

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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WHOLE NUMBER, 138.

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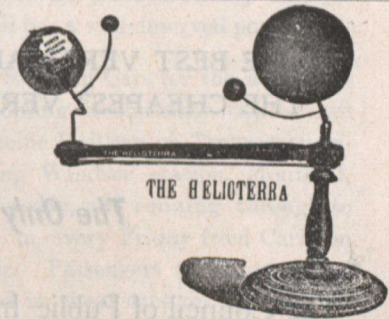
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G. U. HAY,
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Editor for Nova Scotia

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Always Read this Notice.

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

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

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TEACHERS in New Brunswick schools will appreciate the thoughtfulness of the Chief Superintendent in providing a plan for the closing of the schools for Christmas vacation a day earlier than the law allows. See official notice in another column.

THURSDAY, Nov. 24th, is Thanksgiving Day throughout the Dominion. A few weeks earlier would be a more suitable time.

NUMBER THREE of the REVIEW series of Leaflets on Canadian History was published in October. It is attractive for its variety of contents and the interesting manner in which the different topics are treated. The

demand for these Leaflets for supplementary readings in schools is on the increase. Send in your orders at once.

READ this month's REVIEW, consisting of twenty-eight pages, from cover to cover and see how fully it supplies your educational needs. You may expect something even better for December.

THE formal stereotyped papers and discussions are fast disappearing from our local institutes, and model lessons to classes and other work of a practical, helpful character are taking their place. It is none too soon; and it will be in order for some of our teachers' associations to fall into line in this respect.

AN article on Education in P. E. Island is unavoidably held over till next number.

WE see that the long established weekly educational paper, *The N. Y. School Journal*, has decided to reduce its price from \$2.50 to \$2.00. It was begun in 1870 and has been a foremost advocate of many lines of progress in education, and has a well-deserved popularity.

UNRIVALLED Tourist Sleeping Cars for the accommodation of passengers holding second-class tickets, are run by the Canadian Pacific Railway on Transcontinental Express train, leaving Windsor station, Montreal, at 2.00 p. m. every Thursday, and running through to Seattle; also at 7.00 p. m. every Friday from Carleton Junction to Vancouver. Passengers to Calgary and west of it accommodated in these cars on payment of small additional charge for berth; each berth will accommodate two passengers.

THE attendance at the Dominion Educational Association from the various provinces was about as follows: British Columbia 1, North West Territories 2, Manitoba 0, Ontario 9, Quebec 12, New Brunswick 102, Prince Edward Island 4, Nova Scotia 584. Doubtful 7. Total 721. Those from Nova Scotia were distributed among the counties as follows: Halifax 157, Lunenburg 50, Queens 16, Shelburne 15, Yarmouth 22, Digby 15, Annapolis 29, Kings 40, Hants 62, Colchester 67, Cumberland 25, Pictou 54, Antigonish 6, Inverness 3, Victoria 2, Cape Breton 18, Richmond 1, Guysboro 2.

THE revised course of instruction for grammar and high schools in New Brunswick, to take effect August 1st, 1898, has been published. It is noticed that Latin and Greek are to be optional with the pupils. If they elect not to take them a more extensive course in English, mathematics and science is to be provided for them. It may be inferred from this that pupils from the country districts who have had no preparation in Latin and Greek will not, on that account, be debarred from entering the high schools as has been the case in the past. This is as it should be.

A FLAGRANT case of meanness on the part of a school board has recently come to the knowledge of the REVIEW. In a prosperous district in the parish of Sussex, N. B., the trustees engaged a teacher at the beginning of the present term. A few weeks after the teacher received an offer from another section of the province of a position in an advanced school with a better salary. He asked the trustees to release him from his engagement and proposed the name of a capable teacher to take his place. They refused to do so unless he would forfeit the amount of salary due him, about thirty dollars. The teacher left, and the trustees or a majority of them refused to pay him any salary whatever for the three weeks' service, but accepted the substitute who had been proposed for the situation.

There have been many cases similar in one respect to this one. Boards of trustees have released teachers who have had a chance of improving their status on a proper substitute being provided, honorably paying what was due; but we have yet to learn of a case where a teacher was allowed to sever his engagement on the condition that he should forfeit his salary. We doubt very much if public sentiment anywhere would support a school board in an act so manifestly unfair and ungenerous.

THE announcement is made that hereafter examinations in music will be held throughout Canada under the direction of the Royal Academy and Royal College of Music, London. Centres have been established at Halifax, St. John, and other principal cities in Canada. The board does not teach music, but was organized to conduct thorough and searching examinations. No one connected with it receives a cent. In Canada the surplus, after paying the necessary expenses, will go to found scholarships in this country. When arrangements are completed further announcements will be made.

IN the *Atlantic Monthly* for October, in discussing the question "Are we losing Shakespeare?" there is the following: "Why is it that we must read lamely and

haltingly the supreme poets of our race? The answer is simple. We have not the necessary English education to read English literature easily. If it is true that we have lost Chaucer as popular literature, that we have lost Spenser as popular literature, that we are losing Milton as popular literature, how shall we ultimately escape losing Shakespeare? We shall lose him because in our schools and colleges we give to the learning of foreign languages and literature the time that we should give to our mother-tongue."

A NOTE in the *New Brunswick Magazine* for October contains good news for those of our readers, and they are many, who are interested in New Brunswick history. It is a remarkable fact, by no means creditable to us, that no proper history of New Brunswick has yet been written. The note above referred to announces that Mr. James Hannay is now at work upon a history of the Province and has already made considerable progress in the undertaking. Nobody can doubt but the result will be a work of great interest and value despite the great difficulties of the task. The writing of an acceptable history nowadays is far more difficult than it was a few years ago, partly because of the enormous labor required in working through the abundance of records which have accumulated in the past few years, and partly because of the more critical and impartial treatment now demanded in all debatable matters. But we have no doubt that Mr. Hannay will overcome all difficulties and produce a work worthy of himself and of the province.

At a recent Maine convention, State Superintendent Stetson took occasion to compliment the teachers upon the manifest improvement in writing that had taken place since the introduction of vertical writing. This was not only noticeable from the letters received by the department, but in the work of the schools. He had formerly been opposed to the vertical system but had been converted by the teachers and pupils from results alone.

Vertical writing has evidently a good hold in Prince Edward Island. At the Charlottetown Convention a speaker made some disparaging reference to vertical writing, which was met by a very evident note of disapproval on the part of the teachers.

THE loss by fire of the well equipped printing and stationery establishment of J. & A. McMillan is a severe one. The firm has long held such an honorable position among publishing houses in these provinces that the announcement will cause a wide-spread feeling of regret. But the head of the firm with that energy

that has always characterized the house has gone to work to repair the losses, and his pluck and industry will soon, it is hoped, overcome the effects of the heavy loss he has met with.

THE death of Mr. T. C. Allen, head of the firm of T. C. Allen & Company, of Halifax, took place in October. Mr. Allen had been for some years in delicate health, but after spending a winter in the south returned in the spring of last year with health so much improved that his friends were sanguine of his ultimate recovery. Mr. Allen established, by industry and honorable dealing, a large and profitable business in Halifax during the twenty three years of his business life there.

THE *New Brunswick Magazine* for November contains a fine portrait and sketch of the late Chief Justice Sir John C. Allan; The Queer Burglar, by the Editor W. K. Reynolds; A Misplaced Genius, by Percy G. Hall; Our First Families (third paper), by James Hannay; At Portland Point (fifth paper), by Rev. W. O. Raymond, with selections and other matter giving more variety and interest to this number than perhaps any preceding one. The Magazine has now 64 pages of well printed and well edited matter, and the increase of circulation has been most encouraging, a reward that its enterprising editor richly deserves.

Parish Associations.

From the columns of the REVIEW will be noticed a movement that is taking place throughout some portions of New Brunswick to organize Associations of teachers, school officers and parents to bring about a greater interest in the work and objects of the public schools. This movement has become quite general in many parts of the United States, and co-operation of the home and school has become a feature in educational work. Mothers' meetings unite with the teachers to discuss various phases of school work, and the teachers thus become active factors in the work and progress of the community.

There is a wide field of activity for such Associations, some of the objects of which may be mentioned: To induce parents to take a more active interest in the work of the schools by visiting them and to inquire more carefully into their aims and methods; to assist the teachers in forming habits such as punctuality, self-reliance, prompt obedience, courtesy and respect for the rights of others: to assist the teachers in providing pure literature, pictures and music for the schools, and to create an interest in them among the people; to

establish reading circles; to form school and village improvement societies to provide for the general observance of arbor days, not only by fencing, planting and ornamenting school grounds, but the roadsides and vacant places; to arrange for public meetings to discuss topics of school interest and to educate public sentiment to a more liberal appreciation of the work of the teacher, the advantages of regular attendance, the necessity of longer attendance at school, and curfew laws; to interest the press as is being done in the case of Sunday-schools at present; to induce trustees to attend teachers' institutes.

In this connection it may be said that it is proposed at the next session of the Charlotte County Institute to invite each school board to send at least one representative, and the proposal thus far has been received favorably by several school boards.

A Discussion on English Literature.

It is a very encouraging sign to note the attention that is being given to English literature in our schools. This subject came up for discussion at the Westmorland County Teachers' Institute, at its last meeting at Moncton. There was a bright paper on the subject by Miss Ethel Brittain, suggestive enough to start a discussion that continued for nearly two hours. We can only give a glimpse of the many excellent points raised, with but a faint hope that our readers will catch some of the enthusiasm, spirit and originality that marked the discussion, the many clever things said, and the inspiration that it gave to those present.

Miss Brittain, in her paper on "English Literature in Grades VII and VIII," claimed that the highest aim in literature was to create in the child a love for the beautiful and good. To inspire a living interest in the pupil, the teacher must have a deep and abiding love for the beautiful in letters. These may be deemed sufficient reasons why it should be taught: first, because of its training in expression; second, for its æsthetic value; third, it refines and softens the manners, curing boorishness, creating that natural etiquette which is the outcome of a large heart and cultivated feeling; fourth, it stores up mental pabulum to brighten dull hours; fifth, it inspires patriotism,—who can think of the glorious masterpieces of the past, the flashing genius of the present, the brilliant promise of the future, without having his heart stirred for the grand old land where our language grew and flourished? Where should the teaching of English literature begin? At the mother's knee. Should it be continued through all grades? By all means,—we should not cease being students of it

until we cease to exist. The scrappy selections in the readers should give place in the eighth grade at least, perhaps earlier, to some of the works of such authors as Scott, Dickens, Washington Irving, Longfellow, and others. The child should be encouraged to read at home, commit much to memory, and reproduce often the substance of what he reads.

