

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

Vol. XIII No. 12.

ST. JOHN, N. B., MAY, 1900.

WHOLE NUMBER, 156.

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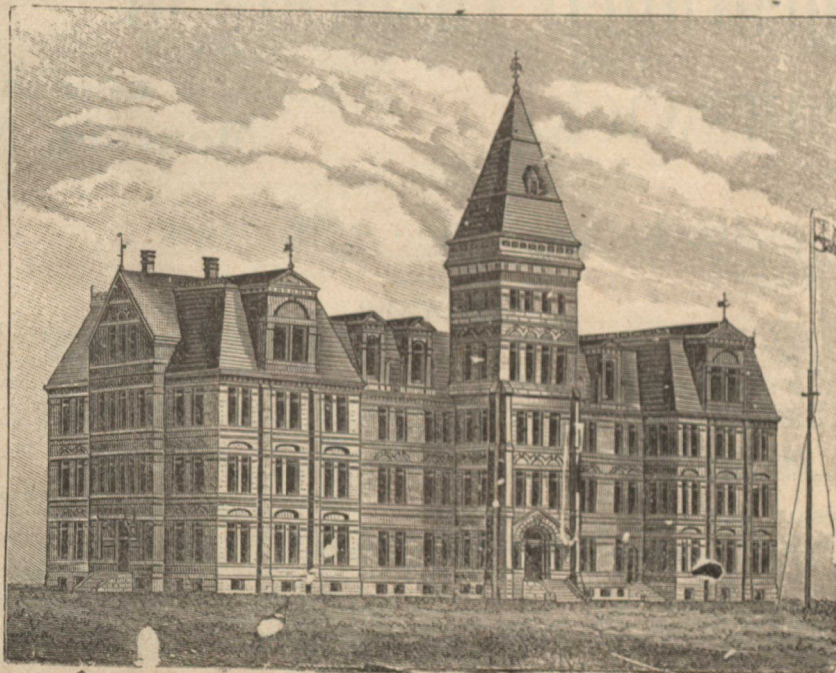
Session begins August 30th, 1899

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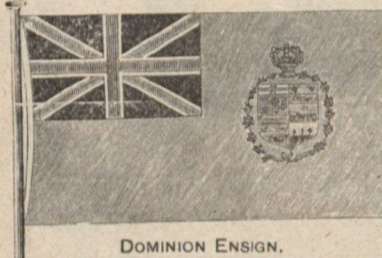
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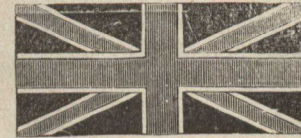
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ON
... Wednesday, June 27th, 1900 ...

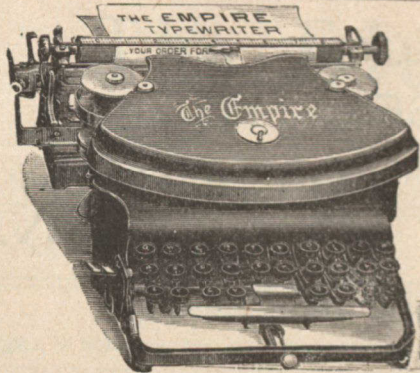
PROGRAMME.

- WEDNESDAY, JUNE 27.**
- 10.30 a. m.—Meeting of Executive Committee.
 - 1.30 p. m.—Enrolment, Report of Executive Committee, Election of Secretaries and Nominating Committee.
 - 2.30 p. m.—Addresses by the Chief Superintendent of Education and Inspector Smith.
 - 7.30 p. m.—Greetings from the Mayor of Moncton and the Chairman of the School Board. Address: "Rascals and Saints," by Dr. A. E. Winship, of Boston.
- THURSDAY, JUNE 28.**
- 8.30 a. m.—"Ineffectiveness in Teaching," by H. S. Bridges, Ph. D. Discussion opened by Mr. Parlee, of St. John.
 - 10.15 a. m.—"Book-Study and Nature-Study," by Mr. F. A. Good. Discussion.
 - 1.30 p. m.—"The Accompanist," by Dr. Winship.
 - 2.30 p. m.—Election of Executive Committee and Representative to University Senate.

- 7.30 p. m.—Address by Prof. J. W. Robertson, Deputy Minister of Agriculture, followed by a *Conversazione*.
- FRIDAY, JUNE 29.**
- COMMON SCHOOL SECTION.**
- 8.30 a. m.—"Fröbel's Principles," by Mrs. A. L. Robinson. "Kindergarten Methods in Grades I and II," by Misses Stewart and Wathen. Discussion.
 - 10.30 a. m.—"Professional Etiquette," by Misses Veazey and Young. Discussion.
- SECONDARY SCHOOLS SECTION (including the Normal School, Grammar, High and Superior Schools).**
- 8.30 a. m.—"The Advantages of Free Secondary Education," by B. C. Foster, M.A. Discussion.
 - 10.15 a. m.—"Should the Normal School devote itself exclusively to Professional Work," by Principal Mullin. Discussion.
 - 1.30 p. m.—"Empire Day," by Inspector Mersereau. Discussion opened by F. P. Yorston, B. A.
 - 2.45 p. m.—General and Unfinished Business.

N. B.—Teachers coming by rail should obtain from the Ticket Agent with each Ticket a Standard Certificate—duly filled in and signed—in order to secure reduced rates.

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The Educational Review.

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PUBLISHED MONTHLY.

ST. JOHN, N. B., MAY, 1900.

\$1.00 PER YEAR

G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia

THE EDUCATIONAL REVIEW.

Office, 32 Wellington Row, St. John, N. B. (Telephone No. 1200.)

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

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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.

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

Address all correspondence and business communications to
EDUCATIONAL REVIEW,
St. John, N. B.

THIS number completes the thirteenth volume of the REVIEW.

NOTE above the change in the office of the REVIEW.

HAVE you decided to attend the Summer School this year?

NOTE the programme of the N. B. Educational Institute and other interesting matter in our advertising columns.

THE 'Round Table Talks and other matter crowded out of this number will appear next month. Answers to questions will be sent by mail to those who cannot wait that long, if a postal is sent asking the editor to do so.

MAY 4th was appointed Arbor Day for Nova Scotia, with the option to school trustees of a later date if deemed desirable. May 18th is the day appointed for New Brunswick, the inspectors to whom the choice is left, deciding upon the same date for the whole province. As the weather is backward, it will probably be found that this date is not too late.

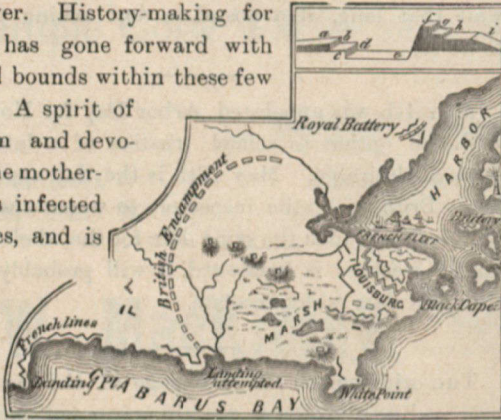
THE criticism on another page of the REVIEW on a proposed new textbook plainly points out faults which call for serious consideration before the adoption of the book.

CANADA can boast of having probably the oldest living statesman in active life of any parliament in the world. This is Senator Wark, of Fredericton, N. B., who is in his 97th year. During the present session of parliament in Ottawa, he has been in regular attendance at the senate chamber. He is apparently as vigorous as most men who are a score of years younger. His faculties seem to be unimpaired; and last session he made a speech the purport of which was that the senate should have more work to do.

THE Centennial of the University of New Brunswick will be celebrated the last of this month, the exercises beginning on Sunday, May 27th, with special services under the auspices of the University Y. M. C. A. Monday, the regular Enœnial exercises will take place, with the conferring of degrees, presentation of prizes and addresses. Tuesday will be devoted to receptions and the conferring of honorary degrees. Wednesday will be students' day; and on Thursday the corner-stone of the new science building will be formally laid. Receptions, students' games and appropriate festivities will enliven the occasion, which will be a memorable one in university circles in Canada.

National Sentiment.

The past few months have been eventful ones for Canada. The eager patriotism of her sons, rushing from all parts of the country from Cape Breton to the Klondyke to the defence of the empire, has done more to make Canada known to the world than any other event in her history. The gallant spirit and daring valour of these sons at Paardeburg, where they poured out their life blood equally with English, Scotch and Irish, has called forth unstinted praise from the commander-in-chief, and from English-speaking people the world over. History-making for Canada has gone forward with leaps and bounds within these few months. A spirit of patriotism and devotion to the mother-land has infected all classes, and is already giving a more vigorous personal-



ity to Canada. We have been proud of our grand natural scenery, our boundless resources, the industry and energy of our people, the abiding faith they have in their own country, their quiet determination to preserve a land owning the prestige of Britain's fostering care. But there has sprung up anew the desire to share in England's danger, to bear the brunt of battle with her, and to win renown side by side with her own soldiers on hard-fought fields. These bring added responsibilities, but they bring also a closer bond with the mother country and an active loyalty that Canadians of this generation were strangers to simply because no opportunity arose to show their devotion. But as each fresh contingent sailed from our shores, and as each fresh report came of the pluck and endurance of our soldiers in distant South Africa, we have felt proud that we are Canadians. The children of our schools share this enthusiasm. They watch this growth of national sentiment and become sharers in it. They help to swell the contributions that go forward to provide comfort for our soldiers in the field; nor are they forgetful of famine-



Wolfe.



Montcalm.

stricken India; for true patriotism quickens all generous impulses and makes us alive to the sufferings as well as the glories of others. They take a fresh interest in the history of their own country, and read of historic deeds and incidents that helped to win for us the country in which we now live and whose institutions we hold sacred. But along with this feeling, that we are engaged in nation building, there should go with it a love for the particular place in Canada in which we live; an inspiration to help build that up, to take pride in improving it, to make homes and schoolrooms attractive, to have town or district improvement so general that it shall not be left to a few enterprising people to make the place attractive, but that all will join in the work. If schools and homes were made attractive by books and pictures, there would be a greater interest and enjoyment in them, and consequently more desire on the part of those who



Lord Amherst.

grow up here to remain in this country than to seek homes elsewhere. And we should give the place of honor in home and school to books of good English literature; to pictures that are illustrative of our natural scenery, and of incidents of our national life that will quicken the ardour of the children. The picture of Queen Victoria should be in every schoolroom; the pictures of those generals and statesmen of the past who have devoted their lives and energies to give us those free institutions which we enjoy should come next in importance. We should have scenes of historical interest, as well as of those heroes and pioneers who have made Canadian history. A few pictures of good quality are better than many of a medium quality,



Lord Howe.



General Abercromby.

and no inferior picture should be allowed within the walls of a school or home. It is better that the children should have their taste cultivated by natural scenes alone than by pictures that would corrupt their taste.

Finally, in building up a national sentiment, it is the *knowledge* of one's country that must be the stimulus to patriotic emotion; and with this there will be ever present the desire to *do* something that will make the country a better home for them.



Sir William Johnson.

For the illustrations used above we acknowledge our obligations to J. George Hodgins, M.A., LL.D., Librarian and Historiographer of the Education Department for Ontario. His pamphlet, "Schoolroom Decoration," in which they appeared, should be widely read for its stirring and patriotic utterances on the need of more refining influences surrounding our schoolrooms.

Spelling.

Before the middle of the eighteenth century, orthography was not considered to be an important branch of instruction. A writer's educational standing was not judged by his spelling, nor was his reputation jeopardized if he represented very many words in different ways according to his fancy. Since that period, however, the standard dictionaries have decided how words shall be spelled. Now-a-days the person whose spelling varies from some well-recognized standard is not thought to be well educated.

The forty or fifty sounds used in the English language are represented by the twenty-six letters of our alphabet in so many anomalous ways that good spelling is an accomplishment so difficult of acquisition that it requires years of toil.

