

# THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., FEBRUARY, 1901.

WHOLE NUMBER, 165.

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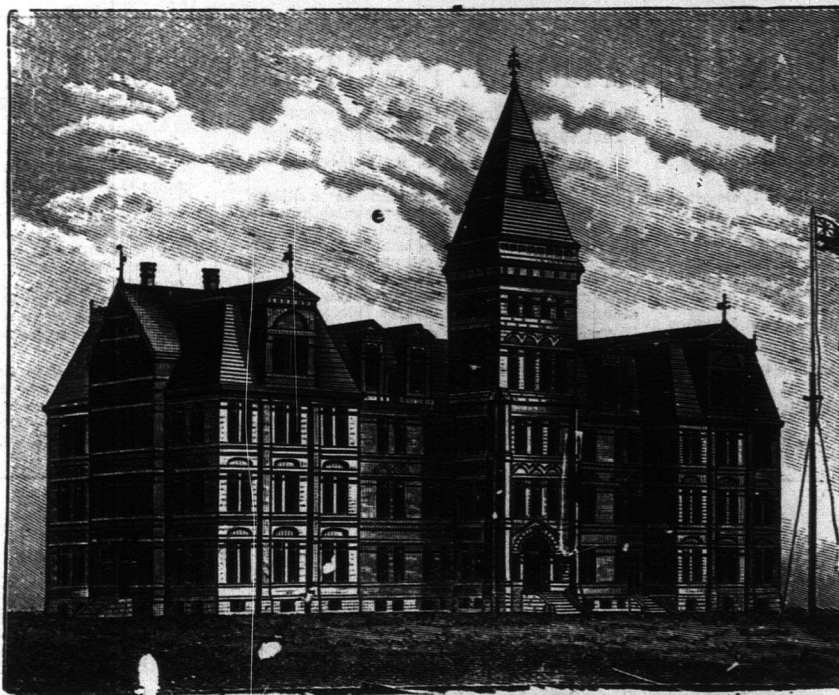
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Editor for Nova Scotia

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### Always Read this Notice

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

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

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EDUCATIONAL REVIEW,  
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READ the announcements of the New Brunswick Chief Superintendent of Education on page 206.

WE are completely out of the July-August and November numbers of the REVIEW for the past year. Any of our readers having spare copies will confer a great favor by sending them to us.

WE have to thank our subscribers for the prompt manner in which subscriptions have been forwarded in response to the reminders sent out in December. Another gratifying feature is that the subscription list of the REVIEW has increased since the dawn of the new century. One mail recently brought an addition of twenty-one new names.

Is your school supplied with the Supplementary Readings in Canadian History? If not, send for them to the EDUCATIONAL REVIEW, St. John. Price, \$1.00.

THERE is a scarcity of teachers throughout New Brunswick. First and second class teachers who are willing to take schools are requested to communicate with the inspectors or with the Education office, Fredericton.

IT is expected that a bill will be introduced into parliament to make May 24th a permanent holiday in Canada. That would be in accordance with the wishes of all classes of people, and it would give a far greater significance to Empire Day than it has yet had. Let us have Empire Day for school exercises on the 23rd of May and VICTORIA Day on the 24th.

How useful it would prove to every community if a simple and concise history could be kept in the district school, containing a record of the chief events of the neighborhood, the rescuing from oblivion of the most important scenes and incidents in its early settlement, and a brief record of the trials and successes of those pupils who have gone out from the school in the past. Such volumes would be priceless as the years go on. They would prove an incentive to every youth in the neighborhood possessing even a slight ambition. Why not try it?

THE *Canadian Magazine* for February has a very just and appreciative sketch in its "Canadian Celebrities" of Dr. A. H. MacKay, Superintendent of Education for Nova Scotia. The triumph over difficulties in Dr. MacKay's student and professional career shows the effect of well directed energy and indomitable pluck and perseverance. The success of a man possessing such qualities is an object lesson to every youth in Canada, and stimulating to the educational interests over which he so ably presides. Those who know Dr. MacKay—and there are many in all parts of Canada who enjoy that privilege—will recognize the truth of the portrait so well presented by Mr. de Mille, especially these words: "Personally, perhaps, the chief characteristic of the man is his mental alertness. He has a remarkable range and thoroughness of knowledge and a ready grasp of the practical. . . . He has also a kindly sympathy and a helpful word for all who need it."

The meeting of the Dominion Educational Association will be held in Ottawa on Wednesday, Thursday and Friday, August 14th, 15th and 16th. It is three years nearly since the Association met at Halifax, and the excellence of that meeting is fresh in the minds of all who attended. Under the able presidency of Dr. MacCabe, principal of the Ottawa Normal School, no effort will be spared to make next summer's meeting surpass any previous one both in interest and numbers. The presence of a thousand teachers is looked for. It is hoped there will be a good attendance from these provinces. The attractions of the capital and the opportunity to take in the Pan-American Exposition at Buffalo will help to make the trip one of great educational interest as well as a recreation.

MESSRS. STEINBERGER, HENDRY & Co., of Toronto, have issued a very neat and serviceable calendar, mounted on a card edition of their commercial and school wall map of the Dominion.

WHEN we think of the long reign of Queen Victoria—nearly sixty-four years—we can scarcely realize that any one now alive has lived in five reigns, that of George III, George IV, William IV, Victoria, and Edward VII. But a person whose eighty-first birthday occurred between the 22nd and 29th of January last would enjoy that distinction. On the 29th of January, 1820, George III died, and on the 22nd of January, 1901, Edward VII became King. One of the most conspicuous examples, however, among our public men is that of Senator Wark, of Fredericton, who is now ninety-seven years of age, and who was sixteen years old when George III died.

SEVERAL ladies in Halifax a few years ago organized a Ladies' Auxiliary to the Society for the Prevention of Cruelty to Animals. They adopt various methods to secure the object in view, one of the most effective being the presentation of prizes to the school children of Halifax and Dartmouth for the best essays on "Kindness to Animals." In their report for this year they say: "Two hundred and fifty-six essays were sent in, of which the average merit was so high that additional prizes had to be awarded, bringing the number of successful competitors up to one hundred and twelve. This was a great advance on last year, when only eighty-four essays were received. We are glad also to say that in the opinion of the ladies and gentlemen who acted as judges, there was a vast improvement, both in the manner and the matter of the work sent in; there was less sentimentality, more common sense, and, on the whole, a grasp of the subject most gratifying to the reading committee." Is not this work of the Halifax ladies worthy of being imitated elsewhere?

### Compulsory Education.

There is a movement, confined as yet to the City of St. John, to ask the New Brunswick legislature to pass a compulsory school law. It is claimed for the City of St. John—and the same is probably true of other cities and towns in the province—that many of the children are not receiving the advantages that the free schools afford, and that the parents of these children are indifferent, if not culpably negligent. A law that would leave it optional with any section of the province to adopt compulsory education would undoubtedly be a step in advance, and perhaps pave the way in time for the passage of a more stringent measure that would make compulsory attendance general, without option. But considering the laxity of country districts in Nova Scotia to take advantage of the law, we may assume that there would be an equal laxity in New Brunswick. But in cities and towns where there are more temptations to truancy, and where there exist greater opportunities to withdraw children from school and put them to work, it is imperative that there should be some act empowering the local authorities to deal with this matter, and lessen an evil that has undoubtedly assumed considerable proportions in St. John as well as other cities of the province.

The Compulsory School Act for Nova Scotia provides that any section may compel the attendance at school for one hundred and twenty days of all children from six to fourteen years of age, whose education is not otherwise satisfactorily provided for. Quite a number of sections have adopted the act, but it can scarcely be said to have had any good effect; first, because trustees of small sections cannot be found to enforce the penalties against their neighbors; and secondly, because the province has failed to provide any suitable institution to which truants can be sentenced.

Halifax has a special act relating to truants. It provides that every child from six to fourteen, or to sixteen, if not at work, must attend school every school day. If a pupil is absent ten days without excuse his parents may be prosecuted. If a child is reported absent without excuse, his parent or guardian is notified in writing. Prosecution follows upon a second offense. If the parent is unable to cause his child to attend school, the child is sentenced to a reformatory, but the carrying out of the sentence is suspended during regular attendance. If he offends again he is immediately placed in a reformatory without further trial. Protestant children are sent to the Protestant Industrial School,

and Catholic children to St. Patrick's Home. These institutions are doing good work but they are not in all respects suitable places for children whose only offence may be perhaps a constitutional dislike for the confinement of the schoolroom. Consequently the law is not enforced as strictly as it would be if there were proper parental schools provided by the government,—such schools for truants as we find in England and in Massachusetts. The commissioners select for prosecution only the most conspicuous examples of youthful depravity. Every month or oftener some of these are sentenced by the stipendiary. Their fate serves as a warning to others who are inclined to neglect school, and the result is decidedly beneficial.

The school board employs a truant officer, to whom it pays \$500.00 a year. He assists at the prosecutions, takes a yearly census of the children of school age during the months of July and August. During the rest of his time he is occupied in visiting the homes of truants, or of those likely to become truants. He advises careless parents, explains the law to them, and ascertains the genuineness of their excuses. All this helps to keep parents alive to the necessity of having their children decently educated.

One of the most useful provisions of the law is that which compels all children from fourteen to sixteen years of age to attend school, unless they are at work. Idle boys of this age soon form habits that lead them to become the city toughs a few years later. Another excellent provision is that by which children under fourteen are not allowed to work in factories.

The school board has shown great judgment and tenderness in dealing with any cases where the carrying out of the law might work more injury than good. Indeed it may be truly said that as yet there has been no case in which even the convicted parties felt that an injustice had been done to them.

### The Study of History.

History has become discredited as a school study. Although once it played the title role in the educational drama, it has been relegated to the background, and now plays a very subordinate part. There are several reasons for this. It has shared in the neglect shown generally to the humanities. Science has directed the attention of thinkers to man's environment rather than to his mental and moral endowments, to the objective rather than the subjective; and since educational methods and aims must conform to the spirit of the times, more stress has been laid on the natural sciences,

and of necessity less on the other subjects of the curriculum. History, also, has become discredited as a subject of study, because the modern principles of teaching cannot readily be applied to it. Observation and experience are not of the same value as in other studies. There is too much memory work to suit modern ideas of what education should be. Moreover, absolute accuracy is impossible in treating many periods of history, and too many opportunities are given for the special pleader.

But if the study of history has been neglected, it is not from any defect in the subject-matter, but because of the methods adopted in teaching it; and there are several reasons why it still deserves a place on the school curriculum. It shares with literature in developing the imagination. Abnormally active in early life, this faculty has become largely dormant before the school life is completed. Yet it is one of the creative faculties, and its absence means a lack of originality and a bar to progress. History would provide a field in which this faculty might be exercised and developed both in its constructive and its reproductive phase.

History also provides a means of training the judgment and developing the reasoning powers. The mathematics give a training in pure reasoning, but are not sufficient guides for what we might call practical reasoning. Logic and life do not always agree. History, properly studied, exercises the judgment on matters of character, conduct, social and political affairs, resembling those which will occupy the student's serious attention in after life.

Again, history should be studied because it is one of the highest of sciences, the science of conduct, of the relations of man to man when gathered into communities and nations. The natural sciences teach us how to conduct ourselves with reference to our surroundings, so that we may make the best of our physical life, live long, be healthy, happy and successful. History would teach us how to conduct ourselves with reference to other human beings, so that all might work together for the best good of all. Science emphasizes the selfish, individual tendencies of our nature. History would develop the altruistic and co-operative tendencies.