Miss Mary E. Fawcett, of Sackville, led in the discussion which followed. Though English literature has no place by that name on our course, it must be taught. If incidentally, how? At the opening exercises, when quotations may be given by pupils; if some have no opportunity to get them otherwise, paste selections on bits of pasteboard and keep them in a box, free to all. Read a quotation slowly once; how many can repeat it after you? Ask for it next day. Select some poem—a good one—learn one stanza each morning until all is learned. After learning one or two poems from an author, take incidents from his life for a morning or two; one author a month is good. "These exercises take less time than scolding for tardiness, and are far more effective," said Miss Fawcett. (Yea, verily!) In the Roman period of our history have "Regulus Before the Roman Senate," "Boadicea," "A Roman Girl's Song;" in the Norman period, "Curfew Shall Not Ring To-night," "He Never Smiled Again;" and so on through history, reading what our famous writers have written of great events, names and places. This makes history and geography of surpassing interest. A reproduced story is required once a week. Pupils are encouraged to read for themselves and reproduce stories from Scott, Longfellow, Whittier, and others, or incidents in the lives of noted men and women. These are read to the school. On Friday afternoons have recitations, readings, sketches, incidents, etc., from one author; on the next Friday from another, and so on. Above all, let teachers read and steep themselves in the thoughts and language of our best writers. They will become so interested that they will devise ways and means (far better than patch-work or skeleton outlines from an educational paper) to interest pupils, and will find much less need to talk on morals; for if pupils think right thoughts, their acts will be right.

After Miss Brittain and Miss Fawcett had set the ball going, "experiences" and suggestions followed in rapid succession. Miss Gray emphasized the point that English should be taught from the cradle, and gave the instance of Ruskin, who was required by his mother from earliest childhood to commit to memory each day a passage from literature. Mr. O'Brien urged that the child should be taught early to form mental images of what he committed to memory. Inspector Smith

thought it was one of the best signs of the times that the study of good English literature is increasing in the schools. It is now an uncommon thing to find a school in which something is not done in this direction. Referring to the question of teaching morals incidentally through literature and other school studies, he thought this was the way to do it effectively.

Public Examinations of Common Schools.

Public examinations are considered to be useful for the way in which they stimulate both teachers and pupils to better work, but especially for the interest which they elicit from parents and the light which they throw upon the nature of the teacher's work in general. If they occurred at stated times, say, as they do generally at the end of each term, it might happen that at the beginning of the school year teachers and pupils would be indifferent about their work, trusting to be able, by a few weeks' special cram just before examination, to make a good public showing. Procrastination is a characteristic human weakness; so we find that when the exact date of the public examination is known, there is a tendency to defer preparation for it. The annual visit of the inspectors need scarcely be taken into account in this connection. They have so many duties and such large districts that they can seldom make a second visit to see how their recommendations have been carried out.

In order to induce teachers and pupils to do their best throughout the whole year, to have frequent reviews, and to neglect no subject, the schools of Halifax are divided into eleven groups of about twelve departments each. At the monthly meeting of the School Board on Thursdays one of these groups is taken by lot and examined on the following Wednesday. The same school may be again drawn for examination at any time after three months. It is, therefore, necessary for every school to be at all times ready for a public examination. On examination day one commissioner presides over each department. The teacher places before him a programme, showing the work accomplished in each subject since the beginning of the term. The commissioner selects his subject; but it is the privilege of the teacher to occupy the first half of the time devoted to that subject in questioning her pupils. Then the commissioner or any visitor upon whom he calls may proceed to a further test of the proficiency of the class in the selected subject. By this means the teacher is allowed to show her methods, and is protected against the want of skill of the non-professional examiner, while at the same time the public is protected against the

cooked examinations which have so generally brought public examinations into disrepute.

But some one will say that the average trustee is not a good judge of the teacher's and pupils' work. On the contrary it is found that in nine cases out of ten a common sense, unschooled business man will form a very correct judgment of the general character of the work, though he may not be able to express in technical terms his ideas of the merits or demerits of the teacher's methods. This is true, at least, of the Halifax commissioners. It is further claimed that the Halifax method eliminates nearly all the evils of public examinations of schools, while it proves decidedly and beneficially stimulating. At each meeting of the School Board each commissioner is expected to describe the work of the department which he last examined. This compels him to take more interest in this part of his official duties, and to endeavor to formulate his ideas of school work at least up to the best standard of his brother commissioners.

We will give a concrete example of this method of conducting public examinations. Compton Avenue school was drawn for examination on Thursday, the 27th of October. It was examined on the following Wednesday. Miss Creighton, the principal, laid before the presiding officer, ex-Chairman Faulkner, the following programme of the work done since holidays :

Fifth Royal Reader, pages 149-197.
 Spelling " " "
 Marshall and Kennedy's Lessons in English 1-33, 52, 57.
 British History to Edward I.
 Canadian History. The study of Constitutional Changes.
 Kennedy and O'Hearn's Arithmetic, Part III. p. 46-63.
 Algebra—evaluation.
 Tonic Sol-fa.
 Nature Lessons—Crystallization.
 Geography—Africa.
 Drawing from the object.
 Health Reader No. II.

The Chairman selected for a reading lesson "The Siege of Quebec." As the lesson proceeded the teacher called for better renderings of various sentences. The pupils were invited to criticize each other's reading. When a pupil read particularly well he received merited praise, gratifying to him and stimulating to others, who strove to do equally well. Then came difficult words to be spelled and defined. The lesson on grammar or rather in English was founded on the new method exemplified in Marshall and Kennedy's Lessons in English. There was neither parsing nor analysis. The pupils showed that they were familiar with the use of capitals, with the rules of punctuation, with letter writing and the choice of words. In British History there was much more attention given to the lessons to

be learned from the conduct of the leading historical characters than to the dates of battles. Historical periods were marked by constitutional and social changes rather than by the beginning or end of dynasties. The rise of responsible government in Canada, and the mode of electing representatives to parliament seemed to be well understood. In Arithmetic the pupils were examined in the practical applications of square root, and in the principles of partnership. In Music the Tonic Sol-fa notation was explained and exemplified by singing. The Nature Lessons consisted of verbal and graphic descriptions by the pupils of crystals obtained from various solutions made by themselves. The geographical facts elicited were all in connection with current history. Places of interest were located on a memory-drawn map.

As the department opened, mostly with new pupils, only after holidays it was not possible to show as much advance as if the examination had been postponed until the end of the year. But, on the other hand, Miss Creighton was allowed to exhibit her methods as part of the work. This was more valuable to the public and afforded a better criterion of her superiority as a teacher than a mere examination could have done.

TALKS WITH TEACHERS.

From time to time crops up the fact that teachers do not keep accurate registers, and though it is part of the oath that these should be accurately kept, many teachers leave them in the hands of the trustees without many important blanks being filled in. You may look in vain for classification of pupils, average attendance and percentage—all most important to the succeeding teacher and to the trustees as a record for the future. It is difficult to understand that any teacher should seek to defend this, and on what grounds it can successfully be done. Further inquiry often demonstrates that the oath has not been properly administered, and in a few cases not at all. This, to say the least, is not complimentary to the magistrates who thus fail in their sworn duty; but enlightened men and women, as teachers should be, cannot escape their own responsibility in the matter, and should insist on the law being complied with. Such cases of evasion are becoming rarer, but there are yet a few justices of the peace, with no adequate ideas of their responsibilities, who unblushingly trifle with so serious a matter.

Let me again urge upon teachers and trustees the importance of accurately keeping and preserving the school registers. They are in a measure the history of the school districts, and furnish a most valuable means

of comparison as to the educational status of the districts at different periods. In Nova Scotia, not only the pupils' names are recorded, but those of their fathers as well. It can easily be seen how valuable such a record may prove for the future. There are few districts that have preserved their registers for even a score of years. Let us all take an interest in this matter for the benefit of those who may come after us.

There seems to be a growing tendency on the part of school meetings to attempt to assume the responsibilities of the men whom they elect to act as trustees. Not only do they specify the class of teacher to be employed, but the salary to be paid and the time school is to be kept in operation. If repairs or improvements are to be made, the specifications are not left to the trustees to arrange for, but are determined for them by the meeting. Such usurpations of their prerogatives are usually disregarded by school officers, but they are irksome, nevertheless, and tend to render the office of trustee undesirable.

In some districts friction arises between secretaries and auditors as to their respective rights and duties. In many districts the secretary delivers over to the auditor his books and papers, and everything passes satisfactorily. In a few cases by such methods important papers have been lost or mislaid, and of course the secretary is the responsible party. Some secretaries refuse to allow their papers to depart from their custody, and it seems to me they are within their rights in so doing. It seems better that the accounts should be audited in the presence of the secretary, as explanations are nearly always necessary. It would not affect in the least the independence of the auditor, and would expedite matters. Disputes sometimes arise as to whether the auditor should wait upon the secretary, or the secretary upon the auditor. As the secretary is the salaried officer, it would seem to be his duty to wait upon the auditor, unless otherwise arranged.

The work of the auditor is a very important one. He not only passes upon the correctness of the accounts, but in many cases upon the legality of the expenditures. Instead of giving an independent statement of the condition of the accounts, most auditors content themselves with simply stating that the statement of the secretary is correct after a very perfunctory examination thereof.

In his development the child must pass through all phases of human development, and this not in the way of a dead imitation or of mere copying, but in the way of a living, spontaneous self-activity.—*Fröbel.*

For the REVIEW.]

A Plea for More Music in Schools.

BY LUELLA E. BLANCH.

Why is it that Canadians are not distinguishing themselves more widely as musicians? The rugged Canadian physique is well known among athletes; the clear Canadian brain has caused its power to stir the world of literature; but the sensitive Canadian organism is scarcely known abroad among those who have waked sweet melodies. There must be some reason for this lack of musicians among us. Did it ever occur to you that perhaps it is partly due to the fact that our children as a rule, are not brought up with the staff as with the alphabet, and with the metronome as with the multiplication table?

There are surely born among us as great a proportion of musical souls as among any other people. How can children recognize the gift within them, if they are not brought in contact with the study while yet the brain is very susceptible to its influences? Pupils in schools, from the first primary to the highest grades, should be taught to read music at sight, and to practise it regularly. Then, judiciously guided what to sing, they can appreciate a higher class of music than the multitude love, and may be led to interpret for themselves those grand works of the masters.

From a teacher's standpoint, the change would be beneficial. Concentration of thought upon the notes, breathing and vocal exercises, have a tendency to quiet and refresh the little restless bodies in primary grades. Copying or writing music lessons tends to produce neatness, and reading two-part songs puts a premium on accuracy in intermediate grades. The teacher of higher grades will be pleased to notice how the singing improves the reading, both as regards voice and enunciation, while three-part songs give variety and color to the music, and each pupil is able alone to read his own part. In the advanced schools pupils can easily read the best quartet music, and on entering the world, the great advantage will immediately be felt.

Is not this worth striving for? Who is to take up this work if not the public schools? They alone are able to educate the children in this line; and the cities should first begin. Gradually the larger and smaller towns and villages will follow in their footsteps, until all Canadians of the next generation will be able to read and appreciate difficult and classic music. The record of Germany as a nation of music-lovers, is the growth of generations of highly trained musical souls. But we will be a step nearer the achievement at every attempt, and although our eyes may not see the grandeur of the result, we should leave to posterity the benefit of our highest efforts.

FOR THE REVIEW.]

Is Education Advancing With Us ?

Fifteen years ago we were far in advance of England in all that related to a public school system. Now, in many respects, we are behind. The classical and literary education of the last four centuries held its own in England long after we placed science in our course of study. Payment by results favored cram. But, within the last few years, they are beginning to teach science as it should be taught, and science schools are, in many places, beginning to displace the old classical schools in secondary education. Teachers must receive a very thorough education and an extended professional training before being licensed as first class teachers. And, now, with the practical wisdom that, upon the whole, characterizes the English nation, its parliament has adopted a system of pensioning which will be of the greatest possible value in making teaching, in reality, a profession instead of a stepping-stone to other professions.