Although good spelling is no guarantee of scholarship or ability, yet bad spelling is taken as a sure sign of illiteracy. There is no other subject in the course of study so devoid of rational interest, or which does so little to develop mental power, store the mind with useful information, or form good habits. And yet for other reasons the teacher cannot afford to disregard it, nor even permit himself or his pupils to favor the most rational reform. He may awaken thought, inspire his pupils with the love of knowledge, imbue them with high moral ideals, and cultivate will-power, and yet be reckoned a poor teacher if they do not spell and write well. The majority of parents know something of spelling and penmanship, and must, of course, judge by the only means at their disposal.

The complaints about the bad spelling of the pupils of the schools of to-day, as compared with those of forty or fifty years ago, do not seem to be well founded. At the time when school fees were paid directly, only the better class of pupils were sent to school. Now all are compelled to attend,—a large proportion of whom are likely to be weak in every subject. But comparing pupils of the same class, the boy of to-day of twelve years of age is a much better speller, writer and scholar generally than his father or grandfather at the same age.

Seeing that the mastery of the arbitrary combinations of letters that we call spelling is so difficult of acquisition, and that the notion prevails that inability to spell is the surest evidence of the want of culture, it becomes important for the teacher to be able to make good spellers in the shortest time and with the least drudgery.

The ability to spell well depends chiefly upon a good visual memory, partly upon the motor and articulatory memory, and occasionally upon auditory memory.

The pupil who, in the exercise of his sight, can in a given time take in the greatest number of details and retain them longest, will be the one who will learn to spell most easily. This faculty is of course strongest where interest is strongest, and may be greatly improved by exercise. For this purpose various devices may be used. For example, a few words are written on the blackboard. The pupils, after looking at them for a minute, are asked to write them from memory and correct the reproduction from the blackboard.

The exact shape of each letter, the small differences that distinguish the printed *b*, *d*, *p* and *q*, or *n* and *u*, should be noted. To sharpen this faculty still further, pupils should be asked from a glance at a plant, a shop window, or a miscellaneous collection of objects, to describe them in detail.

When the pupils in the lower grades are learning to read, every one who attends school regularly should be expected to know perfectly every word of every lesson before passing on to the next. The new lesson should contain only a very few new words, introduced according to some definite plan. In the oral lesson, which should invariably prepare for the reading lesson, the teacher should familiarize the pupils with the use and form of these new words, so that when they meet them in the books they will not cause any interruption to the interest of the story. Before leaving them, these words should also be used in interesting written exercises.

If this work is done faithfully there will not be much need for oral spelling, but it should not be neglected as it is of some benefit to all, and particularly helpful to those who think by preference in auditory images. To

make oral spelling more effective, the pupil should learn his spelling lesson at home aloud, pronounce every word before spelling it, and make a slight pause after each syllable. We need to use the four-fold channel of eye, ear, voice and hand, and to elaborate as many associations with the words to be learned as possible.

Up to Grade VI, or perhaps Grade VII, the pupil does well who has formed the habit of invariably spelling correctly all the words that he uses to express his ideas, and perhaps he should not be expected to do any more than this. But before leaving Grade VIII, that is before leaving the common school, he should be able to do much more than that—he should be able to spell all the words that he is likely to have occasion to use for the next few years after he has left school—all the words that relate to ordinary business transactions, and all names in frequent use of persons, places or things. As many of these will not occur in any of his school literature, it will be convenient for him to use a spelling book such as that lately prepared by Dr. Rice, of the United States. Here he will find the most useful difficult words so arranged in classes with their exceptions as to emphasize their peculiarities and greatly aid the memory.

Other helps in the teaching of spelling :

1. Every pupil in Grades VI, VII and VIII, should be required to keep a list of the words which he spells incorrectly in his ordinary school exercises. The mere fact of having to keep such a list will make him more careful in writing his exercises. Besides, his time will be economized by having his attention directed only to the words over which he is liable to stumble.
2. The pupils of Grade VIII should learn fifty or one hundred Greek roots and twice as many Latin roots and trace the derivation of as many words as possible. This exercise will give a better insight into the structure of our language.
3. Spelling may be and should be incidentally taught in connection with almost every other lesson in school. In high schools the teacher of arithmetic should not only carefully correct any misspelled words that come under his observation, but he should be held specially responsible for all technical terms belonging to his subject, and so likewise the teacher in physiology, or any other department.
4. Occasional spelling matches will be of very great value in exciting interest, thereby making acquisition not only easier but more permanent.

W.—“How do you tell the age of a hen?”

V.—“By the teeth.”

W.—“Whose teeth?”

V.—“Mine.”

NATURE-STUDY — MAY.

The opening of buds into leaf and flower, the mating of birds and their gathering material to build their nests, the awakening into activity from their long winter's sleep of the various forms of animal life, are characteristic of this month. This activity, the rapidity of the changes and the exuberance of growth are very attractive to children. If they are taught to observe them aright, and think about these manifold changes, the return of each spring will be a joy to them through life.

Notice the buds expanding every day, especially under the influence of warm rains and bright sunshine. The protecting scales, which may be likened to our overcoats and waterproofs, are gradually thrown off and the crumpled edges of the leaves appear. Notice how each leaf is folded up to occupy the least space, as well as to preserve from injury the delicate fabric. There are some half dozen different forms of vernation, as this arrangement of leaves in the bud is called,—circinate, involute, convolute, plaited, etc. It will be a study to notice, as the leaves expand, these various forms of folding.

The flowers that appear this month and in early June are very attractive and easy to study—the Trillium or Birthroot, with its leaves and flowers arranged in threes; the Dog-Tooth Violet, most inappropriately named as it belongs to the Lily family; the Claytonia or Spring-Beauty, one of our most beautiful spring flowers growing in moist places and on the sunny edges of woods; the Sanguinaria or Blood-root, its large pure white petals in striking contrast with the blood-red juice of its root. The Hepatica and May-flower, although earlier, may still be found in less exposed and more northern places. The Violets, the Anemones, Bellwort, Marsh-Marigold Strawberry, and others, may be expected, and will form garlands and bouquets for Empire Day; for it will be appropriate to search our meadows, fields and woods and place in the schoolroom for decoration those exquisitely beautiful early flowers that make our land attractive in late May and early June. Let the pupils make suggestions about the arrangement of the flowers to give the best effect to their beauty. In this preparation and always—do some effective teaching: the flowers give beauty to the world, but their bright colors are to attract insects, to the advantage of both; the life of the flower is short, its purpose being to form seeds and perpetuate the plant; teach the parts of a flower, comparing the different number of parts in different flowers; show how the plant does its work, and what a short time it has in

which to do it. (The period of active growth of most plants in this part of Canada does not exceed ten weeks).

Aim to make pupils more acquainted with bird life this season. Let them renew the acquaintances of last year and try to form new ones. Watch the development of insects, and let the neighboring ponds be visited for illustrations of the life that is there.

THE HEAVENS IN MAY.

The eclipse of the sun on May 28th will be total in a portion of the Southern United States (the path of total eclipse from the Pacific ocean crosses Mexico, a corner of Texas, out into the Gulf of Mexico, enters Southern Louisiana, whence it passes in an almost straight line to the Atlantic ocean at Norfolk, Va., at which place the sun will be entirely covered at 9 o'clock a. m.) The partial phase of the eclipse will be well worth looking at throughout the Maritime Provinces.

Venus attains its greatest brightness on the 31st, when it will be one hundred times brighter than an average first magnitude star. Mars is morning star, rising an hour and a half before sunrise. Jupiter comes into opposition on the 27th, rising about 7 p. m.

Agricultural Education.

To the Editor of the Educational Review :

DEAR SIR,—Mr. Percy J. Shaw's article, in the April REVIEW, on the laboratory method of teaching agriculture in the schools by a garden attached to each school, is one I have often thought of and spoken of in private conversation.

In country places, an acre or two of ground could be had for each school on which the most approved method of agriculture, including agricultural chemistry, could be taught. Outside work, occasionally, would tend to strengthen the body as well as the mind and thus increase industrial habits which all need when it becomes necessary to leave the parental roof and face the world on their own account. By such a method of teaching, theory and practice would work well together.

We have known men of good education but little energy, which can be attributed in many cases to the want of industrious employment in youth. Poring over intricate studies in school, and little or no recreation to divert the mind, except games of one kind and another, is not a good method of bringing up a child.

As a matter of course, youth must have amusements, but useful employment with the hands as well as the head, must help them in manhood, and I do not believe there can be anything better than the study of agriculture. Professional, commercial and mechanical studies

are very necessary, but all must look to the soil for the sustenance of life, and consequently agriculture must have the first place.

W. M. J.

Westfield, N. B.

To the Editor of the Educational Review :

SIR,—I have been much interested in the article on School Gardens which appeared in your last number. I have no doubt that experimental teaching of that kind would solve many of the difficulties surrounding the study of agriculture in our schools; but to do much garden work the teacher's position must be a more permanent one than it now is. A few children scattered throughout ten or eleven grades; a squalid looking school-house, poorly furnished and with no equipment; trustees whose chief concern is to get along with the smallest possible expense, and who will readily change a teacher at the end of the year if another can be had for twenty dollars less, are difficulties that cannot easily be surmounted in the proper maintenance of school gardens. This state of things does not apply to town or village schools; but it is true that precisely where agriculture is most needed to be taught, and where nature does the most for the section (the rural district), there the conditions which I have mentioned above are too often present, and prevent a teacher from doing what he otherwise could.

Can the teacher do much to remedy this? If he is the right man, it is said he can. But the right man doesn't go into such a field. His talents find better employment and better reward elsewhere.

Again, our present system of education is too expensive. The teacher cannot reduce the expense if he does make the section appreciate education; but too often trustees and ratepayers neither appreciate his efforts nor the value of a common school education such as the present system aims to give. We need consolidation.

E. H.

Kings County, N. S.

A system of free school transportation has been in operation the past winter in several counties about Canton, Ohio. Central township high schools have been provided, and wagons transport the children from the remote parts to and from school. Recently additions have been made to the "kid wagons," as they are called, in the way of a covering of enameled cloth. Windows and doors are provided, and also stoves to keep the girls and boys warm. The driver has resolved himself into a mail carrier for residents along the route, and in this way a system of rural free delivery is maintained.—*The Pathfinder.*

For the REVIEW.]

English Literature in the Lower Grades.

AN APRIL DAY.

All day the low-hung clouds have dropped
 Their garnered fulness down;
 All day that soft gray mist hath wrapt
 Hill, valley, grove and town.
 There has not been a sound to-day
 To break the calm of nature,
 Nor motion, I might almost say,
 Of life or living creature;
 Of waving bough, or warbling bird,
 Or cattle faintly lowing;
 I could have half believed I heard
 The leaves and blossoms growing.
 I stood to hear—I love it well,
 The rain's continuous sound,
 Small drops, but thick and fast they fell
 Down straight into the ground.
 For leafy thickness is not yet
 Earth's naked breast to screen,
 Though every dripping branch is set
 With shoots of tender green.
 Sure since I looked, at early morn,
 Those honeysuckle buds
 Have swelled to double growth; that thorn
 Hath put forth larger studs:
 That lilac's cleaving cones have burst
 The milk-white flowers revealing,
 Even now upon my senses first
 Methinks their sweets are stealing.
 The very earth, the steaming air,
 Is all with fragrance rife,
 And grace and beauty everywhere
 Are flushing into life.
 Down, down they come—those fruitful stores,
 Those earth-rejoicing drops!
 A momentary deluge pours,
 Then thins, decreases, stops;
 And ere the dimples on the stream
 Have circled out of sight,
 Lo! from the west, a parting gleam
 Breaks forth, of amber light.
 But yet behold—abrupt and loud,
 Comes down the glittering rain:
 The farewell of a passing cloud,
 The fringes of her train.