History is valuable for the training it provides in citizenship and for developing patriotism. It also provides an antidote to the narrowing tendencies of our present day employments. Whether for good or ill, we are losing the broad, general culture that used to be one of the products of education. The study of former times and of other peoples would do much to make us broad-minded and liberal in our views, and remove the class and race jealousies and the prejudices which are such a bar to progress in the present day.

**Object Lessons and Nature-Study.**

BY J. BRITTAIN, NORMAL SCHOOL, FREDERICTON.

**Lessons on a Block of Wood.**

Each pupil is supplied with a foot rule, one of the blocks of wood referred to in Lesson I, and a wooden cube, each edge of which is one inch long. A sufficient number of these last, for both teacher and pupils, can be easily got from a carpenter, or be made by a teacher who has taken a course in Sloyd work. On the teacher's table are a pile of these, and some larger rectangular blocks.

## OUTLINES OF LESSONS III AND IV.

1. How many edges has the little block on your desk? Count them.
2. How many faces has it?
3. What is the area of each face?—the superficial contents of all the faces?
4. How many of these little blocks would take up just as much room as this block, each edge of which is two inches long? Try it.
5. The amount of room (or space) taken up by each block, that is, the amount of space included within it, is called the *solid contents* or the *volume* of the block.
6. The volume of one of the little blocks is called a cubic inch.
7. What is the volume (or solid contents) of the block whose edge is two inches long?
8. Find, by counting, how many of the little cubes would take up as much room as the larger block upon your desk. Explain how you found out.
9. Multiply together the numbers which denote the length, breadth and height (in inches) of this block.
10. Compare the product with the number of cubic inches you found (in the block) by counting.
11. Explain how it comes that the product obtained by multiplying together the numbers denoting the length, breadth and height of the block just expresses the solid contents (volume) of the block in cubic inches.
12. Point out several objects in the room, other than blocks of wood, whose volume could be found in this way.
13. Find the volume in cubic inches of a box two feet long, one foot six inches wide and one foot deep.
14. If the volume of this little block is a cubic inch, how long is the edge of a block of the same form whose volume is a cubic foot?
15. Show, by counting, how many cubic inches it would take to be equal to a cubic foot. Get the same result by multiplication.
16. Show, in the same way, how many cubic feet there are in a cubic yard.

17. Find the solid contents, in cubic feet, of a box five feet long, three feet six inches wide, and two feet four inches deep.

18. Find, by two methods, the volume of the same box in cubic inches.

19. Find the superficial contents of one of the wide faces of a board sixteen feet long, fifteen inches wide, and one inch thick.

20. Find the solid contents of the same board.

21. Find how many cubic feet of air there would be in the school-room if it were empty in other respects.

22. Find how many cubic feet of air, on an average, there is in the room for each pupil.

Let the writer explain the meaning and purpose of finding the solid contents of a block *by counting* (Outlines 8-11 above).

Suppose the block to be eight inches long, five inches wide and three inches high.

The pupils first observe that a *row* of eight of the little blocks (edge one inch long) would be just as long as the largest block, then that a *layer* formed of five such rows—and therefore containing forty cubic inches—would just cover a surface equal to the bottom (face) of this block; and that three such *layers*—containing 120 cubic inches—would just equal the whole block in volume.

They are then led to see that the length (in inches) shows the number of cubic inches in one *row*—that the product of the numbers denoting the length and breadth shows the number of cubic inches in one *layer*—and that the product of this number by the number denoting the height must give the number of cubic inches in the three layers, that is, in the whole block. Thus they will see why the product of the numbers denoting the length, breadth and height shows the volume.

This process should be varied by taking vertical instead of horizontal *layers*, and cross *rows* instead of longitudinal ones, that they may see why the order in which the numbers denoting the dimensions are multiplied together makes no difference in the result.

At the close, the pupils may be told that they may, for the sake of shortness, say that they "multiply the length, breadth and thickness together," although it is really the *numbers* denoting these dimensions that they multiply.

ANSWER TO ENQUIRER, K. L., Burnt Church Point, N. B.—The long cylindrical bodies which you found on the ends of small branches of the alder which you used in giving a lesson on "A Leafless Branch," are the buds which give rise to the staminate flower-clusters (catkins). The smaller flower-buds on small branches below the others develop into pistillate flower-clusters which produce the ovules. The ovules, after being fertilized by



pollen from the staminate flowers, become the seeds. Do not tell your pupils these things now; but when the speckled alder is in full bloom, in the latter part of April or early in May, get them to examine the catkins and find whether the alder produces much pollen and how it is carried to the pistillate flowers. Please let the REVIEW know their decisions and the grounds on which they base them.

Probably you can find on the alder bushes some of last year's pistillate catkins, thick and dry, which have discharged their seeds.

### Astronomical Notes.

BY A. CAMERON.

It is in February that our clocks get farthest ahead of the sun, or rather that the sun gets farthest behind the clock. By the 'clock' is meant, of course, that ideal clock which goes with perfect regularity and ticks off its seconds in absolute unison with the movement of the ideal 'mean' sun. There is no such clock and there is no such sun, but the real sun is so bad a time-keeper that we have had to imagine them; and our best clocks make a wonderfully close approximation to the ideal standard of excellence.

At the beginning of November the sun was over 16 minutes fast. Since then he has been losing time, and on the 11th of this month he is nearly  $14\frac{1}{2}$  minutes slow. So the almanacs say, and so it is for all clocks that are set to mean time. But where standard time is kept the discrepancies between sun and clock have different values from the above, except for places lying along the standard meridians. St. John and Yarmouth both lie very nearly on the 66th meridian. In St. John they keep the mean time of that meridian, and their clocks are 16 minutes slow by the sun in November and  $14\frac{1}{2}$  minutes fast in February. In Yarmouth we keep standard time, the mean time of the 60th meridian, so that in November our clocks are 8 minutes fast by the sun and in February they are  $38\frac{1}{2}$  minutes fast. That makes a difference here this month of over an hour and a quarter between the lengths of the forenoon and the afternoon, noon being taken as 12 o'clock.

The January new moon was visible for the first time, where the south-west sky was clear, on the evening of the 21st. She was over 30 hours old and remained above the horizon nearly  $1\frac{3}{4}$  hours after sunset. Under these conditions it was quite easy to see her, and there was nothing specially interesting in the sight. With the February moon it will be different. On the evening of the 19th she will be above the horizon here for an hour and ten minutes after sunset, and she will be

only 20 hours old. It is not often there is such a chance to see so young a moon; and if the sky to the south of west is then clear the thin curved thread of silver will be a lovely sight and well worth taking some pains to see. Not far off there will be another rare celestial treat for the observer.

A sight of Mercury need not be so very rare a treat if one will take a little trouble to know when and where to look for him. But most people don't take this trouble and consequently most people rarely or never see him. Indeed there is a very general impression that he can't be seen at all with the naked eye. There will be a capital opportunity this month to get rid of that common error. From the 10th to the 25th it will be easy for the naked eye to see him every clear evening. On the given dates he will be above our horizon for more than an hour and a quarter after sunset, and on the intermediate dates for a still longer time. From the 15th to the 20th his brilliancy will be greater than during any other of his evening appearances this year. On the 20th he will be near the two-day-old new moon.

That ruddy stranger now visiting the constellation of the Lion is Mars. The other larger planets are all morning stars at present, Venus, as usual, being also a day star, but much less bright and much less favorably situated for daylight observation than she was last autumn.

### From Egbert to Victoria.

Queen Victoria is descended both from Egbert, the first king of all England (A. D. 800), and William the Conqueror (A. D. 1066). From Egbert to King Edmund Ironsides and his son, Edward Atheling the Exile, the male line runs clear. Here, however, the succession follows the distaff, that is, the female side—the Atheling's only son having died childless. His daughter Margaret married the Scotch King Malcolm, and their daughter Matilda married Henry I of the English Plantagenet line. Henry I was the son of William the Conqueror; so that in the veins of Henry II the son of Henry I and Matilda there flowed Norman and Saxon blood. William the Conqueror also claimed connection with the Saxon line as far back as Alfred; but there is no necessity to consider this claim which rests only on tradition, and that tradition probably manufactured by William and his adherents. The line of descent is clear without it.

From Henry I to Edward III the descent is direct, but in the Wars of the Roses, in which so many representatives of the royal line were extinguished, the succession becomes so entangled that only a genealogical table

can make it clear. It is sufficient however to say that a descendant of Edward III was Henry VII whose daughter Margaret married King James IV of Scotland—a second infusion of Saxon blood—from which union sprang the English Stuarts. Again the line wanders, this time to Bohemia, for Elizabeth, daughter of James I of England, married Frederick V, King of Bohemia, becoming ancestress of the Electors of Hanover, and the Hanoverian Sovereigns of England, of whom Her Majesty was the sixth representative. Thus the ancient Saxons through the Scotch line, the Norman line and the Hanoverian or Guelph line, all unite in the English royal family.

It is interesting for every student of English history to trace out the line of descent through eleven centuries.

The following we take from an exchange :

King Edward VII through the Georges, is a Guelph. This family was founded in 489 by Anulphus Hunulphus or Guelph, the first of the northern Kings of Italy. He subsequently obtained possession of Bavaria, and the Guelphs ruled there for many centuries, and afterwards held sway in Saxony. One of the Guelphs, William, founder of the House of Lunenburg, had seven sons and eight daughters. The sons agreed among themselves not to divide the dukedom. One, to be selected by lot, was to marry, and he and his children after him were to rule. The unusual arrangement was observed to the letter, and George, the sixth brother, won the matrimonial prize. His youngest son Ernest Augustus, succeeded him, marrying the Electress Sophia, daughter of the King of Bohemia, whose wife was the daughter of our James I. The Electress Sophia, granddaughter of James I, would have succeeded to the British Crown on the death of Queen Anne. But she died seven weeks before that monarch, and her son, George I, ascended the throne.

### Projections.

It appears that many teachers and pupils in Nova Scotia had last year much difficulty in teaching and understanding some of the problems in projections as found in the text-book recommended, and in a question given at the Provincial Examination. The text-book referred to—"Mechanical Drawing, by Linus Faunce"—was prepared for the use of the students of the Massachusetts Institute of Technology. The first chapter gives brief but explicit information about drawing instruments and definitions of terms. In the second chapter we have the ordinary geometrical problems without proofs. Then follows a chapter on "inking, tinting, and cleaning drawings." The fourth chapter treats of orthographic projections. Its apparent difficulty arises solely from the newness of the subject to most students and their neglect in the use of concrete

illustrations. By taking two plane white surfaces, hinged at right angles, wires to represent lines, cards to show surfaces, etc., every statement in the text can be understood without any special difficulty.

Upon careful examination we were surprised to find that the explanations were so clear and simple, and that the text-book was admirably adapted to its purpose. It seems to have been thought unsuitable simply because the subject was new and unfamiliar, and those reading it did not master each part thoroughly before proceeding to the next.

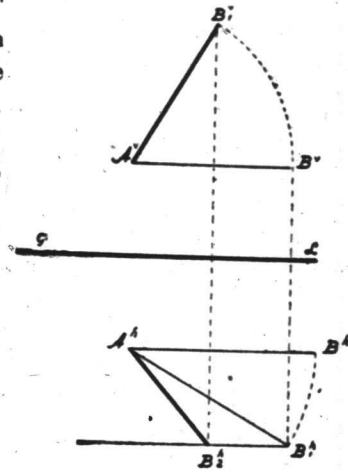
In order to assist those to whom the subject is new, we will give a solution of the examination question to which we referred, and which was solved by less than one per cent of the candidates.

