviction barred my progress.

"The next!' and I sat down in red confusion.

'He, too, was stopped with 'No!' but went right
on, finished, and as he sat down was rewarded with
'Very well.'

"Why,' whimpered I, 'I recited it just as he
did, and you said 'No!'"

"Why didn't you say "yes," and stick to it?
It is not enough to know your lesson. You must
know that you know it. You have learned nothing
till you are sure. If all the world says "No!" your
business is to say "Yes!" and prove it."—
Southern Educational Journal.

CURRENT EVENTS.

Geographers who have examined the records of Captain Amundsen's expedition are convinced that he came within a quarter of a mile of the South Pole.

General Booth, head of the Salvation Army, died in England on the twentieth of August. His son was appointed to succeed him.

The Turkish Government has granted important reforms in Albania, including the building of schools and colleges, the development of roads and railways, the encouragement of commerce and industry, and an improved form of local government. It is expected that like concessions will be granted to all the other provinces of European Turkey.

Sir William Willcocks, whose plans for the reclamation of Mesopotamia are to be carried out by the Turkish Government, finds that the work done there thousands of years ago was the work of engineers of the greatest genius. The restoration of the dams and canals of the ancients is the plan which he proposes. The neglect of these brought about the ruin of the land. He has changed his opinion in respect to the site of the Garden of Eden, which he still believes had a definite location in the fruitful land of Babylonia; and he now believes it was the region below Bagdad, at the junction of the Tigris and Euphrates.

British Tropical America is as yet only a name; but it may soon be a Confederation to take its place with the other Overseas Dominions of the British Empire. It would include the British West Indies, British Honduras and British Guiana; its people numbering two millions, and its total area one hundred and twelve thousand square miles. Such an outcome is now regarded as more probable and more desirable than their annexation to the Dominion of Canada.

The report that a race of light haired people has been found in our Arctic regions is confirmed. They were but one of several unknown tribes found by the explorers, Stefansson and Anderson, who were sent out by the American Museum of Natural History and the Geological Survey of Canada. Some of the people they visited had never before seen either a white man or an Indian.

The Canadian Government is calling for tenders for the construction of the final section of the Hudson Bay Railway, and the whole line will soon be under contract.

The results of the visit of the Canadian Premier to England are, of course, not yet known in full; but it is certain that Canada will hereafter take a more important place in the councils of the Empire. Some acceptable plan for Canadian co-operation in the defence of the Empire will be another outcome of the visit, as it was its chief object; and, incidentally, the cordial reception of the Premier as Canada's representative has aroused a deeper interest in the Dominion which will be to our advantage in many ways, especially in attracting British and French capital for the development of our resources.

Unfavorable weather has had a very serious effect upon the crops in different parts of the Dominion. Though the yield may be equal to that of an average year, it will be much less than was predicted.

It is said that the British Government is opposed to

the incorporation of Thibet as a part of the Chinese Republic. There will probably be an agreement by which Thibet will remain under the suzerainty of China, but practically independent, as it has been in the past. As Russia may make a similar demand in respect to Mongolia, and possibly Japan may make like claims for Manchuria, and as internal dissensions in the future prospects of the Chinese Republic are not encouraging. The old jealousy between the northern and southern sections is threatening another civil war; and Sun, the former provisional president, who is a southerner, hopes to make the dread of a Japanese invasion the excuse for removing the seat of government to Nanking or Wuchang. Meanwhile President Yuan is virtually dictator of North China; and, if the South does not secede, he may soon be monarch of the whole country.

The United States Congress, disregarding the British protest, has passed the Panama Canal Bill, giving free passage to United States vessels engaged in the coasting trade—that is, running from one United States port to another. There are many public speakers and writers in the United States who hold that this is a violation of the treaty with Great Britain, and such is the general opinion in England and elsewhere. The British Government has not withdrawn its protest, and may demand that the matter be referred to the Hague Tribunal. Few on this side of the Atlantic would be surprised if the United States Senate should refuse to submit to arbitration. There is, however, a possibility that the special privilege granted to coasting vessels will be withdrawn at the next session of congress, thus placing all vessels on equal terms in the use of the canal, as provided by the treaty.

It has been suggested that the other nations of the world that are interested in an isthmian canal should leave the United States to manage the Panama Canal in its own way, and build another.

A revolution in Nicaragua has assumed such threatening proportions that United States troops have been landed to protect foreign interests.

In Mexico, in Morocco and in Tripoli fighting still continues, and there is very little change in the situation so far as known to the outer world. In the Balkan regions there have been serious disturbances, and the end is not yet.

Roberto Imperiali, inventor of the new explosive called imperialite, which was supposed to be safe to handle, was blown to pieces while experimenting at his factory near Brescia, in Italy.

In Russia, every flyer is considered a spy if he flies within sixteen miles of a fortress.

A new concrete foundation has been laid under Winchester cathedral, and it was laid by one man. He was a diver, who had to work under water; and he worked six hours a day for six years. The beautiful building, which was in danger of falling because its foundation was laid in a bed of peat, is now considered safe.