This poem is called "An April Day," but in what month of our spring would you place the scene it puts before us? What are the "fruitful stores" that the clouds have "garnered"? How does the earth show that she rejoices over them? Where is the writer, in town or country? What time of day is it? What senses does such a day as this please? The eye? the ear? any other? What do farmers call such a day? What are the warbling birds that you hear in the spring? What are the first "shoots of tender green" that you see? and the first flowers?

These verses were written a great many years ago;

and if they were printed as they were written you would find them very hard to read, for our language has changed a good deal in looks in four hundred years; so the words have been put into the spelling that we are familiar with, and some have been changed altogether. No one knows who wrote this poem. For a long time it was thought that it was the work of Geoffrey Chaucer, the first great English poet, but it is almost certain that he did not write it. Whoever the writer was, we can see that he loved nature, and had an eye quick to see the beauty around him, and ready words to tell of it. And so, though we do not know his name, we feel that he was worthy to be in the long line of English poets.

ELEANOR ROBINSON.

For the REVIEW.]

The New Canadian Geography

OFFERED FOR AUTHORIZATION IN N. B. PUBLIC SCHOOLS.

This book is an unhappy combination of two American Geographies, without attempting to follow the plan of either. It is compiled from Fry's Advanced Geography and Fry's Elementary Geography in the order mentioned. That is, the introductory portion of this so-called Canadian Geography for Public Schools is taken from Fry's Advanced Book, and the latter portion from Fry's Elementary Book. The compiling gives evidence, in gradation of lessons and general arrangement throughout the whole book, of haste and indiscretion. It is made from these two books after the pattern of the "crazy quilt." It is an elaborate piece of patch work, a palmary illustration of the old proverb, "Too many cooks spoil the broth." It is a scrap-book, a picture album, a Canadian history, a statistical almanac, and a popular lecture, carefully mixed up by half a dozen writers in different provinces in order to secure local influence.

It is particularly and specially aimed at the average school trustee with a view to immediate introduction. The wants of the average pupil are sublimely overlooked.

The experience of the best practical educationists of this country, of England, of Germany, and of the United States, in the preparation of public school text books, is quietly ignored. Instead of following the plan of either one of Fry's Geographies, any pretence of plan has been ignored in attempting to combine the two in one, and in "putting the cart before the horse" by taking the introductory portion of the so-called Canadian Geography from the advanced book, and the advanced portion from the elementary work.

It is a book in which the letter press occupies less space than the pictures, and the pictures are huddled

in groups that have little connection with the reading matter. No ordinary child would think of reading the book, but only of turning over the pictures for amusement and pastime.

Of course, a good geographical picture album may be of use to an intelligent teacher, who is capable of furnishing the appropriate explanatory matter. But a text book is supposed to help the teacher and economize time. It is expected to give the pupils of ungraded schools—and they are the vast majority—the means of teaching themselves the great leading facts of geography, with little assistance, as the teacher's time is of necessity split up into small fragments. The *New Canadian Geography* ignores this imperious necessity and supplies a class of pictures to which little or no reference is made in the lessons or text. The fundamental law, "one thing at a time," is violated on every page in the overstrained attempt to capture the non-scientific trustee by a great spectacular exhibition of photographs.

This geography assumes that boys and girls of our public schools are quite capable of understanding and assimilating bald statements of unconnected facts, wide generalizations, stated in dry abstract terms. It plunges into the midst of things; and the teacher will find that it costs a vast sacrifice of time and patience to explain the explanations.

In the first lesson of this book we find a bare statement of proofs that the earth is round. On the next page, amid a display of diagrams, etc., that are left to explain themselves, we find a curt statement telling the condition of the bottom of the sea. Thirteen pages further on we find a picture of the sea itself, giving a dim conception of what the book began to talk about. The "horizon," "the equator," and the "north pole" are boldly introduced as well-known acquaintances; then turning over several pages we stumble on the explanation that "The equator is an imaginary line, etc," but the "horizon" and "north pole" seem to be left in sublime mystery.

On page 19 we may stumble upon a paragraph dealing with the "ice of the glacial period" the effects of "glacial action" on Canada and the United States, the "terminal moraine," "glacial lakes, smoothed rocks and drumlins." Again, on page 98, we meet simple exercises such as these, "What provinces of Canada border on Quebec?" "What Gulf washes its coast?" "What Counties of Quebec border on New Brunswick?" and similar questions—all of which again suggest the "crazy quilt" and "blind man's buff," together with a very faint reminiscence of "the aims and ideals based on the most advanced psychological thought."

The greatest teacher that ever lived remarked, "First the blade, then the ear, then the full corn in the ear." But this unnatural production, as a geography, seems to say to pupils and teachers, "Begin with the ripe ear and end with the tender blade," and "if that method is hard to follow, just look at the beautiful pictures and take courage."

The "Imperial Aspect" of geography is suggested in this book and the compiler who tried to Canadianize and patch it together, talks solemnly about "the Empire as a whole" as if the book were meant to promote Canadian and British national sentiment. Quite likely some enthusiastic school official will be tempted to gratify his patriotic feelings by reading a few pages of the volume. Probably he will turn up North America and discover fourteen columns devoted to the United States. Then he turns up Europe to see how the old Motherland compares with her big contemporary. Here he finds six and a-half columns sufficient for the British Isles. The inquisitive official opens his eyes and thinks. He turns to New York and reads thirty lines of descriptive letter press. Then he refers to roaring London and finds the great metropolis of the world disposed of in nineteen lines. This sets him a thinking again, and he continues reading. He looks up the government of the "United States" and finds *sixty* lines necessary to describe the machinery for managing that great republic. Opening a little further on at "the government of the British Empire," he is surprised to find only *thirty-five* lines given to describe the machinery of that scattered domain on which the sun never sets. In the *Review Questions* on page 199, we find a special section devoted to the United States; this deals with the government. But no space is devoted to such review of either Canada or Great Britain. Again, the curious and inquisitive official pauses to reflect on the greatness of the United States, and begins to turn the pages back and forth restively. He discovers six lines to Glasgow and twelve to Minneapolis, six lines to Duluth, and one line to Edinburgh; sixty-six words to Toronto and eighty to Cleveland. Then the official goes off into a brown study on imperial federation *versus* annexation to the greatest country on earth, and winds up by wondering how young Canadians can be inspired with patriotic sentiments by using this "New Canadian Geography."

This unnatural Geography is never a readable book. It calmly proceeds to dump down loads of unrelated facts on the first few pages, that will serve to make the teacher's life a burden, and the pupils' antipathy to geography life-long.

The exercises are apparently graded backwards. We find on page 27 the following conundrum, "Where would

a man be if he had no latitude or longitude?" What could be said if a clever urchin should answer, "He would be at page 27."

We are surprised to find that notwithstanding the great display of pictures, charts and diagrams, the simple subject of map-drawing, so essential in teaching geography, is neither explained nor illustrated. The simple maps of a school ground and a township with exercises thereon would insure much better results than the map of "General Plan of the Winds," page 15, the "Chart of the Ocean Currents," page 19, the diagram of "Isothermal lines," page 23, or a "Map of the Moon," page 27. The photographs of a geographical museum will hardly pass muster for a well-arranged, helpful textbook in the twentieth century. Pictures there should be, to be sure; but they should be carefully selected and carefully studied. No vagueness and confusion should have any place in a modern textbook. Every picture should have some definite educative value; every line of space should be used for an intelligent purpose. Real help should be rendered to the earnest teacher rather than mere amusement to the unthinking pupil. The pictures should appeal to the expert educationist instead of pandering to superficial taste and amusement.

We are surprised to find in this "New Canadian Geography" which speaks in the preface of "the closer unity of the Motherland and her colonies," only a small map of the British Isles with no counties marked thereon. This one instance marks a world-wide difference in the ideals followed by publishers, as all other Canadian or British geographies that we have seen, have separate maps of England, Ireland and Scotland, with the counties well defined.

The plan and system followed in this book is a relic of bygone ages. If little Luther had to study some such book we can easily understand how it came to pass that he was caned by the faithful monks fourteen times in one forenoon.

AD. RAM.

The Origin of "Breakdown."

To the Editor of the Educational Review:

DEAR SIR,—In a well-written and instructive volume, "Names and Their Meaning,"—A Book for the Curious, by Leopold Wagner, there is a chapter on Dances, which concludes with the following passage: "The term 'breakdown' is an Americanism, denoting the last boisterous dance before the breaking up of a dancing party towards early morning. Appropriately enough, such a dance invariably constitutes the final item of a negro-minstrel entertainment." At once the

question is suggested, why that which is danced at the *breakup* of a party should be called a *breakdown*, and may well be followed by an effort to find any reason for the use of the latter name. Neither the possible breakdown of exhausted dancers, nor that of an insufficient floor can be considered adequate; and yet no other reason occurs.

But is it not more than probable that this dance of the early morning was originally and appropriately called a BREAKDOWN, and that its present name is a corruption without meaning or beauty?

If this surmise is correct, the dance, with its restored name, rises from a somewhat vulgar level to one essentially refined and poetic. The Breakdown, indeed, in one art, might well claim to be akin to what the Aubade once was, and, perhaps in memory, still is in another.

The following refrain of a plantation song of fifty years ago, if not corroborative, is not wholly irrelevant:

"Go down to de shuckin',
Go down to de shuckin',
Go down to de shuckin' ob de cawn;
We'll wait ontel de mawnin'
We'll wait ontel de mawnin',
We'll wait ontel de breakin' ob de dawn,
Sure's ye bawn."

Yours truly, I. ALLEN JACK.

April, 1900.

Supplementary Reading.

Editor Educational Review:

SIR—One of the great needs of our schools, is that of supplementary reading matter. This, of course, does not apply to towns where facilities for obtaining reading matter are at hand, but to country sections, far from populous centres, where the children often have nothing to read but the prescribed readers.

As I was searching for something along the line of supplementary reading during last term, I noticed an inquiry in the REVIEW from a teacher who seemed to be in the same dilemma as myself. From the reply given, I learned of a number of United States firms who supply cheap classics. I at once applied for their terms and from them received samples which led to the purchase of quite a number of five and ten cent classics; and the pleasure to the pupils was unbounded. But, good as the material supplied by them is, yet, to us, citizens of Canada and of the British Empire, there is much to be objected to, and much lacking. Stories of Washington, Lincoln, Webster, Lowell, and others are excellent, and should be had when possible; but there are others, which if they could be obtained would, to us, be more acceptable, such as stories of Howe, Young, Haliburton, Harvey, Chatham, Gladstone, Nelson, Wolfe,

Bishop Laval, Champlain, De Monts, Sir John McDonald, Alexander MacKenzie, and many others.

Very many articles on education these days treat of the importance of teaching the history of our country to the pupils of our schools. Many methods are suggested to make the study interesting; but any of them, or any combination of them, fail to prove very satisfactory. In any other subject I can hold the individual attention of a class, but in history, I too often find an exception, and in this I am not alone by any means.

If stories of our principal men and events, past and present, in language like the classics above mentioned, were supplied to our Canadian schools at the rate of five or ten cents, the difficulty of making history interesting would to a great extent be overcome. Your History Notes are along the lines needed, but the literary part is not what is required for the first grades, besides treating of subjects beyond the capabilities of very young children. Why could not some enterprising Canadian publisher get up something like what I have mentioned, and I am much mistaken if it would not be a profitable experiment.

Hoping to see your views on this matter in the REVIEW soon.

Yours truly,

J. A. McLELLAN.

Kempt Road, N. S., April 21st, 1900.

[We have long been impressed with the necessity of a series of low-priced supplementary readings for the children of the grades below the high school. Our correspondent and others who have written to us on the subject, show this want with a great deal of force. We may state for their information that such a series will be brought out in a short time.—EDITOR.]

The English Flag.

[KIPLING.]