*Problem 5.* Draw the two projections of a line 2 inches long, when it makes an angle of  $30^\circ$  with V (the vertical plane) and whose vertical projection makes an angle of  $60^\circ$  with GL (junction of vertical and horizontal planes). The line slopes downward, backward and to the left, and passes through a point one inch from V and H (horizontal plane).

The expression "downward, backward and to the left" was not generally understood even by those who had a fair knowledge of projections. If a line is not horizontal, it is said to slope "downward to the left" when the lower end is to the left, or "downward to the right" when the lower end is to the right. "Backward" means that the lower end is nearer V than the upper end; "forward" that it is farther from V than the upper.

Let GL represent the ground line. Take  $A^v$  and  $A^h$  each one inch from GL and on the same vertical line. Through  $A^h$  draw  $A^hB^h$  parallel to GL and two inches long. Draw  $A^vB^v$  equal to  $A^hB^h$  and making an angle with it of  $30^\circ$ . From  $B^v$  let fall a perpendicular to  $A^vB^v$ , a line parallel to GL. Then it is evident that  $A^hB^h$  represents the horizontal projection of the given line and  $A^vB^v$  its vertical projection when it is parallel to H and makes an angle of  $30^\circ$  with V.

The length of the vertical projection does not change because the angle  $30^\circ$  which the line makes with V is constant, but the vertical projection must make an angle of  $60^\circ$  with GL. Draw  $A^vB^v_1$  equal to  $A^vB^v$  and making an angle of  $60^\circ$  with GL. The point  $B^h_1$  must remain



in a line parallel to GL because the angle  $30^\circ$  which the given line makes with V is constant. From  $B_1$  draw  $B_1^1 B_1^2$  perpendicular to  $B_1^1 B_1^2$ , a line parallel to GL. Then  $A^1 B_1^2$  must be the required horizontal projection and  $A^1 B_1^1$  is the required vertical projection.

If the student will take two co-ordinate planes at right angles, a wire two inches long, and a piece of cork to hold it in position, he will see projected on the planes all the lines given in the diagram as he revolves the wire on the fixed point from the position of being parallel to both planes to that of making an angle of  $30^\circ$  with V and finally placing it so that its vertical projection makes  $60^\circ$  with GL.

### Exercise in Writing.

1. Sentences from blackboard taken from reading lessons.
2. Copy words from blackboard and from script and print charts.
3. Copy list of all words taught during the week or month.
4. Children copy known words from cards, arranging them in stories.
5. Copy name and address. Copy teacher's name and address.
6. Give books to each or simply a printed leaf. Children find known or designated words, and copy.
7. Cards with simple outline pictures. Story of picture told in one or two short sentences. Children copy sentences and draw pictures.
8. Trace both pictures and stories.
9. Trace pictures and stories by means of tissue paper.
10. Paste-board objects, animals, cups, fans, hats, etc., with stories written on them. Omit names of objects. Children outline shape of object and copy stories, supplying omitted words.
11. Write name or short story about picture presented by teacher.
12. Teacher writes and cuts up sentences composed of known words. Children put together and copy.
13. Place several objects before the children. Children write short stories about each.—*Journal of Education*.

In France gardening is taught in twenty-eight thousand elementary schools, each of which has a garden attached to it. In Sweden, thirty years ago, twenty-two thousand children received instruction in horticulture, and each of the two thousand and sixteen schools had for cultivation from one to twelve acres. In Russia many children are taught tree, vine, grain, garden, silk-worm and bee culture.

### Our History Scrap-Book.

On our reading table lies a large book, bearing the title "History Scrap-Book," beside it a mucilage bottle, pair of scissors, a sponge, and a pasteboard box. The box contains sketches, portraits, pictures, statistics, in fact anything historical gathered from old books or periodicals by teacher or pupils. This book is under the care of two pupils (appointed by the teacher, a new set each week,) whose duty is to paste the matter in the "History Scrap-Book." Much excellent matter is thus accumulated that otherwise would be destroyed. (We will state here that a full set of these books is kept, one for each different branch of study, and a set of pupils appointed each week for each book; they care for them in odd moments and are proud of the opportunity of being a help to the teacher. At the close of the term the books are left in the school library.)—*N. S. M. in N. E. Journal of Education*.

### Facts About the British Empire.

"God Save the King" is sung in twenty languages. Two-thirds of the ship building of the world is done by the British. The British have 689 ships of war. They could fire off 7,530 guns at once. We can travel entirely around the world without leaving the British empire. The British empire, if cut into a strip a mile wide would reach round the world 450 times. Three-fourths of all the letters which are posted in the world are written in English and sent to persons who speak English. The population of the British empire is 385,794,972. The area of the British empire is 11,646,795 square miles. There are within the empire 33 persons to each square mile. As much as 2,500 millions sterling have been lent to other nations by the British. No one of the ancient empires, like that of Persia, Greece, or Rome, was equal in size or wealth to the British empire of today.

Never choose a rainy day to "lecture" your pupils. If you have any fault to find other than individual, or any error to correct in the whole school, do it on a bright sunshiny day. Even individual correction, unless the case is urgent, had better be left to the future if the day is rainy, the schoolroom cold, and especially if the stove has been smoking.

### Notes and Opinions.

Dr. MacKay, Superintendent of Education for Nova Scotia, makes the following suggestion in regard to the period of mourning for the Queen: That during the two months of mourning every schoolroom should show some symbol of mourning, such as the draping of the Queen's portrait (where one is in the room), or the draping of the Queen's name in the schoolroom with mourning colors or emblems, or in any other simple and graceful manner in keeping with the conditions of each school.

As a practical suggestion for the decoration of the schoolroom, the following is offered: Get one of the older boys to make you a frame for a simple screen of three pieces and paint and enamel it black. Fasten the latter together with brass hinges in such a way that the screen will fold together when closed, and take up little space. Get some bright red cotton of a firm quality, and cut it into strips the size of the screen panels. Stretch it tightly and fasten to the frame with tiny tacks. Now, collect a number of good magazine illustrations and Perry pictures and arrange them in an artistic way on your panels, using a thin paste to stick them with. It will be necessary to have some one hold a large book or some plane surface at the back of the screen over the spot you are pasting. Use only black and white pictures. If nicely spaced and well chosen, the effect is very good.—*N. C. in Nova Scotia Normal.*

The Kaiser of Germany has addressed to his minister of education an interesting transcript on School Reforms. Concisely put, these reforms first involve the placing of classical and modern high schools on the same level. Hitherto classical schools have enjoyed a certain scholastic and social pre-eminence. Secondly, more importance is to be attached to the study of Latin; and thirdly, greater time and attention are to be given to English which is to be obligatory instead of optional as hitherto. In the three highest classes the extra time and attention given to English is to be at the expense of French, which becomes an optional subject. A fourth point is that in the study of classical languages, less attention is to be bestowed on minute grammatical points, more to awakening the interest of the pupils in the life and progress of the ancient peoples. With regard to modern languages, special attention is to be given to practice in speaking and to the reading of popular authors. Fifthly, geography must be taught more widely and more systematically, and by teachers skilled in this science. Sixthly, more attention is to be paid to modern German history, especially

in the nineteenth century; and seventhly, more importance is to be attached to physical exercises and more time to be allowed for gymnastics.

It is desirable that pupils in the more advanced grades should have home lessons. But they should be given only after due preparation on the part of the teacher. In assigning them, a considerable part of the school time should be devoted to showing their relation to the preceding lessons and to the explanation of the special difficulties likely to be met by the pupil in their preparation. He should also be carefully taught how to study them. Under these favorable conditions the home lessons will be the most profitable and pleasant part of the child's education.

An inspector makes the following suggestion regarding the use of the EDUCATIONAL REVIEW's Supplementary Readings in Canadian History:

"It seems to me, there should be a copy on every teacher's desk, to be used as supplementary reading on a Friday afternoon. The teacher might select the subject, divide it off for two or three readers, and give them the book to prepare the reading in advance. At the proper hour the pupil taking his place at the teacher's desk would read his part, the whole school giving attention, and then the next, and so on until the end of the subject was reached. A conversation between the teacher and pupils would follow, with occasional questions in order to test the measure of attention the reading received. From their previous study of history the pupils would appreciate the fuller treatment, and acquire a large and more accurate knowledge of important events. No hour of the week would be more profitably spent than the hour spent in this way."

*New York Sun*: Immediately upon the death of Queen Victoria her eldest son became King; no ceremony was necessary to pass the title, the coronation no longer being, as centuries ago, a ceremony on which the legal title depended. When the Prince of Wales became King, the title which he had borne for nearly three-score years became extinct; that is, there is now no Prince of Wales, nor will there be one unless and until the title is re-created especially and bestowed by patent upon the Duke of York.

\* \* \* Had there been no living son of the new King, his heir would be the eldest son of his deceased son; failing, a grandson, a granddaughter. In default of children of a son, the Prince of Wales' daughters would be heiresses to the throne in the order of their births, and their children after them, the daughters of the eldest daughter standing nearer to the throne than the sons of a younger daughter. It was this rule of succession that brought to the throne the Princess Victoria, daughter of the fourth son of George III, though she had uncles, one of whom succeeded to the throne of Hanover, which could not be occupied by a Queen Regnant.

## VICTORIA.

More than one-fourth of the world's population has been called upon to mourn the loss of a ruler—VICTORIA, Queen and Empress, counsellor and friend. From the 19th of January, when tidings of her serious illness was flashed over the world, followed on January 22nd by the news of her death, up to February 4th, when all that was mortal of the Queen was tenderly consigned to the mausoleum at Frogmore, the thoughts of millions of subjects throughout her vast empire turned to her with love and reverence, and the nations of the world vied with each other in their tributes of respect. The story of those days of mourning, the events of that wonderful life as they have been brought in review and eagerly scanned by vast multitudes of readers, have passed into history. The death-bed scene at Osborne House, the few earnest words to the future King, and the whispered adieus to the members of her sorrowing family and attendants; the days of mourning in that castle in the Isle of Wight, lonely in spite of the gathering throngs; the funeral pageant, impressive as the world has ever seen, which began on the first afternoon in February, when the remains, reposing on a gun carriage, were borne along the sun-lit waters of the Solent on the yacht "Alberta" to Portsmouth, amid the thunders of cannon from the English fleet, assembled to pay the last honours to the "Queen of the seas;" the mooring of the royal yacht for the night in Portsmouth harbour after passing and receiving the salute of Nelson's flagship, the "Victory;" the railway journey early on Saturday morning from Portsmouth to London, the procession through London, with the rulers or their representatives from nearly every country of the civilized world, wending its way amid vast but orderly throngs who, in spite of fog and chilling rains, with uncovered head and mute lips, paid a last tribute to their beloved Queen; the journey from London to Windsor, and the impressive funeral service in St. George's chapel, when similar services were being held throughout all parts of the British Empire; and finally the last sad rites on Monday, February 4th, when the coffin was conveyed to the crypt at Frogmore, to be placed beside the remains of "Albert the Good;"—all these events, narrated by spectators, have lent an interest to these historic scenes never to be effaced from memory.

