

...THE...  
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G. U. HAY, MANAGING EDITOR,  
St. John, N. B.

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Vol. XVI. No. 1.

ST. JOHN, N. B., JUNE, 1902.

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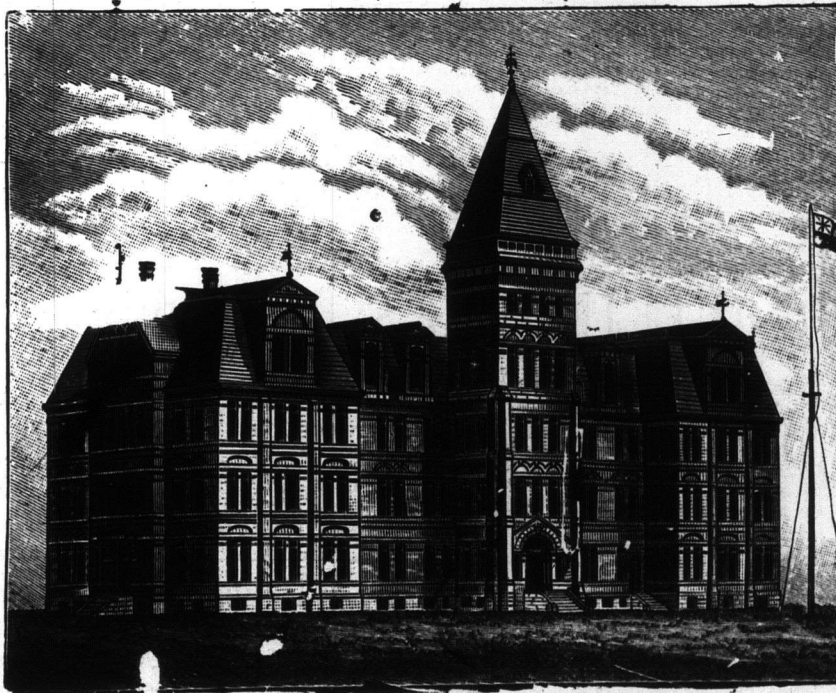
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G. U. HAY,  
Editor for New Brunswick.

A. McKAY,  
Editor for Nova Scotia

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### Always Read this Notice.

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

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**EDUCATIONAL REVIEW,**  
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## VOLUME XVI.

With this number the REVIEW enters on the sixteenth year of its existence. To emphasize this event in our history, the publishers, Messrs. Barnes & Company, have sent it out in a brand new suit—new type, set with a Linotype machine, several new features in the make-up of its pages and with a generally prosperous appearance that our readers will hail with satisfaction. Every one in the company's establishment—the heads of the firm, printers, binders, mailers—have all done their share in helping to make the REVIEW, and rejoiced in its prosperity from the first hours of its infancy, when it was gasping for its very existence, until now when it has become a strong, healthy fellow in its sixteenth year. Nourished on a wholesome, if not over-generous diet, the REVIEW has kicked its way up to lusty

youth, to advance, we hope, into useful manhood and be crowned with vigorous age.

Fifteen years ago Dr. A. H. MacKay, then the head of Pictou Academy, that nursery of a long line of scholarly men, entered heartily into the plan of an educational journal for the three Atlantic Provinces of Canada, and became the editor for Nova Scotia, laying the foundation for the cordial support that the REVIEW has always had from that province, and contributing much valuable material, notably the "Ferndale" series of papers on nature-study. Dr. Alex. Anderson, the head of Prince of Wales College, Charlottetown, became the editor for Prince Edward Island, and many vigorous articles from his pen graced the earlier numbers of the REVIEW. These gentlemen have become the superintendents of education in their respective provinces, and have long ceased to be actively connected with the paper. But their interest in its aims and welfare continues as fresh as ever. It would be out of place here to trace the course of the REVIEW, but it may be said that its pages faithfully reflect our educational history and progress during the past fifteen years.

There are many among the subscribers of the REVIEW who have been its steady supporters during these fifteen years. There are others who have helped to extend its influence and its subscription list, without whose generous aid it would have been impossible to keep on with publication. We would ask them to continue their good work, for the REVIEW is not yet in the position that it would like to occupy. We want to extend its influence, enlarge it, make it in every way worthy of the patronage of the teachers of Canada, and especially those of the Atlantic Provinces. To do this, increased support is required. We want the name, the influence and the subscription price of every live teacher. Let these be given (don't forget the financial part), and the REVIEW will not fail to give value for the additional encouragement it receives.