* * * * *

What is the flag of England? Winds of the world declare:
The North wind blew: "From Bergen my steel-shod van-
guards go;
I chase your lazy whalers home from from the Disko floe;
By the great north lights above I work the will of God,
And the liner splits on the ice field, or the dogger fills with cod.
I barred my gates with iron; I shuttered my doors with flame,
Because to force my ramparts your nutshell navies came.
I took the sun from their presence; I cut them down with my
blast
And they died; but the flag of England blew free ere the
spirit passed.
The lean white bear hath seen it in the long, long Arctic night;
The musk ox knows the standard that flouts the Northern
light.
What is the flag of England? Ye have but my bergs to dare,
You have but my drifts to conquer, go forth, for it is there."
The South wind sighed: "From the Virgins my mid-sea
course was ta'en
Over a thousand islands lost in an idle main,

Where the sea-egg flames on the coral and the long-backed
breakers croon

Their endless ocean legends to the lazy locked lagoon,
Strayed amid lonely islets, mazed amid outer quays,
I waked the palms to laughter, I tossed the scud in the breeze;
Never was isle so little, never was sea so lone,
But over the scud and the palm trees an English flag was
flown.

I have wrenched it free from the halliard to hang for a wisp
on the horn;

I have chased it north to the Lizard, ribboned and rolled and
torn;

I have spread its fold o'er the dying adrift in a hopeless sea;
I have hurled it swift on the slaver and seen the slave set free.
My basking sun-fish know it, and wheeling albatross,
Where the lone wave fills with fire beneath the Southern cross.
What is the flag of England? Ye have but my reefs to dare,
Ye have but my waves to furrow; go forth, for it is there."

The East wind roared: "From the Kuriles, the bitter seas I
come,

And me men call the home wind, for I bring the English home.
Look—look well to your shipping. By the breath of my mad
typhoon

I swept your close packed praya and beached your best at
Kowloon;

The reeling junks behind me and the racing seas before,
I raped your richest roadstead; I plundered Singapore;
I set my hand on the Hoogli; as a hooded snake she rose,
And I flung your stoutest steamers to roost with the startled
crows.

Never the lotus closes, never the wild fowl wake,
But a soul goes out on the East wind that died for England's
sake;

Man or woman or suckling, mother or bride or maid;
Because on the bones of the English the English flag is stayed,
The desert dust hath dimmed it; the flying wild ass knows;
The scared white leopard winds it across the taintless snows.
What is the flag of England? You have but my sons to dare,
Ye have but my sands to travel, go forth, for it is there."

The West wind called: "In squadrons the thoughtless galleons
fly

That bear the wheat and cattle lest street-bred people die;
They make my might their porter, they make my house their
path

Till I loose my neck from their rudder, and whelm them all in
my wrath.

I draw the gliding fog bank as a snake is drawn from the hole.
They bellow one to the other; the freighted ship bells toll;
For day is a drifting terror, till I raise the shroud with my
breath,

And they see strange bows above them, and the two go locked
to death.

But whether in fog or rock-wreath, whether by dark or day
I heave them whole to the conger or rip their plates away,
First of the scattered legions under a shrieking sky,
Dipping between the rollers, the English flag goes by.
The dead dumb fog hath wrapped it; the frozen dews have
kissed;

The naked stars have seen it a fellow star in the mist.
What is the flag of England? Ye have but my breath to dare,
Ye have but my waves to conquer, go forth, for it is there."

How the British Empire is Governed.

1. *The British Isles.*—The United Kingdom of Great Britain and Ireland (including England, Ireland, Scotland and Wales) a monarchy, with responsible government, *i. e.*, the sovereign acts by the advice of ministers who hold office as long as they retain the confidence of the people's representatives in parliament. The parliament of the United Kingdom, consisting of the crown, the house of lords and the house of commons, is the supreme authority of the British Empire.

The Isle of Man, a dependency with representative but not responsible government, *i. e.*, the people by their representatives in the legislature, have a voice in making laws; but the executive officers (like those in the United States of America) are not responsible to the representatives of the people. The Manx parliament, called the court of Tynwald, contains an elective branch, the house of keys, which is one of the most ancient legislative assemblies in the world.

The Channel Islands, representative dependencies of England, having two local legislatures—one for Jersey, called the States of Jersey, and one for the other islands, called the States of Guernsey.

2. *The British East Indies.*—British India (including Bengal, Madras, Bombay, Further India and the Feudatory States) an empire, governed by a viceroy acting under the secretary of state for India, and a legislative council appointed by the Queen. (A colony under such non-representative government is called a crown colony, but India cannot properly be classed as a colony). It is divided into thirteen local governments and administrations, some of which have legislative councils appointed by the Queen, and a number of native states under British protection, governed by native princes with the assistance of English agents. The East India Company, from whose trading posts our present Indian empire has developed, was chartered by Queen Elizabeth in 1600.

Ceylon, a crown colony, with a governor and legislative council for the whole island. It is divided into nine provinces, the local affairs of which are administered by government agents.

The Straits Settlements, a crown colony.

British North Borneo, a protectorate, the government of which is administered by a chartered company.

Brunei, a native state under British protection.

Labuan, a crown colony.

Sarawak, a protectorate, governed by a rajah and native officials.

3. *British North America.*—Newfoundland, a colony with responsible government. This is the oldest of British colonies; its existence as such dating from about 1620, though its first governor was not appointed until 1728.

The Dominion of Canada, a federal dependency, with responsible government. Each of the seven provinces of the dominion has responsible local government, and there is a representative local government for the North west Territories.

The Bermudas, a colony with representative but not responsible government, (their form of government, therefore, resembling that which prevails in the United States, rather than our own).

4. *The British West Indies* (including colonies on the mainland). The Bahamas, a colony with representative but not responsible government.

Jamaica and its dependencies, a crown colony.

British Honduras, a crown colony.

The Leeward Islands, a federal colony with representative government in part. There are five presidencies in the federation (Antigua, St. Christopher, Dominica, Montserrat and Virgin Islands), two of which have their local governments partly representative.

The Windward Islands, a federation with partly representative government. There are three local governments (Grenada, St. Lucia, St. Vincent), the legislatures of which are not elective.

Barbadoes, representative but not responsible government.

Trinidad and Tobago, a crown colony.

British Guiana, representative but not responsible government.

5. *The British Possessions in South Africa* (probably soon to be placed under a viceroy).

Cape Colony, responsible government.

Natal, responsible government.

Basutoland, a crown colony.

Bechuanaland, a crown colony.

The Orange River District (recently the Orange Free State) now under military government so far as the British occupation extends.

The Transvaal Territory, now nominally a republic, subject to British control in its foreign relations. Having forfeited its treaty rights by declaring war and invading the British provinces, it will be placed under British military rule when the armies now moving against it reach their destination.

British Zambesia, or Rhodesia, a protectorate, the affairs of which are administered by the British South Africa Company.

Nyassaland, a protectorate under an imperial commissioner. The affairs of the territory beyond, so far as it is under British influence (British Central Africa), are administered by the British South Africa Company.

6. *Australasia.*—Australia, soon (if the bill now under consideration passes the imperial parliament) to be united in a federation, with responsible government, called the commonwealth of Australia. The several provinces (New South Wales, Victoria, Queensland, South Australia and Tasmania) will retain their present form of representative and responsible government, as in the provinces of Canada.

Western Australia, with responsible government, not at present to be included in the Australian federation.

New Zealand, a colony with responsible government.

British New Guinea, a dependency of Queensland, governed as a crown colony.

The Fiji Islands, a crown colony.

The Cook Islands, a dependency of New Zealand, with partly representative government.

The Southern Solomon Islands, Tonga Islands, and other groups in the Western Pacific, British protectorates, most of them more or less subject to the government of New Zealand.

7. *British West Africa.*

The Gold Coast, a crown colony.

Lagos and adjacent territories (including the Niger Coast), a crown colony and protectorate.

Gambia, a crown colony.

Sierra Leone, a crown colony.

Nigeria, or British Soudan, recently administered by a chartered company; now a crown colony.

St. Helena, a crown colony.

Ascension Island, a naval station.

Tristan D'Acunha and adjacent islands, no official government.

8. *Scattered Colonies, possessions and spheres of influence.*

Gibraltar, a military colony.

Malta, partly representative government.

Cyprus, a British protectorate by convention with Turkey.

Egypt and the Soudan, nominally a dependency of Turkey, but British influence prevails in the administration.

Aden and its dependencies (Perim, Socotra, Kuria Mura Islands), a protectorate subject to the government of Bombay.

Somali, a British protectorate.

Mauritius and its dependencies, partly representative government.

The Bahrein Islands, a protectorate governed by a native chief.

Zanzibar and dependencies (British East Africa), a protectorate; affairs administered by a chartered company.

Uganda, protectorate, administered by an imperial commissioner.

Hong Kong, a crown colony. The government controls the adjacent territory under lease from the Chinese government.

Wei-Hai-Wei, a naval station, leased from the Chinese government.

The Falkland Islands, a crown colony.

Teachers' Institute.

The teachers of Inspectoral District No. 4, embracing Digby and Annapolis Counties, met at Middleton, N. S., April 11th and 12th. Inspector Morse presided, and the Superintendent of Education, Dr. A. H. MacKay, and Inspectors Roscoe and MacIntosh were present, with a good representation from the inspectorate of the latter, Lunenburg and Queens. In all about 125 teachers were enrolled. A cordial reception was tendered the visitors by the citizens of Middleton on the evening of Tuesday, April 10th, at which Principal O. P. Goucher presided. The *Middleton Outlook* and *Bridgetown Monitor* published very full and interesting reports of the proceedings, from which the following resumé is condensed. The *Outlook* also published portraits and sketches of Inspector Morse, and many of the teachers present.

After the opening on Wednesday morning the following officers were elected: Vice-president, O. P. Goucher;

Secretary-treasurer, A. H. Armstrong; Assistant secretary, Miss Ida B. Jameson; Executive Committee, Principals L. Ruggles, J. P. Connolly, A. D. Brown, F. E. Wheelock and Misses G. James and L. B. Reagh.

A paper on "Over-pressure" was read by Principal De Lancy, of Sandy Cove. The writer would not force the slower pupils to keep along with the others, as it causes discouragement and lack of thoroughness. He would only require four hours of school work, and no home study for those under ten years of age. To prevent over-stimulation he would not publish the marks made by candidates at the provincial examinations.

Principal Connolly thought that the greatest over-pressure was in grades IX, X and XI. He would modify the curriculum by having English as an imperative subject and the other subjects as options, any four to be taken. Principal Smith, of Mahone Bay, thought the science of Grades X and XI should not be attempted if work could not be made practicable; and in schools with insufficient staff, high school work should not be permitted. At present the whole number of subjects could not be taught in the time given. Principal Beryl G. James thought options impracticable, as it would increase the number of classes.

Principal Goucher thought it would be unwise not to publish the marks. Principal Ruggles thought we should not be called upon to teach in our schools what was, in reality, college work. He would cut the geometry down one-third and the algebra one-half.

Principal Connolly read an instructive paper on the "Metric System," advocating its universal adoption. He explained how the units of measurement were obtained; that the system had been legalized in all countries, with the exception of Russia and Montenegro, but had been adopted in few. Our present system is much more complicated, and the only objection to the new system is that it would cause confusion. Every school should have a complete set of metric weights and measures.

Principal Richardson thought that as England had not adopted our decimal system of currency, she would be equally slow in adopting the metric system. Principal Ruggles favored the system, and thought that prejudice was one reason why England had not adopted the system. He did not consider it expedient to teach both the old system and the metric system, as required at present. Mr. F. E. Cox said he would be pleased to see the system adopted, and likewise the twenty-hour system of reckoning time. Inspector MacIntosh said this system was used almost exclusively in the West India trade.

