

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., JULY-AUGUST, 1901.

WHOLE NUMBER, 170-1.

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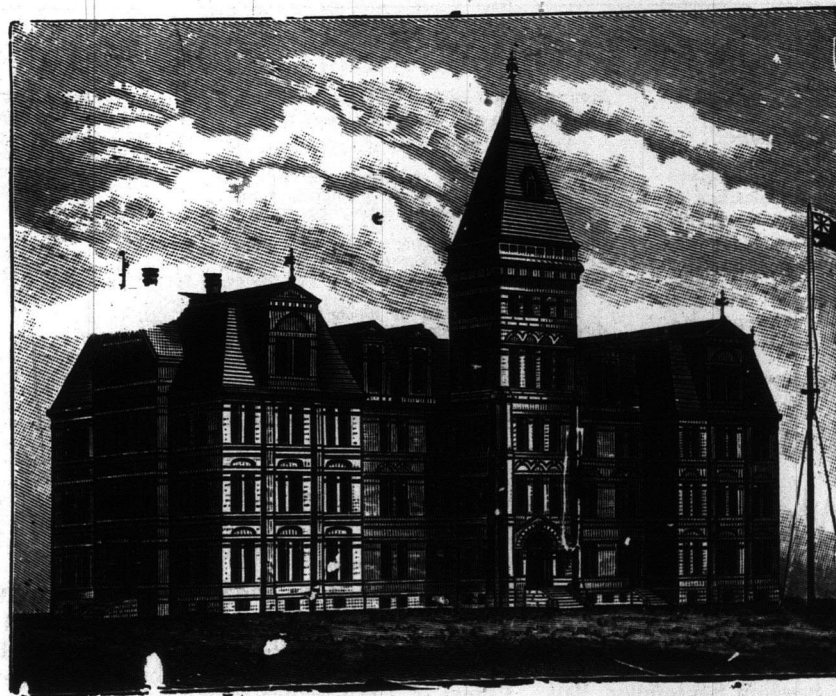
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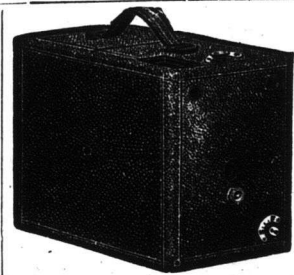
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To Our Readers.

This number of the *REVIEW* goes to many teachers who are about to do work in the school-room for the first time. Some may not have yet seen the *REVIEW*, or been helped by its monthly visits. To these we would say: Try it for one year. It will help you as it has helped hundreds of other teachers during the four-teen years of its existence.

Look at some of the ways the *REVIEW* can assist you during the coming year: If you are a primary teacher, you will need the lessons of Mrs. Patterson, who con-

ducts that Department, and who for years has given her best thought to the education of children in their first years of school life. She has made a special study of primary education from the standpoint of our own teachers and schools. She has sympathy with children, a rare tact in understanding and managing them, and has the gift of writing easily and plainly on her favorite subject. Mrs. Patterson's lessons will be resumed next month.

Mr. John Brittain will continue his "Object Lessons and Nature Study." As teacher of Natural Science in the Normal School of New Brunswick, and in his writings on this subject, Mr. Brittain has shown hundreds of teachers how they can interest children in natural science and how they can make it the means not only of cultivating observation, but of securing sound mental training. Mr. Brittain has some new features to introduce to readers of the *REVIEW*. But we will let himself tell them in next month's issue.

The "Current Events" will be under the management of Mr. James Vroom, who has so successfully conducted it the past year, and whose pen has dealt with other subjects in a way that instructs and interests every reader of the *REVIEW*.

Principal Cameron, we hope, will continue his articles in English literature and astronomy. His name is familiar to our readers, and his writings have always that about them which brightens up every one's wits and starts him out of ruts and into fresh ways of thinking.

Other special subjects will be treated; and we shall endeavor to give every subscriber full value for the money—about *eight cents a month*—which the *REVIEW* costs each one. If you don't see what you want in the *REVIEW*, write to us and tell us what you do want, and we will endeavor to furnish it in as bright, attractive and useful a style as possible.

But now let us come down to a matter of business. If you deal generously with us, we shall do the same with you, and provide additional pages, useful illustrations, and articles on special subjects, paying for them all. Don't ask us to do this for nothing. We cannot,

do it; and we would not, if we could. Don't rely upon getting sample copies only of the REVIEW. We have to pay the printer and postage when we do this. A school-keeper once offered us an excuse for non-payment of a subscription to this paper, "I thought you were sending me sample copies!" Such a one who relies for educational literature on "sample copies" sent out from different educational publishers, does not probably think that some one must pay the bills. No one should try to get something for nothing. Scarcely a week passes that we do not get some plausible letter, or circular, asking us to publish an advertisement or reading notice *free*. These people want something for nothing. But every honest, self-respecting person expects to pay for what he gets.

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Any subscriber to the REVIEW sending us the name of a new subscriber, with one dollar, will receive both volumes *free*.

We will give a prize of Five Dollars for a series of the best five short stories of animal life. The offer is open to teachers or students, the only conditions being that the writers must be subscribers to the

REVIEW, and the stories must be founded on observation and experience of the writers.

A prize of Five Dollars will be given for the best short story of school life, not to exceed 2,500 words. The manuscripts must be handed in by the end of December of this year, addressed to the EDUCATIONAL REVIEW, St. John, N. B.

NOTICE that this is the July-August number of the REVIEW.

AN index to Volume XIV is printed with this number. Look over the contents of the REVIEW for the past year. They suggest how valuable it has been. How many have the fourteen volumes complete?

OUR readers will miss the Primary Department and other regular contributions from this number. They will be resumed in the September number.

DR. J. R. INCH, Superintendent of Education for New Brunswick, sailed for England during the last week in July. While in England he will attend the World's Methodist Conference in London, and perhaps the King Alfred commemoration services.

THE excellent programme of the Dominion Educational Association at Ottawa is published on another page. This meeting of the educational workers from all parts of the dominion should have a large representation from the Maritime Provinces.

THE Summer School of Science for the Atlantic Provinces is now in session at Lunenburg, N. S. Over 300 are in attendance, and the number is increasing. A report of the proceedings will appear in the next number of the REVIEW.

SUMMER SCHOOLS of Manual Training are now in session at St. John, N. B., and Truro, N. S. The former opened on the 3rd July under the direction of Prof. MacCready, and the latter one week later under Prof. T. B. Kidner. Both schools will last one month. They are well attended, that in St. John not having sufficient accommodation for all those who have applied for admission. This speaks well for the teachers who are willing to spend a large portion of their vacation to obtain an insight into this system.

PROF. S. M. DIXON, of the University of New Brunswick, has been appointed to the chair of physics in Dalhousie University, Halifax, to succeed Dr. MacGregor. Prof. Dixon has been successful in a marked degree in his work at Fredericton. The new science

building, so admirably planned and equipped, has been brought to a successful completion by his efforts. His excellent executive ability, combined with the reputation he has earned for himself in the class-room and laboratory, make him a worthy successor to Dr. MacGregor.

REV. A. O. MACRAE recently gave an address before the Mainland Teachers' Institute of British Columbia on Some Phases of Education in Germany. Mr. Macrae, who is well known in these provinces as a brilliant scholar and thinker, derives a conclusion from his study of German schools which every educationist in Canada should ponder seriously. He says:

Not to give them (the youth of our provinces) every opportunity to prepare for life, is to lose to the country a wealth of energy and ability. . . . The nation that would win must do all in its power to save time for its people. To perfect education is to save time, is to perfect the preparation for life, is to bring the youth of the land to the threshold of life as well equipped as possible. It is to do more—it is to gain for the country the best years of their life.

Alfred The Great.

In 1849, the people of Wantage, in Berkshire, the native place of Alfred the Great, celebrated the thousandth anniversary of his birth; in the autumn of 1901, English-speaking people everywhere will celebrate the thousandth anniversary of his death—a striking tribute to his virtues and character, proving the words of Emerson, "What is excellent, as God lives, is permanent." He was more than a ruler: he was a patriot, warrior, lawgiver, teacher.

As a patriot and warrior he delivered England from the ravages of the Danes, and reduced these marauders, in a measure, to peaceful and law-abiding citizens.

As a law-giver he framed a written code of laws, and he saw that they were enforced. He prefaced his code with the ten commandments and golden rule, saying, "He who keeps these will not need any other law-book." What a striking comment on the too many laws and their lax observance of the present day!

As a teacher he established schools and taught the people himself. He wrote books, not in Latin, but in the west Saxon dialect, which became the parent of our modern English, so that at his death, England had a literature superior to any other that then existed among the spoken languages of Europe. No wonder he is regarded as the greatest and wisest of England's kings.

Next month the REVIEW will give an outline of Alfred's remarkable career as a ruler and a man.

Manual Training in Halifax.

Woodwork for boys, as an educational subject, was first introduced into the free public schools of the Dominion by the school commissioners of Halifax in 1891. Two years later it became a part of the regular training of teachers at the Provincial Normal School, Truro. Manual training for girls came later, having been introduced into the Halifax schools three years ago, and into the Normal School last year.

The lead which Halifax thus secured in manual training she seems determined to keep. The commissioners have just bought a beautiful central site for a manual training building, at a cost of \$2,500. It is expected that the building, 72 feet by 45, and two storeys high, will be ready for occupation before next winter. Perhaps some of this activity is due to the establishment of the Macdonald manual training schools, which are doing much to awaken and stimulate thought in this direction. Sir William was most fortunate in having secured a man like Prof. Robertson to administer his fund, select teachers, and make a good beginning of his work.

If manual training is justified as an educational subject, then, undoubtedly, the girls of our schools are just as much entitled to be considered as the boys. The Halifax School Board has shown its faith in manual training, by the fact that it makes even more generous provision for the girls, who stand more in need of such training, than for the boys, who receive more physical training in their outdoor games. The second storey of the new building will be devoted to the teaching of cookery, sanitation, and laundry work, in which the girls, and even their parents, take very great interest.

Advanced Education.