The Canadian Pacific Railway is now using an automatic telegraph, by means of which an operator in one place can print the message in another place many miles distant. On some of the railways in the United States, the telephone is supplanting the telegraph.

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ST. JOHN, N. B.

New Brunswick School Calendar.

1912-1913

- | | |
|--|--|
| 1912. Thanksgiving Day (date unknown). | May 23. Empire Day. |
| Dec. 17. Examinations for III Class License. | May 24. Victoria Day. |
| Dec. 20. Schools close for Christmas vacation. | May 27. Examinations for Teachers' Licenses, III Class. |
| 1913. | June 1. Last day on which Inspectors are authorized to receive applications for Departmental Examinations. |
| Jan. 6. Schools open after Christmas vacation. | June 3. King's Birthday. |
| Mar. 20. Schools close for Easter Vacation. | June 6. Normal School closing. |
| Mar. 26. Schools open after Easter vacation. | June 10. Final Examinations for License begin. |
| May 18. Loyalist Day (Holiday in St. John City). | June 16. High School Entrance Examinations begin. |
| | June 27. Schools close for year. |

Nova Scotia School Calendar,

1912

- The full number of legal teaching days in the half school year to the end of June is 103 days. School year, 206 teaching days.
- Sept. 19. Normal College opens at Truro.
 - Oct. Dominion Thanksgiving Day.
 - Nov. 11. Second Quarter of School Term begins.

SCHOOL AND COLLEGE.

Mr. Henry Town, late principal of the Centennial school, St. John, N. B., has purchased Mr. Fawcett's fine farm at Upper Sackville, and will take immediate possession.

Mr. Thaddeus Hébert, B.A., of Dorchester, has been appointed principal of the grammar school at Bathurst.

The engagement is announced of Miss Hattie Pierce, of Florenceville, N. B., to Mr. F. C. Squires, principal of the Consolidated School of that place.

Mr. W. N. Biggar, of Sussex, N. B., spent his vacation at Columbia University, New York, completing his manual training studies.

Mr. Jas. A. Starrak, recently of the Chatham Grammar school, will have charge of the manual training department in the Moncton schools this year. Mr. Starrak attended the manual training summer school in connection with Columbia University, during his vacation.

Dr. J. G. Schurman, President of Cornell University, a native of P. E. Island, has been appointed Minister to Greece, by President Taft.

Miss Beatrice L. Jones has been appointed principal of the McAdam, N. B., school.

The vacancy on the staff of the Mount Allison Conservatory of Music, created by the resignation of Miss Nellie Amelia Clark, has been filled by the appointment of

Miss A. H. Brunton a sister of Prof. J. Noel Brunton, Director of the Conservatory staff. Miss Brunton was a student at the Royal Conservatorium, at Stuttgart, Germany, for three years, under such instructors as Professors Schneider and Speidel. For a considerable time Miss Brunton was Head Mistress at the High School for girls at Liskeard, England, and for a time also filled the position of Head Mistress at the American College at Scutari, Constantinople. Miss Brunton possesses a very pleasant mezzo-soprano voice and understands how to lead vocal music with surety and understanding. She is very fond of getting up concerts among her pupils in order to encourage them and to help them acquire a love for and understanding of music, and very often takes part in the entertainments along with her pupils. She possesses the rare and much coveted faculty of being able to interest and to understand each student and comes highly recommended as a teacher of great patience with her pupils and as having had remarkable success with them. Miss Brunton will accompany her brother to Canada.

Mr. Geo. H. Lunn, of Fredericton, a student of Acadia University, has been appointed to take charge of the school at St. Stephen taught by Mr. F. O. Sullivan, who has recently retired on account of illness.

Prof. and Mrs. Brunton, who have been summering in Europe, and Prof. McIntyre, who takes the place on the Conservatory staff vacated by Prof. Pickard, as Assistant

Director and Professor of Piano and Organ, have arrived in Sackville in time for the opening of the College.

R. E. Estabrooks, who has been a most successful teacher on the town staff for six years, has left for Middle Sackville, to go into partnership with his brother as buyers of produce. The Board of School Trustees and citizens generally regret to have Mr. Estabrooks leave the teaching staff and the town of which he was a leading citizen.—*Woodstock, N. B., Paper.*

Miss Victoria A. Macdonald has resigned her position as teacher in the third department of the Young street school, Halifax, and has accepted a position as teacher in Washington State. Miss Macdonald writes, "I shall always look forward with pleasure to the reception of the EDUCATIONAL REVIEW in my new home."

There will be no teachers' institute in Charlotte County this year.

The Kings-Queens, N. B., Institute will meet in October, for particulars of which see the October REVIEW.

The Gloucester County Teacher's Institute will also meet in October, either on the 10th or 17th of that month.

Mr. Jos. H. Barnett, of Hartland, a recent graduate of the University of New Brunswick, has been appointed principal of the school at Fredericton Junction, N. B.

Mr. Clarence B. Burden, of Fredericton, has been appointed principal of the Nashwaaksis, N. B., school.