THERE will be no number of the REVIEW issued in July. The August number will be published about the tenth of that month, and will contain a great variety of matter useful to teachers just beginning their schools.

IN answer to a subscriber: Monday, May 26th, was a school holiday in New Brunswick.

SEE N. B. official notices and Provincial Institute programme in this number, as well as other new advertisements.

THURSDAY, June 26th, has been proclaimed a public holiday throughout Canada in honor of the coronation of King Edward VII and Queen Alexandra.

THE government of New Brunswick has done but an act of simple justice in increasing the pay of the inspectors of schools. When one takes into consideration the importance of the service rendered to the country by these men, the years of preparation and study required to fit them for their position, and the judgment and tact which they have to exercise constantly to make the wheels of our educational machinery move smoothly, the sum of \$1,400 a year, including travelling expenses, seems very moderate.

QUITE a large number of answers have been received since last month to the questions which have been published monthly under the head of Nature-Study and Science. Most of the answers came from New Brunswick schools; some from Nova Scotia. Mr. Brittain will make a report on the results in the next issue of the REVIEW, and every school will receive due credit for the work of its pupils, and as promised, a souvenir in appreciation of their efforts.

WE have received from Mr. M. J. Conway acting secretary of the Dominion Educational Associations, the bound volume containing the report of the meeting held at Ottawa in August, 1901. The book is a valuable one for the teacher's library. The papers published are, many of them, of exceptional merit, dealing with the various phases and grades of educational work. While too many of them are of the type usually read at a local teachers' institute, there are others which treat educational questions with a breadth of view that gives hope that the

association may in time become more national and less provincial in character.

THERE are some reminders sent out with this number, to which we ask the early attention of our readers. These reminders, we may say, are fewer this month than for many years, because of the fact that our subscribers are forming the habit of paying in advance without the necessity of reminder, a plan as satisfactory to them as it certainly is to us.

THE Provincial Normal School at Truro will close Wednesday, June 25th.

WILL Chatham send a strong invitation for the Summer School of Science next year? There are several active competitors for the coveted honor.

THIS is the season when teachers change. Be sure that you notify the REVIEW, giving your old as well as new address, so that the paper may reach you without interruption. This will save us much trouble.

MUCH space this month is taken up with reports of college anniversaries. It is good reading for teachers and students. It may stimulate some bright boy or girl to study harder to enter college next year or the years after. There are hundreds of eager students in these provinces whom teachers should encourage to take a college course. Talk with them about it before school closes, and let them consult the advertisements on other pages.

THE Summer School is an institution which combines study and recreation in a most agreeable way. The columns of the REVIEW have given every information where our readers may profitably spend a portion of their vacation and not only be prepared for future advanced work but gain that experience which teachers so much need—the stimulus that comes from the meeting with kindred spirits bent on solving educational problems in the rational and recreative mood. The Summer School at St. Stephen will be a meeting ground for the great mass of our teachers, and no more delightful opportunity could be afforded to gain fresh health and inspiration than among the hundreds of teachers and students who will flock to the banks of the St. Croix in July and August. The pages of the REVIEW in this and preceding numbers have contained announcements of other summer schools where those ambitious to carry on special work of a more ad-



vanced character can attend, such as the University of Chicago, Cornell and Harvard Universities. Those who can afford these special courses would do well to send for further information. In addition to these the summer schools of manual training at Truro and Fredericton should attract many students.

THE late lieutenant governor of New Brunswick, Hon. A. R. McClellan, has always displayed a thoughtful consideration for the welfare of teachers and schools, and many tokens exist of his liberality towards school libraries and other worthy educational objects in the province, and especially in the County of Albert. His recent offer of \$5,000 for a school of manual training at Mt. Allison, Sackville, conditional that an equal sum be raised, is a further proof of his liberality and public spirit. It is gratifying to learn that the required amount may soon be raised, through the energy of the authorities at Mt. Allison, and that plans for utilizing the old college residence for this purpose are already in progress.