The National Education Association, which met at Detroit the first week in July, issued a platform, in which the following broad views are laid down: It urges that the school house in every state and territory should be the centre of the educational life of the community, the place where literary and social meetings may be held, and where the public library may be housed; education should include the development of the ethical, physical, and aesthetic nature of the child, as well as its purely intellectual nature; the system of education should include every grade of school, from the kindergarten, up to and including the university, open to every boy and girl in the country; legislation respecting education should be under the general direction of educational experts, and should lead rather than wait on public sentiment; children should be protected

by law from ignorance as from abuse, neglect, and hunger, on which ground compulsory education is defended; expert supervision of schools in country, as in city, is needed, and the consolidation of rural schools, and the transportation of pupils, already attempted in some states, should be extended; normal schools should be maintained in all the states, and thorough provision should be made to secure high standards, both for school architecture and for teaching.

Simple But Rare Accomplishments.

Mr. David R. Forgan, President of the First National Bank of Chicago, is a Nova Scotian by birth, and was formerly manager of the Bank of Nova Scotia at Fredericton. In a recent address at the annual closing of Lake Forest University, Chicago, he made a statement which should be pondered by every teacher and student in the country:

What are the educational qualifications which you will find most helpful in entering upon a business life?

1. To be able to write a good legible hand, to make good figures and to place them correctly—the units below the units, the tens below the tens, and so on.

2. To be able to add, subtract and multiply rapidly and accurately.

3. To be able to express yourself clearly, briefly and grammatically in a letter and to spell the words correctly.

Very simple accomplishments, you say! Yes, and very rare. I have taken many young men into business in this country, and I can scarcely recall one who had these accomplishments.

These are simple accomplishments, and, because they are simple, it is supposed they may be gained indirectly and without much effort. What a mistake! To attain them requires daily effort and practice for years. They require purpose, too, and the "take hold and keep at it" qualities. If Mr. Forgan's "accomplishments" are so rare—and we quite believe they are among graduates of schools—why not make their attainment more of an aim in school life—a serious business that would require skill and firmness on the part of the teacher, and diligence and perseverance on the part of students.

The teacher can never reach his ideal, so it is useless to fret and worry. Always do your best and never be afraid of hard work. It is not the work that kills, but the worry. One hour's fretting and worrying hurts you more than ten hours' earnest work. If you lose your temper and fret, your pupils will do the same; therefore, when you have done your utmost, do not let your own failures nor those of your pupils worry you.—

Am. Primary Teacher.

The War of 1812.

HISTORY OF THE WAR OF 1812 Between Great Britain and the United States of America. By James Hannay, D. C. L., Author of the History of Acadia, Life and Times of Sir Leonard Tilley, etc. Cloth; pages, 400. Price, \$1.50. St. John, N. B. Printed by John A. Bowes. 1901.

The reader will welcome from the pen of Dr. Hannay this record of a period in our history of which every Canadian may well be proud. In a convenient volume, printed in large, clear type, the author narrates the events of the History of the War of 1812, confining himself mainly to the operations carried on along the frontier of Canada, briefly indicating the causes, and with equal brevity tracing other incidents of the war. While the subject does not present those romantic and picturesque features which form the background of the author's charming history of Acadia, it furnishes incidents, nearer our own times, which appeal more strongly to the historical reader. Dr. Hannay's treatment is from the Canadian standpoint. From the very first page, the reader enters into the story, told in graphic and vigorous language, of the bravery, sufferings and privations of the Canadian patriots who fought side by side with the British to force back armies many times more numerous than their own, and his interest grows until he nears the end. As he lays aside the volume, he compares the deeds of his Canadian ancestors with those deeds that are fresh in his memory on the fields of South Africa, and he feels that Canada has produced its heroes, ready to fight when country or principle is at stake.

This can be said with equal truth of the people of the United States. They are of the same stock, speak the same language, and are equally stubborn in defending their rights. But they entered on a war that was not sanctioned by fair-minded people of their country; and the invasion of Canada was undertaken with a contemptuous disregard for the rights and feelings of the people of this country, and an arrogance of which every true American has since been heartily ashamed. No one would wish to see the rancour and bloodshed revived that characterized this war of nearly a century ago, and all feelings of bitterness, no one doubts, have long since been buried. Hence it is that one would wish that Dr. Hannay's criticisms of Americans, often slighting and sometimes harsh, had been more in harmony with the good feeling that now exists, and which it is hoped always may exist, between people of the same race and language on this continent. But Dr. Hannay does not believe in harmless thunderbolts; and in justice to him it may be said that his strictures have not been spared on British commanders where they deserved censure; nor on certain historians who have falsified facts.

Education in South Africa.

During the summer of 1900, Mr. E. B. Sargent, acting under instructions from the educational department of the home government, visited centres of the several provinces of Eastern Canada, with a view of studying their educational systems, and applying some of their best features to South African schools, disorganized by the war. The schools of New Brunswick appear to have pleased Mr. Sargent best, and in March last he opened a correspondence with Supt. Dr. Inch, with a view to securing the services of some of the teachers of the province, to reorganize the schools of Pretoria, Johannesburg, and other districts. The names of Dr. H. S. Bridges, Prin. Mullin, Miss Clara Bridges, and Miss Nicholson, were mentioned, and applications were invited from teachers who possessed the necessary qualifications, and who were willing to go. Although a number of applications have been made, and considerable correspondence has taken place, no results have as yet followed.

As a matter of interest to our readers we publish the following circular to applicants, which sets forth some of the conditions of life, salaries of teachers, etc., in South Africa :

(1) The cost of living in South Africa, especially at a distance from the coast, is higher than in most other parts of the British dominions. The charges at a good boarding-house are from £8 to £20 a month in most towns, and in Bloemfontein, Pretoria and Johannesburg may rise still higher. The charges at hotels are from 12 shillings 6d. to 15 shillings a day. Many necessaries of life, and nearly all luxuries, are proportionally dear.

(2) The climate in the Transvaal and the Orange River Colony is of the "continental" type. The summers are hot and the winters cold, the rains generally falling during the former season. It is, therefore, necessary to be provided with both heavy and light clothing.

(3) Teachers will be, for some time at any rate, directly under the education department, and not responsible to any local committees. This relation, however, may be altered in the future, except in the case of those occupying the higher positions.

(4) The engagement with every teacher from outside the limits of the colonies is made for three years. Should that engagement be terminated on the part of the teacher before the expiration of the period named, the passage money to the Colony is forfeited and the return fare is not paid by government. But if the engagement is fulfilled, government pays the passage money in both directions.

(5) The salaries paid to assistants in elementary schools are from £100 to £200 a year. To head teachers of elementary schools, and to the assistants in higher schools, from £200 to £400 a year; and to heads of higher schools and inspectors, from £400 to £800. There are a few posts carrying larger salaries, but these may for practical purposes be disregarded. For the sake of comparison, the salaries paid by the leading banks to their junior clerks are here stated: If sent for service

up country, they begin at salaries of £250 a year, and are provided with quarters when this is possible; otherwise no allowance is made for lodging.

(6) The medium of instruction in schools is English, but it is expected that all teachers (except those in Johannesburg) will learn to speak the "taal," or colloquial Dutch of South Africa. Bible instruction is given to Cape Dutch children in Dutch, but, as there will always be plenty of junior assistants able to speak Dutch, no such accurate knowledge of the language as is required for this purpose is necessary on the part of those who come from the United Kingdom or other Colonies.

(7) It is expected that all teachers who do not belong to the higher rank will endeavor to raise their scholastic and professional qualifications, and the department will endeavor to offer them the opportunity of attendance at courses at one or other of the normal colleges for this purpose.

(8) It is considered of the utmost importance that teachers should not be of advanced years.

The Bible in Schools.

The Rev. Chas. F. Thwing, President of Western Reserve University, wrote thus in a recent number of the *Century* :

"The Bible societies may print the book by hundreds of thousands, but the people do not read it, or if they do read it they are not impressed by it. Its history, whether received as veracious or as fabulous, is not known. Its heroes are less familiar than Jack the Giant-killer or Jack the House-builder. Its poetry is not appreciated. The majesty and the magnificence of its style, its deftness of phrase and sweetness of allusion, its perfection of literary form, as well as the profound significance of its ethical and religious teachings, are ceasing to be a part of the priceless possession of the community. Explain the condition as best we may, point out the results as one ought, yet the first emotion is one of grief over this impoverishment of humanity."

When will the different religious denominations learn to cast aside their narrowness and suspicion regarding the broader aspects of Bible teaching, and take common ground as to its general spiritual truths, its history, its allegory and its poetic literature?

Last month the EDUCATIONAL REVIEW, of Saint John, New Brunswick, began its fifteenth volume. In our opinion it has fairly lived up to its aim of representing the educational progress of the eastern portion of Canada. To the earnest and industrious teacher it must be a source of inspiration and support; but the lazy and incompetent school-keeper need not seek in its columns ready made lessons and "helps." The teacher worthy of the name knows that an educational journal of that class is a deception. The bright, active, patriotic and self-respecting teacher will find the EDUCATIONAL REVIEW strong and sensible in representing the true spirit of education—the suppression of error, the eradication of evil, the inculcation of truth and righteousness. a wider outlook, and a genuine spirit of helpfulness. And nearly every article in it is written specially for the REVIEW.—*Orillia (Ont) Packet.*

For the EDUCATIONAL REVIEW.]

NATURE STUDY.

The Functions of Living Plants.

LESSON III.

Transpiration.

1. Split a piece of board into two parts nearly equal, and cut out of the middle of the board an aperture which will, when the two parts are placed together again, fit closely around the stem of a woody plant growing in a pot. Cover the top of the pot with this piece of board, and fill in around the stem with wax.
2. Set a glass jar or large wide-mouth bottle over the plant, so that the mouth of the jar or bottle will rest upon the board. Then set the pot in a saucer of water, and place the whole in a warm sunny spot for an hour or two.
3. Find what liquid collects on the inside of the jar or bottle and upon the leaves.
4. Argue from this experiment and from observation that the leaves of growing plants give off water through their surfaces.
5. The process by which plants exhale water from their leaves, is called *transpiration*.

LESSON IV.

On Vegetable Respiration.

1. Put two or three growing leafy shoots into a pickle-bottle containing ordinary air; stand the bottle with its mouth in a saucer of water, and set the whole in darkness—under a paste-board box for example.
2. After a day or two, place the bottle without admitting air, in a vessel of water, and remove the shoots.
3. Raise the bottle out of the water, and push a lighted candle up into it; then quickly remove the candle, and shake lime water through the bottle.
4. Account for the results.
5. Argue that the plant exhales carbon dioxide in the night (*in darkness*), and at the same time probably takes in oxygen from the air.
6. Breathe into lime-water through a tube for a short time. Explain the visible effect upon the lime-water.
7. The absorption of oxygen and giving off of carbon dioxide by the leaves of plants is called *vegetable respiration*. Point out the propriety of the name.
8. It is said that respiration goes on, in all growing plants, in the day-time as well as in the night. Why is it not so easily detected in *green plants* in the light as in the darkness?