Never in English history has a sovereign been borne to the grave attended by so many distinguished mourners; never has one been more sincerely mourned by her subjects. Her greatness as a sovereign has compelled the admiration and love of both high and low; her womanly nature and consideration for her subjects everywhere won their affection and loyal attachment.

The teachers of Canada who have drawn lessons from her character as a Queen and woman have inspired their pupils with higher ideals of truth, honesty and duty because of her noble example, and because they felt that she was the children's friend.

One of the latest acts of the Queen was to signify a wish that the testimonial of £3,399 sent by the children of Canada for the benefit of the widows and orphans of the soldiers killed in South Africa, should be handed over to the Royal Patriotic Commissioners. This wish was executed on the day the Queen died.

The soldiers of Canada who fought for her in the Transvaal, many of whom received from her own lips words of praise, have returned home with a deeper sense of the meaning of loyalty and a firm attachment to the mother-land, whose Queen manifested such a warm personal interest in their welfare and who took every occasion to show her marked appreciation of their devotion to the empire.

The people of Canada mourn for her sincerely. They have testified their attachment not by outward symbols merely, but everywhere their silent and reverent demeanor has spoken, far louder than any outward expression, of their devotion. The services in the churches of every denomination have been marked by a simplicity of speech, a sincerity of tone, that has impressed even the most careless hearer. Not a jarring note has marred the solemnity of those days of mourning. Thus have the people testified that she has lived a good life, that she whose name shall be venerated in Canada for all time, has passed from this earthly life to a glorious life beyond

—VICTORIA.



**VICTORIA.**  
1837-1901.



**KING EDWARD VII.**

## EDWARD VII.

Edward VII was proclaimed King of Great Britain and Ireland and Emperor of India at St. James' Palace, London, at nine o'clock on the morning of January 24th. The proclamation was made in the presence of a numerous assembly of noblemen, officials, and college heralds, amid the blare of trumpets, cheers of the people, and the singing of "God Save the King," hearty but solemn, and with an undertone of sadness for the Mother-Queen who lay still in death in the castle of mourning on the Isle of Wight.

It was a wise choice, and one fitted to please the English people that the King should take the title of "Edward." Some of his greatest ancestors are known by that name both before and after the conquest. It is English and kingly. Etymologically, it means "rich guardian," and is associated with what is brave, stately and regal. Numerically, the Edwards have exceeded the monarchs of every other name. Although they are fewer by one than the Henrys, we must remember that the enumeration goes back only to the conquest. Beyond that there were three Edwards, kings of the Anglo-Saxons, but no Henrys, which name came in with the Normans. If we associate the name Edward with the kindred names of Edgar, Edwin, Edmund, so common among the Anglo-Saxons, we see that it is national and English to a greater extent than any other.

Albert Edward, the eldest son and second child of Queen Victoria and Prince Consort Albert, was born at Buckingham Palace, Nov. 9, 1841, and is consequently in the 60th year of his age. The birth of a son and heir filled the nation with the greatest joy, and public rejoicings at the event were unbounded. He was Duke of Cornwall by birth, which title and revenue of £50,000 is now transferred to this eldest (living) son, Prince George. He was created Prince of Wales and Earl of Chester by letters patent December 8, 1841. He was under the charge of Lady Lytton, sister of the Hon. W. E. Gladstone, until he was six years of age. After that under various celebrated tutors, afterwards studying for various periods at Edinburg, Oxford and Cambridge. Every care was taken in his physical and mental training to fit him for the responsibilities of future kingship. In 1860 he visited the principal cities of Canada and the northern states, and was everywhere welcomed with every demonstration of joy. After the death of his father, in 1861, and the consequent seclusion of the Queen for several years after, he was much before the people, and was especially in request for those public functions which his father had discharged. He was married March 10, 1863, to

Alexandra, daughter of the King of Denmark. In the autumn of 1871 he was seized with a dangerous typhoid fever which caused much public anxiety. His recovery was celebrated with great pomp and rejoicing in St. Paul's Cathedral early in the following year, on which occasion the Queen emerged from her retirement and appeared once more in public, a circumstance which called forth from her subjects an outburst of joy not less genuine than that which heralded the recovery of the Prince. In 1875 he visited India, receiving everywhere congratulations and manifestations of respect of those in the far east who are now his loyal and devoted subjects. In 1878 he became a mason, and since then has taken every degree in free masonry. He has been for many years grand master of the order in England, an office which he now relinquishes on his accession to the throne.

King Edward has always taken a keen interest in the welfare of the people, and has striven in many ways to promote their prosperity and happiness. He has been a lover of out-door sports, especially hunting and yachting. He is a zealous student of the politics of Europe and the news of the day. He is wise, prudent and tactful, and with the example of the Queen before him, aided by the careful training he has received, will no doubt prove an excellent constitutional monarch, and seek to promote at all times the best interests of the people he has been called upon to govern.

He has an admirable helpmeet in his queen, one of the most fascinating and popular women in all the King's dominions. But she has a grace of manner more irresistible even than her beauty. Added to these charms of person and manner, she has proved herself a devoted wife and mother, a friend to the poor, eagerly joining in all her husband's plans for improvements of the people. Her work has been none the less effectual because it has been done quietly, but it has been marked with a discretion and tact becoming to the rather difficult position she has occupied. Much might be written of her many acts of kindness and her tender consideration for others. One instance may suffice:

Some time ago one of the ladies-in-waiting to the late Queen of Denmark, the mother of Alexandra, lay dying in the Royal Palace at Copenhagen. Her one dying wish was to speak with her Princess Alex. before she expired. Alexandra was quite unable to leave England at the time, but she spoke a tender and sympathetic message into a phonograph and despatched it to Copenhagen by special messenger. Already the dimness of death had veiled the old woman's eyes, when the phonograph gave out its message of love and hope and as the last words died away and only the vibrations



of the phonograph lingered on the air, she sighed happily, and with "God bless you, dear," on her lips, passed away to another world.

King Edward and Queen Alexandra have had six children, of whom four survive. Their names are:

Prince Albert Victor Christian Edward, Duke of Clarence, born at Frogmore, January 8, 1864, died at Sandringham, January 14, 1892.

Prince George Frederick Ernest Albert, Duke of York, (now Duke of Cornwall and heir apparent to the throne), born at Marlborough House, June 3, 1865. Married July 6, 1893, Princess Victoria Mary of Teck.

Princess Louise Victoria Alexandra Dagmar, born at Marlborough House, February 20, 1867, married July 27, 1889, to the Duke of Fife.

Princess Victoria Alexandra Olga Mary, born at Marlborough House, July 6, 1868.

Princess Maud Charlotte Mary Victoria, born at Marlborough House, November 26, 1869, married July 22, 1896, to Prince Charles of Denmark.

Prince Alexander John Charles Albert, born at Sandringham, April 6, died April 7, 1871.

From his early childhood Prince George, the heir-apparent to the throne, presented a striking contrast to his elder brother, the Duke of Clarence. The latter was pale, pensive, retiring, but with a singular grace of manner and deportment that never afterward forsook him; the other was ruddy of countenance, full of brightness, and brusque vivacity, winning as he grew up a reputation for athletic sports. A strong intimacy existed between the two princes and they were constant companions in boyhood. Both entered the navy as cadets at the same time, June 5, 1877, Prince George having reached the required age just two days before, and was perhaps the youngest cadet ever admitted to service. After remaining two years on a training ship the princes set out on their famous three years' voyage in the "Bacchante" visiting the West Indies, South America, Australia, China, Japan and other places. Afterwards they visited Switzerland, Canada, United States, and the West Indies. Prince George was after this in actual service in the navy for six years, winning his way by merit from one post to another until he was promoted to the rank of commander, August 27, 1891. In the autumn of that year he went to visit his brother, the Duke of Clarence, at Dublin. There he contracted typhoid fever, and nearly lost his life. But his robust constitution held out, and he recovered his health just in time to stand by the deathbed of his brother, who had fallen a victim to pneumonia.

<sup>t</sup> Queen Victoria died on the anniversary of her father's death.

### The King's English.

BY A. CAMERON.

We are beginning to get used to "K. C." instead of the old familiar "Q. C.," and to "God save the King," and "The Soldiers of the King." In the same way our eyes and ears will by and by grow accustomed to "the king's highway" and "the king's English." As to the latter, there has already been a good deal of talk and some newspaper discussion in connection with a word which dropped from the king's own mouth in his first official utterance. In his accession speech to the Privy Council at St. James's Palace, on January 23d, he said, "I have resolved to be known by the name of Edward, which has been borne by six of my ancestors."

It is the last four words of this sentence which have bothered people. They have looked up their dictionaries and found that "ancestor" means "progenitor" or something to that effect. Then they turned to their history books and encyclopædias, and found that, of the Edwards from I to VI, only four (some said only three) were among the progenitors of Edward VII. Others looked a little farther back and found nine instead of six preceding King Edwards, of which nine there were five who figured among the forefathers of our present monarch. This research among the early Saxon kings only made the previous muddle rather more muddled.

There are two simple facts which will remove all the muddlement from all minds except those which know nothing and can receive nothing beyond what is contained in their pocket dictionary and their school textbook of history. One is that for eight centuries and a half it has been the custom of the sovereigns of England to fix the numeral after their name according to the number of kings or queens who have borne that name since the conquest. And custom, as Pinder said long ago, and as Carlyle has said more recently, is the queen that rules the world. The other fact comes under the same rule. It has been the custom for our sovereigns to speak of their predecessors as "ancestors." There is ancient legal sanction for this custom; but, even if there was not, the mere fact of its being the common custom of our recent kings and queens would make it perfectly good English. It was good "Queen's English" in the late reign, because Queen Victoria used it; and it is good "King's English" now because Edward VII used to use it habitually before he became king, and has shown in his accession speech that he intends to continue the use of it. On one historic occasion at Windsor, Macaulay forgot himself so far as to "correct" her late Majesty for calling James II. her

ancestor. "Your Majesty's predecessor," he said, "not your ancestor." One is glad to know that the great historian and essayist was not of those who never make a blunder and never make anything else. But it is a pity that he forgot his Shakespeare just then. In King Henry V the poet makes the Archbishop of Canterbury use the word "ancestor" of the king's "great-uncle" as well as that of his "great-grandsire." In the same play the great king says that "Nice customs curtsy to great kings," and we commend this saying to all sorts of priggish verbal critics.

### Incidents of The Queen.

It is said that Victoria used to consider herself really at home in but one place, and that her private garden at Osborne, on the Isle of Wight. There she had a plot of ground—her own private property—on which no stranger was ever allowed to intrude. A Swiss chalet has been built there and fitted up as a sort of family museum, and in the grounds themselves the Queen has exploited her personal taste in the matter of tree-planting. Royal marriages were commemorated by planting slips from a myrtle bush. Not far from this row of trees is the mourning row, all planted by her Majesty. Of late years the younger members of the Queen's army of descendants have done much of the tree-planting, and the place is full of all sorts of trees in commemoration of all sorts of events.

When the daughter of Sir Henry Ponsonby, the Queen's private secretary, was married, the Queen asked Lady Ponsonby if there were to be many present at the ceremony. "Far from it," was the reply. "The house in Ambassador's court will not permit a crowd. It is to be very select." "In that case," said the Queen, "perhaps there will be room for an old lady among the guests—an old lady like me!" And then Lady Ponsonby went nearly mad with joy because of the distinction vouchsafed her daughter's nuptials.