Our provinces have made almost no progress in this direction. At some of our teachers' institutes the subject has been discussed. At a meeting of the teachers of Kings and Hants Counties, N.S.,—a specially intelligent body of teachers—the principle of pensioning teachers upon retirement after long service was adopted with but one dissentient voice. At other institute meetings, owing to apathy where support might have been expected, or to active opposition from those not likely to participate directly in the benefits, the prevailing opinion seemed adverse or doubtful, and the prospect discouraging. But now that England has followed other progressive educational communities in establishing a system of pensions for teachers, those who have been endeavoring, so far, vainly to secure a like boon for our country, should take fresh courage and press on to the success that must ultimately crown their efforts.

M.

FOR THE REVIEW.]

Suggestive Notes.

"An ounce of stimulation is worth a pound of acquisition." As far as I know, the volume of Milton's shorter poems, edited by Mr. Cameron, in the Progressive School Series, is the only one of its kind in which the notes aid literary study by suggestions and questions, instead of putting a premium upon laziness by telling what anyone can find in books of reference, and then filling in with the editor's own opinions, leaving no room for either originality or imagination. The Nova Scotia schools are to be congratulated upon having this text-book and should clamour for more like it. Students of

literature with helps like this will become capable of thinking their own thoughts and expressing their own opinions instead of mere echoes. This criticism, by a lazy scholar, will please the editor—"Great old notes! you have to look up every thing yourself!"

APPRECIATOR.

November 1st, 1898.

FOR THE REVIEW.]

"Old Glory."

A statement recently appearing in print, to the effect that the flag of the United States is older than that of any of the other great powers, is, to say the least, misleading; since it quite ignores the changes that have taken place from time to time in the Stars and Stripes, but dates all other flags from the time of their latest alterations. The Russian tri-color, for instance, originated as a blue, white and red flag in the days of Peter the Great, though a transposition of the white and blue bars came later. So, too, red and yellow were recognized as Spanish colors in the middle of the sixteenth century, though their special arrangement in the Spanish flags of to-day dates only from 1785.

But the statement is chiefly of interest to us, as a claim that the flag of the United States is older than that of the United Kingdom. As a matter of fact, the British flag (which was called "Old Glory" before that somewhat ridiculous name was applied to the flag of the United States) has stood unaltered since the first day of the present century. When the two flags last met in battle, in the war of 1812, the United States flag was unsettled in form; ours was exactly the same, in field and in union, as it is to-day.

Not to mention the addition of a new star for every new state, the flag of the United States has had several variations. When first adopted, in 1777, it had thirteen stars and thirteen stripes, in allusion to the number of states. Some time elapsed before it was decided whether the arrangement should be seven white stripes and six red, or seven red and six white, as at present. Then it was changed to fifteen stars and fifteen stripes, by legislative enactment, when the number of states reached fifteen. The present arrangement, thirteen stripes with a variable number of stars corresponding to the number of states, was not finally settled by act of congress until 1818.

But it may be said that the broad plan of stars and stripes, with their number referring to the number of states, has never been changed. We will not argue the matter, but apply the same liberal interpretation to the plan of our own flag. The British red ensign, with the Union Jack in the staff-head corner, was in existence at least as early as 1688, the same flag in its

general plan, even though, before 1801, the Union Jack had no red in the diagonal lines; and, if this is not far enough back to satisfy us, then the English white ensign, bearing the red cross of St. George, is at least a century, and perhaps three centuries older. J. V.

St. Stephen, N. B.

FOR THE REVIEW.]

English Literature in the Lower Grades.

There is a general feeling that the teaching of English literature ought to begin in grades below the high school. One of the chief difficulties in the way is the lack of books, for if the children are to learn how to read intelligently and with enjoyment the works of our great writers, they must have those works in their hands, and that is not easily managed. We hope that the time is not far off when every school will be supplied with plenty of the best reading. Meanwhile, we must work with what material we have, and make the best of the selections in our readers, though we find but few that are of any value as literature. It is thought that some notes on these selections may be of service to teachers who are inexperienced in this kind of work. On page 23 of *Royal Reader No. IV*, we find Longfellow's "Wreck of the Hesperus." It is a poem that tells a story. What other poems in this book tell stories? Does "The Cuckoo," p. 45? Poetry that tells a story is called narrative poetry. Ask the children to study and reproduce in their own words the successive pictures in these verses. The skipper's daughter, the vessel struck by the storm, the rock-bound coast in the fog, the ship driving through the snow, the breakers. Let them find other descriptions of storms in the book, for instance the fine one in Dickens' "Wild Night at Sea." Compare this with verses 3, 9 and 10, and also verse 7 of "Lord Ullin's Daughter," verses 4 and 5 of "The Sea Gull." Which do they like best, and why? What other stories of the sea, and of shipwreck, are there in this reader? Did the writer of this poem know much about the sea? He lived, when a boy, in Portland, Maine, and afterwards, while his home was in Cambridge, Mass., he used to go in the summer to the sea-coast at Nahant, where the sea roars up in great waves among the high and rugged rocks, and he has written a great deal about the ocean. Read to the pupils some of his sea-pictures, for example, "The Lighthouse," and the description in "Evangeline," Part I, of the tide going and coming. This is a good bit of writing in which to study similes. Explain that in a simile the two things compared are always expressed, and let them pick out as many as they can, and for an exercise in composition make several similes of their own. Also,

get them to write out the story from memory, but do not set them to paraphrase it; if you do, you will probably find that they will use phrases from the poem, parrot fashion. Attention may be called to the versification, at any rate, to the way the rhymes occur, and if the pupils are interested, to the length of the lines and the places of the accents. The great point is to teach them to observe for themselves, and to read with their minds on the alert, but do not weary them by too much drill on one piece. Rather let them leave off with an appetite. E. R.

Canadian History.

To the Editor of the EDUCATIONAL REVIEW:

SIR,—In your issue for September you publish a portion of Professor Davidson's recent review of the new histories of Canada by Clement, Roberts and Calkin. I agree fully with his estimate of the relative merits of these three books in so far as their capacity to interest young readers is concerned, though I think he has too greatly exaggerated the merits of one of them and the faults of another. But there is one important point in which I cannot accept the opinion which he and many others express, namely, that a capacity to interest the reader is the first requisite of a good school history. If it were the first object of historical teaching to provide entertaining passages for school reading, or to store the mind with striking stories connected with our past, or to fire the imagination as a stimulus to patriotism, or, if the most picturesque events were always those of most historic importance, then this opinion would be sound. But, as I understand it, the true meaning of historical study in schools is the cultivation in the mind of the pupils of a truly objective understanding of the social and political conditions which surround them at the present day, and this can be truly done only through study of the evolution of those conditions. Just as in an organism, as all naturalists agree, the many peculiarities of its complex construction can be understood only through the study of their development, so it is likewise with the affairs of a country,—it is only in the light shed by the investigation of their origin that they can be clearly and correctly seen. The voyages of Cartier, for example, may be made to interest pupils as a narrative of a bold sailor's adventures in strange seas, but of far more importance in education is the part those voyages played in opening up the St. Lawrence for France and starting a chain of events whose visible resultant to-day is the presence of French Quebec in the midst of a British colony. A school history does well to use the entertaining story of these adventures, but I think it does

less than its duty if it stops with that phase, or if it allows that phase to obscure the more important one of the true part played by those events in the evolution of our country. It is hence to me quite imaginable that a fascinatingly written history, poor in perspective, might be in the aggregate educationally inferior to a dull one, better proportioned, especially when the books are used under the direction of a competent teacher. I am far from saying that the books by Roberts and Clement represent these two extremes, for I am sure they do not; I simply wish to protest against the exaggerated part which is sometimes given to pure style. Of course the ideal book would be that in which events are treated in proper perspective and in a most interesting manner, but it is plain that such a book was not submitted in the competition for a school history, or it would have been adopted without dissent.

But does not the expression I have used above, "a competent teacher," give the key to the whole situation? Is it not a book to defy poor teaching that we are seeking—a book which will teach itself? If this is so, our hope is delusive. It is not from a book that a pupil learns best, but from a man or a woman. If there is one thing more than another which experience in the great educational centres is proving, it is that effort spent on improving books and methods is of little profit unless the quality of the teachers who direct the use of them is likewise improved. The real problem in connection with the teaching of Canadian history, as well as of other subjects, in our schools, is not so much a question of more interesting books as of a better quality of men and women in the teaching profession.

Very truly yours, W. F. GANONG.

Northampton, Mass.

NATURE STUDY.¹

A Talk About Water-Drops.

By PROF. A. WILMER DUFF.

(Continued).

We can now understand how real clouds are formed. Vapor is continually rising from the water on the surface of the earth, the process being greatly aided by the heat of the sun's rays. It is quite invisible until it rises high in the air. Now, people who have climbed high mountains and men who have gone up in balloons tell us that the air is much colder higher up than it is at the surface of the earth. We can understand, then, what happens to the invisible vapor when it rises high

¹ Teachers are recommended to use this material—first, as suggestions to their pupils for observation and experiment; second, to make their observations the basis of a lesson. If used in this way there is sufficient material here for several lessons.

in the air. It is cooled and turned again into water-drops. These make up the cloud that we see far above us. If you watch the different clouds on a fine day, you will probably see some that look like large masses of cotton-wool. They are wavy or irregular above, but bounded by a sharp line below. The line marks the place at which the air becomes cold enough to turn the vapor into drops. If now a cold wind comes along and chills these clouds still more, the small drops will grow larger by more vapor turning into water, and finally they become large enough to fall rapidly as rain. You may sometimes, but not often, find that rain falls before any clouds are formed. This is due to a very cold wind suddenly blowing in and chilling the air a short distance above us, so that the vapor quickly turns into large drops, which fall as rain. You will find it interesting to note the direction from which the wind that brings rain usually comes. If you keep a list in your note-book you may soon become quite an authority on the weather.

After writing the last two sentences I remembered that it is sometimes very difficult to tell from what direction the wind really does come, and when the wind is very light you will probably find this difficulty. You may then try the method that sailors sometimes use when they wish to find from what direction a faint wind is springing up. Wet one of your fingers and hold it up. Wait until it begins to dry, and you will feel one side of it much colder than the rest. That is the side of it on which the wind blows. You can detect the very slightest wind in this way. If you open the outside door of a warm room a couple of inches and hold a wet finger at the bottom of the opening, then at the top and then at points near the middle, you will be able to learn something very interesting about how air circulates.

But this experiment can teach us more than the direction of the wind. We learn from it that when water dries up from any surface it leaves the surface colder; that is, the vapor takes heat away with it. In fact, the heat is needed in all cases to turn the water into vapor. Try wetting one side of your face and then standing so as to face the wind, and then you will perhaps be able to explain why a little wind is so very agreeable on a warm day. Is it because the wind itself is cool? There are some hot summer days when the wind does not seem to cool us at all. If you notice you will find these are days on which the air itself seems moist; some people describe the weather as "muggy." Can you explain why hot weather is so much more oppressive when the air is moist?

While speaking of the cold produced by water turning into vapor, let me suggest another experiment: Some hot summer day take two bottles of luke-warm water; wrap a wet towel around one and put them out in the shade where the wind will blow on them, and after the towel has nearly dried see if there is any difference between the two bottles as regards the taste of the water. You will then know how to get cool water on a hot day. If you find that on some days you cannot get this plan to work well, you should see if you can explain the cause.