JOHN BRITAIN.

For the EDUCATIONAL REVIEW.]

When and Where was She Born?

One is almost induced to question whether the event ever occurred at all. The Standard Dictionary, the Century Cyclopedia of Names, and the Fourth Reader of the New Brunswick Series gives 1806 as the date of her birth. In Canon Farrar's "With the Poets," it is given as 1801. But we find the correct date—1809—in the Encyclopedia Britannica, Webster's International Dictionary, the "Book of Authors," Meiklejohn's History of English Literature, etc.

Then as to the place of her birth I have not yet obtained positive information. The Encyclopedia Britannica, upon which one may usually rely, says she was born in London; so also says Meiklejohn. But what is one to think in the presence of such precise statements as the following? The Century Cyclopedia tells us that she was born at Coxhoe Hall, Durham; and our new Fourth Reader gives Durham as the place. In Appleton's American Cyclopedia, however, we are told that her birthplace was "Hope End, near Ledbury, Herefordshire? Perhaps our instructive and entertaining friend Cameron, of Yarmouth, can explain these conflicting statements.

But lest some of your readers grow impatient, I must at once answer their enquiry as to who "she" is. Of course others know already, from the date and place, that I am referring to Elizabeth Barrett Browning.

An edition of Mrs. Browning's poems published by A. L. Burt, New York, contains a prefatory note signed with the initials "R. B."—probably Robert Browning. The following is a slightly abbreviated extract:

"In a recent memoir by John H. Ingram, it is observed that 'such essays on her personal history as have appeared, either in England or elsewhere, are replete with mistakes and mis-statements.' But in the 'correct memoir' which he proposes to substitute, there occur not a few passages equally mistaken and misstated."

7. 'Elizabeth, the eldest daughter of Edward Moulton Barrett, was born in London on the 4th of March, 1809.' Elizabeth was born March 6th, 1806, at Coxhoe Hall, County of Durham, the residence of her father."

The memoir contained in Warne & Company's edition gives the same place and date as above quoted from "R. B.," and adds that "While she was still a little child, the family moved from Coxhoe Hall to a place Mr. Barrett had purchased in Herefordshire, Hope End, near Ledbury."

While upon this subject, let me correct three other birth-dates in the appendix to the Fourth Reader of the N. B. Series. Tennyson's is given as 1810, and the Fifth Royal Reader gives the same, both perhaps following Collier's History of English Literature; it should be 1809. Mrs. Hemans was born in 1793, I believe—not in 1794. Henry Wadsworth (not Wordsworth, as our Reader has it) Longfellow was not born in 1825, but in 1807.

H. C. C.

Fredericton, N. B.

[Teachers would do well to note these changes on the margin of the pages in the readers.—EDITOR.]

Curious Facts about Asia.

[Selected from Macmillan's new Geography Reader on Asia (see p. 44). Teachers will find these facts a valuable basis of comparison with other grand divisions of the world. Every place named should be pointed out on the map.—EDITOR.]

Asia is the largest and highest of the six continents. In size it equals four Europes.

Mt. Everest (29,000 feet) is the highest peak in the world. The Dead Sea (1300 feet below the level of the Mediterranean) is the lowest sea and valley in the world.

Thibet is the highest tableland in the world, having an average height as great as that of Mt. Blanc.

The Caspian "Sea" is the largest lake or inland sea in the world, being more than five times the size of Lake Superior, which equals the size of Ireland.

Verkhoyansk (Siberia) is the coldest known place in the world. Near Khelat (Beluchistan) is the hottest place known outside the tropics.

Thibet has the driest climate known—even wood becoming so brittle that it will snap like glass. Assam has the heaviest rain-fall known—22 yards having been recorded in one year.

The average temperature is lower, and in summer is higher, than in similar latitudes elsewhere.

Asia contains more than half the total population of the world. About three-quarters of this number belong to the Yellow or Mongolian race. There are two kinds of yellow men—the Tartar and the Thibetan. The Tartars are spread over the north; the Thibetans or Chinese are in the centre and east. There are also two kinds of white men—Semitic and Aryan. The Semites are mainly Jews and Arabs; the Aryans are mainly Persians and Hindus. The people in the Malay peninsula and archipelago are called brown.

Afghanistan is the only country of Asia which has no sea coast. It is a high table land which can only be reached by mountain passes.

Mesopotamia was once a fertile, well irrigated plain, but is now largely a waste of ruined cities.

Arabia is the largest peninsula in the world, equal to five times France, but most of it is desert.

The Empire of India is thirteen times the size of Great Britain and Ireland.

There are at least a dozen cities in China with a population of over half a million each.

The great educational need in the cities of this land are men upon the school board of the ability and character to command universal respect. There is no place where small men and mean men and women can do so much harm.—*Dr. Winship.*

Notes on Teachers' Examinations.

No. I.

By G. U. HAY, An Examiner for Teachers' License in N. B.

The REVIEW has at different times asked examiners for teachers' licenses to criticize the papers they read, and offer suggestions that may be helpful to teachers who are training boys and girls, and preparing students for Normal School. No examiner can look over a mass of answers to questions on a given subject without being impressed with the fact that much time is expended and much ink and paper wasted by candidates. The results, he feels, are not as satisfactory as they might be; and his friendly criticism and advice ought to be a benefit to schools and teachers. When examiners do take the public into their confidence, it is perhaps to gloat over the mistakes made by candidates who toil and perspire over papers in close rooms on hot days, and go out with the impression that they have in their nervousness mistaken the nature of the question and put down much that is irrelevant and even foolish. The examiners themselves may be at fault in setting questions, which are not clear and capable of being answered simply and directly. Too often, however, students are not trained to think. They have taken hasty notes of lectures, or skimmed from books a certain amount of knowledge on the subjects for examination, and their answers show the lack of clear ideas and proper mental training.

Since written examinations are the only available tests for the students of our schools, and for those who would become teachers, it is important that they should test as accurately as possible for power rather than for mere knowledge of facts. With the view of extending the usefulness of examinations, we have asked certain examiners to prepare for the REVIEW brief and suggestive criticisms on the papers they have read, and we hope the results, which we shall publish in future numbers, may be helpful to teachers and to students.

1. *What method or methods would you adopt to teach patriotism so that your pupils may become good citizens?*

In answer to this question the examiner expected that the waving of flags, singing of patriotic songs, the South African question, examples of the lives of great men, appropriate lessons in history and geography would be mentioned; but the latter part of the question led him to hope that obedience to authority, love of truth, force of example, regard for laws, love of home and an interest in the community in which one lives, duty to parents and fellow citizens as well as to the state, would receive an equal share of attention, if they

did not get first place. The results were disappointing, and may serve to show that in the teaching of patriotism, the real object is often lost sight of. To illustrate from a few answers :

(a) "I would have some one come and preach patriotism to the children on Empire Day, or I would do it myself."

(b) "Have some of the parents make a speech, and by this means show their loyalty."

(c) "I would first become full of patriotism myself."

(d) "We must give lots of instruction in that subject called morals and manners."

(e) "It is not in the power of the children to fight for their country in South Africa, but they can be made to see that they may be to their district, town, or city, what those boys were to their country—upholding the right." (This is part of an excellent answer.)

2. "It is said that very many children leave school without any taste for good literature. How would you try to guard against this in your school?"

The questioner had in mind that one very good way is to put into the hands of children good, interesting reading matter suitable to the years of children, even if the teacher has to make some sacrifice of his own books and time to do it. Many answers expressed this or similar views. Some plans that might well admit of question were named by others :

(a) "I would get the children to criticize and see the defects in some literature."

(b) "I would let them pick out and study all figures of speech."

(c) "I would not let them leave a passage in a book until they had thoroughly understood its meaning."

3. *What are your plans for teaching writing so as to secure neatness and legibility?*

A page, or sometimes two or three pages of answer, in a loose, scrawling, almost illegible handwriting could not convince the examiner that children would profit much by precept without example. The following plans are worthy of mention :

(a) "I would have a writing match every month, stimulating improvement and further excellence by letting the pupils compare their writing with that of past months, and encouraging them to make copy-books worthy of preservation."

(b) "At first I would allow the children to write only one line at a time, practising each letter on a separate piece of paper. After they were able to do one line at a time well, I would allow them to do two lines, then three, and so on."

4. *How would you teach the table of long measure to a class of beginners?*

This question brought out some very satisfactory answers. The processes of developing successive steps in the table, by allowing the pupils to make their own measurements, were carefully stated. But many thought that beyond rods it would not be advisable or possible to make measurements, and would leave these longer distances to be *imagined* by the pupils. That is not good teaching, nor is it at all necessary. Pupils who are old enough to study long measure are quite capable of undertaking to measure a furlong or mile along the road with a little direction from the teacher, and their knowledge of these distances would then be accurate.

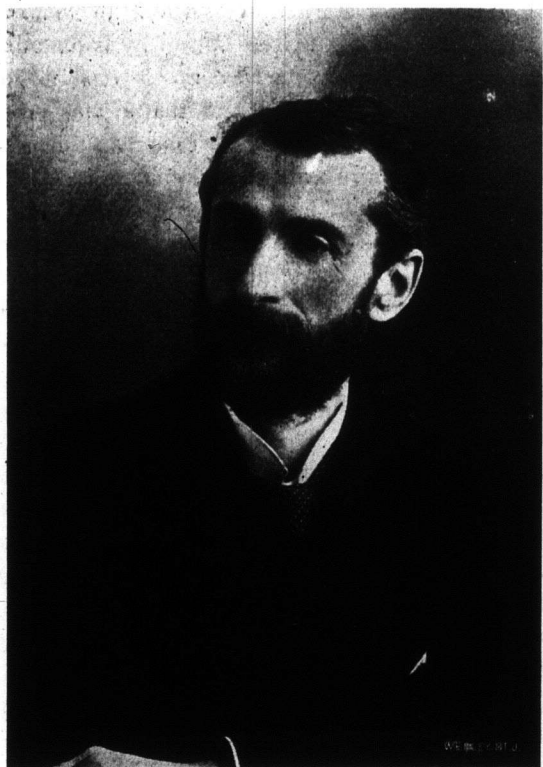
5. *How would you endeavor to secure punctual and regular attendance?*

Nearly all the answers were in the following vein : "I would talk to the parents. I would show them how valuable an education is to their children. I would make them see how the school suffered if the attendance is irregular," etc. But here is a teacher who does not believe altogether in moral suasion : "I fear the only way regular attendance can be obtained is by law. * * I have talked to parents in vain. They will seldom deny themselves to send their children to school, that is in some cases. Others are quite reasonable. But I find talking about what they miss is of very little use. I believe the only cure is compulsion."