The Queen wrote much, but published little. The two volumes, "My Life in the Highlands" and its sequel, published shortly after John Brown's death, were singular productions. The first was intended as a vent to her feelings on the death of Prince Albert, and the other filled the same purpose after the decease of Brown. Both are dull, and both disclose as far as may be the daily life of an exalted personage, who was, after all, but a woman, and in some ways but a very weak and foolish woman, but one who was of good heart, possessed of many noble qualities, and of unquestionable purity of life.

The Queen hated tobacco smoke with all her strength, and it was forbidden to every one to indulge in the fragrant weed within the walls of Windsor. It is not recorded that this rule was ever relaxed but once, and that was on the occasion of the visit of King Charles of

Roumania to her Majesty in 1892. Then the smell of havanas was observable everywhere save in the apartments of the Queen herself and the adjacent corridors.

Queen Victoria was small in stature and during the latter part of her life very stout. This, however, did not prevent her from retaining a most remarkable grace and majesty of deportment. It was impossible to conceive anything more captivating and winning than her smile.

A very commendable trait of Queen Victoria's character was her loyalty to her servants. Though exacting, even to the point of severity, in her demands upon them, few mistresses, royal or otherwise, have ever been as considerate of those who served her as was her Majesty of England.

Her Majesty Queen Victoria was older than her grandfather was, and consequently she was older than any previous English sovereign. In the length of her reign the Queen surpassed any present ruler, though she was not the oldest in years. The oldest ruler of an independent state at present is the Grand Duke Adolphus of Luxemburg, who is in his 84th year. Among monarchs next to the Grand Duke of Luxemburg, in point of age, stands King Christian IX of Denmark. He is more than a year older than the deceased British sovereign. But Queen Victoria ascended the throne eleven years before any other ruler, whose life has extended into the new century, attained his present rank and position.

Giving expression to her thoughts on the British Empire to one of her maids of honor, the Queen is reported as having recently said:

"My influence has ever been for peace. There have been wars, but only to establish peace, and to give the people security. Wars for that end are justifiable, but for no other.

"If, when I am dead, they honour me enough to think of what I would wish and what I would pray for on their behalf, I would have them always associate my name with the peace and amity that promote the ends of justice and of right.

"I have confidence to believe that this is England's destiny, and nothing would give me so much pleasure as to be assured that my spirit could in any way watch over and aid the accomplishment of that noble work."

Encourage reading at home. Suggest something for the children to read aloud to their parents or brothers and sisters. If this custom can be established, the teacher will feel the good effect of it in the schoolroom. If the pupils do not own the necessary books, they may be loaned from the school library or taken from the public library. Common interests in some good book is an important factor in the home and indeed anywhere. If there is no public library or even school library, the teacher can soon form a small circulating library by lending out his books, and asking some of the reading people in the neighborhood to do the same.

## KINDERGARTEN AND PRIMARY COURSE.

MRS. SARA A. PATTERSON.

The children of a certain schoolroom were greatly interested recently in watching the star-shaped snow-flakes as they fell on the outside of the broad window-sill. Wondrously beautiful they were, and very varied, some of the flakes exceedingly small, others large and feathery, but all showing the characteristic six-sided form. And as one after another quickly melted away, what a marvel to see them turn into such tiny round specks of water!

The rapidity with which they come and the sudden destruction of the form, make it difficult for children at first to get more than a hazy idea of the general appearance of the snow-crystals. They recognize the whole form as star-shaped, but not being able to detect outlines easily, their ideas of the particular design must be very vague. Outline pictures of magnified snowflakes, or simple drawings of them made by the teacher on the blackboard, will not only help to give the children more correct knowledge of the form, but, what is of far more importance, will arouse their interest and make them eager to examine again and again for themselves the real snowflakes as they may have opportunity.

The very simplest outline forms may be laid with kindergarten sticks by the children, either as copies of blackboard drawings, or from the dictation of the teacher. In laying such forms the children should be trained to work by opposites, making the side farthest from them correspond with that nearest, and using the right hand in arranging the sticks on the right side, and the left hand for those on the left. In the children's blackboard drawings of these forms laid with sticks the same course should be followed. The left hand may do poor work at first, but its power will increase with use, and there will follow an added sense of ability to the child. After using the sticks, which are from one to five inches in length, affording a standard of measurement, the children may be interested in estimating the depth of a fall of snow, and in testing the correctness of their opinions in the matter.

Such an occasion as that of a silver thaw should be specially noticed, the children's attention being called not only to the beauty of the landscape, but to the causes which led to it. One morning recently, when the air had been heavily charged with moisture, the trees were found to be loaded with a thick coating of hoar-frost. Every little twig was distinct with its dainty white covering, and the whole effect was charming. But the marvellous beauty of it all was only disclosed on a closer look, when it was seen to be made up

entirely of the most tiny and delicate star-shaped particles, which, at a touch, disappeared as if by magic. The air was still, and in the absence of wind that beauty lay there, sparkling in the sunshine, for a whole forenoon; but how few saw it, or thought it worthy of more than a passing glance!

To little children, the story of the formation of this frost-work, or of a snow-flake, is intensely interesting. They like to hear of the tiny specks of water (*moisture* or *vapor* may not be known words to them as yet) which the frost, or "*Jack Frost*" if you choose, changes so wonderfully by a freezing breath. They may get some notion of the minuteness of these water-drops by reference to the specks of dust often seen dancing in a bar of sunshine. It would, however, be misleading to small children, to apply to the moisture the term of *water-dust*. They seem to understand readily what is meant by water-specks, and greatly enjoy experiments made to discover their presence in the atmosphere, such as breathing on a cold slate, bringing a pitcher of cold water into a warm room to observe the gathering of water-drops on the outside, watching their breath as it appears in the cold hall or out-doors in the frosty air.

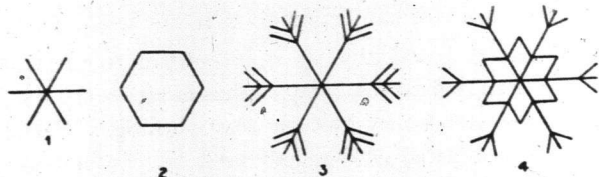
In connection with this, it is interesting to question them with regard to the damp clothes hung on the line, or even the towel they used in the morning. Where did the water-specks go that had been in the clothes? How did the towel get dry? What has become of the wetness on the floor that was scrubbed? Water likes to run, but water also likes to fly; and we may find the inside of our window covered with these water-specks, ready to fly out at the first chance, perhaps to find a home in the air far above the earth. When the frost touches these water-specks floating high up in the air, they begin to stretch themselves out, and join themselves one to another until there are six, symmetrically arranged in a group, forming one pattern or another of the beautiful snowflakes which come softly down to the earth.

Bring a cupful of snow into the room—how much water will there be in the cup when the snow is melted? Have guesses made; then show the result, and as the children observe the quantity, call attention to the quality also—is it fit to drink? Children frequently eat snow, which, in many instances, if melted, they would find full of impurities and would turn from with disgust. It might be wise to set them thinking about this and to help them discover some of the causes.

An interesting and simple experiment to show that water expands under the action of frost is made by setting a small bottle full of water just outside the window on a very cold day. If the bursting of the

glass can be heard, so much the deeper is the impression made on the children. Subsequently, this experiment can be acted out in play. Let a small boy close his hand lightly; then place over it a thin paper bag, tying it closely round his wrist. The fingers inside the bag represent the water-drops in the bottle. Some child personating Jack Frost now blows his chilling breath over them. The fingers begin to move—to stretch themselves, until—*snap* goes the bag, and the fun is complete,—and the mystery of the broken bottle and of the bursting of the water pipes is solved.

This is simple play, perhaps too small to be taken account of by some teachers; but those who study the ways of little children know that it is wisest often to meet them on their own ground. Their play brings them an immense fund of working knowledge; and we cannot afford to neglect a means so effective. If a moment or two, occasionally, of such play leads them to take a greater interest in things around them and helps them to understand better what they see, the time is not lost but gained.



SNOWFLAKE DESIGNS MADE WITH STICKS.

Two-inch sticks are best for figures 1 and 2; three-inch and one-inch sticks are figures 3 and 4.

Little children enjoy making pictures on the black-board of houses or trees in a snow-storm, dots being thickly placed to represent the snow. They also make very interesting attempts, sometimes, at illustrating, by drawings, some story which has been told by the teacher.

#### WINTER SONG.

(Selected from "Songs and Games for Little Ones," published by Ditson & Company).

Lightly, lightly falls the snow,  
Many flakes together,  
Dancing, dancing, to and fro,  
Oh, what stormy weather!

'Neath a blanket soft and white  
Grass and flower sleepeth,  
Safely through the winter's night  
Earth her treasures keepeth.

After winter comes the May,  
Sunshine warm, and showers,  
Birds will sing and lambs will play,  
Then, too, come the flowers.

Key F.—

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#### A LITTLE BOY'S WALK IN WINTER.

BY L. KATHERINE WOODS.

(Selected from "Kindergarten Review," January, 1901).

A little boy went walking  
One frosty winter's day.  
He saw some little snow birds  
That quickly hopped away;  
He saw the ice-bound river  
With snow all glist'ning white;  
Jack Frost had worked so quickly!  
Oh! 'twas a wondrous sight!

He watched the merry skaters  
All passing to and fro;  
And other children coasting  
Upon the crusty snow.  
He saw the trees now sparkling  
With many diamonds bright;  
And icicles were hanging  
From every roof in sight.

He saw the silv'ry pictures  
Jack Frost puts everywhere;  
And heard the merry sleigh bells  
That jingled through the air.  
He saw the grey clouds gath'ring;  
And, as the snowflakes fell,  
He said: "I must find mother,—  
I have so much to tell!"

"THAT'S HOW."

(Story selected from "Rhymes and Tales," published by E. Steiger, N.Y.)

It was a bitter cold day. There had been a great snow storm, and the sky had a black and angry look.

"Dear, me," said Mrs. Wilson, as she looked out of the window, "See how the snow has drifted into the yard! Ann cannot get out to the wood-house for her kindlings. Those poor hens, too, have not been fed since yesterday morning. What shall we do without anybody to dig a path?"

"I can shovel a path," said Johnny, a bright boy about eight years old.

"It is too hard work for you, I fear," said Mrs. Wilson, "and, besides, we have nothing but this coal-sifter to shovel with."

"No matter," said Johnny, "I can try."

So Johnny put on his cap, pulled on his over-stockings, buttoned his coat, got his mittens, and went to work with a will.

He was digging away like a good fellow, when a man came lounging along with both his hands in his pockets. Instead of lending Johnny a helping hand or saying a kind word to him, he called out in a sneering tone: "Boy, how do you expect to get through that snow-drift?"

"By keeping at it, that's how!" answered Johnny, as he tossed the snow out of his little shovel. Then without wasting any more time in words, he turned straight to his work again. It was hard work. He was soon very tired, and his hands were cold, but he kept at it bravely until he had dug a good path. Then, while Ann got the kindlings, he made the hens happy by taking them a fine hot dinner.

## CURRENT EVENTS.

The death of Queen Victoria overshadows in importance every other event of the month.

Saturday, February 2nd, the day appointed for the funeral, was observed as a day of national mourning in every part of the late Queen's dominions. With every circumstance of solemn grandeur, the body was borne from Osborne House to Windsor. The gathering of crowned heads, and the naval and military display, far surpassed those of the Jubilee; for, by her late Majesty's own desire, it was a military pageant.