But we have wandered somewhat from our subject, which was the fate of the water vapor that rises from the

earth. We found that rain is one way in which it comes back, but that is not the only way. You will readily think of the dew that sparkles on the grass when the sun rises after a cold, starry night. Cold has a good deal to do with the formation of dew, but you may wonder why the stars are mentioned. With a little assistance you will find for yourself the explanation of dew and the connection between it and the stars, and you will then wonder why the explanation was never thought of until less than a hundred years ago. You must all have noticed what happens when a pitcher of cold water is left standing in a hot room. The outside of the pitcher soon becomes covered with moisture, which may even gather in drops and run down the sides. This is exactly the way in which dew is formed. The surface of the ground becomes cold at night and chills the air near it, and the vapor in the air then shrinks into drops.

I am going to ask you to notice on what nights dew is most plentiful. Before going to bed find out whether the night is cloudy or clear and whether there is much wind or very little. In the morning see whether there is much dew or little. We shall keep a record for a month, and at the end of that time you will be able to predict at night whether much dew will be seen in the morning, and you will be able to answer the question, "What have the stars to do with dew?" Take some care to notice, also, where there is most dew, on the earth, on grass, on stones or on metal articles, and whether there is more on the open grass or on grass under trees. You will also learn something interesting about the matter if you stretch a piece of muslin on four little stakes and notice how much dew is deposited under it. I must not, however, leave you with the idea that all dew comes from the air. Some part of the dew on a leaf actually comes from inside the leaf by means of small openings or pores.

But we have not yet mentioned all the ways by which vapor returns to the earth. We all know what snow is, although people who pass all their lives in the countries near the equator never see it. What is snow? Some still, cold day when the large flakes are just beginning to come down, catch some of them on the sleeve of your coat and look at them carefully. You will soon find that they are among the most beautiful things that you have ever seen. The flakes are all in the form of stars, shooting out rays on every side. Sometimes these rays are quite straight, but in many cases you will find that there are little raylets darting out from the main ray and giving it a most beautiful fern-like look. I am not going to tell you what these different snow stars are like. You can find out much more easily than I could tell you. You should draw pictures of as many as possible, and see how many different kinds of stars you can get. You will easily find half a dozen; others have found as many as a thousand. If you count the number of rays on each of the different stars you will find something very interesting about them. Perhaps the day on which you first try may not be a very good day for observing, for there may be too much wind and many stars may stick together or they may be too small. But persevere and you will find that some day you will get a good view of these snowy gems.

Fallen Leaves.—I.

TEACHER. The fallen leaves are now the sport of the November winds. Do the November winds play with the leaves?

SCHOLAR. The winds would have to be alive before they could play.

T. Do you all think the same? What do you say, James?

J. The leaves look sometimes as if they were playing with each other. They all run around together, then swing up into the air, then settle down again as if they were tired. And sometimes they get up again and seem to trot about wearily and then lie down again.

ANOTHER SCHOLAR. Yes, and then a whiff of wind comes around a tree and up they are again. It sometimes really looks as if the winds and the leaves were playing.

T. How many of you have seen the leaves when you could imagine them as playing with each other and chased by the wind?

(All hands up).

T. And when do you enjoy seeing the leaves most, when they appear to be simply dead leaves or when they appear to be sporting with each other, or running away from a phantom?

S. When they appear to act as if they were alive and feel something as we do.

T. But are they alive with feelings such as we have?

S. No, of course not.

T. And is it not departing from the literal truth to speak of them as behaving like living beings when they are really dead?

S. Yes, I suppose so. But it is really very dull to be literal. There is no fun in it unless you can imagine them to be alive. I think it is delightful to watch the leaves playing hide and seek around the tree trunks on a gusty day. There appears to be no untruth about it, because we always know the real facts, although it feels so good to be carried away with the notion.

T. I see we have poets among us. When words are not used in the strictly literal sense as above, it is not because they deceive, but because they add a pleasurable feeling to our knowledge of the real facts. Such a use of words is said to be figurative. There is a figure—a picture—added to the plain, bald fact, which makes the fact more interesting to us. Poetry is marked by an abundance of such figures, when compared with prose. It often pictures things lifeless and otherwise uninteresting as living and feeling. There are many different

¹ Teachers are recommended to use this material—first, as suggestions to their pupils for observation and reading; second, to make it the basis of lessons.

kinds of figures of speech, but we shall leave the distinguishing of them apart and the naming of the different kinds to a future occasion.

Now let each one search for references to the falling leaves in whatever poetry he can find at home or in the school library. It will probably enable you to enjoy the merriment of the leaves during this dismal month, when they are taking their last dance before the winding sheet of snow is wrapped around to take them from our sight. The exercise may also interest you a little in the literature of the fall, and the nature of poetry.

At the same time, examine all the different kinds of leaves, noting whether they are torn off the branches, or whether they appear to have grown off. Notice the trees which first shed their leaves and those which hold them longest. And next spring you can trace how the leaf has been gradually changing, and what the world owes to the dead leaves.

II.

T. Well, let us hear this afternoon, some of the poetical references to the fallen leaves, which you have discovered. One selection from each pupil at a time, and we shall also note how many quotations each has discovered.

- A. Scattered like dust and leaves, when the mighty blasts of October
Seize them and whirl them aloft, and sprinkle them far
o'er the ocean.

Longfellow—Evangeline, line 13.

T. Are the leaves spoken of as if they were persons acting and feeling in this extract?

A. No. The leaves are just real leaves borne away on the winds to the ocean, and they are spoken of only in that way.

T. Where then, is the figure, the picture which makes the couplet so picturesque—so picture-like and attractive?

A. The picture is the likening of the scattering of the Acadian farmers to the scattering of the leaves far from their native home by the mighty blasts.

T. Very good. Go on.

- B. The raven was screeching, the leaves fast fell,
The sun gazed cheerlessly down on the sight.

Heine—Book of Songs.

- C. Like a race of leaves
Is that of humankind. Upon the ground
The winds strew one year's leaves; the sprouting grove
Puts forth another brood, that shoot and grow
In the spring season. So it is with man:
One generation grows while one decays.

Bryant—Homer's Iliad, Book VI, line 186.

- D. Call for the robin-red-breast and the wren,
Since over shady groves they hover,
And with leaves and flowers do cover
The friendless bodies of unburied men.

John Webster—The White Devil.

- E. Leaves have their time to fall,
And flowers to wither at the north wind's breath.
Mrs. Hemans—The Hour of Death.

- F. Welcome, sweet primrose! starting up between
Dead matted leaves of ash and oak that strew
The every lawn, the wood, and spinney through.
Clare—The Primrose.

- G. Dead in the air, and still the leaves of the locust and
walnut
Lazily hang from the boughs, inlaying their intricate
outlines
Rather on space than the sky,—on a tideless expansion
of slumber.
Bayard Taylor—Home Pastorals, August, pt. 1.

- H. The dead leaves their rich mosaics,
Of olive and gold and brown,
Had lain on the rain-wet pavements,
Through all the embowered town.
Samuel Longfellow—November.

- I. The yellow rose leaves falling down
Pay golden toll to passing June.
Benjamin F. Taylor—The Rose and the Robin.

- J. How fair is the rose! what a beautiful flower,
The glory of April and May!
But the leaves are beginning to fade in an hour,
And they wither and die in a day.
Yet the rose has one powerful virtue to boast,
Above all the flowers of the field:
When its leaves are all dead, and its fine colors lost,
Still how sweet a perfume it will yield.
Isaac Watts—The Rose.

- K. How Autumn's fire burns slowly along the woods,
And day by day the dead leaves fall and melt.
And night by night the monitory blast
Wails in the key-hole, telling how it passed
O'er empty fields, or upland solitudes,
Or grim wide waves; and now the power is felt
Than any joy indulgent summer dealt.
William Allingham—Day and Night.

- L. The Autumn is old:
The sere leaves are flying;
He hath gathered up gold,
And now he is dying:
Old age begin sighing!
Hood—Autumn.

- M. It was autumn, and incessant
Piped the quails from shocks and sheaves.
And, like living coals, the apples
Burned among the withering leaves.
Longfellow—Pegasus in Pound.

- N. What visionary tints the year puts on,
When falling leaves falter through motionless air
Or numbly cling and shiver to be gone.
Lowell—An Indian Summer Reverie.

- O. The harvest now is gathered,
Protected from the clime:
The leaves are seared and withered,
That late shone in their prime.
T. J. Ouseley—The Seasons of Life. Autumn.

- P. Grieve, O ye Autumn winds!
Summer lies low:
The rose's trembling leaf will soon be shed
For she that loved her so,
Alas! is dead.
And one by one her loving children go.

- Q. Leaves are sear,
And flowers are dead and fields are drear,
And streams are wild, and skies are bleak,
And white with snow each mountain's peak
When Winter rules the year;
And children grieve, as if for aye
Leaves, flowers and buds, were past away.
Thomas Love Peacock—Rhodophane.

- R. There is a fearful spirit busy now;
 Already have the elements unfurled
 Their banners; the great sea-wave is up-curved,
 The cloud comes: the fierce winds begin to blow
 About, and blindly on their errands go,
 And quickly will the pale red leaves be hurled
 From their dry boughs, and all the forest world,
 Stripped of its pride, be like a desert show.
Barry Cornwall—A Sicilian Story. Autumn.
- S. When I remember all
 The friends so linked together,
 I've seen around me fall,
 Like leaves in wintry weather;
 I feel like one who treads alone
 Some banquet hall deserted,
 Whose lights are fled, whose garlands dead,
 And all but he departed.
- T. O wild west wind, thou breath of autumn's being,
 Thou from whose unseen presence the leaves dead
 Are driven, like ghosts from an enchanter fleeing.
 Yellow, and black, and pale, and hectic red,
 Pestilence-stricken multitudes.
Shelley—Ode to the West Wind, pt. 1.
- U. I read
 Of that glad year that once had been,
 In those fall'n leaves which kept their green,
 The noble letters of the dead;
 And strangely on the silence broke
 The silent-speaking words.
Tennyson—In Memoriam, pt. XCIV.
- V. No organ but the wind here sighs and moans,
 No sepulchre conceals a martyr's bones,
 No marble bishop on his tomb reclines.
 Enter; the pavement, carpeted with leaves,
 Gives back a softened echo to thy tread.
 Listen! the choir is singing: all the birds,
 In leafy galleries beneath the caves,
 Are singing! listen, ere the sounds be fled,
 And learn there may be worship without words.
Longfellow—My Cathedral.

OBSERVATIONS FOR NOVEMBER.

See if there are any plants in bloom this month. (Harris McGinley, St. John, found a white violet in full bloom October 30th).

Notice where the leaves have fallen from the trees, the well-healed leaf scars and the buds just above them, securely protected for the winter.

Have you decided whether the tamarack is an evergreen? If not, observe it this month. Note in the 'Round Table Talks what is said about evergreens.

Where are the birds now which left us a few weeks ago? It is easy to see that they could not get enough food here in the winter, but why do they return in the spring?

Have at least one November field day, choosing an "Indian Summer" afternoon. Note the preparations made by plants for winter—in the bud coverings and layers of leaves on the ground in groves—and in other ways. There will be a good opportunity to distinguish between deciduous and evergreen trees. See how many of each kind your pupils can distinguish and learn the names, character of the bark, etc., of those in your im-

mediate vicinity. See what deciduous trees retain their leaves longest, and examine last month's REVIEW to suggest a possible reason. If there is a beech grove in your vicinity, look on the ground beneath for that brownish-yellow parasite that grows on the roots. Note what birds are yet present with us and record them. Examine the under side of loose boards, or sticks, or bark of trees for cocoons.