Superintendent MacKay, who had arrived during the

discussion, remarked that he was pleased to meet so many teachers, and to know that so many of the western counties were represented. He was gratified to know that the work being done in the institute was practical, and he desired to have an expression of the opinion of teachers on all subjects. Speaking of the metric system, he said that England was slow to adopt it on account of her tremendous trade. He said our text-books were more for reference than to be memorized. On motion of Principal Connolly a resolution was adopted requesting the Council of Public Instruction to have metric weights and measures provided for all our schools.

Mr. G. B. McGill, a former principal of the Middleton schools, then taught a lesson in "Agricultural Chemistry" to a class of pupils from the high school. By means of a jar of germinating beans and by drawings he showed what the plant takes from the air and the soil, how that its food consists of compounds, and thoroughly explained the process of assimilation and metastasis. At the close of the lesson he exhibited a chart, giving an outline of the entire lesson.

Prof. Smith, of the School of Agriculture, commended the lesson and said we were not as familiar with common plants and animals as we were with some that might be considered rare. Supt. MacKay also commended the lesson.

Principal A. H. Armstrong, by means of a blackboard and cardboard figures, taught the first principles of that branch of mathematical drawing known as orthographic projection. When asked by Supt. MacKay to show the utility of the lesson, he explained how this branch of drawing was used in making working plans, from which an article may be constructed, and led up to the teaching of manual training and technology.

Principal F. H. Spinney then read a paper on the "Practical Bookkeeper." He claimed that the present system of business training in our schools is defective. Pupils go through the forms without realizing what they are doing. He would make original and practical entries and discard the text-book.

Principal McKittrick thought the chief difficulty was in getting the child to grasp the meaning of "debtor" and "creditor." Supt. MacKay asked for an expression of opinion of the institute upon the advisability of teaching single entry to the eighth grade and double entry to the high school grades. Principal Connolly would drop double entry entirely, while G. B. McGill thought it was the only scientific method of bookkeeping. Prof. Smith thought that double entry was the only method adapted to the needs of the farmer.

Principal Cameron then taught a lesson in English,

subject, "The Armada," by Macaulay. He taught it in his usual inimitable style, holding the attention of all.

On Wednesday evening a public educational meeting was held in Oddfellows' Hall, which was crowded to the doors. Appropriate music and readings were interspersed with the addresses, which were of a very interesting character and intently listened to by the large audience. The interest of the people of Middleton in educational matters was shown by their hearty reception of the visiting teachers and their evident appreciation of the many good points made in the speeches of the evening. Inspector Morse presided, and addresses were delivered by Supt. Dr. MacKay, G. U. Hay, editor of the REVIEW, Prof. Smith, of the School of Agriculture, Inspectors Roscoe and MacIntosh. A very pleasant feature of the meeting was the presentation of an address and gold-headed cane to Inspector Morse by Principal J. M. Longley, on behalf of the teachers of the district. The address breathed a warm feeling of attachment to Inspector Morse, who has seen longer continuous service than any other inspector in Nova Scotia.

At Thursday morning's session Mr. Clark Gormeley, of Wolfville, gave an explanation of the construction and use of apparatus necessary for the teaching of physics to Grade XI, illustrating with a set of electrical apparatus which he had constructed himself. This apparatus has since been purchased by the Middleton school board.

Dr. MacKay thought a work-bench might be provided in a separate room, even in country schools, where an anvil, files, saws, etc., could be kept for the pupils, with a gift for mechanics, to work at noon hour. High schools might be obliged to provide such benches in order to draw extra grant. Inspector MacIntosh would take two years for Grade XI, in order to get time for experiments. Principal Goucher allowed his pupils to work experiments for themselves, and thus Grade X had worked nearly every experiment in the chemistry.

Miss Lulu Phinney, of Bear River, taught a model lesson in "English Literature" to a class of Grade IV pupils. Selections from "Hiawatha" were chosen for the lesson.

Miss E. A. Parker, of Middleton, then taught a lesson to the same class, subject, "Our Flag." She described the construction of the flag, and endeavored to show what true patriotism was.

The attractive manner in which both subjects were presented won favorable comment for the teachers present.

A paper entitled "The Use of Pictures in the School-

room" was read by Principal Harlowe, the writer's name not being given. He had decorated the walls with pictures that may be obtained from The Perry Pictures Co., Malden, Mass., at a trifling cost.

Principal Brittain, of Horton Academy, Prof. Smith and Principal Connolly referred to the importance of cultivating the æsthetic and moral side of pupils by means of pictures.

Principal Longley opened a discussion of the Provincial Teachers' Union by reading its constitution. Dr. MacKay said the union had done much to protect teachers from legal injustice or intimidation. A teacher should pay twenty-five cents per year to help those teachers who become involved in legal difficulty while in proper discharge of their duty rather than wait till they may themselves get into trouble and then join the union and ask their case to be borne by the union. Inspector Roscoe said two cases had occurred in his district of considerable influence upon the subject. The case of Principal Robinson, of Berwick, and Judge Chipman's elaborate decision on the case, served as a rule to teachers and trustees alike. The union supported Mr. Robinson in the case. In the other case a teacher was unjustly accused and dismissed by the trustees, but Secretary Kennedy, of the union, compelled them to reinstate him.

Dr. MacKay explained that by a law just passed, by unanimous vote of trustees and consent of inspector, teachers could be dismissed for incompetency.

Inspector MacIntosh discussed the subject of low salaries and offered as remedies (1) regulation of number of teachers to number of schools; (2) fixing grade of teachers to be employed by various schools; (3) fixing a minimum salary.

Principal Ruggles extended, on behalf of the citizens of Bear River, an invitation to all teachers to the Summer School of Science at that place. The people of the town are preparing to give those who attend a hearty reception.

Mr. J. H. Crowe, of Annapolis, opened a full and instructive discussion of spelling. The following resolution was the outcome of the discussion: "This institute respectfully requests that the number of words misspelled by each candidate at the provincial examination be placed on the summary of marks sent to each candidate."

Principal Creed opened the discussion of geometry by explaining how he taught beginners. He gave many apt suggestions on the subject.

The institute adjourned after asserting the advisability of meeting in spring rather than autumn, and after passing the customary votes of thanks.

Empire Day, 1900.

[Written for the EDUCATIONAL REVIEW, and dedicated to the school-children of Canada.]

Our Empire's Queen, when war-clouds loom
And darken round thine ancient throne,
Thy loyal sons from every clime
Will help thee still to guard thine own.

In lands beneath the southern cross,
On far Australia's continent-shore,
A grateful people know thy need,
And knowing, wait to ask no more.

In our own loved Canadian land,
O'er fields and prairies stretching far
'Neath where the great bear's seven-orbed fires
Swing wide around the polar star,

High thoughts of Empire fire the mind,
The invader's insults rankle keen;
From out our cities' guarded ports
Sail forth the soldiers of the Queen.

Each ship that on th' horizon's verge
Fades slowly on the watcher's gaze
Thrills deep the pulse's life with bold
Glad promise of the coming days.

Lord God of Hosts, our Fathers' God,
Dominion, might and power be thine:
Oh, hear the children as they pray,
Low kneeling at a common shrine.

God bless our Queen, beloved of all;
Grant her in peace again to reign;
Regard with kindly favour still
Our mighty Empire's wide domain.

Give of thy wisdom to the men
Who at the helm keep watch and ward;
Clear vision give, and high resolve
Thy truth and justice well to guard.

Our soldiers at the battle's front
Who steadfast stand though death be near,
Brave hearts, of old-time valour proved,
Oh, may thine angel's presence cheer.

And cheer *his* heart, though sore bereft,
Whose genius planned th' avenging blow;
Who checked invasion's threatening tide,
And backward turned the stubborn foe.

Give victory to the nation's arms
At last. The cause of justice bless;
And may our banners where they go
Still stand for Truth and Righteousness.

And grant that our Canadian youth,
'Neath streaming flags to-day who hear
The praises of their fatherland,
May learn the lesson plain and clear

Of loyalty to duty's voice:
Keep honour's name inviolate;
And love the simple virtues old
Which made and kept the Empire great.

Halifax, May 1st, 1900.

EMPIRE DAY.

Throughout Canada, the 23rd of May will be celebrated as Empire Day, and it is safe to predict that the day will be observed with that spirit and enthusiasm which have characterized the life of young Canadians during the past few months. The pages of the REVIEW will be found to contain stimulating and helpful material to aid teachers and scholars in the proper and intelligent observance of the day.

The Superintendent of Education in Nova Scotia, which "was the first province to place Empire Day among its legal institutions," directs attention in the last number of the *Journal of Education* to the enthusiastic celebration of last year throughout the province, and hopes for a carefully prepared and well executed programme for this year. Dr. Mackay adds:

We will have to study the growth and present character of each part of the Empire; think how Canada may help them and how they may help Canada; and endeavor to support and encourage all public men who are endeavoring to draw closer the bonds of fellowship, of mutual good feeling and of mutual aid. We have our Natal days, our Provincial and our Dominion days. On the 23rd of May let us prepare ourselves for the intelligent enjoyment of the anniversary of the birth of the best Queen of the best Empire, which we are determined to help all we can, like the great men whose Empire-building deeds we have been studying.

Chief Supt. Dr. Inch, of New Brunswick, has issued a circular calling the attention of all teachers to the order of the Board of Education in December last for the observance of May 23rd, and adds:

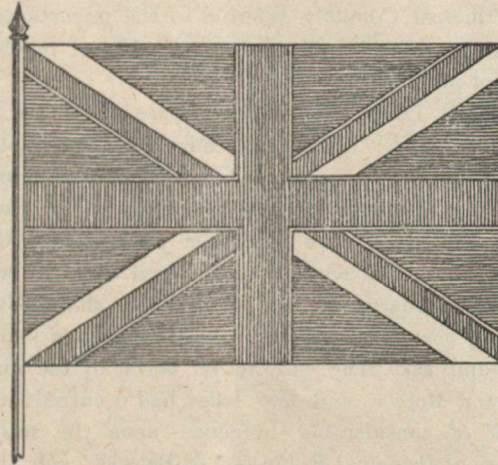
The struggle in which England is now engaged, and in which Canada is taking a prominent part, makes it especially fitting and desirable that every proper means shall be adopted to foster among the youth of our country a high national sentiment. To cultivate such a sentiment, our children must be taught something of the traditions, struggles, stages of growth, and glorious achievements through which the British Empire has reached its present commanding position as an exponent of the spirit of liberty, and the most powerful agency in the civilization of the world. The following suggestions may be of service in the preparation of a programme for the Day:

FORENOON—Lessons on the British Empire—Its extent and resources, its institutions and form of government, its literature and distinguished men. Lessons on Canada—Its extent and resources, its system of government, historical incidents, especially connected with New Brunswick. The history of the Union Jack as a national emblem might be taken up as the subject of an instructive and interesting lesson to the united school.

AFTERNOON—Patriotic recitations, songs and readings by the pupils, and addresses by trustees, clergymen, and others whose services may be available. At the afternoon exercises the public generally should be

invited to be present, and during the whole day, as well as on the following day, the British flag should float over the school building.

Our Flag.



TEACHER. When we hoist our flag on Empire Day what do we really pay our respects to?

SCHOLAR. To what the flag represents.

T. What does the flag represent? The Queen, is it

S. No. The flag was before the Queen was.

T. The government then? There was no flag before there was some kind of government.

S. I think it represents more than the government although I can't say exactly what it is. We never think about the government when we cheer for the flag?

T. What do you think about, then, when you cheer for the flag?

S. Of the great things done by people who carried it as we do.

T. Very good. You have a very clear idea. The flag represents the people and what they did. Now what have the people done?

S. They won great victories over other peoples.

ANOTHER S. When they conquered other people they left them better off than they found them.

ANOTHER S. They made good laws.

ANOTHER S. They tried to become good and noble, to put down what was wrong and to help others to be good and noble.