The same blunders in syntax and spelling of words are pretty sure to occur year after year in examination for teachers' license. Thus : "I would try and get assistance," instead of "try to get." "Let each pupil do it for themselves," instead of "for himself." "I would learn them how to do it," instead of "teach them ;" and occasionally one sees the past participle doing service for the past tense, as, "I seen him do it." The word "lots" is altogether too frequent. "I would give them lots of time."

The following is a list of words that were misspelled by candidates : Discreet, discipline, until, affect (confused with effect), uncourteous (for discourteous), beginning, grievous, copy, writing, principle, sparingly, exercise, spirit, enoble, impartiality, analysis, corporal, skilful, judgment, scrawls, too, rote, occur, there, tear, truancy, intellects, debauchery, dividing, average, assigning, catkins, privilege, occasion, imagination, preceding, accidentally, resemblance, definite, lose, receive, hidden, aroused, consider, amount, tendency, unnecessary, principal, draped, dependent, measurement, vigilance, opportunities, legible, except (for accept), helpfulness, welfare, interest, pronunciation, obedient, instil, library, existence, led, indispensable, temperament.

Prof. James Gordon MacGregor, D. Sc.



Rarely does it occur that a British university, in choosing a professor to fill an important chair, seeks him from one of the provinces of Canada, even from that nursery of great men and scholars—Nova Scotia. And still more rarely does it happen that one of our professors of science, enjoying the modest salary of \$2,000, with about \$50 a year for laboratory purposes, is called to a position in a great university at a salary of \$5,000, with fees that amount to as much more, and nearly unlimited funds at his disposal for laboratory equipment. But the exchange has been made, and Dr. James Gordon MacGregor, for twenty-one years Munro professor of physics in Dalhousie University, Halifax, has been chosen to fill the chair of physics in Edinburgh University, in place of the celebrated Professor Tait.

Prof. MacGregor was born in Halifax in 1852. He graduated from Dalhousie in 1871, and the same year won the Gilchrist scholarship. He spent three years in Edinburgh University, two years in Leipsig, and in 1876 graduated as Doctor of Science in the University of London, having devoted himself to the study of physics during his five years' residence in Britain and on the continent. In 1879 he was appointed Munro professor of physics in Dalhousie. Here he has labored

unceasingly until the present year, building up a reputation for sound scholarship, accurate and painstaking investigation, and stimulating scores of students by his industry, enthusiasm, and his genius for research.

Dr. MacGregor is the author of one book—a treatise on kinematics and dynamics—widely used as a textbook in various universities and colleges—among others the University of Edinburgh. Scores of pamphlets and fugitive pieces, with letters to the press and lectures on scientific and educational subjects, attest to his diligence and energy. There is scarcely a phase of educational work that has not felt the influence of his sympathy and co-operation. His intellectual gifts, coupled with a genial and attractive personality, have won for him hosts of friends. These will join in wishing him abundant success in the important position to which he has been called.

Good Games for the Play Hour.

(By J. H. Bancroft, Director of Physical Training, Brooklyn.)

DUCK ON A ROCK.—The players decide who shall be "it," or guard, by throwing their bean bags, called "ducks," at an Indian club placed at a distance of about twenty feet, and the one whose bean sack lands nearest the mark is "it," or guard. The guard places his duck (bag) on the club, and the other players try to knock it off with their ducks, throwing in turns from a line fifteen or twenty feet from the stake. As long as the guard's duck is not knocked off, he may tag anyone who advances to recover his duck; whether the duck is recovered or not, the player is not safe until back to the throwing line. If the guard's duck is knocked off, all the ducks may be picked up until the guard replaces his duck on the stake. The guard must continue to be guard until he has tagged someone, and even then must get his own duck and run to the throwing line before the player tagged can get his duck on the stake. The distance of the throwing line or "home" from the stake may be increased, to add to the interest of the game.

SLING SHOT.—Form a large circle. One player stands in the centre and whirls a rope, with a bean bag on the end, under the feet of those in the circle, who jump as it comes to them. Whoever is caught with the rope must exchange places with the one in the centre.

BEAN BAG BOARD.—An inclined board, having two holes, the lower one about the size of the bean bags, the upper one a little larger, is placed ten feet from the throwing line. Each player has five bags. Bags thrown into the larger hole count five, those thrown into the smaller count ten. The player scoring the largest number of points wins.

BEAN BAG BOX.—Fasten a small box inside one about twice the size, and that in a third, leaving at least six inches margin between the boxes. This, inclined, is placed ten feet from the throwing line. Each player has five bags. Bags thrown into the smallest box count five points, into the middle box ten points, and into the outside box fifteen points. The player scoring the largest number of points wins.

SKIPAWAY.—The players stand in a circle, taking hold of hands. One player, who is "it," runs around the outside of the circle, and tags another as he runs. The player tagged runs in the opposite direction to the first runner. The player who first reaches the place in the circle left vacant by the one tagged, wins. The one left out becomes runner.

NUMBERS CHANGE.—The players are numbered and stand in a circle. The player who is "it," stands in the centre and calls two numbers. The players whose numbers are called must change places, while the player who is "it" tries to get one of their places. The player who is left without a place becomes "it."

SLAP CATCH.—The players stand in a circle, holding both hands out in front, palms down. A player in the centre, who is "it," tries to tag the hands of players in the circle, who may move their hands sideways, or bend their wrists, but may not draw the hand away. When a player is tagged, he changes places with the player in the centre.

DROP THE HANDKERCHIEF.—A player, holding a handkerchief runs around the outside of the circle and drops the handkerchief behind someone. The player behind whom the handkerchief is dropped tries to catch the first player before he gets to the vacant place in the circle. If caught, he must be "it" again; if not, the second player is "it."

CORRECTING COMPOSITIONS.—At least once a week, unless a class is very large, pupils should write a composition which is carefully corrected by the teacher and the faults explained to each child personally. In this respect country teachers have a great advantage over those in the city, and should be careful not to neglect it.

Every week a familiar subject for a short composition may be assigned, and a certain time allowed for writing. When these compositions have been corrected, the teacher may appoint some hour in the day for busy work, and during that hour each child may be called to her individually to receive explanations of his faults and suggestions for improving his work. Of course, this method of correction could not be followed often, but its value to the pupil is very great, and its effects are soon seen in the language work.—*Popular Educator.*

The Correct Canadian Flag.

The Dominion statistician, Mr. George Johnson, of the Department of Agriculture, Ottawa, in connection with the action of the British Consul at Bahia, Brazil, in ordering the captain of a Nova Scotia vessel to lower the flag which he was flying, said that it was possibly due to the captain using the wrong flag. The true Canadian flag we have hardly ever seen flying. The true Canadian flag should have the arms of Canada and nothing else on the fly. It is a poor device, but, such as it is, that is it. There should be no white spot, no wreath of varied flowers and leaves, no lion, no crown, no beaver, nothing but the arms. Moreover, it should be the Canadian arms, which it never is. Strange to say, on no flag and nowhere else is the true Canadian escutcheon ever seen. The escutcheon of Canada consists of the arms of the first four provinces, in the four quarters. This has never been altered by authority, yet even on the letter paper of the public departments and of the premier's own office it has been departed from by the introduction of the so-called arms of all the other provinces. Not only is the escutcheon thus paraded not the appointed one, but, as constructed, it is heraldically an impossible escutcheon. This may be considered a very small matter in these days, when heraldry is looked upon as mere child's play, though, by the way, grave institutions go sufficiently into this child's play to arrogate bearings to themselves which were never granted them by the Herald's College. But no one can question that flags are important. Flags are necessarily matters of heraldry, and to convey true meanings should follow its rules. We shall be glad to see the day when the whole menagerie of our provincial arms shall be banished from our Canadian flag and replaced by a simple emblem which all men will recognize and understand as representing Canada. That emblem should be a golden maple leaf.—*Montreal Witness.*

There are ten teachers failing in health from the want of daily study to one whose health is impaired by such study.

A pompous clergyman who had just been appointed chaplain of a State prison was affronted that one of the prisoners showed him so little respect. "Do you know who I am?" he asked, indignantly. "O yes, I know who you are," the prisoner replied; "you're the minister that has preached four churches empty, but you wont find it so easy to empty this one."

This fable teaches that some teachers depend for a full school-room more upon the compulsory law than upon making the school-room attractive.—*School Bulletin Fables.*

For the Children.

Here is a list of questions for the wide-awake boy or girl. Can you answer them all?

You can see any day a white horse, but did you ever see a white colt? How many different kinds of trees grow in your neighborhood, and what are they good for? Why does a horse eat grass backward and a cow forward? Why does a hop vine wind one way, and a bean vine the other? Where should a chimney be larger, at the top or bottom, and why? Can you tell why a horse when tethered with a rope always unravels it, while a cow always twists it into a kinky knot? How old must a grape vine be before it begins to bear? Can you tell why leaves turn upside down just before a rain? What wood will bear the greatest weight before breaking?—*Exchange.*

When Cornelius Bliss, the late secretary of the interior, was a small schoolboy, his teacher asked him if "Jerusalem" was a common or a proper noun. "Neither," replied the pupil; "it's an interjection."

Kind Neighbor (accompanied by a large mastiff, to a little girl very much afraid of him)—He's a good dog; he never hurts any one. Don't you see how he is wagging his tail? *Little Girl* (still shrinking back)—Yes, I see; but that isn't the end I'm afraid of.

What three great writers' names might you think of if you were watching a house burn down?

Ans.—Dickens, Howett, Burns.

Why is it more dangerous to go out in the spring than any other season of the year?

Ans.—Because in the spring the grass has blades, the flowers have pistils, the leaves shoot and the bullrushes out.

An inspector was examining a class in religious knowledge, and asked the following question of a little girl, intending it for a catch:

"What was the difference between Noah's Arc and Joan of Arc?"

He was not a little surprised when the child, answering, said:

"The difference was that Noah's Arc was made of wood, while Joan of Arc was Maid of Orleans."