THE death in early May of George Munro Grant, for nearly a quarter of a century principal of Queens University, Kingston, was heard throughout Canada with regret and sorrow. Many teachers from the Atlantic to the Pacific knew what it was to feel the cordial grasp of his hand and the warm sunlight of his genial presence. Thousands of others gathered strength as they read his messages, so full of vitality and inspiration to those who toil and teach. Every one from Cape Breton to Vancouver has had the opportunity to hear his clear ringing tones or to read the crisp words from his trenchant pen calling on Canadians to honor, take pride in and build up the land of their birth. As preacher, teacher and public man, there was no one in the Dominion whose words commanded more attention or who wielded greater influence in moulding public sentiment than he did. He was a man; respected by men of every shade of opinion; adored by his students. The University of which he was the honored leader, and which he made a vital force on this continent, will find it difficult to fill his place.

Among those named as possible successors of Principal Grant are Rev. Dr. Barclay, of Montreal, Dr. Macdonald, editor of the *Westminster*, Toronto, Dr. Geo. R. Parkin, of Upper Canada College, and Dr. A. H. MacKay, Superintendent of Education, Nova Scotia.

### Provincial Teachers' Institute.

When the opening of the Provincial Teachers' Institute of New Brunswick was fixed for the 26th day of June, the executive committee did not know that the coronation of His Majesty King Edward VII had been appointed for the same date. When the latter fact became known, no other alternative seemed practicable than to postpone the meeting of the institute until vacation; but for many reasons such postponement seemed undesirable, especially in view of the July departmental examinations, and the meeting of the Summer School of Science. It was, therefore, decided to open the institute on the date first named. It is to be hoped that hundreds of New Brunswick teachers, in institute assembled in the provincial capital, will celebrate coronation day as loyally, profitably and enjoyably as their fellow citizens of other colleges.

### College Federation.

The movement which has been on foot for some months, looking to the federation of the colleges in the Atlantic Provinces into one degree conferring university, seems destined to be only of partial fulfilment, at least for the present. Kings, the oldest of our colleges, and the least flourishing, will, if the terms of union receive the assent of the legislature, become amalgamated with Dalhousie, under the name of the "University of Kings and Dalhousie." The revenues and lands of the older institution will be absorbed into the united seat of learning, which will be at Halifax. Sufficient revenue will be set aside for the support of a divinity school, and the prestige of conferring degrees in divinity will still remain with the corporation of Kings College.

Of the other colleges, Mt. Allison has decided against union, and Acadia College and the University of New Brunswick have the matter under consideration, but with little prospect of coming to an affirmative conclusion. Dalhousie took the initiative in this matter of federation, which is significant, as she is the strongest college in these provinces in standing and revenues. If we are correctly informed, the authorities of Dalhousie consented to waive the privilege of the site at Halifax in favor of any site that might be chosen for the central university. That only one of the sister colleges, and that the weakest, has chosen affiliation is not to be

wondered at when we consider the denominational and other interests involved. But the movement marks a distinct advance in the higher education of these provinces.

Our small colleges have done admirable work in sending out graduates who have distinguished themselves in many professions and in many places, and have reflected credit on their alma mater. There is the strong local and denominational sentiment in their favor, and with this there is the feeling, and that, too, of many experienced scholars, that the smaller college has advantages over the larger ones in training. Looking at it from the scholar's point of view, this can be true in academic subjects alone, and in these only to a limited degree. The scientific and economic side of education, now so prominent in the well-equipped modern university, call for something more than a library and a professor's chair. They call for large endowments for improved laboratories, better equipment for research work, with higher salaries for the proper men to direct them. Our small colleges, already carrying heavy burdens, cannot be expected to do scientific and research work in competition with the larger universities elsewhere. By uniting our resources there would be some possibility of doing so, thus helping to retain the best of our young men and women, who annually go abroad to finish their education, and remain. Thus they are lost to Canada where they are sorely needed.

Why cannot we have one properly equipped university, conferring degrees in arts, philosophy, science and engineering, instead of several colleges doing, or attempting to do, that work. Around this university, and in affiliation with it, would be centred the various theological colleges; while at Fredericton, Sackville Wolfville and other places the ample lands and buildings at present there would become centres of the higher education for those who are preparing for a course at the university or for their vocations in life.

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A report of the Digby and Annapolis Teachers' Institute, which reached us too late for insertion in this number, is held over until August. The attendance was the largest in the history of the institute, and the proceedings were of a most interesting character.

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Teachers who are in want of positions should consult the advertisements on another page.