Queen Victoria was the daughter of the fourth son of George III, Edward, Duke of Kent, who died when she was but a few months old. Her mother was the daughter of the Duke of Saxe-Coburg, and sister of Leopold, King of the Belgians. Two of her uncles preceded her on the throne, as George IV and William IV; another, Frederick, had died without leaving an heir; and in June, 1837, at the age of eighteen, she found herself called upon to rule as constitutional sovereign of the British empire. The events of her long reign, upon many of which she had a greater personal influence than her people knew, have been those that marked the progress of nearly two-thirds of the century.

The presence in England of the Emperor William, of Germany, the Queen's grandson, who reached her bedside in time to be recognized by her, has been very heartily welcomed by the English people; and it is not without significance that he was the first to recognize his uncle's accession to the throne by addressing him as King.

In the foreign relations of the empire, the sovereign is the treaty making power. Legislative sanction and ratification of treaties are not required with us; and the King can never be placed in the humiliating position of the President of the United States who unexpectedly finds his treaties disallowed by the Senate. In internal affairs, though the King cannot make laws without the consent of Parliament, neither can the Parliament do so without the royal sanction. The consent of the crown, given by the King's signature, is necessary to the validity of every important document. Another prerogative of the sovereign is that of choosing his advisors; and though he may not keep in office a cabinet that does not possess the confidence of the people's representatives, he is not obliged to retain one that no longer retains his own confidence. He has also the right to dissolve parliament and appeal to the country by a new election.

In all the splendor of Saturday's funeral pageant, in

which kings and emperors with their brilliant retinues rode behind the gun carriage that bore the mortal remains of the dead Queen, there was nothing more impressive than was the simple procession which on the preceding day followed those remains along the country lane in the Isle of Wight, to be placed on board the royal yacht and carried through ten miles of moticless war ships to Portsmouth. Behind the coffin of his royal mother, the King accompanied by his brother, the Duke of Connaught, his nephew, the Emperor of Germany, and other princes walked on foot; while behind this glittering group came ten women, deeply veiled and dressed in the simplest black, huddled shoulder to shoulder, as one correspondent says, just like the poorest, humblest widows in Christendom. Yet these women trudging along the muddy way, without sign of rank or hint of royalty, were the Queen of England and the other princesses of the royal family.

The immediate cause of the Queen's death was paralysis, and it is believed that she suffered a slight stroke before going to Osborne. The horrors of the Boer war and heavy family sorrows have made a great drain on her health and vitality. Her eldest and favorite daughter, Empress Frederick, is slowly dying of a particularly painful disease; her second son, the Duke of Saxe-Coburg, died not long ago after the suicide of his only son, the Queen's grandson; another grandson, Prince Christian Victor, was a victim of the Boer war; Prince Henry of Battenburg, the husband of the Queen's youngest daughter, Beatrice, died off the coast of Africa a few years ago. Finally, the death of Lady Churchill, her chief attendant, who was found dead in her bed on Christmas morning was a great shock to the Queen. She has always carried the cares of her people on her heart. She has treated the great English race as if it were her family, and this is one secret of the almost unparalleled affection in which she has been held.

The news from South Africa is unsatisfactory. The Boers, since their invasion of Cape Colony, have been carrying on guerilla warfare, and in widely scattered bands manage to elude the British forces and appear in unexpected places, capturing small posts and damaging railways and other property. Lord Kitchener has asked for 30,000 mounted troops, to which Canada and the other colonies will contribute their quotas.

The Chinese plenipotentiaries in their meeting with the foreign envoys on February 5th, at Peking, submitted the names of twelve prominent Chinese officials for punishment, either by death or banishment, as a reparation for recent outrages and for connivance with the Boxers. Affairs in China have been quiet, and it is hoped that a peaceful solution of difficulties will soon be reached.

The first session of the ninth Canadian parliament was opened at Ottawa, Thursday, February 7th. Mr. Brodeur has been elected speaker. R. L. Borden, of Halifax, has been chosen by the Conservatives as their party leader.

### A Curious Geographical Blunder.

The Movement Geographique has recently published a long article about a curious geographical blunder relating to South America. The Tocantins River has been regarded as merely a tributary of the Amazon instead of being, as it is, an independent river basin. The writers on geography are only just beginning to treat the Tocantins as an independent hydrographic basin. It rises far to the south and has a great tributary, the Araguaya, which is even larger than the Tocantins. The joint streams form one of the great rivers of the continent with a width for a long distance of two or three miles, but the river is so impeded by rapids that it is not available for navigation until it widens into the great estuary on which Para stands. The Tocantins does not mingle in any degree with the Amazon and they reach the sea about 40 miles from each other. The chief reason why the erroneous identification of the Tocantins system with the Amazon basin has so long been perpetuated seems to be that the Tocantins basin is closely related with that of the Amazon tributary to the west, inasmuch as both flow from the same slope and in the same direction. A very small quantity of water from the Amazon does, however, enter the Tocantins through seven narrow arms of the Amazon delta. This does not, however, make the two rivers belong to the same system.—*Scientific American*.

### 'ROUND TABLE TALKS.

A correspondent asks the REVIEW to give an account of the war in China—its causes, events, and results. This would take up more space than we can devote to it in a single number. The "Current Events" column in the REVIEW from month to month has contained records of the war.

F. F.—What British history will be used for beginners in New Brunswick schools in place of the synopsis of history in the late series of readers?

A book containing outlines of British and Canadian history is being prepared and will be ready on the re-opening of schools in August.

H. J. P.—Please recommend a suitable book on drawing.

If a book for the teacher's use is required, then perhaps no better book could be recommended than "New Methode in Education." (Art, Real Manual Training, Nature Study), by J. Liberty Tadd; pages 456, 7½ × 10½ in.; \$3.00. Philadelphia. For the pupils' use, the best is a blank book, and the best models are simple natural objects. Any series of school drawing books may be used to show the pupils *how* artists

express ideas—technique. Within certain limits, the less there is of drawing from the copy and the more from the object, the better the result, even when the teacher does not know much of the subject.

A very good series of model lessons in drawing may be found in The First Elements of Science arranged as Observation Lessons and correlated with Drawing, published in six parts by Macmillan & Co., London. Price 1s. 6d. each. For sale by T. C. Allen & Co., Halifax.

H. A. W.—What was Queen Victoria's family name?

Rulers usually discard family names, and are known by their Christian names coupled with title or the name of the place ruled over. The family name of the Queen, it is generally believed, is Guelph, and that of her royal husband, which of course she never assumed, was Wettin.

### SCHOOL AND COLLEGE.

Miss Mary Caswell, teacher at Lord's Cove, Deer Island, has secured a set of chemical apparatus and minerals for the school. Through Miss Caswell's efforts the school where she previously taught procured a similar set, which is still in good order.

The Convent schools at Chatham and Campbellton have recently purchased apparatus and material for teaching elementary science; also the school at Stanley Village, now taught by Mr. Clarence Sansom.

Miss Marion R. Atkinson has taken charge of the school at Weldon, Albert Co. On taking her departure from Curryville school, where she had been teaching for the past year and a half, her scholars presented her with a handsome silver jewelry case.

In the death of Miss Miller, principal of Alexandra school, Halifax, Nova Scotia has lost one of its best-known and most respected teachers. In a resolution of condolence, the school board very truly says of her: "Miss Miller was a most faithful and efficient teacher in the service of this board for the period of thirty-three years, thirty of which she was principal of Brunswick street, now Alexandra school, during a part of which time it supplied more teachers to the public schools than any high school in the province. She was always characterized by that gentleness, that singleness of purpose, refinement of manner and nobility of character, which made her helpful to all with whom she came in contact."

Inspector Roscoe has done valuable service to the cause of education in Nova Scotia by emphasizing the importance of teachers' institutes. He has succeeded in awakening a professional interest in establishing an *esprit de corps* among the teachers of his district, which must greatly enhance their value to their respective schools. The teachers of West Cornwallis, not content

with a meeting once a year, have formed a local association, to meet once a fortnight in Berwick, reference to which has been already made in the REVIEW. The officers for the present quarter are: President, J. Willis Margeson; Vice-president, P. J. Shaw; Secretary-treasurer, Lottie Chute.

The Teachers' Institute of Annapolis and Digby Counties, will be held at Digby on the 3rd and 4th of April.

The REVIEW has received from the Dartmouth Public Kindergarten a pretty memorial tablet in purple and black, the children's affectionate token—"In memory of our beloved Queen, Victoria—1837-1901."

Classes in French and German are to be formed shortly in the Truro Normal School. It is understood that Mr. Soloan will conduct the German class and Mr. Benoit the French one. There will be little attempt at teaching grammatical principles, the main attention being directed toward the correct use of the languages in conversation.—*N. S. Normal.*

Inspector Mersereau is visiting the schools in Gloucester County this month from Shippegan to Bathurst, after which he will go up the coast of the Bay of Chaleur to Campbellton.

### RECENT BOOKS.

We are glad to welcome a book of this character<sup>1</sup> from a Canadian publishing house. First, because in beauty of page and illustration, and in typographical excellence, it is the equal of any published elsewhere. (And long ago, even late in the last century, Canadian books were not always models of excellence, typographically). In the second place, because of its matter. It is a miniature history of the British Empire, and of special value to us, as it groups among the great achievements of the Empire some of the most inspiring pages of our Canadian history. "The History of the Union Jack," says Mr. Cumberland, "grew out of a paper principally intended to inform my boys of how the Union Jack of our Empire grew into its present form, and how the colours and groupings of its parts are connected with our government and history, so that through this knowledge the flag itself might speak to them in a way it had not done before." Mr. Cumberland has done a great service to the teachers of Canada, and our hope is that this book may find its way into their hands. It will quicken in every reader a truer patriotism and a better teaching of it.

The declaration on the frontispiece of this volume of selections<sup>2</sup> may give us a clue to their character: "To Geo. Palmer Hyde, whose recurrent clamor for 'a piece to speak' taught me what to put in, and whose scornful rejection of the 'babyish' or 'dry' taught me what to leave out, this book is affection-

<sup>1</sup> HISTORY OF THE UNION JACK. How it Grew and What It Is. By Barlow Cumberland, M. A. Illustrated. Second Edition, revised and enlarged, with index. Cloth. Pages 324. Price, \$1.50. Wm. Briggs, publisher, Toronto.

<sup>2</sup> SCHOOL SPEAKER AND READER. By Wm. DeWitt Hyde, President of Bowdoin College. Cloth; pages 474. Price 90 cents. Ginn & Co., publishers, Boston, Mass.

ately dedicated." Probably if the tastes of boys and girls were consulted in the making up of readers, we might not be called upon to bewail the lack of interest in good literature on their part, or that vicious tendency to read what is weak, insipid and trashy, instead of what is strong and pure, as well as entertaining. It would certainly be a good plan—and some writers of children's books have adopted it—to read over the production to a small but select juvenile coterie, and on their verdict give it to the world, or withhold it. We know an editor-reviewer who gets his twelve-year old daughter to record her impressions of certain books before committing his own estimate of them to paper.