A Model School Commissioner.



Mr. Geo. E. Faulkner, whose term of office as chairman of the Halifax School Board has just expired, was born at Folly Village, Colchester County, N. S., in 1855. Having had the advantages of an intelligent home and a good school, he soon acquired a very considerable knowledge of the complex social machine—modern society—and a ready use of good English. His tastes led him to the study of men and into commercial pursuits. After three years spent as a clerk, he entered Pictou Academy in 1872. We next find him associated with J. C. P. Frazee as proprietor of the Commercial College at Halifax. In 1876 he entered the office of Dun, Wiman & Co., where he acquired his extensive and accurate knowledge of the business men of the Maritime Provinces. Here he mastered the science of accounts, and carefully studied the various current problems of trade and commerce.

So great confidence did his well-balanced judgment and reliability inspire, that he was soon entrusted by

this firm with the management of their mercantile agency for Nova Scotia, Prince Edward Island and Newfoundland. He held this position for nine years, until he resigned in 1894 to establish the firm of Faulkner & Co., insurance and investment agents.

In 1896 he was without opposition elected alderman for Ward I. His knowledge of finance made him a valuable acquisition to the city council. His reports as chairman of the committee on public accounts are models of method and perspicuity.

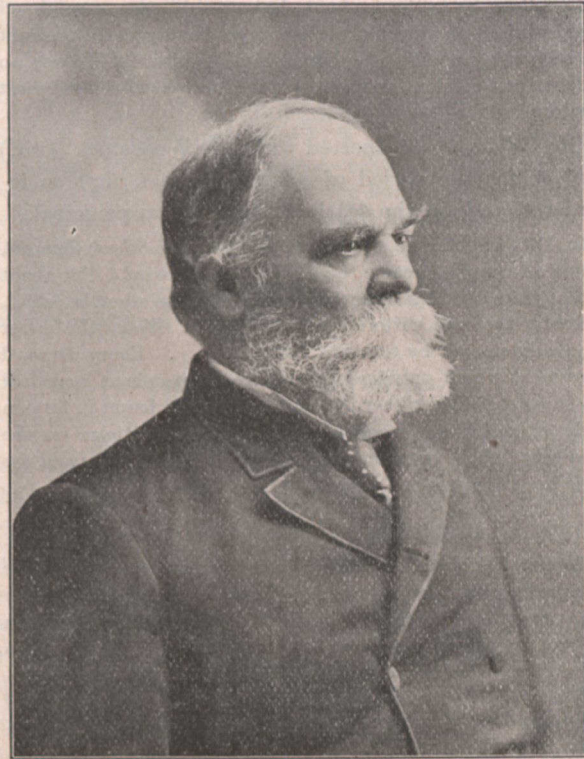
When a public position in Halifax specially requires a man of integrity and business ability, Mr. Faulkner is one of the first men to whom his fellow citizens turn. We accordingly find him to be a member of the Council of the Board of Trade, vice-president of the Nova Scotia Furnishing Co., a director of the Starr Manufacturing Co., a director of the Halifax Industrial School, of the Institution for the Deaf and Dumb, of the Halifax Ladies' College, etc.

In 1895 he was appointed a commissioner of schools for Halifax by the Nova Scotia government. He was elected chairman in 1897. In spite of the busy life which he leads, he has found time to visit the schools, carefully study their organization and needs, and aid materially in their advancement. His estimate of every teacher's worth was remarkably accurate, and his appreciative words of encouragement stimulated many a teacher to better work. He favors an industrial training for girls as well as for boys, so that when the establishment of a school of cookery was vigorously assailed by a clever journalist, Mr. Faulkner wrote the best article that was written in its favor.

Although he has accomplished so much, yet, being still a young man, a clear writer, a pleasing speaker, and with an established reputation for unswerving integrity, he has, let us hope, the best of his life before him.

All talk, philosophizing, hysterics and committeeing about the rural school problem will accomplish nothing as long as the teachers in these schools are selected from the nomadic and migratory tribes. How many people are there who spend enough time in any one of these institutions to be able to speak of experience in it without blushing? Precious few. Of course we have in mind only American conditions. In Europe, especially Germany, Switzerland and France, the teacher is usually a permanent fixture in a community, and frequently one happens across a kindly master to whom his whole township is indebted for all the education the people have ever received outside of their homes. With teachers of this stamp in possession of a few hundred of our rural schools, the problem would have been solved before this.—*New York School Journal*.

J. E. Wells, M. A., LL. D.



In the last number of the REVIEW reference was made to the death, in Toronto, of Dr. Wells, whose life-work was so closely identified with education in Canada. We are indebted to the *Canadian Baptist* for the excellent portrait that is here reproduced; and we quote from the sketch of his life that appeared in that journal of October 6th, from the pen of Dr. Theodore H. Rand, whose intimate knowledge of the deceased has given him peculiar opportunities to write a warm tribute of respect to an almost life long friend. Dr. Rand says:

I first became acquainted with him as a fellow-student in Horton Academy in 1855, and the admiration for his character and life then conceived has grown with the passing years, and remains an undimmed possession of my life. Mr. Wells was born in Harvey, New Brunswick, beside the tidal waters of Fundy. At fifteen or sixteen he began to teach in the public schools. Some two years later he attended the normal school in St. John, and received a license of the first-class. In the autumn of 1855 he entered the Horton Academy and began Greek with Principal Hartt. By dint of special effort he overtook the first class, and, forging ahead, got admission to the class preparing for matriculation, and matriculated with them in the following June. He taught school in Kent, New Brunswick, the ensuing year, yet he managed to read so much of the first year of the college course that on returning, in 1857, he joined his old classmates in the second year. It may be of interest to name these classmates: Silas Alward, Wm. Chase

Andrew P. Jones, Charles F. Hartt, Edward Hickson, William Wickwire, Robert Jones, Alfred de Mille, John Y. Payzant, Theodore H. Rand, James E. Wells.

In college, as in the academy, he was a diligent, careful and rapid worker, an all-round student; yet having special delight in economic, moral and philosophical subjects. He was an independent thinker, and was prepared to follow where honest thinking led.

Mr. Wells was connected with the Woodstock (Ont.) College for the period of seventeen years, first as instructor, and, on the death of Mr. Fyfe, as principal.

In 1884 he became editor of the *Toronto School Journal*, which afterwards became the *Educational Journal*. For about seven years, ending over two years ago, he was the chief, virtually the sole editorial writer on *The Week*, the paper originally started by Goldwin Smith. . . . Every forward movement which promised benefit to the people at large had his support. The higher education of women found in him an early and strong advocate. . . . His articles on the Manitoba school question were unapproached in Canada for their keen analysis and logical conclusiveness.

I cannot close without a reference to Dr. Wells as an educationist. No sounder thinker in this great department ever occupied the editorial chair of a Christian periodical. I may bear personal testimony to the great service rendered by him in our struggle to establish an independent and Christian university. He believed with all his heart in such an institution as affording the highest conditions for the noblest type of university work and life, and his influence was freely used in support of the desired end.

Anyone who has followed the voluminous issues of Dr. Wells' pen will be prepared to believe that no other journalist in Canada, within a given period, often covering years, produced work of such uniformly high character, both in ethical quality and literary form.

Teachers' Conventions.

The nineteenth annual convention of the teachers of Prince Edward Island was held at Charlottetown on the 6th and 7th of October, Principal R. H. Campbell, of Summerside, presiding. The attendance was large, numbering over 160 teachers, and the proceedings were of an interesting character. The first session was taken up mainly with routine work and the appointment of committees, after which the association adjourned to visit the thoroughly equipped kindergarten conducted by Miss Sayre. At the second session a paper was read by J. A. Ready, B.A., on "The Human Soul in Education," and Mr. W. A. Hickman gave an instructive address on "Natural Science in its Relation to Common School Education." At the third session G. U. Hay, editor of the REVIEW, showed how a study of the structure, position and function of the leaf involved most of the important problems in plant life, and Inspector McCormac, in his paper on "The Spirit of the Teacher," presented in a concise and interesting manner the desirable elements that go to form the teacher and the school. Mr. H. J. Palmer, Q.C., of Charlottetown, asked the teachers to give more attention to English composition. At the fourth and last session of the

convention a resolution was moved by Mr J. D. Seaman condemning the action of the government in repealing the supplementary clause of the Education Act. This gave a bonus, not less than ten and not greater than twenty-five dollars, to teachers on condition that an equal amount was raised by the district. Its repeal had aroused considerable hostile criticism on the part of the teachers, and after an animated and at times exciting debate, in which the leading teachers, Supt. McLeod, Premier Farquharson, and a member of his cabinet took part, an overwhelming vote of dissent was passed. A resolution was then passed asking the government to appoint a commissioner to inquire into the whole educational question.

At a large and influential public meeting, held on the evening of the first day of the association, an excellent programme of addresses, readings and music was carried out.

The election of officers for the ensuing year resulted as follows: President, A. P. Trowsdale; vice-presidents, N. E. Carruthers, W. S. Lee, Parmenas McLeod; secretary-treasurer, E. S. McPhail, Crapaud; corresponding secretary, Ira J. Yeo, Charlottetown; executive committee, J. D. Seaman, J. M. Duncan, R. H. Campbell, C. W. Kielly, W. D. McIntyre.

The Victoria County, N. B., Teachers' Institute met at Andover, October 13th and 14th. Inspector T. B. Meagher was elected president; Miss Iva Baxter, vice-president; C. H. Elliot, secretary-treasurer; and Miss Barker and Mr. Niles, members of executive.

President Meagher, in addressing the meeting, spoke of the poor attendance of teachers. He thought the teachers of each parish should meet occasionally to discuss matters connected with their work. He hoped that in a few years the plan which was being tried successfully in other places would be in operation here, namely, several districts thrown into one, with a large school in the most central place, and the scholars carried to and fro by teams.

The papers read were: "Current Events," by C. H. Elliot; "Nature Lessons," by Miss Louise Pickett; "Primary Geography," by Miss Barker; "Weeds," by Thos. Rogers; "Primary Arithmetic," by Miss Iva Baxter. Inspector Meagher read a paper on "English," Miss Scott a paper on "Fractions," and Mrs. Kelly one on "Recollection." The Institute will meet at Grand Falls on the last Thursday and Friday of September, 1899.

A public meeting held in connection with the Institute on Thursday evening was largely attended. The principal address was made by Prof. Dixon on "Engineering, as an Opening for Young Men."

The twenty-second annual meeting of the Northumberland County, N. B., Teachers' Institute was held at Chatham on Thursday and Friday, September 22nd and 23rd. The following officers were elected: President, Inspector Mersereau; vice-president, Miss Maggie H. Mowatt; secretary-treasurer, J. Howard Crocker, B. A.; assistant secretary, Miss K. I. B. McLean; additional members of executive, Wm. M. Corbett and Miss Penelope Robertson.