T. Yes. A great many of them have been distinguished in that way; what more?

JACK. The people have also made their own government, so that the flag represents the government, the people, and what the people have done.

T. Capital, Jack. Your idea is quite comprehensive. What is our flag called?

S. The British flag.

ANOTHER S. The British Ensign.

ANOTHER S. The Union Jack.

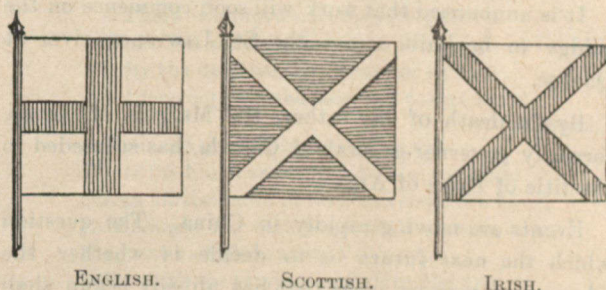
ANOTHER S. The Meteor flag of England.

JACK. The flag that braved a thousand years the battle and the breeze.

T. Well, you are right and wrong. We shall see how. While England's flag has braved the battle and the breeze for a thousand years, the *Union Jack* figured above has been in existence only eighty-nine years to date.

S. How is that?

T. The Union Jack is not England's flag any more than it is that of Scotland or Ireland. The English patron saint was St. George; and St. George's cross was a red vertical and horizontally armed cross on a white banner. St. Andrew's cross was a white diagonally armed cross on a blue banner; St. Andrew was the patron saint of Scotland. The patron saint of Ireland was St. Patrick, whose cross is a diagonally armed red one on a white banner. And the English, Scotch and Irish, were once separate kingdoms, with their own banners. Here they are.



ENGLISH.

SCOTTISH.

IRISH.

In heraldry, vertical shading lines represent red, horizontal shading lines blue, and the absence of any marking white.

T. When were England and Scotland united?

S. In 1603.

T. Well, it is then the first Union Jack came into existence. It was a union of the banners of St. George and St. Andrew.

S. What was it like?

T. A blue banner with the St. Andrew's cross covered with the red cross of St. George. When was Ireland united to England and Scotland.

S. In 1801.

T. Well, on that occasion the red cross of St. Patrick was added to the Union Jack; and so that it would not cover out of sight the white cross of Scotland. the Scottish and Irish arms of the cross are matched alternately against each other.

S. Then the Union Jack is called the *Union* because it is a union of the English, Scottish and Irish crosses, and this represents the united three kingdoms.

JACK. And the *Jack* because it was the English Jack, the sailor, who won for it the most glory at first.

T. Very good.

S. It is not the English flag then?

T. No more than it is Scottish or Irish flag. The English cross is in front; but the whole blue field as well as the white cross is Scottish. It is the Scottish banner plus the cross of St. George and St. Patrick. It is now the British flag—the flag of the world-wide Empire.

S. What is the British Ensign?

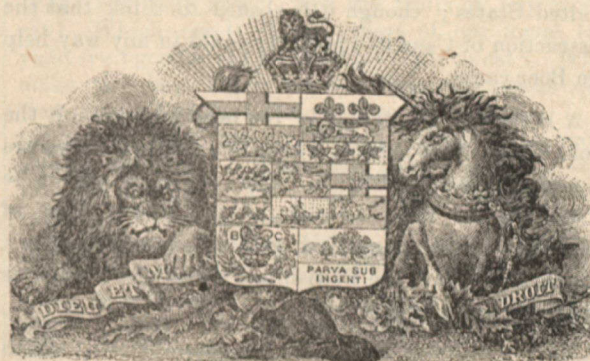
T. It is a red flag with the *Union* in the upper corner next the flag staff. The part most distant from the staff is called the fly. This flag is also known as the British Merchant flag. The Naval Reserve Flag has a blue fly. The man-of-War flag has a white fly divided by a St. George's cross, the upper inner angle of which is filled with the Union. The flag of the Admiral of the Fleet is simply the Union; of the Lord Lieutenant of Ireland, a union with a harp in the centre. There are many modifications of the flags to indicate particular kinds of service; but we are concerned only with the Union Jack and the Ensign.

S. Isn't there a modification of the Ensign which indicates the Dominion of Canada?

T. So there is. The Dominion Flag is simply the British Ensign with the Canadian Coat of Arms on the fly.

S. And what is the Canadian Coat of Arms?

Here it is, on the shield between the supporters the Lion and the Unicorn.



Canada is made up of its provinces; and its Coat of Arms consists of those provinces "quartered," as the heraldic term is, on the one shield.

S. The Canadian Flag, then, represents the Empire generally and each province in particular. Which of them are the Arms of Nova Scotia?

T. The fish with two thistles above and one below in the centre of the shield.

New Brunswick's on the left. What is it?

S. A ship with a lion above it.

T. Prince Edward Island's at the bottom on the right?

S. The little tree under the great one.

T. British Columbia's to the left —?

S. The wreath and crown.

T. Manitoba's to the right of Nova Scotia's —?

S. The buffalo and red cross.

T. Quebec's, the upper right corner —?

S. The three maple leaves, lion and two fleur-de-lis.

T. Ontario's on the left side —?

S. The three maple leaves and red cross.

CURRENT EVENTS.

A large part of the cities of Hull and Ottawa was swept by fire on the 26th and 27th of April, destroying much valuable property and leaving about twelve thousand people homeless and without means of support. The Chaudiere Falls, separating Hull from Ottawa, was spanned by a handsome suspension bridge, which has been destroyed. Prompt relief for the sufferers was sent from other Canadian cities and from England; but there will inevitably be much suffering because of the loss of employment involved in the destruction of the mills, factories and lumber yards of the burnt district.

The imperial German flag has been raised in Samoa, and undisputed German rule established over all the islands except that reserved to the United States of America as a naval station.

Three men are under arrest for attempting to blow up a lock on the Welland canal, at Thorold, Ont. It is believed that they are Boer sympathizers from the United States; though it is absurd to think that the destruction of Canadian property could in any way help the Boer cause.

A little war has arisen in the neighborhood of the Gold Coast, West Africa, where the Ashanti tribes are in arms against the British. The conflict is said to be a struggle for the possession of the golden stool of Ashanti, a great nugget of gold which was used as a throne, and which the British had declared forfeited as indemnity for a former war.

After a delay of six weeks at Bloemfontein, which time was needed for resting and strengthening his army and establishing his lines of communication, Lord Roberts has commenced his forward movement, his advancing forces presenting a front of forty miles. The Boers abandoned Brandfort, which was occupied by the British forces on the 3rd of May; and on the following day the mounted infantry, among whom are the Canadians, reached the banks of the Vet river, eighteen miles beyond, and fifty-three miles north of Bloemfontein.

Winburg is occupied by the British, cutting off the Boer forces to the southeast, and opening up a line for communication with Gen. Buller's forces in Natal.

While the main army has been comparatively inactive, there have been many minor engagements in the southeastern part of the Orange Free State, the general results of which have been favorable to the British arms.

In one of the recent engagements, the first Canadian contingent carried the enemy's position by a gallant

charge, in which their commanding officer, Col. Otter, was twice wounded. Col. Buchan is now in command, and the contingent is with Lord Roberts, attached to the division under command of Gen. Smith-Dorien. The Canadian Mounted Rifles and a part of the Royal Canadian Artillery are believed to be also with Lord Roberts; one battery of the R. C. A. is in Rhodesia, taking part in Gen. Carrington's expedition, and the Strathcona Horse is believed to be still at Cape Town or now on its way to the front.

France has begun the acquisition of Morocco, by taking possession of a part of the oasis of Tuat, an outlying dependency, the chief importance of which lies in the fact that it commands the best caravan road to Timbucto and the thickly populated fertile regions around Lake Tschad.

It is expected that over two thousand people from Ohio and the adjoining States will come to Canada during the present year to form a settlement in Alberta, North West Territory.

It is announced that work will soon commence on the bridge to be built across the St. Lawrence river at Quebec.

By the death of his father, the Marquis of Lorne, formerly governor-general of Canada, has succeeded to the title of Duke of Argyll.

Events are moving rapidly in China. The question which the near future is to decide is whether the advance of western ideas that has already begun shall continue under native rule, as was the case in Japan, or will cause a disruption of the empire and a consequent division of its territory among the nations of Europe that have already established "spheres of influence" there. With a population equal to that of the whole British empire, a united and progressive China would be a great power in the world.

The latest reports from the famine district in India say that distress is spreading, and five and a half million people are now receiving help. Relief from the United States and from Germany, as well as from all parts of the British Empire, is pouring in; but the need is still urgent.

G. M. asks the REVIEW if he can become a member of the Provincial Teachers' Institute without being a member of a County Institute. In answer, we may say that arrangements will be made at the meeting of the Institute for the enrolment of *all* teachers holding a provincial license who present themselves and pay the usual fee.

BUSY WORK.

Under this head each month there will be found exercises that may be used for silent seat work, class drills, and review work. Primary teachers are invited to contribute to this column any devices or plans they have found effective in keeping children profitably employed.

MOTTOES FOR ARBOR DAY.

The groves were God's first temples.—*Bryant*.

Nature, the vicar of Almighty God.—*Chaucer*.

The liquid notes that close the eye of day (the nightingale).—*Milton*.

When spring unlocks the flowers to paint the laughing soil.—*Bishop Heber*.

O, for a seat in some poetic nook,
Just hid with trees and sparkling with a brook.

—*Leigh Hunt*.

To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

—*Wordsworth*.

And this one life, exempt from public haunt,
Finds tongues in trees, books in running brooks,
Sermons in stones and good in everything.

—*Shakespeare*.

There is a pleasure in the pathless woods,
There is a rapture in the lonely shore,
There is a society where none intrudes,
By the deep sea, and music in its roar ;
I love not man the less, but nature more.

—*Byron*.

In June 'tis good to be beneath a tree,
While the blithe season comforts every sense ;
Steeps all the brain in rest, and heals the heart,
Brimming it o'er with sweetness unawares,
Fragrant and silent as that rosy snow
Wherewith the pitying apple tree fills up
And tenderly lines some last year's robin's nest.

—*Lowell*.

Learn well from bird and tree and rill
The sin of dark resentment,
And know the greatest gift of God
Is faith and sweet contentment.

—*Alice Cary*.

In the heart of a seed,
Buried deep, so deep,
A dear little plant
Lay fast asleep.
"Wake," said the sunshine,
"And creep to the light."
"Wake," said the voice
Of the raindrop bright.
The little plant heard,
And it rose to see
What the wonderful
Outside world might be.

—*Selected*.

COMPOSITIONS FOR ARBOR AND EMPIRE DAYS.

Improvement of school grounds ; School room decorations ; How to keep boys on the farm ; Uses of good pictures in the school room ; Canadian soldiers in South Africa ; brief history of our town (or village, or district) ;

The Paris Exposition ; the trees in winter ; trees in summer ; why I like to live in town ; why I like to live in the country ; Queen Victoria's visit to Ireland ; Incidents in Canadian history—Cartier's First Voyage, Story of Lady La Tour, Story of the Loyalists, Story of the Big Beaver, French Canadian Life and Character, Expulsion of the Acadians, Story of Laura Secord, the Legend of Glooscap. (These and other subjects are treated in the EDUCATIONAL REVIEW Canadian History Leaflets.

LANGUAGE LESSON FOR ARBOR DAY.

Require complete statements, good English, and ask the children to look up a verse or quotation suitable for each tree. Name three kinds of pine, and distinguish each by the number of leaves in a cluster. What famous pines do you know ? Name two kinds of oak. What famous oaks do you know ? Name some of the uses of the pine. Name some of the uses of the oak. Name five kinds of maple ? Why is the maple likely to become our national emblem ? Draw a maple leaf. An oak leaf. How do the leaves differ ? How resemble each other ? Draw leaves of the beech, birch, elm. Are they in any way alike ? What differences ? What differences in the bark of these three trees ? What are their uses ? Are the fruits of any good to eat ? Which one ? What others of our forest trees yield fruit good to eat ? Good for birds to eat ? Which make the best shade trees ? That boy looks quite "spruce." Do you know the tree referred to ? Is the likeness a good one ? Why ? How many native spruces are there ? What tree bears "gum ?" What tree has blisters in the bark ? What do the blisters contain ? What are its uses ?