To return to Master George Palmer Hyde: We are much more interested in the contents of this book since we know that he had a hand in it. The president of a college *might*, perchance, admit something "dry" or commonplace into a book of selections, although he would naturally be depended upon to exclude the "babyish" element. But commend us to the instincts of Master George, even though the president's *ipse dixit* was the final court of appeal. Opening the book at random, under the head of Nature, we find selections from Frank Bolles, Henry Van Dyke, John Burroughs, Ernest Seton-Thompson, and others—short extracts, but each appealing to a youth's lively imagination and depicting scenes illustrative of the healthfulness, attractiveness and manliness of out-door life. Then follow passages dealing with history, patriotism, peace, and finally some selections, none of them trite or ephemeral, under the head of Humor, Sentiment and Reflection. In all of these there is something that youth can appreciate, and that will shape life and character.

Here is a little work of low price<sup>1</sup> which, if it does not tend to improve spelling, will not be the fault of the book. It starts out with the fundamental idea that the secret of success in learning to spell is concentrated and wisely directed effort on words that are likely to be misspelled, and on the letters where the mistake is likely to be made. It contains 6,500 carefully graded words in common use and difficult to spell, not necessarily to be assigned for home study, but which may be made interesting class lessons on the fine distinctions and shades of meanings in words.

The second book of America's Story<sup>2</sup> follows closely upon the beginner's book, and is written in the same attractive and interesting manner. It tells the story of the great discoverers and explorers from the time of Leif Ericson to Henry Hudson. It portrays the pomp and pride of the Spanish, the simple life and customs of the aborigines, and the sturdy temper of the early English and Dutch navigators.

The essential principles of English grammar are very clearly and accurately set forth in the work before us.<sup>3</sup> There is a simple and natural development of the sentence, and abundance of illustration enforces every statement. The classification of words, conjugation of the verb, treatment of the predicate, are clearly set forth. The book will help every industrious student to a clear understanding of the English language.

<sup>1</sup> PENNIMAN'S NEW PRACTICAL SPELLER. Cloth. 160 pages. Price 20 cents. D. C. Heath & Co., publishers, Boston, Mass.

<sup>2</sup> AMERICA'S STORY FOR AMERICA'S CHILDREN, Vol. II. By Mara L. Pratt. (In five volumes). Cloth. 160 pages. Price 40 cents. D. C. Heath & Co., publishers, Boston, Mass.

<sup>3</sup> THE ESSENTIALS OF THE ENGLISH SENTENCE. By Elias J. MacEwan, A. M. Cloth. 340 pages. Price 75 cents. D. C. Heath & Co., publishers, Boston, Mass.

A series of problems in physics, useful for review, are given in this convenient little book.<sup>1</sup>

The author of this treatise on qualitative analysis<sup>2</sup> gives us a happy medium between the voluminous exercises and the skeleton treatment hitherto almost entirely in vogue. He presents us with a course, applied and verified in his own laboratory, at once practical and having for its aim to prepare the student for advance work at a college or university.

The selections in this beautifully printed reader<sup>3</sup> are those that may well be put in the hands of the young. They are not only interesting and fascinating to children, but all the selections are chosen with distinct objects in view—to encourage honor, duty, obedience, tenderness, love, loyalty, and the practice of these and other virtues.

In the *Mantle of Elijah*,<sup>4</sup> by Zangwill, we have a book written with considerable vigor and presenting many phases of the English political and social life of to-day. Here we see the game of politics, the craft of statesmanship, the discussion of an empire's responsibility, its strength and weakness when faced with war. The book is filled with striking characterization.

A glance at the title of the books here named<sup>5</sup> will show the excellent taste and judgment made in selecting subjects for children's reading. "The King of the Golden River," by Ruskin; "Gulliver's Travels," by Dean Swift; "The Adventures of Ulysses," by Charles Lamb, and others, are too well known as classics to need more than a reference here. The numbers of this series are issued fortnightly, well printed, with numerous illustrations, and edited by prominent educators and men of letters.

The Riverside Art Series, Number 5,<sup>6</sup> contains a portrait of Sir Joshua Reynolds and a collection of fifteen pictures from carbon prints of the eminent painter. Estelle M. Hurl contributes an introduction and interpretation of the pictures, among the most striking of which are Dr. Samuel Johnson, The Strawberry Girl, Angels' Heads, Master Crewe as Henry VIII. The series is an admirable reproduction and is in itself a work of art. The same may be said of the Murillo Collection in Number Six of the same series, chiefly on religious subjects. The value of these quarterly productions at such a low price can scarcely be estimated, placing within the reach of every school and home the masterpieces of the world's art, with judicious interpretations, making their educational usefulness complete.

<sup>1</sup> ONE THOUSAND PROBLEMS IN PHYSICS. By W. H. Snyder, A. M., and Irving O. Palmer, A. M. Cloth. Pages 142. Price 55 cents. Ginn & Company, publishers, Boston, Mass.

<sup>2</sup> AN ELEMENTARY TREATISE ON QUALITATIVE CHEMICAL ANALYSIS. By J. F. Sellers, A. M. Cloth. Pages 160. Price 80 cents. Ginn & Co., publishers, Boston, Mass.

<sup>3</sup> STICKNEY'S ALTERNATE FOURTH READER. Cloth. Pages 374. Price 60 cents. Ginn & Co., publishers, Boston.

<sup>4</sup> THE MANTLE OF ELIJAH, by I. Zangwill. Cloth. Pages 459. Illustrated. Price \$1.50. W. J. Gage & Co. Limited, Toronto.

<sup>5</sup> HEATH'S HOME AND SCHOOL CLASSICS: Shakespeare's *A Midsummer Night's Dream*; Ruskin's *The King of the Golden River*; Swift's *Gulliver's Travels*, Parts I. and II.; Lamb's *The Adventures of Ulysses*; *The Wonderful Chair*; *Six Nursery Classics*; *The Story of a Short Life*; *Eyes and No Eyes*. Paper. 10 cents each. D. C. Heath & Co., Boston, publishers.

<sup>6</sup> RIVERSIDE ART SERIES. No. 5, *Sir Joshua Reynolds*. No. 6, *Murillo*. With collection of fifteen pictures and a portrait of each painter. Issued quarterly. Price 30 cents each. Yearly subscription \$1.00.

No historical writer had a greater power than Macaulay to make personages and events pass before the eye as in life. This pictorial sense, added to his genius, his knowledge of history, his honesty as a man and an author, gives a rare value to his writings. All these qualities are brought out in the subject of the present essay, Lord Clive;<sup>1</sup> and the rise of that hero from a low estate to a position of commanding greatness was a fit subject for the genius of the essayist.

In the Riverside Literature Series<sup>2</sup> we have excellent selections from Hawthorne and Longfellow, with introductory notes, useful for supplementary reading.

The *Stories of my Four Friends*<sup>3</sup> is a series of beautiful pictures from nature rendered more attractive by unique illustrations. The "Four Friends" are the four seasons personified, and these "friends" weave into stories the wonderful workings of nature.

The author of this book<sup>4</sup> aims to teach the facts of nature by a series of stories and illustrations adapted to the child's understanding. He has succeeded very well in impressing the fact of care and mutual dependence of all living things, from human beings to plants. But we would like the book better if certain childish things had been left out. There is no need of "Mrs." Whitebear, "Mrs." Puss, etc., to arouse a child's interest.

This is a very suggestive and easily adapted plan of work for the study of animal life.<sup>5</sup> It gives due attention to the study of life and habits as well as to anatomy. The experiments are attractive, easily worked, and fitted to arouse the interest of young students. It represents, as fairly as its small compass will allow, the results of the latest scientific investigation.

The first steps in reading<sup>6</sup> is written from the standpoint of images, not words, recognizing that the thought is the reality and the sentence its outward expression. The material for thought is gathered from action-sentences, games and stories, thus arousing interest and making easy and natural the process of reading. Songs are added, and the child's experience used to secure dramatic expression in reading.

The Kipling Reader<sup>7</sup> is something of a novelty in readers, and will be welcomed by those who would like to have within a small compass a variety of selections showing the genius of

<sup>1</sup> *Macaulay's ESSAY ON CLIVE*. Edited and annotated by A. M. Williams, M. A. Cloth. Pages 134. Price 50 cents. Longmans, Green & Co., London. The Copp, Clark Co., Ltd., Toronto, publishers.

<sup>2</sup> RIVERSIDE LITERATURE SERIES, No. 145, *The Gentle Boy and Other Tales*, by Nathaniel Hawthorne. No. 146, *Giles Corey of the Salem Farms* (a Play) by Henry W. Longfellow. With notes. Issued quarterly. Single numbers 15 cents. Yearly subscription (4 numbers) 50 cents.

<sup>3</sup> THE STORIES OF MY FOUR FRIENDS. By Jane Andrews. Edited by Margaret A. Allen. Cloth. Pages 100. Illustrated. Price 45 cents. Ginn & Co., publishers, Boston.

<sup>4</sup> MOTHER NATURE'S CHILDREN. By Allen W. Gould. Cloth. Pages 261. Price 70 cents. Publishers, Ginn & Co., Boston.

<sup>5</sup> STUDIES OF ANIMAL LIFE. By H. E. Walter, W. Whitney, F. C. Lucas, three Chicago high school teachers. Cloth. Pages 106. Price 50 cents. D. C. Heath & Co., publishers, Boston.

<sup>6</sup> THE THOUGHT READER, Book I. By Maud M. Summers, Principal of the Goethe School, Chicago. Cloth. Pages 114. Price 35 cents. Ginn & Co., publishers, Boston, Mass.

<sup>7</sup> THE KIPLING READER. Selections from the Books of Rudyard Kipling. Cloth. Pages 244. Price 1s. 9d. London: Macmillan & Co., Ltd., publishers.



Kipling. The contents embrace four Tales of the Anglo-Indians, five selections of Anglo-Indian Verses, eight Indian Stories, and three Songs of the English.

There is much in the Story of American History<sup>1</sup> to commend it to the young reader. It is well printed, with excellent illustrations, and written in a pleasing style. It is intended for earlier grades in schools, and contains leading events of certain periods and the personal achievements of representative men of the nation.

We have received the following: *English Spelling*. Price 10 cents, published by the Ben Franklin Company, Chicago, containing examples of amended forms in spelling. "Sum newspapers use sum of these amended forms, etc." We prefer the old style a "litl" longer.

*Heath's Mathematical Monographs* in four parts, price 10 cents each, D. C. Heath and Co., Boston, gives the solution of some famous geometrical theorems and problems, useful for teachers of mathematics, as they present freshly written and interesting monographs upon the history, theory and methods of teaching.

*Monthly Progress Test Papers*, price 3d each, give test questions for promotion in arithmetic, useful for review. Also, *Questions in Algebra* for elementary schools. In parts, price 6d each.

*Macmillan's Brushwork Copybooks*, price 4d each, Macmillan & Co., London, contain designs to be studied and then copied from memory; also spaces for the insertion of original designs. An artistic series, with full directions for work.

*The New England Primer* (reproduced), Ginn & Co., Boston. A carefully prepared facsimile of the primer used in New England in the 18th century. The antique, old fashioned letters and style, and time-stained paper, make the production a curious and interesting one.

We have received, through the courtesy of Supt. Mason S. Stone, the Vermont School Report, which presents an interesting view of education in that state.

The only one of the three intended for elementary classics is Mairet's *la Tache du Petit Pierre*<sup>2</sup>—a very popular book in France. It was crowned by the academy. Notes and vocabulary have been made unusually full. *Graziella* was recommended by the Committee of Twelve as a part of the curriculum in high schools and academies in the United States. Maupassant's stories, of singular beauty, were suggested in many cases by various incidents in his life.