At its first session the Institute listened to an earnest and practical address from the president, and one from Dr. Cox on "How to Turn One's Natural Surroundings to the Best Advantage." The pupils' interest must be aroused. If the object be a ridge of land, a hill, a bird, or a plant, the teacher must study to present it in such a manner as will captivate the pupil's fancy and arouse his interest and curiosity. An appropriate sequel to this excellent address was the natural history excursion on Thursday afternoon, led by Dr. Cox. At Friday's session papers were read by Mr. M. R. Benn on "Current Events," by Miss Anna McLeod on "First Steps in Geography," by F. P. Yorston, M. A., on "Mental Faults." The following officers were elected for the ensuing year: President, Dr. Cox; vice-president, Miss Bella Falconer; secretary-treasurer, F. P. Yorston; additional members of executive, Miss Anna McLeod and Miss Cassidy.

The twenty-first session of the Westmorland County, N. B., Teachers' Institute was held in the fine Assembly Hall of the Aberdeen High School, Moncton, on Thursday and Friday, October 27th and 28th. The attendance was the highest on record, over 130 teachers being present. H. L. Brittain, acting principal of the High School, presided. An admirable feature of the first day's proceedings was a series of lessons to classes drawn from the Moncton schools. The first was a lesson to her own class by Miss Davis, who has recently established a kindergarten in a room of the Aberdeen school; the second was an object lesson on "Leaves" by Miss H. Willis, of Moncton; the third by Miss Bailey, of Moncton, who introduced a lesson on reading of "Prometheus" by a talk on classic myths; and the fourth by Mr. Amos O'Blenus, of Salisbury, who taught a class in "Percentage." The interest aroused in these lessons, and the admirable manner in which the classes were managed, called forth much favorable comment on those who took part, as well as those who planned the programme.

On Friday morning a discussion took place on the subjects taken up at the previous sessions, after which the time was devoted to English literature. A synopsis of the paper read and the discussion which followed will be found on another page. At the closing session a well-written paper on "School Management" was read by Mr. Willard Anderson. A resolution was adopted asking the Board of Education to aid in kindergarten training by making a provincial grant to any duly qualified kindergarten teacher employed as such by any school board; and to establish a kindergarten department in connection with the model school so that student teachers may have the opportunity of observing kindergarten methods while taking their course.

The Institute endorsed the question introduced by the president, of taking steps to prevent teachers underbidding each other in the matter of position and salary, and the secretary was requested to communicate with other institutes with a view of having papers prepared dealing with the matter at their next session.

Sackville was chosen for the next place of meeting. The following officers were elected for the ensuing year: H. L. Brittain, Moncton (re-elected), president; H. A.

Sinnott, Moncton, vice-president; S. W. Irons, Moncton, (re-elected), secretary; additional members of executive committee, Miss Ramsay, Miss Mary Fawcett and A. O'Blenus.

At the public meeting held on Thursday evening addresses were made by President Brittain, Messrs. G. U. Hay, Rev. J. M. Robinson, Rev. W. B. Hinson, Rev. R. S. Crisp and Rev. J. E. Brown. Music was furnished by the High School orchestra, who received very flattering recognition at the hands of the visitors and others for the very excellent musical programme provided.

[Reports of Carleton and Queens', N. B., institutes held over till next number.]

Teaching of Patriotism.

It is an open question whether the teaching of patriotism has not become a fad. This separating of life into departments is one of the mistakes of modern education. Life is a unit. Truthfulness, fidelity, consecration, clearness of vision as to right and wrong, and love, belong equally in the home, the church, business and the state. Who are the men that stand at the head of any movement? Who are the women to whom the public turn when the service of woman is needed in the state? Is it not always the woman or man who brings all these qualities to any service? These qualities make character. No man or woman is rounded out or perfected in character who is indifferent to the condition of the community of which he or she is a part. Patriotism should be the natural emotion of every citizen. It is not by hanging flags over school buildings or saluting flags brought into the schoolroom, that we may hope to teach patriotism. It is by developing the character of the individual so that the sense of duty embraces the whole of life, and not a few of its departments. The value of the kindergarten is its training in community life. The individual lives for all. Its strength lies in training the character as a unit.—*The Outlook*.

The English Pension Act.

An assured pension is now the right of every certificated teacher in England and Scotland. That is a boon so great that teachers, as a body, will take time to realize its full value. The agony of doubt will no longer embitter life to those verging on the age of retirement. Their prospects may be limited, but they will be involved in no uncertainty. The new pension will range from about £40 (\$200) a year to existing teachers of long service, to £70 (\$350) a year to young teachers just entering on professional life.

Tenure, in some shape, is inseparable from pensions.

It may not come at once, but it is a certainty of the future. The feeling of independence, so precious to every self-respecting teacher, will speedily grow out of the new scholastic conditions; and it is not beyond the bounds of possibility that some future government—perhaps not very far in the future—will be asked to reconsider the pension provisions for teachers, and make them more adequate to the needs of a rising profession.—*Educational News.*

When Dr. Thomas James was at the head of Rugby school, Walter Savage Landor was a pupil. One day, in full school, Master Landor had an apple of singular size and beauty. He had his "Livy" in one hand and this apple in the other, and read and read, and munched and munched, till the sound struck the Doctor. He espied the delinquent, and ordered him to bring that apple to him. He put it on the desk, *coram populo*; and then, half relenting said: "There, sir. Now, if you want that again, you had better go and sit down, and make me a short line on the occasion." "Oh, I can do that and stand here," says Master Landor. "Do it, then." The boy thought a moment, and soon obliged him with a pentameter:

"Esuriens doctor dulcia poma rapit."

"Hum!" says Dr. James. "And pray, sir, what do you mean by 'E-su-riens doctor'?"—"The gormandizing doctor." "Take it, sir, you are too hard for me, you are too hard for me," said the Doctor, delighted with his pupil.—*Educational Times* (Eng.).

To excite a pupil's attention and hold it is the greatest task of the teacher's life. Our ability to remember a thing depends on the attention we give to it when under consideration. You will never gain attention by demanding it, unless you awaken the child's interest. You must connect the new matter with some other matter that you know the child is already interested in. Associate the uninteresting new with the interesting old and the whole will become interesting. It is this ability that marks the born teacher.—*Prof. James.*

The practice on the part of teachers of collecting written recitation work and correcting it outside school is not a good one. It takes time that a teacher should have for rest, and uses energy that is needed for preparation of the following day's work, and in many instances papers so corrected are given back without the teacher having called the attention of the pupils to their errors. So far as possible, written work should be corrected before the class, and the attention of the class called to the errors, teachers and pupils making corrections.—*Teachers' Gazette.*

THE Legislature of New Zealand, after three years' discussion, has adopted a system of old age pensions.

The allowance is \$90 to every person of good moral character who has resided in the province twenty-five years, and whose income does not exceed \$170. The civilization of New Zealand began at a later date than ours, and, being untrammelled by the traditions of the past and by the contiguous influences of older countries, it is advancing more rapidly than any other country.

CURRENT EVENTS.

The majority vote in favor of prohibition in the recent plebiscite is now set down at 12,218.

The permanent occupation of the island of Porto Rico by the United States was formally completed on October 18th.

With Russia threatening her northern border, France projecting an invasion from the south, China seems to be on the eve of partition among European powers, unless British influence is sufficient to maintain her integrity.

The United States' death list in the war with Spain was 107 officers and 2,803 privates, nearly 90 per cent of whom perished by disease.

Lord Minto is on his way to Ottawa to assume the governor-generalship of Canada. (Name the governor-generals of Canada since confederation.)

The Hon. Geo. N. Curzon, recently raised to the peerage under the title of Baron Curzon, has been appointed governor-general of India.

By order of the Spanish Government, the remains of Christopher Columbus have been removed from their resting-place in Havana to Madrid, there to be buried with honors, in the Royal Chapel near those of Ferdinand and Isabella, and the other Kings and Queens of Spain, whom he helped to glorify.

The extraordinary preparations for war that Great Britain is making point to something more than the difficulty with France over the Fashoda question, which is still unsettled. The encroachments of Russia in China, and the unsettled condition of the latter country, point to grave complications in the far east, which may have to be settled by the sword.

The enthusiasm with which Gen. Kitchener the hero of Omdurman, was received in London when he was invested with the freedom of the city in the presence of statesmen and nobles, shows how England rewards her soldiers. This honor has ever been reserved for her greatest sons, and is a recognition that has ever caused them to defy every danger and privation in order to deserve. A list of those who have won and received

this proud distinction would be a record of the most brilliant exploits and scenes of English history.

The United States and Spanish peace commissioners are making slow progress in Paris, and the difficulties in the way of a permanent settlement are increasing. The United States seems bent on acquiring the Philippines, but what the terms shall be is one disputed point. With Spanish prestige gone, the inhabitants wholly incapable of self-government, there can be but one solution of the question.

Look out for meteors on the 13th, 14th and 15th of November in the neighborhood of the constellation Leo. The main swarm of meteors, however, is not due until November, 1899.

Venus ends its career as an evening star with the last day of this month. It is in the constellation Scorpio. Mars, in the constellation Cancer, rises about 9 p. m. in the middle of the month. Jupiter has become a morning star in Virgo, but is too near the sun for satisfactory observation. Saturn remains on the borders of Scorpio and Ophiuchus, slowly moving eastward. It is still an evening star, but, like Jupiter, too near the sun to be well seen. The winter constellations are now advancing well into view.

'ROUND TABLE TALKS.

Referring to the discussion concerning New Brunswick's plant emblem in the last REVIEW, a correspondent says: "I don't believe the *potato* is our emblem any more than the *turnip* is.—True we are "Blue noses." I think it is the *Pine* which with the "ship"—another emblem—is on the coat of arms. When I was a boy we used to quote some lines based on this idea:

"It towers above the forest trees
That stand on every hand,
Its tassels wave to every breeze
That fans our native land."

[Now, let us get at the root of this matter if possible.—EDITOR].

C.—If you would kindly publish something in regard to such sentences as "It looks badly," "Draw the string tightly," etc., I would be greatly obliged. There are a number of sentences of this class that I should like to have something about to read to my pupils?

Such errors as the above occur in the too common use of an adverb for an adjective. We must decide whether a *modifier* of the verb or a *quality* of the subject is required by the sense. In the sentence "It looks badly" the last word is an adverb, and it must modify the verb *looks*. So the *it* must have eyes; and sees (perhaps squints) badly. That is evidently not the meaning. What we mean is that *it* has an *ill* (suspicious or doubtful) look (not *bad* for that would express an-

other meaning). We should say "It looks ill." In the second sentence "tightly" should be *tight*, as it is a quality of the string that is needed by the sense. Again, "the flower smells sweetly" is evidently wrong, as we require an adjective to express the quality of the flower. With an adverb here we would have to imagine that the flower had a nose, or at least the sense of smell. Should we say the sun "shines bright" or "brightly?" Here we may be in doubt whether it is a quality of the sun or a modifier of shines that is most prominent. Quality, rather than the manner of shining, is meant; so we should say "the sun shines bright."

S. A. M.—1. When I ask a small pupil what excuse for staying home, and he says, "I couldn't come alone," what mark am I to put on the register of attendance for him?

2. Should the secretary of a school district send in the report of the annual meeting,—i. e., the account of the day's proceedings, and the financial standing of the district, to the Chief Superintendent of Education?

3.—I taught Labor Day, not thinking of it as a holiday, could I take another day as holiday in place of it?

4.—Should the pupils be allowed much time to prepare their lessons in the school?

1.—You should satisfy yourself that this or any excuse is reasonable and valid before entering it in the register. Such can be found out by inquiry at the home or asking for a note from the parents.