The ingenious teacher will frame other questions, so so that material may be provided for "busy work" for many days to come. If the children do not know the shapes of leaves or other parts that may be developed later in the season, encourage them to wait and see for themselves—much the better plan than telling them.

SCHOOL AND COLLEGE.

Miss McNaughton, a graduate of the Truro Kindergarten School, has opened a kindergarten at Yarmouth, N. S.

A school concert at Upper Little Ridgeton, Charlotte Co., under the direction of Miss Annie Hyslop, realized the sum of twenty dollars, which is to be used toward the erection of a fence around the school grounds.

Mr. H. C. Henderson, of the Fredericton High School, has resigned his position to take a further course of study at Chicago.

At least two school grounds in the Maritime Provinces can boast of historic relics in the shape of cannon. The fine school building at Campbellton, N. B., has two French guns before the main entrance, which commemorate a striking event in the history of Canada—the last sea fight in North America

under the banners of England and France. This battle took place in 1760 on the estuary of the Restigouche, within sight of the spot where the relics of it are now placed. The other school ground, so ornamented and honored, is that of the Amherst Academy, which has recently been presented with the large gun from Fort Beausejour, by the Robb Engineering Co. of Amherst.

A concert and basket social was held by the pupils of the Curryville, Albert County, school recently under the direction of the teacher, Miss Marion R. Atkinson. The proceeds, amounting to the respectable sum of thirty-two dollars, will be devoted to painting the outside of the school-house.

The first practical experiment in Sloyd training for teachers and pupils of New Brunswick schools has been opened in the Normal School building, Fredericton. This is carrying out the purpose of Sir W. C. Macdonald to establish in centres in each province courses of manual training. Great interest has been manifested in the Fredericton school. A class has been opened for teachers every Saturday, and another room is to be fitted up to accommodate the pupils of the Normal School.

The Superintendent of Education for Nova Scotia announces that shorthand will probably be added as an "optional" to the high school course of study next year. The Isaac Pitman system is favored.

Wm. McIsaac, Esq., inspector of schools, District No. 6, Antigonish and Guysboro counties, N. S., has resigned on account of ill health. John D. Copeland, Esq., of Antigonish, has been appointed in his place.

A movement is on foot to unite the districts of Surrey and Hillsboro, Albert County, in both of which a new school-house is needed; put up a fine new building in a central locality, and have a graded school in place of the two superior schools at present existing. Inspector Steeves has devoted his energies to the accomplishment of this end, which, if carried out, will be the first practical step taken toward consolidation in New Brunswick. The result will be watched with interest.

M. J. Alphonse Benoit, ancien principal de l'académie de Church Point, vient de recevoir le degré de bachelier ès arts à l'Université Dalhousie, à Halifax. M. Benoit est parti mercredi dernier pour Lowell, Mass., où demeure son père M. Rémi Benoit, ancien précepteur des douanes à Arichat, et se propose de suivre un cours spécial à l'université Harvard.—*L'Évangéline.*

The 29th Annual Report of the Halifax School for the Blind has been received and is a most interesting and instructive document, showing a very prosperous year's work. During the past year 128 blind persons have been instructed, 80 males and 48 females. Of these 65 were from Nova Scotia, 34 from New Brunswick, 3 from Prince Edward Island, and 8 from Newfoundland.

The teacher of the Lower Brighton, N. B., schools says: "The pupils have a great interest now in their country's history. They have contributed to purchase the REVIEW Supplementary Readings in Canadian History, and I am sure they will find them a source of additional interest."

Miss Julia Colpitts, B.A., of Point deBute, Westmorland county, who graduated last year at Mount Allison University, has been pursuing a most successful post-graduate course at Cornell in mathematics.

Some of the teachers at Chipman, Queens Co., N. B., have organized a Parish Association, which meets monthly.

A library, some chemical apparatus, and other requisites have been procured for the Riverside school in Albert county. A school entertainment furnished the means—\$24. Mr. A. A. Allen and Miss Deery are in charge of the school.

At Nauwigewauk, Kings county, N. B., the pupils of the school, under the direction of the teacher, Miss Alberta Duffy, have by a concert raised \$32 for maps, library, blinds and other needed appliances.

The scholars of the superior school, Elgin, Albert county, raised by subscription \$11.70 for the purchase of a Canadian flag which will be unfurled to the breezes on Empire Day.

The little school at Carroll's Crossing, Northumberland county, is advancing with leaps and bounds. The teacher, assisted by the trustees and the ladies of the district, raised enough money by a concert and a pie social to buy a full set of new desks and a teacher's desk. One of the pupils, Willie McElwee, provided a flag-pole which the trustees put up. The teacher made a three yard flag—a red ensign. The school-house has some fine pictures nicely framed. Among the rest, that of Dr. Inch occupies, as it should, a very conspicuous place. The teacher is Miss Ina Mersereau.

As was announced in last month's REVIEW the American Institute of Instruction will meet in Halifax this summer. The opening welcome meeting will be held on Saturday evening, July 7th, in the Academy of Music. The regular sessions will be held on Monday, Tuesday, and up to noon on Wednesday. Teachers of Nova Scotia who attend the Institute will be allowed a credit not exceeding five teaching days, to be added to their holidays, such holidays requiring the concurrence of the school trustees of the section where the teacher is engaged.

RECENT BOOKS.

Teachers will be glad to hear that Mr. Parkin has arranged for a cheaper edition of his *Life of Thring*¹. This will do much to popularize the work in Canada, especially as it has the imprint of a well-known Canadian publishing firm. Nothing of interest to teachers has been left out of the later work; and in its more compact form it presents a sufficiently full resumé to make it of greater value than the bulkier and more expensive work. The matter of the first edition has been reduced by omissions of details of school life and portions of correspondence originally inserted, because they had special interest for readers personally associated with Uppingham. Thring's educational ideas are no less fully presented in this volume than they were in the larger work. Nothing has been left out that is essential to the fullest exposition of them.

¹LIFE AND LETTERS OF EDWARD THRING. By George R. Parkin, C. M. G., LL. D. London, The Macmillan Company, New York. For sale by Copp, Clark Company, Toronto, Cloth, pp. 513. Price, \$2.10.

M. Berthon, Teacher of French in the University of Oxford, in *Modern French Prose*¹ presents ten selections, one each from such writers as Balzac, Dumas, Mermiee, Gautier, Copie, Halevy, Bourget. The editor's aim has been to avoid the defects but combine the advantages of the complete novel and the book of extracts: "to produce a book which may ensure *sustained interest* without undue length and *variety* without scrappiness. Every piece is a complete tale, in most cases typical of the best style and manner of its author." The shortest covers 10 pages, and the longest 32 pages of this volume of Macmillan's Foreign School Classics. Some 50 odd pages of notes and biographical matter adapt it for scholars.

These additions to Heath's Modern Language Series² are adorned with portraits of Lamertine and Laboulaye. They have the usual notes intended for school boys and the *Coutes Bleus* has a vocabulary. The editor says, "the *Coutes Bleus* are charming little tales, entirely novel in theme, very simple and clear in language and abounding in arch reflections and humorous touches." The other volume presents selections relating exclusively to Louis XVI. and his family; and though taken from various parts of the original work each chapter is complete in itself; and, excepting abridgements, no liberties have been taken with the original text.

This book³ has sprung out of the author's *Short French Grammar*, "from which however it differs in several important respects." "The grammar and the exercise book are amalgamated, and the amount of practice work is vastly increased." "In eighty-five of the chapters are inserted short, consecutive paragraphs of a French text (taken from Maupassant's *Sur l'eau* and a *conte* of Madame d'Aulouy) to be used for practice in pronunciation and to furnish a vocabulary for the exercises." The earlier texts are printed with interlinear translations; for the others, a vocabulary is added.

The grammar is clear, concise, yet thorough in its treatment. It is provided with a serviceable index, is well arranged for school or college use, and should prove an excellent text-book.

These exercises,⁴ thirty-five in all, are based on Dumas' *La Tulipe Noire* and are intended for pupils in their third year's study of French. M.

The purpose of these object lessons⁵ is to lead children to rely upon actual observation and experience, rather than the memorizing of facts or acquiring lists of names. Thus children become interested in the world of nature around them and begin to form intelligent ideas of it. They become more

¹ SPECIMENS OF MODERN FRENCH PROSE. Edited by H. E. Berthon. Pp. vi—232. Price, 2s. 6d. Macmillan & Co., London.

² LAMARTINE'S SCÈNES DE LA REVOLUTION FRANCAISE. Edited by O. B. Super. Pp. vi—157. Price 35 cents. Heath & Co., Boston.

LABOULAYE'S CONTES BLEUS. Edited by C. Fontaine. Pp. iv—148. Price, 40 cents. Heath & Co.

³ THE ESSENTIALS OF FRENCH GRAMMAR. By Prof. Grandgent, of Harvard. Pp. vii—401. Price, \$1.00. Heath & Co.

⁴ EXERCISES FOR FRENCH COMPOSITION. By A. C. Kimball, Pp. 24. Price 12 cents. Heath & Co., Boston.

⁵ OBJECT LESSONS IN ELEMENTARY SCIENCE AND GEOGRAPHY COMBINED. Vol. III. Standard III. By Vincent T. Murché. Pages 201. Price 1s. 6d.

COMBINED READERS IN ELEMENTARY SCIENCE AND GEOGRAPHY. Book III. By Vincent T. Murché, F.R.G.S. Pages 193. Price, 1s. 4d. Macmillan & Co., London.

keenly alive to every fresh subject that is brought within the range of their observation, their faculties are aroused, and under the guidance of teachers who have imbibed the spirit of scientific inquiry they go on from step to step in laying a good foundation in elementary science and geography.

This book on Experimental Science¹ will be found to be a very useful one by teachers who wish to give their pupils a good working knowledge of physics and chemistry. The subjects in each are presented in a compact form, aided with abundance of illustrative experimental work, and with sufficient fulness to enable the student to understand the true significance of each subject.

A writer, who has visited foreign schools, says that the children in these schools are more polite than those in the United States schools. He draws a contrast from what he observed, and gives instances to show that children in schools on this side of the Atlantic show a lamentable disregard of what constitutes good manners. He cites an example of a boy and girl, aged respectively 15 and 13, who on being introduced to a lady did not return her salutation, but stared at her awkwardly without vouchsafing a single remark, good, bad or indifferent. The same writer speaks of being in a high school in one city which is supposed to represent the greatest culture. The boys and girls stared rudely at him and carried on a whispered conversation behind their books whilst he was in the room. We hope this is not true of many schools; and it should not be true of *any* if the teacher were possessed of good manners, for good manners is taught rather by example than precept. This point is very strongly emphasized in a book on "Courtesy,"² which has just come into our hands. It contains a series of interesting anecdotes in which deference to the feelings of others and illustrations of the value of good manners are clearly and entertainingly set forth.

A very interesting and useful book is the history of France³ written by Miss Stephen of Newnham College, England. It is adapted for the comprehension of children, but its simple narrative style will be appreciated by grown up people.

The publication of Johnson's Life of Pope⁴ in a convenient form suitable for general readers and students will be greatly appreciated. The notes and index which accompany the volume add to its value.

A little book⁵ that can easily be carried in one's pocket gives one of Chaucer's best stories. The introduction, critical

¹ EXPERIMENTAL SCIENCE. An Elementary Course in Physics and Chemistry. By R. A. Gregory and A. T. Simmons, B. Sc., London. Pages, 332. Price, 2s. 6d. Macmillan & Co., Publishers, London.