### Two Distinguished Scholars.

The loss in educational circles to the Province of New Brunswick from the departure of Prof. Stockley and Prof. Davidson—the latter, it is hoped only for a year—will be distinctly felt, especially by the university with which they have so long been connected. Prof. Davidson is known, not only in the province with whose business and economic interests he has so closely identified himself, but in the outside world, where his books and published papers have made him known as an original investigator.

The fine literary taste and rare faculty of intellectual criticism possessed by Prof. Stockley will make his loss felt even more deeply. His gentle temperament and winning personality endeared him to many warm friends in the province who will wish him greater rewards and a larger sphere of usefulness in the university to which he goes.

From an admirable estimate of Prof. Stockley's literary genius, that recently appeared in the *St. John Sun*, we quote the following:

Dr. Stockley's voice and pen have been ready at all times to testify to the value of the things of the mind. . . . He has not the fault that Carlyle attributed to the Greeks. He is not at ease in Zion. In the domain of ethics as of letters and of intellectual activity generally, he has advocated and illustrated among us the strenuous life. . . . His gentle and delicate yet keen criticism, a rare gift for interpreting and representing to others the strength, felicity and charm of true literature, and a certain obvious sensitiveness of his own to the grace and influence of the poet, made him an ideal leader for such classes as he sought to organize, and for that fortunate minority of college students who have the faculty and the disposition to know and love good literature. Wherever he goes he must appeal to that class of students who do their school the greatest and most lasting honor.

Prof. Stockley is succeeded in the chair of English and French literature by Prof. Clawson, a recent graduate of the university, whose brilliant post-graduate course and cleverness as a student warrants the hope that he will prove a worthy successor to his former teacher. Prof. Davidson's place will be filled temporarily by Prof. Patten, of Harvard University.

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The excellent series of lessons on Cardboard Work which Mr. Kidner brings to a close in this number are worthy of the careful consideration of teachers. They are clearly stated, concise and practical, and, with the drawings that have accompanied each lesson, teachers should find them of great advantage in introducing this form of manual work in the lower grades.



### The Editor Takes a Holiday.

One is impressed in visiting Toronto not only with the fine appearance of her higher educational institutions, but with the ample grounds that form their surroundings, giving a park-like appearance to many of them. They are situated at some distance from the business part of the city, which is on the borders of Lake Ontario; and the lands were granted long before the city had assumed anything like its present proportions. Now the city has grown round them; and the stately college buildings, with broad avenues leading to them, shaded with trees, and lawns and fields in front and rear, form educational institutions and surroundings of which any city might justly be proud. Especially fair to look upon is Trinity College. The main building, situated in the western part of the city, is in the midst of a beautiful park of over thirty acres along whose broad avenues and green fields it is a delight to wander. The quaintness of the long pile of grey stone as one approaches the college from Queen street, with its profusion of pinnacles and turrets and the tapering trees rising from all sides, may well make one pause to take in the picture; and dull will he be if it does not linger in his memory for a lifetime. It has been said that the graduates of Trinity entertain for it the same tender regard that men do for home. After mingling with the life of the college for a few days, delighting in its surroundings, and more in the charm of the cultivated circle of men who are guiding it so well, I can understand the sentiment.

Toronto University, though not so favorably situated, has fine buildings with ample areas around them. The fine houses of parliament encroach somewhat on the university lands, but the law-makers of Ontario are in good company.

The Upper Canada College occupies fine grounds a few miles north of the centre of the city; and from the upper storeys of the buildings an extended view is obtained of Toronto and Lake Ontario. About fifty acres are included in the college grounds, playgrounds and walks. Under its energetic principal, Dr. Geo. R. Parkin, the college has grown in popularity and usefulness. A new building has just been finished, with class rooms and residence for 125 boys (juniors). The fine arrangements, both exterior and interior, the manly and healthy appearance of the boys, and the admirable spirit existing between the head master and those work-

ing with him, are excellent features of this school. Dr. Parkin has boys not only from all parts of the Dominion, but from the mother land and more distant parts of the empire. Thus is he still carrying on his work of imperial federation in a tangible way; and he is making Canadians out of the boys who come from the various provinces of Canada.