Mr. David Macrae, himself a humorist of no mean order, has issued, through Morrison Bros., Glasgow, a little book of "Matrimonial Humor." There are many ways of proposing, but for the "pop direct and for the pat response," nothing in Mr. Macrae's opinion could well surpass the specimen furnished by the Puritan and the girl who had won his affections. Riding up to her father's house, he asked her to be called. "Rachel," he said, "the Lord hath sent me to marry thee." To which the damsel, after a moment's pause, replied, meekly: "The Lord's will be done."

Good Manners in School.

The following "Reminders" of good manners in school are taken from the close of a chapter in Dewey's *How to Teach Manners*:

1. Do not fail to say "Good-morning, Miss —," to your teacher, and "Good-afternoon, Miss —," when you leave her.
2. When you pass directly in front of your teacher, say "Excuse me."
3. Never fail to say "Thank you," (not "Thanks,") for the smallest favor.
4. Do not continually raise the hand, and never shake it in school, to attract attention.
5. Never stand at your desk, or step forward raising your hand, and skaking it at your teacher.
6. When a schoolmate is reading or answering a question, do not raise hands until he has finished.
7. Do not "fuss" with pencils, strings, pins, or anything else when you ought to give your whole attention to your lesson.
8. When your hands are not occupied with books or other things, as directed by a teacher, they should be clasped in your lap.
9. If you have a desk-mate, give him his full share of seat, desk and shelf.
10. When you pass directly in front of your school-mates, say "Excuse me."
11. Do not stare at strangers who enter the school-room.
12. Do not slide down in your seat nor lounge in a schoolroom.
13. When you stand to recite, stand erect, without leaning against the desk. Stand on both feet.
14. Do not swing the feet, nor scrape them on the floor, nor keep them in constant motion.
15. Always be provided with sponge or slate cloth.
16. Hand a book right side up.
17. In handing a pointer, pencil, or pen, hand the blunt end.
18. Never call from the outside to a pupil in a school-room.
19. Do not call from the schoolroom to some one outside.
20. Do not look in at windows of a schoolroom.
21. Always rap before entering any schoolroom but your own, or any teacher's office.
22. Do not chew gum in school.
23. Do not eat in school.

NOTE.—When these "reminders" are given to young pupils, they should be in the form of short lessons, and the thought should be brought out by relating incidents and by questioning as in illustrative lessons.

Many brilliant teachers, who can always command the attention of their class, are surprised at the poor progress in the subject. The boys' minds have been busy and cheerful indeed, and never bored, but they have not been busy over the essential things. For this reason brilliant teachers are in some cases more harmful than the incompetent, who cannot hold the class together at all; for the mischief done by the former is not so easily apparent.—*Educational Times.*

How to Answer a Sharp Letter.

Nothing relieves the mind sometimes like writing a man a letter. It is said that Secretary Stanton was once greatly vexed because an officer had refused to understand an order, or, at all events, had not obeyed.

"I believe I'll sit down," said Stanton, "and give that man a piece of my mind."

"Do so," said President Lincoln, "write it now while you have it in your mind. Make it sharp; cut him all up."

Stanton did not need a second invitation. It was a bone-crusher that he read to the president.

"That's right," said Abe, "That's a good one."

"Whom can I get to send it by?" mused the secretary.

"Send it!" replied Lincoln, "send it! Why don't send it at all. Tear it up. You have freed your mind on the subject, and that is all that is necessary. Tear it up. You never want to send such letters; I never do."

There was a world of wisdom in Lincoln's suggestion. Write your letter; free your mind; out with it; and then put it in the drawer a week, and then read it over and burn it and say no more about it.—*Ex.*

A boy is like a bicycle because he cannot stand alone. He needs a steady hand to direct his way. He runs the easiest down hill. If you lose control of him, he may break your heart, if not your head. He is not made to travel on bad roads. The straighter you keep him the more safely he runs. The faster he runs the more closely must his guide stick to him. He needs blowing up once in awhile. He should never be run by more than two cranks.—*Exchange.*

"Your brother in Manila is a long way off," said Hojack.

"That's what he is," replied Tomdick. "He could hardly get any further away without coming nearer. Now, I'd like to know what you're laughing at so comsedly."—*Judge.*

President Schurman, of Cornell, declares that in America there has been no first class creative productions of the human mind, but the country is living on Europe for the best in poetry, art, literature and science, and the danger is that it will continue to do so.

The hope of America, he says, is in her colleges and universities, and in the professors realizing our secondary place and making greater efforts.

It is a great misfortune for a child to be under the influence of a teacher who deceives patrons and visitors as to the real attainments of pupils; who trains his pupils to seem to know what they do not know, as in public examinations, so called; who assigns false reasons for his acts; who pretends not to be watching pupils, that he may "catch them in mischief."

CURRENT EVENTS.

The richest nation in the world, proportionately, is not Great Britain, not fat little Holland, not even the United States. For the greatest average individual wealth we must look to the Australian commonwealth.

Last year the total value of the products of the colonies forming the Australian commonwealth amounted to fully \$500,000,000, of which their pastoral industries represented \$150,000,000, their agricultural \$140,000,000, their mineral products fully \$100,000,000 and their manufacturing and other industries the remaining \$160,000,000. The wool alone from the 110,000,000 sheep raised in 1900 was worth \$100,000,000.

The New Zealand commission which has been engaged in taking evidence as to the views of the people in regard to joining the commonwealth of Australia, has reported adversely. New Zealand wishes to rank with Canada, South Africa and Australia as one of the great divisions of Greater Britain.

The formation of new fissures on Mount Vesuvius is thought to foretell a serious eruption, and people living in the vicinity have been warned of the impending danger.

Civil government under the authority of the United States was established in the Philippine Islands on the fourth of July.

Sir Harry Johnston, British Commissioner for Uganda, reports having found a large stretch of that country entirely uninhabited by human beings. His party went through herds of elephants, zebras and antelopes, which approached fearlessly within ten yards. He advises the maintenance of this district as a national park. He has also discovered a new race of ape-like people along the eastern skirts of the great Congo forest in the vicinity of Lake Albert and Lake Tanganyika.

Having made a success of the cultivation of tea, South Carolina is now about to try the experiment of conducting a silk farm.

A manageable balloon has made a very satisfactory trial trip in Paris, passing over a distance of seven miles in fifteen minutes, and turning around the Eiffel tower; but lack of motor power prevented its returning to the starting point and winning the prize of 100,000 francs offered for a dirigible balloon.

The details of the plans of the government of Holland for the draining of the Zuyder Zee have been announced. The work is to be completed within eighteen years, and the land to be redeemed amounts to 24,000 acres.

King Edward will confer a decoration on James J. Van Allen, a generous American who happened to be in England at the outbreak of the Boer war, and who organized and equipped at his own expense a hospital corps to be sent to South Africa.

A specimen of the much ridiculed sea serpent is said to have been actually caught by a fisherman in Japan. It is twelve feet in length, covered with dark brown

scales, and has a well-defined pair of ears; but students had better await a scientific description of this latest addition to natural history before making any note of it on the fly-leaves of their text-books.

Eight vessels are under construction in Japanese shipyards for the American trade.

Tuberculosis of the lungs (the dread disease generally known as consumption), is now regarded as a dangerous contagious disease; and hereafter, by order of the superintendent of immigration, immigrants suffering from the malady will be rigidly excluded from the United States.

Some of the American railway corporations are employing specialists to beautify the lands through which their roads run, so that travellers looking through the windows of the cars will not behold a dreary landscape.

The Cuban constitutional convention has accepted the terms imposed by the United States congress. Henceforth Cuba will stand in much the same relation to the United States as did the late South African Republic to Great Britain, except that it will not be quite so independent in the management of its internal affairs. It is to be hoped that the final outcome of such an arrangement will be more satisfactory than it has been in the Transvaal.

The importance of insects as factors in conveying disease is now fully recognized. Flies and fleas, as well as mosquitoes, communicate certain diseases; and fly screens, originally adopted for our comfort, are now looked upon as safeguards of our health. The efforts for the extermination of the mosquito, it is officially reported, have resulted in the virtual eradication of yellow fever in Havanna.

Turkey has at last paid the claim of the United States for destruction of missionary property in Armenia in 1893.

The population of Greater London has doubled in the last forty years, and now exceeds 6,500,000.

There is little change in the situation in China. The question of indemnity is still under consideration. Meanwhile the withdrawal of European troops is going on, and all parts of Peking controlled by British troops have been given over to the Chinese authorities. Count Von Waldersee, the commander-in-chief of the allied forces, has left for his home in Germany; and the brother of the Emperor of China, who goes to Germany to make formal apology for the murder of the German ambassador, has also begun his journey thither in great state.

The Chinese government has filed in Washington a claim for indemnity on account of alleged ill-treatment of Chinese residents in the United States. The claimants number several hundred, and the outrages date back to 1886. It is charged that the city council of Butte, Montana, where the events occurred, upheld the rioters in their attacks upon the Chinese; and that the state courts supported the council. "The Chinese must go," which was a popular cry in the West at that

time, seems to have been freely translated into Chinese by the Boxers; and the Chinese have found two ways of recognizing the principle of indemnity.

Very many persons have been drowned by recent floods in the province of Kiang Si, China, and hundreds of lives have again been lost by a volcanic eruption in Java.

The Belgian government has decided to annex the Congo Free State within ten years. The Congo State is now, in effect, an absolute monarchy, with the King of the Belgians as its sovereign; and there has been from its organization an understanding that it might be annexed to Belgium with the consent of both governments. Had Belgium refused to annex it, it would have fallen to France.

The Congo Free State has a population of some twenty millions; for the most part intelligent and peaceful. A railway between the coast and the navigable waters of the Congo has been in operation three years; over a hundred steamers ply on the Upper Congo, and the telegraph has been extended seven hundred miles inland.

Lord Milner, of Cape Town, (formerly Sir Alfred Milner), will return to South Africa in August, to take up his work as governor of the Transvaal and Orange River Colony.

Great demonstrations of welcome have greeted the Duke and Duchess of Cornwall in New Zealand, as well as in Australia, and elaborate preparations are being made for their reception in Cape Colony. It is estimated that the five days' festivities at Cape Town will cost the colony £100,000. A number of French warships will join the escort of the royal party in Canadian waters, and accompany the "Ophir" and the British fleet up the St. Lawrence to Quebec.

A monument to Laura Secord, the Canadian heroine, has been unveiled in the cemetery at Lundy's Lane.