² COURTESY; A reader for older boys and girls. By M. E. Morton. Pages, 214. Price, 1s. 6d. Macmillan & Co., Publishers, London.

³ FRENCH HISTORY FOR SCHOOLS. By Katharine Stephen, Vice-principal of Newnham College, Cambridge. With colored maps. Pages 338. Price, 3s. 6d. Macmillan & Co., London, England.

⁴ JOHNSON'S LIFE OF POPE. By Peter Peterson, Professor of Oriental Languages, Elphinstone College, Bombay, Pages 200. Price 2s. 6d. Macmillan & Co., Publishers, London.

⁵ CHAUCER'S THE SQUIRE'S TALE. Edited with introduction and notes. By A. W. Pollard. Pages 54. Price, 1s. 6d. Publishers, Macmillan & Co., London.

notes and glossary will be a great help to the beginner and to the general reader.

The Outline of English Grammar¹ in five parts, by J. C. Nesfield, is a concise, orderly and systematic arrangement of the principles of English language. The abundance of examples makes it an exceedingly valuable and practical work for the teacher, giving but little theory and much material by way of example.

With this is published a series of low priced treatises on the uses of the parts of speech with four "alternative courses" for Grades IV.-VII., illustrating a clear and practical outline of work for these grades.

Mr. C. W. Bardeen has republished from the *School Bulletin* his third series of Authors' Birthdays² containing exercises for the celebration of the birthdays of Franklin, Prescott, Bret Harte, Stedman, Mark Twain and others. The volume contains interesting reminiscences and sketches of the authors named.

¹OUTLINE OF ENGLISH GRAMMAR. In Five Parts. By J. C. Newfield, M. A., author of "English Grammar, Past and Present." "Historical English and Derivation, etc. Pages 168. Price, 1s. 6d. (Paper covers).

THE USES OF THE PARTS OF SPEECH. As shown by examples. Pages 48. Price 3d.

ENGLISH GRAMMAR. Alternative Course. By J. C. Nesfield, M. A. *Standard IV.*—Uses of the Parts of Speech as shown by Examples. Price, 3d. *Standard V.*—Modifications of Subject, Predicate and Object, by Words, Phrases and Easy Sentences. Price 4d. *Standard VI.*—Parsing and Easy Analysis. Price 5d. *Standard VII.*—Analysis and Word Forming by Prefixes and Suffixes. Price, 6d. (Paper Covers.) Publishers, Macmillan & Co., London.

²AUTHORS' BIRTHDAYS, by C. W. Bardeen, Syracuse, publisher. Syracuse, N. Y.

Educational Notes.

We have received through the kindness of D. J. Goggin, Esq., Supt. of Education for the Northwest Territories, the last annual report of the Council of Public Instruction—an interesting document.

D. Wilson, Esq., B. A., Inspector of Schools for British Columbia, has sent us the report of schools for that province for the past year. There were 280 schools in operation, an increase of 19 over the previous year.

We are indebted to the Minister of Education, Ontario, for the report of the schools of that province for 1899. An interesting feature is that part of the report on Technical Education. In 1898 there were 116 kindergarten schools in the province with an attendance of 11,083 pupils under 6 years of age.

Another interesting report from this department is the Archaeological Report, which contains many instructive suggestions and records of Indian curiosities and remains.

We have received through the courtesy of Mason S. Stone, Supt. of Education, Vermont, the Course of Study for the elementary schools of that state. In introducing it to teachers the following occurs which may well find a place in every school manual:

Give attention to the appearance of your schoolroom, instruct the children in regard to the cleanliness of the same, remove all old decorations and gaudy advertisements, adorn the walls

with photographs or plates of two or three choice masterpieces—madonnas, landscapes, representations of heroic acts or spirit of patriotism—encourage the children in the tidiness of the yard, in the purchase and care of a flag, in the planting of trees, and in the cultivation of a few flowers and shrubs. . . . Remember that you can impress more by tidy and tasteful dress, by a soft and pleasant voice, by an easy and gentle manner and by an earnest and sincere purpose than by any instruction you may give.

We have to thank Dr. Saunders, of the Central Experimental Farm, Ottawa, for a Catalogue of the Trees and Shrubs growing in the Arboretum and Botanic Garden.

G. W. Parmelee, Esq., B. A., has sent us the report of the Superintendent of Public Instruction for the Province of Quebec, a volume of over 400 pages, full of interesting statistics. It shows that 318,443 children are in attendance at school, but 8,272 children between the ages of 7 and 14 did not attend any school the past year.

The National Herbart Society is now being reorganized, and for this reason the publication of the next year book of the Society will probably be postponed until the reorganization is completed. Prof. Chas. DeGarmo, Cornell University, is the president.

A series of papers, nine in all, is in course of publication by the University of Chicago, describing the work of the University Elementary School, dealing with its general principles and illustrating how they are worked out. This school has been watched throughout the world as one of the most important educational experiments of the age, and the *Elementary School Record*, with its nine monographs illustrating this work cannot fail to be of interest to every educationist. Subscription price for the series \$1.25. Single numbers 15 cents each. Address University of Chicago Press, Chicago, Ill.

Hundreds of teachers from Cuba will receive instruction at Cambridge, Mass., during the session of the Summer School, but under separate direction and by instructors especially chosen for the task.

Scientific and Literary Notes.

We have received from that industrious writer and explorer, Prof. W. F. Ganong, a monograph of historic sites in the Province of New Brunswick, No. 4 of his contributions to the history of New Brunswick, from the transactions of the Royal Society of Canada. It is profusely illustrated with drawings, early maps and sites of historical interest.

The following pamphlets have been received from the Transactions of the Nova Scotian Institute of Science, 1898-1899: Phenological Observations, compiled by A. H. MacKay, LL.D., from Observations of the Botanical Club of Canada, and of over 700 of the public schools of Nova Scotia, a publication that should stimulate botanical inquiry among teachers and scholars. Also a series of three papers on Physical and Chemical Experiments, conducted by James Barnes, B. A., of Dalhousie College, communicated by Prof. J. G. MacGregor.

To Dr. E. Gilpin, jr., Halifax, Inspector of Mines, we are indebted for a pamphlet on the Minerals of Nova Scotia, prepared to accompany the collection intended for the Paris exhibition.

We have received copies of the Empire Infant Readers and Primers 1 and 2, published by A. & W. MacKinlay, Halifax. They will be reviewed next month.

The Cornell Nature-Study Quarterly, No. 4, for March, is received, and is more than usually bright and suggestive with its lessons and illustrations on buds, early birds and cocoons.

The *School Music Monthly* is the title of a bright little paper devoted to school music. In the table of contents are many useful articles, and music appropriate to special days and festivals. \$1.00 a year; or send 10 cents for first two numbers. Quincy, Ill.

We have received from Prof. Adam Shortt, M. A., of Queen's University, Kingston, a series of five papers on the Early History of Canadian Banking. The series is a most important and useful one, combining extended research with a careful analysis of material that must have been gathered from many different sources.

We have received from Miss Minnie Jean Nisbet, corresponding secretary of the Women's Wentworth Historical Society of Hamilton, Ontario, a souvenir book and programme, containing papers read at a recent "Old Tyme Entertainment," the object of which was to pay off a portion of the indebtedness incurred in turning the site of Stoney Creek battle ground into a historical field park—a most praiseworthy idea, admirably carried out, and one worthy of imitation in places where other historic landmarks exist.

Number 141 of the Riverside Literature Series (Houghton, Mifflin & Co., Boston) contains Three Outdoor Papers, by T. W. Higginson, with a biographical sketch of the author. The titles of the papers are The Procession of the Flowers, April Days, and Water-Lilies. The subjects are dealt with in a fascinating style, redolent with the breath of spring and outdoor life.

MAY MAGAZINES.

The grandeur of Canada's lake and mountain scenery, the beauty of her rivers and forests, and the charm of her summer climate are well illustrated and described in the Tourist Number just issued by *The Canadian Magazine*. The number contains a bright Nova Scotian story by Professor Charles G. D. Roberts, special South African illustrations, Heinrich Heine, by W. A. R. Kerr, Twenty Years on the War Path, by Frederic Villiers and other interesting articles and notes. A fine descriptive piece is that by Mr. J. M. Belding, of St. John, entitled A Seaward View. . . . In School Reform, Professor Hugo Munsterberg in the *Atlantic Monthly* demonstrates the great superiority of German gymnasia to American schools and colleges, arising largely, as he shows, from having the best possible prescribed curriculum, which is far superior to the more or less indiscriminate elective system used in this country. . . . An article in the *Century*—Significant Ignorance of the Bible—records the results of attempts by the author, President Thwing, of Western Reserve

University, to determine to what extent the Bible has ceased to be a book familiar to the average collegian of either sex. His conclusions are not reassuring to those who regard the Bible as the book of books. The two leading serials—Mr. Morley's *Oliver Cromwell* and Dr. Mitchell's *Dr. North and His Friends*—maintain their interest in this number. . . . Governor Roosevelt's familiar face and figure form the frontispiece of *St. Nicholas* for May, the first article therein being from his pen—What We can Expect of the American Boy. In this essay Col. Roosevelt distinguishes between moral and physical courage, and maintains that both forms are necessary to a complete and rounded character. Incidentally he praises Kipling's "Captains Courageous" and deplors his "Stalky & Co." . . . People who want to read Augustine Birrell's delightful address on the question, Is it possible to Tell a Good Book from a Bad One? will find it in full in *The Living Age* for April, 14. It is full of humorous and chastening reflections. Lady Broome's Bird Notes in *The Living Age* for April 21, and the *Quarterly Review's* paper on The Wild Garden, which forms the leading article of the same number, are charming and seasonable. . . . Thackeray once wrote, "Reckon among the blessings which Heaven hath bestowed on thee, the love of faithful women. Purify thine own heart and try to make it worthy of theirs. All the prizes of life are nothing compared to that one." His own experience in married life was unutterably sad; for though his wife was living, yet he suffered more than the pangs of a widower for twenty-three years. His wife, after fifty-three years in an insane asylum, died only six years ago. The pathos of it is very tenderly told by Clara E. Laughlin in the May issue of the *Delineator*. This number contains some attractive features in needlework. . . . Upward of fifty writers and artists contribute to the *May Ladies' Home Journal*, consequently variety is combined with excellence throughout its pages. Rudyard Kipling drolly tells of The Beginning of the Armadillos. Ian Maclaren's article answers the query Is the Minister an Idler? and Edward Bok writes of early marriage and of domestic science in the schools. Every phase of home-making from the Etiquette of Dances and Balls to How to Treat and Keep a Servant, are included in the *May Journal*. By The Curtis Publishing Company, Philadelphia. One dollar a year; ten cents a copy. . . . The *Chautauquan* for May has a varied table of contents. The Pictorial Chautauqua and the Chautauqua Summer School Catalogue for 1900, are worthy of mention, showing the advantages which these institutions possess for popular self-instruction. . . . Under the title The Ancient Hebrew People, Dr. Lyman Abbott begins, in the May Magazine Number of *The Outlook*, a series of articles about the life and literature of the Hebrews in Old Testament times. Subject and treatment will make this one of the most important books, when finished, from Dr. Abbott's pen.

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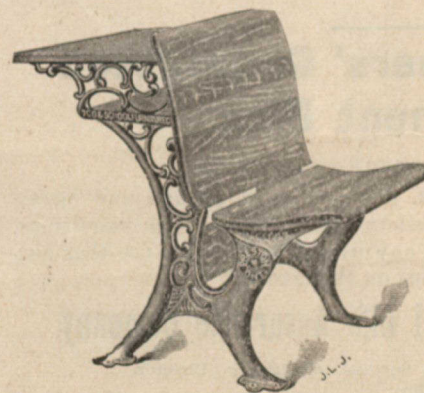


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