Toronto University claims to have over 200 on its staff of teachers—professors, instructors, demonstrators; McGill University, Montreal, has over 150. The latter university cannot boast of the ample provision in grounds with which the Toronto universities are endowed; but her fine stone buildings, standing under the shadow of Mount Royal, and enclosing the campus with their graceful and stately proportions, give one the impression of solidity. I have been told that the graduates of McGill in mining and engineering are eagerly looked for in other countries, especially in the United States. One, the graduate of a few years ago, is drawing a salary of \$25,000 in Spain; another gets \$10,000 in Pennsylvania, and others command more or less ample salaries in the United States and in different parts of the empire.

Speaking of salaries, the case of Professor Jeffrey, in Toronto University, who has shown ability for research work (in botany) was mentioned the other day. He was enjoying a salary of \$1,800. Harvard wanted him, and made the inducement much larger. Toronto responded by meeting the figure of Harvard. The latter bid again, more than doubling the first salary. The professor goes to Harvard. This, and other instances, notably that of Professor MacGregor, who recently went from Dalhousie to Edinburgh, show the value put on research work in modern universities. If the man be forthcoming the salary is ready.

"You are much ahead of us in your common schools of the provinces by the sea," said a Toronto friend to me the other day. "Here we have degenerated; and our schools are sensibly deteriorating under the system of cram pursued. The demoralizing effect of preparing scholars for examination merely, instead of the proper training in real scholarship and character building, is slowly undermining our system of education. Stuffing pupils with answers of examination questions, a dreary routine of "lesson-helps," and the holding out to boys and girls that the only end of school training is to pass a successful examination, would surely undermine the best system of education in

the world." But are we as free from the benumbing effects of such a course of training (?) as our Toronto friend seemed to imply? or did distance lend enchantment to his view? Let us think about it, and subject ourselves and our methods to a rigorous cross-examination.

From Toronto to Truro is a long distance. I arrived at this growing educational centre in time to take part in the peace celebrations at the Normal School. The beautiful grounds in front of the building, over-arched with the fresh green of a newly awakened spring foliage, presented a lively scene. The martial sounds of volleys of musketry and the fine soldier-like bearing of the school cadets, mingled with the patriotic songs, and the bright dresses and approving smiles of the young lady students, left no doubt that loyal hearts were rejoicing in the return of peace. Moving about among the students were Principal Soloan and his wife and the members of the staff, all entering into the spirit of the hour and in complete sympathy with the feelings of the students. The spirit of rejoicing and frolic was abroad that afternoon. And there was evidence that peace has her victories no less renowned than war. From near by came the sounds of workmen engaged in laying the foundations of the new academy building, which will soon stand as another monument worthy the educational spirit of this enterprising town. Close to the Normal School is the new science building, recently finished, admirably planned and thoroughly equipped institution.

G. U. HAY.

The wonderful electric cannon recently invented in Norway is thought by some to mean a greater revolution in warfare than that which was brought about by the invention of gunpowder. The principle upon which the new gun acts has not been made public; but it is known that the projectile is thrown from a cast iron tube wrapped with copper wire. No explosive gases result from the discharge. It is expected that when the invention takes practical form it will be possible to throw a projectile weighing two tons to a distance of twelve miles.

It is thought that the United States is about to acquire territory in Africa, by the lease or purchase of a coaling station in Liberia.

A battalion of Turkish troops is reported to have been annihilated by rebels in Arabia.

For the EDUCATIONAL REVIEW ]

### Where the Modder River Flows.

There is no flower in Canada,  
That's fragrant now to me;  
The sweetest song in all her fields  
Is void of melody;  
And the gladness of her people  
Cannot wile away my woes,  
For my heart is with my Willie  
Where the Modder River flows.

They tell me that they laid him down  
As in a pleasant dream,  
In the shade of the mimosa  
By that dark and distant stream;  
That they marked the spot and left him  
To a mortal's last repose—  
All alone, to sleep forever  
Where the Modder River flows.

But oh, perhaps, some bird will sing  
His requiem overhead;  
Some little flower take root and grow  
Above his narrow bed;  
Some stranger pause, and shed a tear  
In sympathy for those  
Who mourn a loved one sleeping  
Where the Modder River flows.

"KANATA."

### The River.

"Why hurry, little river,  
Why hurry to the sea?  
There is nothing there to do  
But to sink into the blue,  
And all forgotten be.  
There is nothing on that shore  
But the tides for ever more.  
And the faint and far-off line  
Where the winds across the brine  
For ever, ever roam,  
And never find a home.