2.—A copy of the proceedings of the annual meeting should be forwarded to the Inspector only.

3.—Labor Day was *not* a school holiday this year. Read the Superintendent's "Official Notices" in the August or September REVIEW.

4.—It will depend upon the age, health, distance of the pupil's home from the school, and the amount of work the pupil has to do at home, in assigning time for the preparation of lessons. Older pupils especially would be benefitted by spending some time at home on certain lessons. The time given to preparation in school must depend upon the circumstances of each pupil and the arrangement of your time table that may provide sufficient opportunity between recitations for such preparation.

A. D. J.—1. Why will the branch of a willow or currant grow if stuck in the ground while that of maple, birch, etc., will not?

2. If we plant beans, peas, turnips, etc., we get the same kind of peas, beans, turnips, etc., as the seed was of which we planted; but if we plant apple seeds we get an apple altogether different from the apple that we took the seed from. Why is this the case?

3. Why do our evergreens need leaves in winter?

1. The difference in the power of shoots of these plants to strike root is explained by gardeners as due to the proper balance of hard and soft tissue in the willow

and currant, which enables those plants easily to make new roots, while in the other plants mentioned the proportion of hard tissue is too great. New roots start always from the fibro-vascular bundles of the stem, but are unable to do this if those bundles are too completely hardened or lignified.

2. Some influence may be produced upon fruit by cross-pollination between distinct varieties, and in other cases the stock on which the apple is grafted may possibly affect the fruit. But a far more important reason for the fact mentioned about the apple is this: New varieties of apples often appear as "sports," *i. e.*, some particular branch of a given tree produces apples much better than those on other branches, and this branch is then grafted and thus propagated. But the characters of such "sports" usually are in the fruit alone, and do not affect the seeds, so that when these are planted, it is an apple like some parent stock which is produced, though by continuous grafting the "sport" may be propagated indefinitely. Peas, beans, etc., are not propagated from grafts, etc., but from seeds.

3. Most "evergreens" are plants of northern or mountainous regions, in which the summers are short. If time were taken to grow a new crop of leaves each year, there would remain but little time for these leaves to do their necessary work of food-making for the plant. The evergreen habit keeps the leaves always ready for work, so they may begin it at the first coming of spring and continue it late into the autumn, and thus the short summer can be fully utilized. From the countries where they probably originated, many kinds have extended into temperate climates, but have kept their advantageous evergreen habit.

W. F. G.

G. J. T.—Will you kindly identify the bird whose description I will try to give. Length, 7 inches; color, dark slate on back, shading to light slate on belly. Tertiaries tipped with white; upper tail coverts, white; tail, forked; web-footed; front, high and straight; bill, $\frac{3}{4}$ inch long, stout, black and abruptly curved down in both mandibles. Nostril opening with one passage in the centre of the bill raised like the tube of a muzzle loading gun. Found on the salt marsh at St. Martins, N. B.

Probably Wilson's Stormy Petrel.

J. B.

A. D.—We read in our younger days that the bee "lays a store of honey by to eat in winter hours." Is that the case with our wild bees? Do they stay with us in winter? I have visited their nests late in the fall and found them empty.

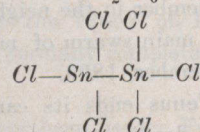
On the approach of cold weather the males, workers, and small females of the humble bee die, but the queens live. They spend the winter in a torpid state beneath the fallen leaves, or moss, or in a deserted nest. In the early spring each collects some pollen, mixes it with honey, and lays therein some eggs, from which arises a new colony.

J. B.

C. J. R.—(1) Please explain through your paper, if possible, the symbols for the two chlorides of tin, two oxides of phosphorus, two oxides of iron. The symbols are as follows: (1) $SnCl_2$ (2) Sn_2Cl_6 ; (3) P_2O_3 ; (4) P_2O_5 ; (5) FeO ; (6) Fe_2O_3 . The symbols 2, 3, 4, 6 are the ones I can't understand. Why is the valence of some of the elements enclosed in brackets on page 12, Williams' Chemistry?

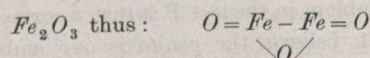
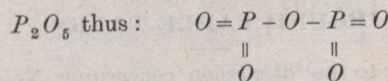
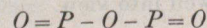
(2) Please solve the 22nd question, on page 89, examples XIV: A man has a number of pounds and shillings, and he observes that if the pounds were turned into shillings and the shillings into pounds, he would gain £5 14s.; but if the pounds were turned into half sovereigns and the shillings into half-crowns, he would lose £1 13s. 6d. What sum had he?

(1) The structure of a molecule of Sn_2Cl_6 may be represented thus:



Each atom of tin (Sn) is supposed to have four bonds in this case. One bond of each atom of tin is used in binding it to the other atom of tin, and the remaining three bonds of each atom are used to bind it to three atoms of chlorine.

The structure of the molecule P_2O_3 may be represented thus:



The reason why some of the valences are enclosed in brackets is, probably, that they are considered doubtful.

J. B.

(2) Let x = number of pounds.
 y = " shillings.

The amount he has is $(20x + y)$ shillings.

$$\text{Then } x + 20y = 20x + y + 114 \quad (1)$$

$$- 19x + 19y = 114 \quad (2)$$

$$- x + y = 6 \quad (3)$$

$$\text{Again, } 10x + \frac{5}{2}y = 20x + y - 33\frac{1}{2} \quad (4)$$

$$20x + y = 40x + 2y - 67 \quad (5)$$

$$- 20x + 3y = 67 \quad (6)$$

From (3) and (6) we obtain $x = 5$ and $y = 11$.

J. S. K.—To settle a dispute will you please analyze the following in the REVIEW:

"Pleasures are like poppies spread."

The next line is required to complete the sense:

"We seize the flower, the bloom is shed."

The sentence then would be,—Pleasures are like poppies whose blossoms, fully expanded, are ready to fall. To fit the sentence into a "form" of analysis,— "are like" is the simple predicate. (to) "poppies spread," the adverbial complement of the predicate. "Spread" (fully blown) is of course an adjective qualifying "poppies."

SCHOOL AND COLLEGE.

Few country districts have better reason for just pride in their surroundings than Elmsville, Charlotte County. The grounds are unsurpassed for natural beauty. In addition to an excellent supply of apparatus a good library has been begun, a cabinet organ provided, and good pictures of the Queen, Battle of Queenston Heights, Shakespeare, Scott, Tennyson and Longfellow have been added. The bookcase and handsome frames for the pictures have been made by Ernest Towers, a former pupil of the school, now at Normal school. Such progressive spirit reflects the greatest credit upon the teacher, Miss Margaret Kerr, the trustees and ratepayers, and must exert a very potent influence upon the future of the pupils of the district.

The REVIEW extends congratulations to Mrs. Lawlor, *nee* Miss Margaret Donovan, upon her recent marriage. Mrs. Lawlor, while a teacher at Coldbrook, St. John Co., N. B., took a deep interest in her school-room, which is indebted to her for many improvements.

Inspector Carter hopes, during the first half of November, to complete his country work in St. John and Kings Counties, N. B., after which he will be engaged for the balance of the term in the north end of St. John city.

During his visit to Charlotte County he addressed a meeting of teachers and school officers of adjacent districts in St. Stephen, and a very large public meeting of those interested in the public schools at Beaver Harbor. At the latter meeting valuable assistance was rendered by Scott E. Morrill, Esq., barrister, St. John, and formerly a teacher in Charlotte Co.

There is no town in Nova Scotia making more rapid progress in wealth and intelligence than Lunenburg. In educational matters this is particularly noticeable, and it is due in do small degree to the wise policy and persistent energy of Inspector MacKintosh and Principal McKittrick. In approaching the town there looms up prominently in the foreground on a commanding side, a splendid and well equipped Academy. An institution which is beginning to make a record and which is the pride of every intelligent citizen of this thrifty town.

In the academic department there are two grade "A" teachers. At the recent provincial examinations 28 candidates received the grades for which they applied, some of them with very high averages. The outlook for the current year is better than ever before.

A new high school building has been erected in the town of Oxford, Cumberland, at a cost of \$8,000. It contains eight departments, heated by hot air. The finish is of hardwood, highly polished, and every arrangement is most convenient and first class in every respect. Principal Slade, a graduate of the Provincial Normal School, has been teaching at Oxford for eighteen years. He began with one assistant. Now there are six departments—a proof of the remarkably rapid growth of the town.

Principal Lay, of the Amherst High school, with the help of the older pupils, took the census of the town in 1894, 1895, 1897, and again this year. The enumeration appears to be complete, and by comparison of one year's return with another and of all with the official count, the school census gives evidence of accuracy. It would be a good idea for some other

teachers of town schools, or even of country districts, to give the young people such an interesting and instructive holiday exercise.—*St. John Sun.*

Mr. Aaron Perry, who recently taught the Superior school at Penobsquis, Kings Co., N. B., and Mr. H. Judson Perry, his cousin, who had charge of the Superior school at Bloomfield, K. Co., have entered Acadia College to take the full course in arts. The first named has entered the sophomore year. Both were successful teachers and as students may be relied on to give a good account of themselves.

Principal MacVicar after several years of successful teaching in the Annapolis academy resigned his position there in order to take a post-graduate course at Harvard, where his ripe scholarship and high literary ability places him in the most advanced classes leading to the degree of Master in Arts.

In October of each year, four members of the Halifax School Board, after serving three years, retire. Their places are taken by two appointed by Government, and two from the City council. At the last meeting in October, the teachers' salaries may be increased or decreased. The special increases for this year were: Principal Trefry and Gaul, from \$900 to \$1000; Miss Fanny Theakston, from \$550 to \$600; and Miss Agnes Hamilton, from \$450 to \$500. At the same meeting a sum of over \$200 was voted for chemical supplies for the Academy.

Through the exertions of Miss Addie Wilson, teacher at St. David's Ridge, Charlotte Co., N. B., the school-house in that district has had its interior decorated and painted.

The schools at both Upper and Lower Bayside, Charlotte Co., N. B., are now supplied with handsome flags; and now nowhere on the border of Charlotte County and Maine, from Deep Cove, Grand Manan, to Little Ridgeton, St. James, is there a schoolhouse without the British flag. It is needless to remark that they were provided some time ago in Maine.

Miss Flora Boyd, teacher at Bayside, Charlotte Co., N. B., has, by a series of entertainments, been able to decorate the interior of her school-room and provide blackboard surface unsurpassed in the county.

Miss Anna K. Miller, teacher at Willow Grove, St. John Co., N. B., has been instrumental in having her school grounds fenced—a fine garden is the first result.

Parish associations of teachers, school officers and parents, have been formed in Westfield, Kings Co., Grand Manan, Deer Island, and St. Stephen, Charlotte Co., and in Lancaster, St. John Co. Associations are proposed in St. Martins, St. John Co., Pennfield and Dumbarton, Charlotte Co.

The Parent's Association at Baddeck, Victoria County, Cape Breton, has not only been of very great service to the cause of education in Baddeck, but it leads most of even our more respectable institutions in the encouragement given to the modern sciences. For instance, prizes were offered for the best botanical collections made by the pupils of the public schools. Seven of the best of these collections, we understand, were sent to Dr. MacKay, Superintendent of Education for the Province of Nova Scotia, in order to have their comparative merits authoritatively determined. It is expected that the names of the prize winners will be intimated in time for the next REVIEW. One of the collections contains about 200 species of local plants, very neatly mounted, and accurately mounted, and would be a creditable exhibition from any high school in the province.