Prospectors have been boring for oil in Westmorland county, N. B., with very encouraging results. The oil found has a paraffine and not an asphalt base, and is therefore more valuable.

The experiment of tree planting on Sable Island, to fix the shifting sands and to render the island more visible to navigators, promises to be successful.

The imperial authorities have begun the work of building the new fortress at Halifax, which is to be the largest on this side of the Atlantic. A strong naval base is also to be established in Newfoundland, at a spot recently selected on the shores of Placentia Bay.

A bill will shortly be introduced in the British parliament to change the title of the king, so as to recognize more clearly his sovereignty over the whole British Empire.

The Emperor of Austria has decided to assume the title of King of Bohemia, and will accordingly be crowned at Prague, as a successor of good King Wenceslaus, who, like many another hero of the middle ages, was not quite as good as he should have been, to

deserve that appellation. Bohemia, a province of the Austrian Empire, lying north of Austria proper, has about six million inhabitants, the greater part of them being of Slavic origin and speaking the Czech language. To satisfy the demands of the Czechs, who dread German influence, the Czech language has been officially recognized; and the coronation at Prague is to be a further concession to their national feelings. For a similar reason, the Emperor was crowned King of Hungary, at Pesth, in 1867.

President Steyn, who still claims to be the official head of the Orange Free State, (now the Orange River Colony), narrowly escaped capture on the first of July, and some of his correspondence fell into the hands of the British. From this it appears that the Transvaal leaders are ready to end the war, but Steyn and his supporters yet hope for European intervention.

The steamer "Erik," the largest and best equipped ship that ever sailed from American shores on a mission to the frozen north, has left North Sydney, C. B., in search of Lieut. Peary and his party. Three years have elapsed since the Peary expedition sailed; and there are fears expressed by the natives of Greenland that the explorers may have perished, as last winter was exceptionally severe. Besides the Peary expedition, there are two now in the Arctic regions—one Swedish and the other German—and three more in preparation—one to be led by Dr. Nansen and the Duke of Abruzzi; one under Admiral Makaroff, who will go in the powerful Russian ice-breaking steamer "Ermack"; and one now about to sail from Norway under the American Explorer Evelyn Baldwin, whose outfit, provided by a New York millionaire, is the largest and most costly ever planned. The Canadian expedition under Captain Bernier is not yet assured, for want of the necessary funds.

J. V.

'ROUND TABLE TALKS.

[This department of the Review is for subscribers only, and these must send their names in confidence to the editor. Do not send questions in arithmetic unless you have exhausted every means to solve them yourself. It is not considered good form for teachers to ask help unless they have used their scholarship and brains to the utmost in solving their own difficulties.]

J. B.—Will you tell a puzzled reader how and where the nickname of "John Bull" came to be applied to Englishmen?

In 1712 John Arbuthnot, an English author and physician, wrote an allegory entitled, a "History of John Bull," in which the great powers then engaged in war were personated by John Bull the clothier, Nick Frog the linen draper, and Louis Baboon (Louis XIV).

The REVIEW was very probably in error, a reliable bird student informs us, in its statement in the June number that a certain bird which dispossessed eaves-swallows from their nests was the cowbird. The description given by our correspondent answered to that of the male English sparrow, which was probably the bird seen by our correspondent.

SCHOOL AND COLLEGE.

Very few school trustees in New Brunswick we venture to state have held office 25 years. This is the record of Robert Bell of this town who resigned last Saturday. Mr. Bell was elected to the office shortly after the New Brunswick school law, as we now have it, came into operation, and he has held office ever since.—*Sackville Post*.

Miss Mabel L. Allan, one of the most proficient teachers in Westmorland county, was united in marriage on May 7th to Mr. Clarence Spence.

A very pretty wedding took place at Doaktown, June 29th, the parties being Miss Fannie L. Freeze, one of Northumberland county's most respected teachers, and Mr. R. Stewart Hinton. The REVIEW extends its congratulations and best wishes.

Another exchange of courtesies on the border:

F. A. Holmes, of Eastport, very generously offered two prizes of \$10.00 and \$5.00 to the school districts of the island parishes of Charlotte county making the greatest amount of improvement to school grounds and premises from Arbor day 1900 to Arbor day 1901. The awards were to be made by Inspector Carter. From a letter written by him to Mr. Holmes we quote:

I beg to inform you that I have visited all the districts concerned and that, in my judgment, Grand Harbor, Grand Manan, is entitled to the first prize.

Albert Wooster, Esq., is secretary of that district, and the teachers are Mr. J. S. Lord and Miss Minnie E. Ganong.

Fair Haven, Deer Island, is entitled to the second prize. Capt. Alonzo Calder is secretary of that district, and Mr. Louis H. Baldwin teacher. Several districts made very commendable exertions toward improvement.

Yours, etc.,

W. S. CARTER, Inspector.

Mr. Holmes has generously renewed his offer for another year.—*St. Stephen Courier*.

The Nova Scotia Normal School closed a successful term on the 27th of June—240 students were in attendance during the year. These, with others who came up for advance of license, received diplomas.

The N. B. Board of Education has authorized for use in the public schools book number five of the series of readers, thus completing the series. This takes the place of number six of the Royal Readers.

The results of the recent examinations for teachers' license in New Brunswick show that 8 passed for grammar school; 9 for superior school; 37 for first class; 101 for second class.

In the provincial high school closing examinations, 74 candidates presented themselves, of whom 3 passed in the first division (all from the Fredericton High School), 28 passed in the second division, 19 passed in the third division, 1 passed in the engineering department division, 12 passed in the third division conditionally, and 11 failed.

The death of Miss Mary E. Graves, formerly principal of Acadia Seminary, took place at Clarmount, New Hampshire, July 16th, after a long and painful illness. Miss Graves was an accomplished teacher and scholar, and during her principalship, extending over twelve years, Acadia Seminary steadily increased its reputation as a high-class school.

It has frequently afforded the REVIEW pleasure to call the attention of its readers to the merits of the Maritime Business College, Halifax. When this institution was recognized by and admitted into affiliation with the Business Educators' Association of Canada, it afforded ample proof of the correctness of these statements. At the recent meeting of the Institute of Chartered Accountants of the Province of Nova Scotia, the college was admitted into affiliation with the same. This is an honor much coveted in any country, and the Maritime is the only college east of Ontario having secured this honorable distinction. All graduate students of the business department of this college are exempted from the preliminary examinations of the Chartered Accountants.

Edgehill, Windsor, N. S., completed its first decade on the 18th June. This school opened in 1891 with 27 boarders and 15 day scholars. It closed its tenth year with 72 boarders and a number of day scholars and occasional students. It began with five resident teachers and one non-resident instructor. It has to-day twelve resident teachers, a housekeeper, a matron and trained nurse, and a non-resident instructor. The music department now includes four specialists for pianoforte, voice culture, singing, theory of music and violin; with, in the aggregate, 97 pupils and students. Its curriculum for several years has comprehended "preparation for the universities." A number of young ladies have passed the examinations prescribed by Kings College for senior candidates, and have secured the title of "Associate in Arts" of that university. The number of pupils and students who have been at Edgehill already reaches about 430, of whom no less than 146 came from other provinces than Nova Scotia, and about 30 from the United States.—*Hants Journal*.

RECENT BOOKS.

ACADEMIC ARITHMETIC. Part Four of the Progressive School Series of Arithmetics. By W. T. Kennedy, Principal County Academy, Halifax, and Peter O'Hearn, Principal St. Patrick's Boys' High School, Halifax. Cloth. Pages 143. Publishers, T. C. Allen and Co., Halifax.

The arithmetics for common schools, by Kennedy & O'Hearn, now in use throughout the Maritime Provinces, have proved, on account of their practical character and low price, a great boon to teachers and pupils. Part Four, recently published, is designed for secondary schools, and forms with the three earlier parts a continuous textbook on arithmetic. Each part is complete in itself, not burdened with too much theory or puzzling exercises, but having an abundance of practical work. The four parts furnish a well graded and correlated course, reasonable in extent, and designed to give a good working knowledge of arithmetic and sound mental training. The authors and publishers are to be congratulated on the completion of such an excellent series.

FIFTY LETTERS OF CICERO. Edited for the use of schools, with notes and vocabulary, by J. H. Dillard, Tulane University of Louisiana. Cloth. Pages 118. Price 45 cents. Ginn & Co., Publishers, Boston.

This collection embraces the short notes and letters of Cicero, easy for beginners, in language less formal than the orations, and showing the common uses of words and constructions in the classical period.

RURAL READERS. Book I. By Vincent T. Murché, F.R.G.S. Cloth. Illustrated. Pages 168. Price 1s. Macmillan & Co., Publishers, London.

In simple language and by a series of conversations, the children of rural schools are led to take an intelligent interest

in things about them and the various processes of nature, such as the air, sky, sun, clouds, rain, weather, domestic animals and employments, etc.

THE SECOND SCHOOL YEAR. A course of study with Detailed Selection of Lesson Material, arranged by Months, and correlated. Henrietta M. Lilley. Training Teacher for Second Grade, State Normal School, California, Pa. Cloth. Pages 224. Price \$1. C. W. Bardeen, Publisher, Syracuse, N. Y.

A scheme of definite work, well arranged, with abundance of nature work. The second year teacher in any school will find in this little volume many helpful hints.

A HISTORY OF ENGLISH LITERATURE. By E. J. Matthew. Cloth. Pages 534. Price 4s. 6d. London, Macmillan & Co. Toronto, The Copp, Clark Co., Ltd.

This is a history of English literature from the earliest times down to the end of Victoria's reign. It gives a sketch of the lives of all the noted authors, an estimate of their works, with an analysis of all the masterpieces of English literature, copious selections from them, and notes and allusions to persons, places and difficult words in the text. The closely printed pages are models of concise statement, and yet elaboration is introduced where the importance of the subject demands it. It would be difficult to conceive of a more useful and excellent work at such a low price.

THE FIRST STEPS IN GEOMETRY. By G. A. Wentworth and G. A. Hill. Cloth. Pages 156. Price 65 cents. Ginn & Co., Publishers, Boston.

When the pupil, who has learned what is contained in this book, comes to the study of formal geometry, he can give his entire attention to the single task of mastering the abstract reasoning employed in proving theorems. Then teachers will see rapid progress in place of slow, stumbling steps, real insight in place of memorizing and cram, and geometry made a pleasant study, in place of being a dreary, irksome task. The book, which is a delightful introduction to a severe study, will give the more pleasure to the student on account of its beauty of page and clearness of illustrations.