"Why hurry, little river,  
From the mountains and the mead,  
Where the graceful elms are sleeping,  
And the quiet cattle feed?  
The loving shadows cool,  
The deep and restful pool,  
And every tribute stream  
Brings its own sweet woodland dream  
Of the mighty woods that sleep  
Where the sighs of earth are deep,  
And the silent skies look down  
On the savage mountain's frown.

"Oh linger, little river,  
Your banks are all so fair,  
Each morning is a hymn of praise,  
Each evening is a prayer.  
All day the sunbeams glitter  
On your shallows and your bars,  
And at night the dear God stills you  
With the music of the stars."

—George Frederick Scott.



## Studies in the Place-Nomenclature of New Brunswick.

No 3.

BY W. F. GANONG.

### THE INVESTIGATION OF THE PLACE-NOMENCLATURE OF NOVA SCOTIA AND PRINCE EDWARD ISLAND.

The origin of the Place-Nomenclature of New Brunswick has been fairly well worked out, (as the first article of this series shows), and is still being studied; but no attempt at the systematic investigation of the subject in Nova Scotia or Prince Edward Island has yet been made. Yet those provinces are certainly not less interesting in this respect than New Brunswick, and they thus offer most attractive fields for study for ambitious local investigators. Every teacher ought to pursue some systematic investigation for the sake of its invigorating effect upon his own intellectual fibre and upon his teaching; every normal person ought to have a hobby to which he can turn with pleasure as a relief from the monotony of every-day work; every citizen should take an interest in the history and geography of his country. The study of local Place-Nomenclature combines these three interests in an exceptional manner, and it has the further advantage that through it one is likely to make substantial contributions to local history. The investigation is not easy, but it is most alluring. A chief requisite is that it shall be attacked in the scientific spirit, the spirit which doubts, weighs, tests, and rests satisfied with nothing less than complete logical demonstration. One must go systematically through the local histories, through the old maps and plans in Crown Land offices, to old residents, to Indians, to biographical dictionaries, recording all early forms of the names, and tracing them back patiently and systematically until the earliest appearances are found, or until the origins are otherwise fully solved. One comes to enjoy the pursuit of the origins of these names with all the joy of the hunter, and with equal delight captures the quarry at last. But to be understood, it must be tried, and some young scholar in each of those provinces has a fine opportunity before him.

#### THE GENESIS OF NOVA SCOTIA.

Probably most of the readers of these lines, if asked the origin of the fine old name *Nova Scotia*,

would answer that it was given by Sir William Alexander in 1621. But they would be wrong, or at least only partially right. Sir William Alexander named the country New Scotland, and intended that it should always be so known, as it was indeed for over a century after his death. But in evidence here are his own words, as recorded in his book, "An Encouragement to Colonies," published in 1624:

Hauing sundry times exactly weighed that which I haue already deliuered, [viz. the advantages of colonization], and beeing so exceedingly enflamed to doe some good in that kinde, that I would rather betray the weaknesse of my power, than to conceale the greatnesse of my desire, being much encouraged hereunto by Sir *Ferdinando Gorge*, and some others of the vndertakers for *New England*, I shew them that my COUNTRYMEN would neuer aduventure in such an Enterprize, vnless it were as there was a *New France*, a *New Spaine*, and a *New England*, that they might likewise haue a *New Scotland*, and that for that effect they might haue bounds with a correspondencie in proportion (as others had) with the Countrey whereof it should beare the name, which they might hold of their owne Crowne, and where they might bee gouerned by their owne Lawes; they wisely considering that either *Virginia*, or *New England*, hath more bounds than all his Maiesties subjects are able to plant, and that this purpose of mine by breeding a vertuous emulation amongst vs, would tend much to the aduancement of so braue a worke, did yeeld to my desire, designing the bounds for mee in that part, which had bene questioned by the *French* and leauing the limits thereof to bee appointed by his Maiesties pleasure, which are expressed in the Patent granted vnto me, vnder his great Seale of this Kingdom of *Scotland*, marching vpon the West towards the Riuer of *Saint Croix* now *Tweed* (where the *Frenchmen* did designe their first Habitation) with *New England*, and on all other parts it is compassed by the great Ocean, and the great Riuer of *Canada*, so that though sundry other preceding Patentees are imaginarily limited by the degrees of Heauen, I thinke that mine be the first National Patent that euer was cleerly bounded within *America* by particular limits vpon the Earth.—*From Slafter's Sir William Alexander and American Colonization, Boston, 1873.*