This volume<sup>3</sup> carries to the student to the end of Quadratic Equations only. The authors have aimed at a full treatment of elementary principles. In this they have succeeded admirably.

<sup>1</sup> THE STORY OF AMERICAN HISTORY. By Albert F. Blaisdell. 12mo. Cloth; 440 pages. Price \$1.00. Fully illustrated. Ginn & Co., publishers, Boston, Mass.

<sup>2</sup> MAIRET: *La Tache du Petit Pierre*. Edited with notes and vocabulary by Prof. Super. Pp. 134. Price 35 cents. MAUPASSANT: *Huit Contes Choisis*. Selected and edited with notes and introduction by Elizabeth M. White. Pp. vij, 94. Price 25 cents. DE CAMARLINE: *Graziella*. Edited with introduction and notes by Prof. Warren. Pp. xii, 165. Price 35 cents. All in Heath's Modern Language Series. Boston, Mass., 1900.

<sup>3</sup> LONGMANS' ELEMENTARY ALGEBRA, by Wm. G. Constable, B.Sc., B.A., and Jas. Mills, B.A. Longman, Green & Co., London, New York. Pages 263+61. Price 2s. 6d.

bly. The faithful student of average ability who uses this book should have no difficulty, even without the aid of a teacher, in mastering the principles and in laying a perfect foundation for more advanced work. The steep places in bracketing, factoring and complex fractions have been made with easy ascents. These are thoroughly graded examples in abundance and six sets of recapitulatory exercises. Answers are given covering sixty-one pages.

#### BOOKS RECEIVED.

THE CHILDHOOD OF JI-SHIB, THE OJIBWA, and sixty-four pen sketches. By Albert Ernest Jenks, Ph. D. The American Thresherman, publishers, Madison, Wis.

HANDBOOK OF METHOD FOR TEACHING PHONIC READING. By Principal MacCabe, LL. D. The Copp, Clark Co., Toronto.

COMMERCIAL FEDERATION AND COLONIAL TRADE POLICY. By Prof. John Davidson, M. A., Ph. D. Swan, Sonnenschein & Co., London.

THE FOUNDATIONS OF BOTANY. By J. Y. Bergen, A. M. Ginn & Co., Boston.

ELEMENTARY BOTANY with Appendix. Groom and Penhallow. The Copp, Clark Company, Toronto.

SCHOOL MANAGEMENT AND METHODS OF INSTRUCTION. By Geo. Collar, B. A., B. Sc., and Chas. W. Crook, B. A., B. Sc. Macmillan & Co., London.

Schiller's DAS LIED VON DER GLOCKE. D. C. Heath & Co., Boston.

Cornelius Nepos' LIVES OF MILTIADES AND EPAMINONDAS. Macmillan & Co., London.

A SCHOOL GRAMMAR OF THE ENGLISH LANGUAGE. By Prof. Edward A. Allen. D. C. Heath & Co., Boston.

#### FEBRUARY MAGAZINES.

The February *Canadian Magazine* is an attractive issue, with five short stories and six illustrated articles. The Passing of the Contingent, a short article by Norman Patterson, is a fine summary of the part played by our soldiers. The illustrations show the celebrations in Halifax, Montreal and Toronto. Martin J. Griffin, Parliamentary Librarian, writes of Darwin Spencer, Huxley and other great men of the century, under the title, Dying Speeches and Confessions of the Nineteenth Century. . . . The *Atlantic Monthly* contains some bright and clever articles, among which are a critique on Lord Roseberry's book, the Last Phase of Napoleon, by Prof. Goldwin Smith; The Eleventh Hour, a story by Basil King, the scene of which is partly laid in Quebec; a century of American Diplomacy, by Prof. S. M. MacVane, and Reminiscences of Huxley, by John Fiske. . . . The Midwinter Fiction Number of the *Century* (February) contains the prize story in the *Century's* third annual competition. It is a romantic tale of Macedonia called An Old-World Wooing, and the author is Adeline M. J. Jenny, B. A. of the University of Wisconsin. . . . Children can get a great deal of fun out of Valentine time. Lina Beard shows them how they can do it with scissors and paste. Nearly twenty illustrations appear in her article in the February *Delineator*. . . . The *Chautauquan* has a fine table of contents, containing articles on Victor Hugo, Geography from Homer to Columbus, Crosscuts for Literary Wayfarers, Topics of the Hour and others. . . . Littell's *Living Age* (Boston) contains from week to week some of the best articles from English magazines.

## Education Department, N. B.

### OFFICIAL NOTICES.

The attention of School Trustees and Teachers is directed to the following Official Notices.

#### I. THE SCHOOL MANUAL 1901.

The new School Manual has been mailed to Secretaries of School Boards and teachers in all districts in which schools were in operation during the last term. Manuals will be sent on application to any teacher or school trustee who has not been supplied.

#### II. SCHOOL HOLIDAYS.

In addition to the holidays hitherto allowed by Regulation, the Monday and Tuesday following Easter, and the day observed as Labor Day, shall be reckoned as holidays in all public schools. In districts in which Labor Day is not publicly observed, the schools may be kept in operation as on other teaching days, and in any such case the school may be closed for the term one day earlier. His Honor the Lieutenant-Governor having proclaimed Saturday, February 2nd, as a public holiday, on account of the obsequies of her late Majesty Queen Victoria, the number of teaching days in the term ending June 30th, 1901, will thereby be reduced to 120 in country districts, and 119 in the City of St. John.—See Regulation 20.

#### III. EMPIRE DAY.

Thursday, May 23rd, is to be observed in all public schools as Empire Day.—See Regulation 47.

The recent death of our late beloved Queen renders it eminently fitting that Empire Day for the year 1901 shall be specially observed as VICTORIA MEMORIAL DAY. All the lessons and exercises of the schools on that day should have special reference to the progress of the Empire during the Victorian era; and to the gracious influences of the life and character of Victoria the Good upon the people of the British Empire, and of the world. Teachers are requested to consult with trustees in making careful preparation for the due observance of the day.

#### IV. DEPARTMENTAL EXAMINATIONS.

(a) *Closing Examinations for License.*—The Closing Examinations for License, and for Advance of Class, will be held at the Normal School, Fredericton, and at the Grammar School Buildings, in St. John and Chatham, beginning on Tuesday, the 11th day of June, 1901.

The English Literature required for First Class candidates is Shakespeare's "Merchant of Venice," and selections from Keats, Shelley, and Byron as found in Select Poems, used in High Schools.

(b) *Normal School Entrance Examinations and Preliminary Examinations for Advance of Class.*—These examinations will be held at the usual stations throughout the Province, beginning on Tuesday, July 2nd, 1901, at 9 o'clock a. m.

The requirements for the several classes will be found on pages 115 and 116 of the School Manual.

Candidates are required to give notice to the Inspector within whose inspectoral district they wish to be examined not later than the 24th day of May. A fee of one dollar must be sent to the Inspector with the application.

(c) *Leaving Examinations.*—Held at the same time and stations as the Entrance Examinations.

These Examinations are based on the requirements of the Course of Study for Grammar and High Schools as given in the Syllabus for Grades IX, X and XI.

The subjects for the Leaving Examinations shall consist of English Language, English Literature, History and Geography, Arithmetic and Book-keeping, Algebra, Geometry, Botany and Agriculture, with any two of the following: Physics, Chemistry, Physiology, Latin, Greek, French.—(Nine papers in all.)

(d) *Matriculation Examinations.*—Held at the same time and stations as the Entrance Examinations. The Matriculation Examinations are also based on the requirements of the Course of Study for Grammar and High Schools as given in the Syllabus for Grades IX, X and XI.

All candidates for Matriculation shall take the following subjects: Latin, Arithmetic and Algebra, Geometry, History and Geography, English Language, English Literature, Chemistry; also, either Greek or French and Natural History.

The attention of candidates for the Leaving Examinations is particularly directed to the changes made in the requirements. Hereafter the requirements for the Leaving Examinations will be equivalent to those of the Matriculation Examinations—both being based on the Syllabus for Grades IX, X and XI of the Grammar School Course, and so far as the subjects of the two examinations are common to both, the examination papers will be identical.

In case there are pupils in any of the High Schools or Grammar Schools who have been making preparation for the Leaving Examination on the Syllabus of former years, special arrangements will be made to meet their wishes, provided early application be made on their behalf.

All candidates for the Matriculation and Leaving Examinations must send in their applications to the Inspector within whose inspectorate they propose to be examined, not later than the 24th day of May. A fee of two dollars must accompany each application. Forms of application may be obtained from the Inspectors or from the Education Office.

The English Literature Subjects for the Matriculation and Leaving Examinations will be the same as for the First Class Candidates at the Closing Examinations.

The Department will supply the necessary stationery to the candidates at the July examinations, and all answers must be written upon the paper supplied by the Supervising Examiners.

In the June examinations the candidates will supply their own stationery.

Examinations for Superior School License will be held both at the June and July examinations.

The First Book of Caesar's Gallic War will be required in both cases. The Mathematical Paper will be based on Wentworth's Trigonometry and F. H. Stevens' Mensuration for Beginners.

(e) *High School Entrance Examinations.*—These examinations will be held at the several Grammar and other High Schools, beginning on Monday, June 17th, at 9 o'clock, a. m. Under the provisions of Regulation 46, question papers will be provided by the department. The principals of the Grammar and High Schools are requested to notify the Chief Superintendent not later than June 1st, as to the probable number of candidates.

For further details in regard to the Departmental Examinations see School Manual, Regulations 31, 32, 45 and 46.

Education Office,

J. R. INCH,

February 5th, 1901.

Chief Superintendent of Education.

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- E. R. SHEPARD, *Official Photographer, Minneapolis, Minn.*
- G. P. RECLUS GUYOU, *Geographer, Edinburgh, Scotland.*

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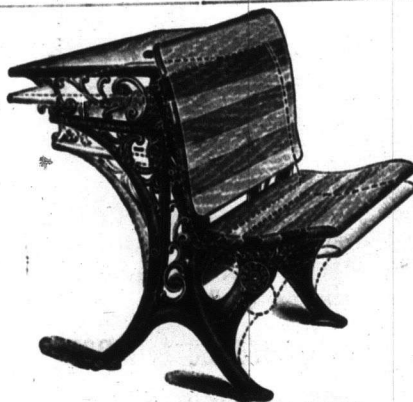
THE next Academic year begins September 27th, 1900, when Fourteen County Scholarships will be vacant. These Scholarships (value \$60 each) will be awarded on the results of the Entrance Examination to be held July 3rd, at all the Grammar School centres. To candidates who hold a Provincial School License of the First Class an Asa Dow Scholarship (value \$150) will be offered in competition in September. The Departments of CIVIL AND ELECTRICAL ENGINEERING are now open to properly qualified students.

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

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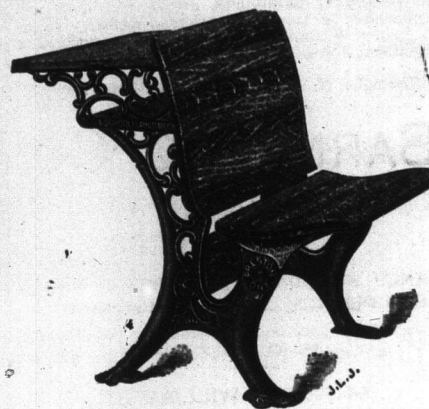
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