Mr. Robert Burns, son of Mr. W. M. Burns, principal of the Model school, Fredericton, has been appointed principal of the school at Middle Sackville, N. B.

Mr. R. D. McCleave, of the Port Greville schools, has been appointed principal of Springhill schools in succession to F. G. Morehouse, now of the Amherst, N. S., Academy.

Mr. P. Langille Robinson, of Harcourt, N. B., has been appointed principal of the Superior school at Millerton, N. B.

Miss Lillas Ritcey, of Riverport, N. S., has been appointed teacher in the school at Liverpool, N. S.

Mr. Bradford R. Hall, of Weymouth, N. S., has taken the school at Canning, N. S.

Mr. O. McN. Martin, late principal of the school at Annapolis Royal, has been appointed principal of the schools of Antigonish, N. S.

RECENT BOOKS.

The best results in history are to be attained when the interest of children is aroused to read books for themselves. The teacher's instruction is stimulated by supplementary reading. A series of admirable books for this purpose has been published—*English History Illustrated from Original Sources*, each volume consisting of carefully selected extracts from contemporary authors bearing on the events of the period dealt with, and illustrated from contemporary portraits and prints. The volume of the series now before us deals with that interesting period from A. D. 1066 to 1216. (Cloth; pages, 234; price, 2s 6d. Adam and Charles Black, Soho Square, London, W.)

In *Junior Magnetism and Electricity*, the student will find a book that will largely meet his needs in elementary

work. Care has been taken to develop the experimental as well as the practical side of the work, and illustrations are given showing the details of how experiments may be performed without elaborate and expensive apparatus. Part II treats of Electrostatics, and opens with a chapter on the simpler phenomena of electrification, with an account of the single fluid theory of electricity; followed by the more serious study of the subject. Part III develops the subject of Current Electricity. The book is well supplied with worked examples, illustrating the methods of calculation, with easy exercises for practice. (Cloth; pages, 288. University Tutorial Press, 157 Drury Lane, London, W. C.)

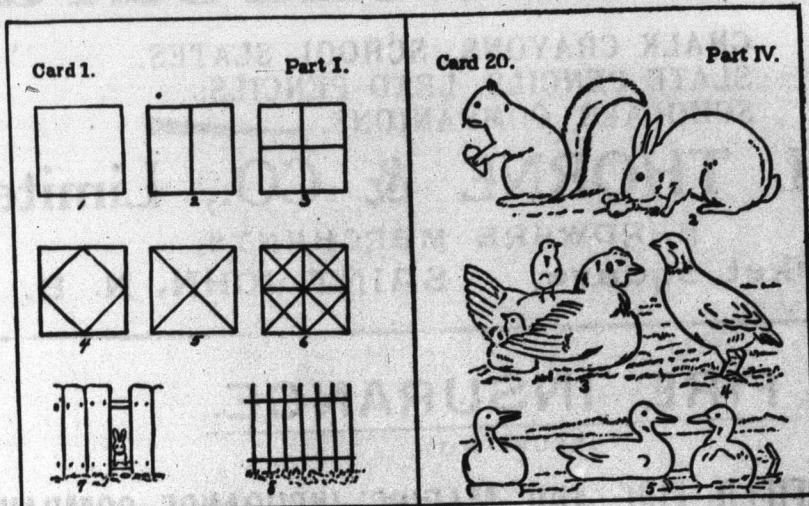
The importance of the home in preserving health of mind and body has never been more clearly set forth than in the book *Health in Home and Town*. The danger of dust and dirt, of poor ventilation, of inadequate light, of bad food and water, of intemperate and contagious diseases, and of many other enemies of efficient and healthful life are emphasized. The teaching is practical and explicit, equips pupils for successfully meeting the tasks of mature life in home-making. The town is the larger home of the citizen and his duty to aid in making it a desirable and sanitary place in which to live is taught with sufficient detail to be effective. The school owes it to society to give every boy and girl the sort of instruction that this book makes possible. (Cloth; 320 pages; illustrated. Price, 60 cents. D. C. Heath & Co., Boston.)

A useful little book for students of Cæsar is Dr. Daniels' *Latin Drill and Composition*. It regards as essential (1) a ready and perfect mastery of forms; (2) a thorough acquaintance with a well selected vocabulary; (3) constant daily practice in writing Latin. The book consists of a series of exercises based upon the text of Cæsar, intended to give the pupil a thorough and systematic drill in forms, syntax and vocabulary, in addition to the customary practice in composition. The book is neatly arranged and printed. (Cloth; pages, 112. D. C. Heath & Co., Boston, Mass.)

The publishers of Black's *Sentinel Readers*, IV and V, seem to have left nothing undone to make reading a delight to the child. Printed in clear type and on good paper, with many coloured illustrations, their appearance affords pleasure, while their contents are well adapted to get boys and girls interested in good reading and of that character that will not only awaken intelligence and impart knowledge, but widen the sympathies in all humane directions. None of the stories are trite, and all will awaken keen pleasure. (Cloth; pages, 210 and 239; price, 1s 6d each. Adam and Charles Black, Soho Square, London, W.)

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