During November Inspector Mersereau will work among the ungraded schools of Northumberland County, after visiting all the schools in Inkerman, St. Isidore and Saumarez Parishes, in Gloucester County.

RECENT BOOKS.

The editions named below¹ are bound in fairly strong paper, so young people might be justly asked to refrain from rolling them up, bending them, dog's-earing them, and making them as offensive to look at as we commonly make our wretched paper bound books. The paper and printing are fair, and the text seems correct. But it is not a lesson in exactness to have famous names mis-spelled in the advertisement of the series. We need screwing up, not laxity, in such things, as all know who get accounts written of "McBeth," "Desdemonia," "Calprunia," and things equally depressing.

As to the interior, and beginning with the Addison, we can give a good recommendation. It is not at this time of day that the reading about Sir Roger de Coverley and his home and his people is to be recommended. Still, each new generation may be given a hint; and is it only a literary instinct, a cultivated intelligence, and the adult mind, that can be promised pleasure? No doubt the *Spectator* was to come with the bohea and the rolls into the breakfast room, not into the nursery. Can one, too, often keep in mind that neither Shakespeare nor Addison wrote for "the young person?" Hence, be not angry if the literature read in schools proves uninteresting — often, it certainly does not — but be tolerant of the young who have not yet had Time as their teacher, and adapt the work given to their likes and dislikes. Prove all things. This is true at least in the reading of literature in one's own tongue.

This edition of the Addison papers has interesting notes, certainly for older readers, and it may be hoped for the young. Quotations are given from Johnston, from Ashton's *Social Life in Queen Anne's Reign*, from Macaulay and Green, from Trench (in the matter of words — but there are not too many verbal notes, and nothing of etymological display), and also from the *Spectator* itself. But to this last, as indeed to the other books, references are often made. And if pupils will look up these, a good habit will be formed. See that they have the opportunity of looking them up, one ought to add. There is a specially useful note on the older uses of *humour*.

Mr. Cameron's *L'Allegro, Il Penseroso, Comus, Lycidas*, is even more full of reference marks and suggestions. It claims to be incomplete, and suggestive to teacher as to pupil. There is an absence of dogmatism in doubtful passages; and that is refreshing and honest. Still, we confess that to say that Milton may have left the crux of *Lycidas* purposely obscure always seemed to us un-Miltonic and unlikely. Ruskin, to whom he refers us in these notes, took Milton more seriously than Saintsbury did. One does not know whether this editor feels he is throwing pearls before swine, or whether he knows he has before him "meeting souls." But to know that the teacher has a personalty at all — how invigorating; even if we respectfully blame his idiosyncrasy in some notes at the end of *Lycidas*.

To begin with a little matter in Mr. Soloan's *Macaulay*. The word "elegant," noted on p. 6 — has the editor explained sufficiently that to those in America still using "elegant" seriously, Macaulay's jesting use may require explanation?

However, this editor is far from treating Macaulay's essay verbally. He expresses his admiration for Milton, and echoes Macaulay. That is good, and right. But since he *does* touch

¹ ENGLISH ANNOTATED TEXTS: *Milton's Poems*, by A. Cameron; *Macaulay's Essay on Milton*, by David Soloan, B. A.; *Sir Roger de Coverley Papers*. All with Introduction and Notes. In "Progressive School Series." Published by T. C. Allen & Co., Halifax.

on Milton as "a champion of liberty," he should explain that if the author of the *Areopagitica* has "a dram of well-doing should be preferr'd before many times as much the forcible hindrance of evil-doing," and if he appeals, not "to dishearten utterly and discontent. . . the free and ingenuous sort of such as evidently were born to study," yet for liberty and toleration he has ready support to the government making penal the use of the Episcopal Prayer Book, and, in the words of his *Areopagitica*, "Popery . . . should be extirpat" — that is, the very different magnificent Protestant Burke said, "the great majority of Christians." The denouncer of false sheep was no fit judge of the contemporary George Herbert, nor even of Laud, Hall, Jeremy Taylor, and Usher, scholars fit to be decently spoken to, as were still more the contemporary saints, S. Theresa, S. Francis Xavier, S. Philip Neri, S. Charles Borromeo. If even the world now says that in comparison with them what a dreadful creature is Milton, then Milton has alone himself to blame. But even he himself half felt he deserved no indiscriminate praise, embarked now "in a troubled sea of noises and hoarse disputes," with his controversial writing "wherein, knowing myself inferior to myself, led by the genial power of nature to another task, I have the use, as I may account, but of my left hand." Macaulay was hardly sensitive enough to understand that. Yet Milton hoped, with pride, if not with penitence, to come again to the better things of his poetry. "I may one day hope to have ye again in a still time, when there shall be no more chiding." Some such inspiring words from Milton might well find a place in any notes on him. — W. F. P. S.

The Copp, Clark Company, of Toronto, have just issued from their press two works of fiction¹ which will command wide attention throughout Canada. These have been before the public for some time, but not in such a form as the ordinary novel-reader chooses when he sits down to a good literary bill of fare. The story by Munro has appeared in *Blackwood* this year, and that by Dr. Mitchell in *The Century*. The former is a tale of the Highlands, and breathes the spirit of loch and glen and moorland heath, and at the same time pictures the Celt in his strength and weakness. John Splendid himself is a most lovable character, a free and easy Highland gallant, and an honorable gentleman, though with great facility in lying, which, to his credit, be it said, he used chiefly for the benefit of others, or to avoid hurting their feelings. So much for the setting; as to the narrative itself, it is sufficient to say that it is worthy of the stirring spirit of those times, and will not disappoint the highest expectations.

Dr. Mitchell's work traces the career of a Foundling, Thief, Juggler and Fencing-Master, during the French Revolution, is crowded full of adventure, and is a vivid picture of life during one of the most thrilling episodes of modern times. The scene shifts from Paris to the Provinces. Historic figures live again in its pages, and the great drama of the Revolution is handled with masterly power. The story is romantic and picturesque, and is marked by keen wit and strong character delineation.

¹ JOHN SPLENDID, a Tale of the Highlands and the Wars of Montrose. By Neil Munro. The Copp, Clark Company, Ltd., Toronto. Paper, 75c.; cloth, \$1.25.

THE ADVENTURES OF FRANÇOIS. By Dr. S. Weir Mitchell, author of "Hugh Wynne." Paper, 75c.; cloth, \$1.25. The Copp, Clark Co., Toronto, publishers.

(Continued on page 120.)

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¹ STORIES OF THE MAPLE LAND, or Tales of the Early Days of Canada, for Children, by Miss Katherine A. Young, of Hamilton. Cloth; price, 25c. The Copp, Clark Co., Ltd., Toronto, publishers.

BOOKS RECEIVED.

MASTER SUNSHINE, by Mrs. C. F. Fraser, Halifax. Crowell & Co., Boston, publishers.

LOVE, by Hon. J. W. Longley, D. C. L. Copp, Clark & Co., publishers, Toronto.

SCENES FROM SHAKESPEARE, by Mary A. Woods. London; Macmillan & Co., publishers.

THE SCHOOL COOKERY BOOK, by Mary Harrison. London; Macmillan & Co.

MACAULAY'S LIFE AND WRITINGS OF ADDISON, by R. F. Winch, M. A. London; Macmillan & Co.

NOVEMBER MAGAZINES.

Upon educational questions, in which the *Atlantic* is always strong and interesting, the November number offers three valuable papers. Hamilton W. Mabie pays a judicious and well-deserved tribute to the activity and energy of the great West in promoting educational literature by schools and associations; and Three School Superintendents detail many of the most crying evils of the public school system and indicate the remedies in matters which vitally concern the whole community.... The leading place in the November number of *Appleton's Popular Science Monthly* is given to the examination, by Prof. E. S. Morse, of the ever-interesting question, Was America

Peopled from Asia? particularly with reference to the origin of the aboriginal civilization of America. The author finds the evidence in favor of the affirmative of the question insufficient. The Cause of Rain is found, by M. J. R. Plumandon, of the Observatory of the Puy de Dôme, to lie in condensation upon dust particles floating in the atmosphere.... *The Century's* first competition for college graduates has been awarded to Miss Grace M. Gallaher, and her story, A Question of Happiness, is given in the November number.... With its November number, *St. Nicholas* begins a new volume and celebrates its twenty-fifth birthday. In honor of this anniversary the magazine dons a special cover. Notwithstanding its quarter of a century of existence, *St. Nicholas* is just as young as ever in spirit.... S. Parkes Cadman concludes his series on The Cathedrals of England in the November *Chautauquan* with scholarly descriptions and brief historic data of Westminster, York, Lincoln, Lichfield, Norwich, Wells, Gloucester and St. Paul's.... In the November *Ladies' Home Journal*, the editor Edward Bok, under the heading Fifteen Years of Mistakes, writes most interestingly of the growth of that magazine. Its circulation, he asserts, is 850,000, and it goes to nearly every civilized country on the globe.... *The Canadian Magazine* opens its twelfth volume with November, much to the delight of those who recognize the value of Canadian literature. Its appearance is healthy and encouraging, while its articles, stories and illustrations are equal to any 25-cent magazine in the world. The November number contains the first installment of a new story by Joanna E. Wood, the famous Canadian who has written *The Untempered Wind* and *Judith Moore*.... The *Forum*, in an interesting article on Does College Education Pay? produces statistics to show that the one per cent of graduates, against 99 per cent of non-graduates, has furnished 36 per cent of the members of congress, 55 per cent of presidents and cabinet ministers, 69 per cent of judges and 86 per cent of chief justices.... *Littell's Living Age* contains in its weekly issues the current thought of a great deal of the best English magazine literature.

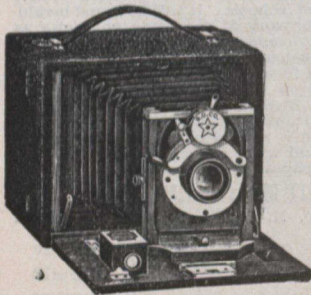
Official Notice.

With the consent of the School Trustees, first obtained, teachers may substitute as a teaching day any Saturday in December in place of Friday, December 23rd, so that the school may be closed for the term on Thursday, December 22nd.

J. R. INCH,

Chief Superintendent of Education.

Fredericton, N. B., November 5th, 1898.



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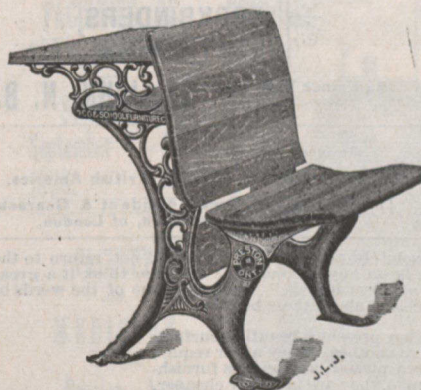
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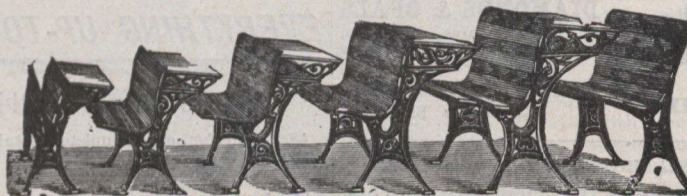
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