TROIS COMÉDIES OF Alfred de Musset. Edited with introduction and notes, by Kenneth McKenzie, Ph. D., of Yale University. Cloth. Pages 148. Price 30 cents. D. C. Heath & Co., Publishers, Boston.

The rich fancy and beauty of style of De Musset are shown in these three comedies, which are printed in this convenient little volume, and intended for college students and advanced pupils in high schools.

EXTRAITS DE L'HISTOIRE DE FRANCE, by Jules Michelet. Edited with Introduction and Notes, by C. H. C. Wright, Harvard University. Cloth. Pages 130. Price 30 cents. D. C. Heath & Co., Publishers.

These extracts, intended for the study of French, not of history, give the student an insight into the picturesque and vigorous style of Michelet. As a picture of life in Southern Europe at the close of the Middle Ages, this little book will be read with keenest interest by the French student.

GUZMAN EL BUENO. A Drama by Don Antonio Gil y Zarate. Edited with Introduction and Notes by Sylvester Primer, Ph.D., University of Texas. Cloth. Pages 154. Price 80 cents. Ginn & Co., Publishers, Boston.

This Spanish tragedy is founded on the story of Guzman, the patriot, who sacrificed his son rather than surrender the city of Tarifa to the Moors. It has always been a favorite on the Spanish stage, and faithfully portrays the national character,

JOHANNES. A Tragedy by Hermann Sudermann. Edited with Introduction and Notes by F. G. G. Schmidt, Ph. D., University of Oregon. Cloth. Pages 126.

This tragedy is based on Bible incidents in the life of John the Baptist. It is written in noble prose, and though reverent in tone has been criticized, because the author, it is claimed, has departed somewhat from facts, and the real character of John as represented in the Scriptures.

OBJECT LESSONS FOR RURAL SCHOOLS. By Vincent T. Murché, F.R.G.S. Book I., pp. 231. Book II., pp. 250. Cloth. Price 1s. 6d. each. Macmillan & Co., Publishers, London.

These lessons, with the readers that go with them, are designed to awaken the spirit and habit of observation among children. To the teacher they are a veritable storehouse of hints and facts regarding the everyday phenomena of rural life.

PALGRAVE'S GOLDEN TREASURY OF SONGS AND LYRICS. Book Four. Edited with Notes by J. H. Fowler, M.A. Cloth. Pages 259. Price 2s. 6d. Macmillan & Co., London.

This is a collection of some of the lyric masterpieces of English—from Wordsworth, Byron, Shelley, Keats, Scott, Coleridge, Campbell, and others. They need no other recommendation than they form a part of Palgrave's Treasury, and the editing has been done with much judgment.

MACMILLAN'S NEW GEOGRAPHY READERS: ASIA. Cloth. Pages 263. Price 1s. 6d. Macmillan & Co., London. The Macmillan Company, New York.

These readers are admirably fitted to arouse an interest in geography. The present one is illustrated with maps and pictures, and is of more than ordinary interest, because Asia is an interesting continent. Are these readers in your school library?

ELEMENTARY INDUCTIVE GEOGRAPHY. By Mary R. Davis and Chas. W. Deane, Ph.D. Pages 212. Size 7½ x 9½ inches. Price 72 cents. Potter & Putnam Co., 74 Fifth Avenue, New York.

This book is abundantly illustrated and very attractive. The homes, occupations, plants, animals, etc., of the world, with a general idea of the earth and the seasons, are taught in part first. The second part deals with physical conditions on the earth—the air, ocean, soil, climate, mountains, valleys, etc., while the third part deals with political divisions, skilfully working in previous matter in review. The physical maps and illustrations are very clear and effective.

THE HEROES, or Greek Fairy Tales for My Children. By Chas. Kingsley. Cloth. Pages 150. Price 1s. Macmillan & Co., London and New York.

After a delightful introduction, in which the author tells his three children in simple language of our many obligations to the Greeks, he tells in his own inimitable way the stories—ever fresh—of Perseus, The Argonauts and Theseus.

FIRST STUDIES OF PLANT LIFE. By Prof. George Francis Atkinson, Ph. B., Cornell University. Illustrated. Cloth. Pages 266. Price 70 cents. Ginn & Co., Publishers, Boston.

The plan of this book is to show the plant as an active worker; to lead students to observe and study its methods of obtaining and assimilating food, and its struggles for existence. The life-stories of many typical plants are given in an attractive manner. The charm of the whole book is the sympathetic treatment of the plant as a living being, enlisting at once the interest of every real student of botany.

[Other books on hand will be reviewed in the next number, or when space permits.]

Literary Notes.

All who have read the wonderfully vivid sketches of W. J. Long in his "Ways of Wood Talk" and "Wilderness Ways," will be delighted to hear that another book will shortly be issued by this master lover of nature and her ways. The "Secrets of the Woods" will be warmly welcomed by Mr. Long's admirers, and they are legion, and constantly growing.

Mr. W. W. Hubbard recently editor of the *Maritime Farmer*, Sussex, N. B., will shortly begin the publication of *The Maritime Homestead*, to be published in Halifax and St. John. The new journal will make a specialty of dealing with those matters connected with our maritime agricultural development, including all departments of animal husbandry, agriculture, horticulture, nature study, domestic economy, entertaining reading and a special compilation of general and local markets and crop prospects.

JULY-AUGUST MAGAZINES.

Louis Dyer opens the July *Atlantic* with a timely article calling attention to the salient facts of the life and character of King Alfred the Great, called into prominence at this time by the approaching Thousandth Anniversary of his reign.... The long expected story by Ralph Connor, (Rev. Mr. Gordon, Winnipeg) author of "Black Rock" and "The Sky Pilot," begins in the July Magazine Number of the *Outlook*. The first two chapters of "The Man from Glengarry," contain an exciting account of the quarrels of lumbermen in the North American woods, and give promise of the vivid narrative to follow in the successive numbers of the *Outlook*. (\$3 a year. The *Outlook* Company, 287 Fourth Avenue, New York.)... Frederic Harrison's "Impressions of America" are reprinted in the *Living Age* for July 13, from *The Nineteenth Century*. Mr. Harrison, as was to have been expected, is an amiable critic, and he is also more discriminating than many Englishmen who have discoursed upon America.... There is a splendid collection of stories and light articles in the July *Canadian Magazine*. The only heavy article in the issue is a reproduction of Sir John Macdonald's famous speech, in 1865, on Confederation. The Drama of Hiawatha, as performed by the Ojibway Indians near Sault Ste. Marie last year, is described and illustrated. Arthur Stringer contributes a French-Canadian story, as does Justin McCarthy, M. P., the famous litterateur of the British House of Commons.... As this is essentially the vacation time of the year, the *Delineator* for August is the vacation number. The spirit of midsummer breathes over its pages from the fashions down to the household notes. The daintiest dresses and dress accessories are gathered into this number, just suitable in their materials and their make-up for the temporary use to which mid-summer clothing is put. Three short stories appear in the August number; one by Francis Lynde, entitled "A Vacation Conscience," another by Arabella Kenealy, daughter of the famous Dr. Kenealy, entitled "Dr. Fordham's Daughter," and third, a college story written by a college girl, entitled "The Impressionist Picture."... Canadian women will be pleased to learn that Canada can now boast of a magazine which is an authority on culinary and household subjects, whose editors and contributors are Canadian men and women, and which is published under the distinguished patronage of the Countess of Minto. The midsummer number of the *Canadian Housekeeper* is particularly interesting and instructive, containing excellent articles on Three Classes of Household Workers, Manual Training in Schools, The Need of Domestic Science, and Household Economic Reading Clubs. A synopsis of the growth of Domestic Science and Manual Training throughout the Dominion is given in a condensed readable form. The magazine contains about 50 pages of matter and is well illustrated. One dollar a year. Canadian Housekeeper Pub. Co., Toronto.

Dominion Educational Association.

TRIENNIAL MEETING, NORMAL SCHOOL, OTTAWA.

14, 15 and 16th August, 1901.

GENERAL.

TUESDAY, 13th AUGUST, 8 p. m.

Meeting of Directors in Principal's private room, Normal School.

WEDNESDAY, 14th AUGUST, 8 p. m.

Addresses of Welcome by the Mayor of Ottawa and the Very Reverend H. A. Constantineau, D.D., O.M.I., President, University of Ottawa. Responses by Dr. J. A. MacCabe; the Hon. G. W. Ross, LL.D.; Hon. Richard Harcourt; Hon. Boucher de la Bruere; Dr. J. R. Inch; Dr. A. H. MacKay; D. J. Goggin, M.A.; Alex. Robinson, Esq.; D. J. MacLeod, Esq.

THURSDAY, 15th AUGUST, 8 p. m.

"The Desirability of Dominion Registration of Trained Teachers." S. P. Robins, LL.D., Principal McGill Normal School.
"Patriotism in Schools." Mrs. Clark Murray, Montreal.
"Comment cultivier le Sentiment National a l'Ecole Primaire." Prof. C. J. Magnan, Laval Normal School.
Address by Prof. Robertson, of the Department of Agriculture.

FRIDAY, 16th AUGUST, 8 p. m.

"Art Education." A. F. Newlands, Esq., Buffalo, N. Y.
"Dominion Educational Bureau." Dr. J. M. Harper, Inspector of Superior Schools, Quebec.
"Educational Exhibit at Paris." S. B. Sinclair, Ph.D., Vice-Principal, Ottawa Normal School.
Election of officers. Selection of next place of meeting, etc.

KINDERGARTEN.

President—Miss E. Bolton, Normal School, Ottawa.

WEDNESDAY, 14th AUGUST, 9.30 a. m.

Reception of Delegates.
President's Address of Welcome.
"Educational Value of Music." Mrs. F. M. S. Jenkins, Organist, St. George's Church, Ottawa.
Discussion and Illustration of Method.
Songs by Kindergartners.

2 p. m.

Round Table Conference.
Subjects:—Songs, Games, Programmes, Discipline.

THURSDAY, 15th AUGUST, 9.30 a. m.

Opening Talk and Prayer.
Address to Mothers. Mrs. Ada M. Hughes, Toronto.
"Some Phases of Infant Mind, from a Mother's Point of View." Mrs. (Rev.) C. E. Bolton.

Discussion.
"The Parents' Responsibility to the State." The Hon. Justice Burbidge, Ottawa.

2 p. m.

Games. Led by Miss MacIntyre, Normal Kgt., Toronto, assisted by Miss Emma Duff, Toronto. Pianist, Miss Maud Lyon, Ottawa.
Social Gathering. Hostesses, Kindergartners, Ottawa.

FRIDAY, 16th AUGUST, 9.30 a. m.

Opening Talk and Prayer.
"Art in the Kindergarten." A. F. Newlands, Esq., Buffalo, N. Y.
Discussion and Illustrations.
"The Play Method of Teaching Music." Miss Jean Stocks, Ottawa. An illustration of her original system of teaching notation (staff), time, etc., to beginners.

ELEMENTARY SECTION.

President—J. B. Calkin, M.A., Truro, N. S.

WEDNESDAY, 14th AUGUST, 9.30 a. m.

President's Address.
"Independent Work by Pupils." Principal MacIntyre, Winnipeg, Man., and Principal Reid, Owen Sound, Ont.
"The Relation of Phonics to the Public School Course." Principal Ward, Collingwood, Ont.
"Current Criticisms on the Ontario Educational System." Principal Edwards, Napanee, Ont.

2 p. m.

"English Grammar as a Culture Subject." Principal Meldrum, Morrisburg, Ont.
"The School and the Home—Co-Workers." Principal Masten, Odelltown, Que.
"Education and Crime."

THURSDAY, 15th AUGUST, 9.30 a. m.

"What the Teacher can do for the Farmer." Principal Marshall, Halifax, N. S.
"Who Shall Prepare Public School Text Books." Principal Moore, Dundas, Ont.
"Drawing in the Public School." J. A. Dobbie, Normal School, Ottawa.
"Child Study." Principal Spence, Clinton St. School, Toronto.

2 p. m.

"The School as a Preparation for Practical Life." Ernest Smith, Esq., Westmount, Que.
"Science in the Public School." A. E. Atwood, M.A., Principal of Waller St. School, Ottawa.

FRIDAY, 16th AUGUST, 9.30 a. m.

"Comparison of the Common School Curricula of the various Provinces." Principal Robins, McGill Normal School.
"Manual Training." Principal Kidner, Macdonald Training School, Truro, N. S.
"Religion in the Public School."

2 p. m.

"Education in Nova Scotia." Inspector Creighton, Halifax, N. S.
"Education in New Brunswick." Prof. John Brittain, Fredericton, N. B.
"Educational Problems in N. B. Solved and Unsolved."
"Education in Prince Edward Island."
"Education in Quebec."
"Education in Ontario." Principal F. C. Powell, Kincardine, Ont.
"Education in Manitoba." Principal MacIntyre, Winnipeg.
"Education in North West." D. J. Goggin, Esq., M.A., Superintendent of Education, N. W. T.
"Education in British Columbia." Alex. Robinson, Esq., Superintendent of Education, Victoria, B. C.

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President—D. J. Goggin, M.A., D.C.L., Supt. of Education, N. W. T.

WEDNESDAY, 14th AUGUST, 9.30 a. m.

President's Address.
"Some Phases of Secondary Work in Europe and America." W. Packenham, B.A., Chairman Board Examiners for Ontario Education Department.
"Modifications of High School Courses Demanded by Conditions of To-Day." W. J. Robertson, B.A., LL.B., Collegiate Institute, St. Catharines, Ont.

2 p. m.

"Entrance Requirements to High Schools and Universities." John Squair, B.A., Associate-Professor of French, University College, Toronto, Ont.
"Should Greek and Latin be Retained as Subjects in our Secondary Schools?" J. Henderson, M. A., Principal Collegiate Institute, St. Catharines, Ont.

THURSDAY, 15th AUGUST, 9.30 a. m.

"Modern Geometry." N. F. Dupuis, M.A., F.R.S.C., Professor of Mathematics, Queen's University, Kingston, Ont.
"History in the High School." A. Stevenson, B.A., Collegiate Institute, Woodstock, Ont.

2 p. m.

"Literature in the High School." John Marshall, M. A., Assistant-Professor of English, Queen's University, Kingston, Ont.
"What a Pupil has a Right to Expect as the Result of His High School Training in French or German." A. H. Young, M.A., Professor of Modern Languages, Trinity University, Toronto, Ont.

FRIDAY, 16th AUGUST, 9.30 a. m.

"Ecology vs. Morphology." G. U. Hay, D. Sc., F.R.S.C., Editor EDUCATIONAL REVIEW, St. John, New Brunswick.
 "The Educational and Industrial Significance of the Later Developments of School Work in Kindergarten, Nature Study and Manual Training." W. S. Ellis, B.A., Principal Collegiate Institute, Kingston, Ont.

2 p. m.

"The Educational Demands of Democracy." John Millar, B.A., Deputy Minister of Education, Toronto, Ont.
 "Geometry in Secondary Schools." A. H. McDougall, B.A., Collegiate Institute, Ottawa.

INSPECTION AND TRAINING.

President—H. V. B. Bridges, M. A., Fredericton, N. B.

WEDNESDAY, 14th AUGUST, 9.30 a. m.

President's Address.

"The Normal School—Some of its Functions." Principal Mullin, Normal School, Fredericton, N. B.
 "What Child Study has Done for Education." Principal Scott, M. A., Normal School, Toronto.
 "Methods in Arithmetic." W. J. Summerby, Esq., Inspector of Public Schools, Russell, Ont.

2 p. m.

"The Third Element in Education." Dr. J. M. Harper, Inspector of Superior Schools, Quebec.
 "County Model Schools in Ontario." Principal Jordan, Prescott, Ont.
 Wm. Johnston, M.A., LL.B., Inspector of Public Schools, Athens, Ont.

THURSDAY, 15th AUGUST, 9.30 a. m.

"Duties of the School Inspector, Outside the Schoolroom." John Parker, B.A., Inspector of Schools, Leeds, Que.
 "Duties of the School Inspector, Inside the Schoolroom." J. W. McOuat, B.A., Inspector of Schools, Lachute, Que.
 "The Teaching of French." Principal Truell, Lachute Academy.
 "Some Problems of our Rural Schools." Colin W. Roscoe, M.A., Inspector of Schools, Kentville, N. S.

2 p. m.

Attention: How it Can be Secured in the Schoolroom." Dr. H. S. Bridges, St. John, N. B.
 "The Psychology of Nature Study." Sidney Silcox, B.A., B. Paed., Inspector of Public Schools, St. Thomas, Ont.
 "Dominion Certificates." Rev. W. H. G. Colles, Inspector of Public Schools, Chatham, Ont.

FRIDAY, 16th AUGUST, 9.30 a. m.

"The Grading of Urban Schools." Wm. Houston, M. A., Inspector of Public Schools, Gore Bay, Ont.
 "The Inspector's Duty Towards the National Life of the Country." R. J. Hewton, M.A., Inspector of Schools, Richmond, Que.
 "Reading in Elementary Schools." James F. White, Esq., Inspector of Separate Schools, Toronto.

2 p. m.

"The Defects of our Common Schools." R. H. Cowley, Inspector of Public Schools, Carleton Co., Ont.
 "Professional Training of Teachers." John Waugh, B.A., D. Paed., Inspector of Public Schools, Whitby, Ont.

During one of the afternoons, the members of the Association will visit the Government Experimental Farm.

TRAVELLING ARRANGEMENTS.

Reduced rates on the railways will be granted to any one attending the Convention and becoming a member of the Association, at One First-Class Fare and One-Third for the round trip, if more than 50 attend; or at One First-Class Fare if 300 or more attend. The Directors hope to make arrangements for extending the time of "Return," so as to allow the members of the Association an opportunity to visit Buffalo.

Those travelling to the meeting must purchase First-Class full rate one way tickets to Ottawa (or to nearest Junction Station if through tickets cannot be obtained), and obtain a receipt on the Standard Certificate for purchase of tickets from agent at starting point, within three days of the date of meeting (Sundays excluded). The Secretary of the Association will fill in the said Certificate, and the ticket for the return trip will be issued at the above rate. The Standard Certificate will be supplied free by agent from whom the ticket to Ottawa is purchased, and no other form will be recognized by the Railway Companies. It is very desirable that even those who live near Ottawa should purchase tickets as indicated above, for by so doing they will assist in bringing the number of tickets sold to the requisite three hundred. Ticket agents are supplied with Standard Certificates, and are instructed to issue them on application.

No refund of fare will be made by the railways because of the failure of members to obtain Certificates. Railway Standard Certificates must be left, without delay, with the Secretary, at his office, in the Normal School.

HOTELS.—The Russell, \$2.50 to \$4.00 per day; The Grand Union, \$1.50 to \$2.00; The Windsor, \$1.50 to \$2.00; The Gilmour, \$1.50; The Cecil, \$2.00; The Brunswick, \$1.00 to \$1.50.

N. B.—The Secretary will be in his office, in the Normal School Building, on the 12th and 13th to give information regarding Hotels and Boarding Houses.

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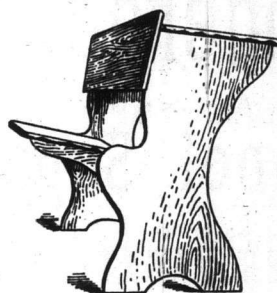
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Copies of Calendar containing full information may be obtained from the undersigned.

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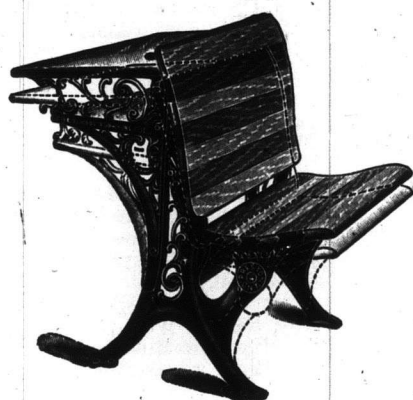
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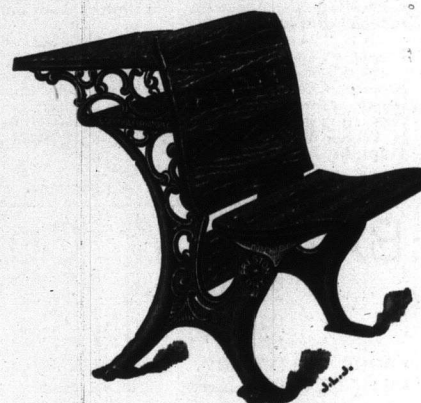


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