Thus is laid bare the very genesis of Nova Scotia, in the very words of its own founder; and this passage is one of the classics of Nova Scotian history. It shows us that Alexander had become greatly interested in the schemes for American colonization then afoot, but thought his Scottish fellow-countrymen would never venture in such plans unless in a *New Scotland*, comparable in name and extent with the New France, New Spain and New England already established there. Further, the proprietors of New England, which in 1621 extended to 40° north latitude (the same

parallel which forms, though not for this reason, a part of the present northern boundary of New Brunswick), granted him a part of their lands in the region disputed with the French, namely Acadia, which, since 1603, the latter had claimed under rights from the voyage of Verrazano. This grant, forming New Scotland, was separated from New England by the St. Croix, and was bounded elsewhere by the ocean, thus possessing recognizable natural boundaries instead of the invisible parallels by which all the other earlier countries had been limited.

The country was, then, to be called *New Scotland*; and so it was upon all maps, except a few published in Latin, until after the Treaty of Utrecht in 1713. That treaty was drawn up in Latin, French and English, and the Latin version uses, of course, the Latin form *Nova Scotia*, precisely as had the original Latin charter of 1621, while the English and French versions also adopt the Latin instead of the English form, primarily no doubt for convenience. But its use in this treaty would not have displaced the English form *New Scotland* by the Latin form *Nova Scotia* for all succeeding times, had it not been that immediately after it was signed a dispute arose between England and France as to the bounds of Acadia or Nova Scotia, a dispute which continued with great vigor until 1755, and which caused the treaty to be discussed and quoted constantly, and maps to be made to illustrate it. As these discussions frequently cited the treaty, they naturally adopted its form of *Nova Scotia*; and it is, I believe, beyond question that we owe the present use of the Latin form of the name to those boundary disputes, without which the country would to-day be known to us as *New Scotland*.

#### THE GENESIS OF ACADIA.

The discussion of the name *Nova Scotia* suggests that older and closely interrelated name, *Acadia*. And if my readers were asked to explain the origin of *Acadia*, they would probably all agree that it is derived from the Micmac termination *acadie*, signifying "place of occurrence" of something. But they would be, I believe, totally wrong. This is not the place to give all the evidence in detail; but I shall simply point out a few facts. The supposed origin of *Acadia* (or *Acadie*) from *acadie*, rests entirely upon a coincidence; *acadie* does occur many times as a termination of Indian words in *Acadia*; and the name *Acadie*, or *Acadia*, was applied to the whole country; therefore it has been in-

ferred that they are the same word. Although many distinguished writers have held this view, there is not the slightest historic evidence in maps, books or documents to sustain it. On the contrary, its not the slightest historic evidence, in maps, books to a very different origin. We can trace it back through many writers to Champlain; who, in his work of 1613, spells it sometimes *Acadie*, and sometimes *Arcadie*. But in his work of 1603 he invariably spells it *Arcadie*. On the numerous maps of the preceding century, which mark it precisely in the proper place, it is called always *Larcadie*, or *Larcadia*, and finally on a map by one Gastaldi in 1548, it appears for the first time in the form *Larcadia*, amidst a series of other names, every one of which is of European, and not one of which is of native origin. This fact, combined with the presence of the *L* (which of course does not belong to the termination *acadie*), and the presence of the *r*, which does not occur in the primitive Micmac, shows that *Acadia* is not of Indian, but of European origin, though of meaning unknown. I believe that further investigation will yet show the real origin of this historic and beautiful place-name.

#### ALMESTON.

This name few of my readers have ever heard of, yet it was once of some importance. It was the name of an old Nova Scotian township, established in 1765, covering a large area east of the St. John, in Kings and Queens Counties, New Brunswick, and later called Amesbury. The origin of the name has hitherto been unknown. It first appears in an advertisement in the *Nova Scotia Gazette* of March 31, 1768, in the form *Olmaston*, as a township on the east side of the St. John, thirty miles from Fort Frederick. In making some investigation into the family history of Montagu Wilmot, Governor of Nova Scotia in 1765, I found in a work on the Baronage of England that he was the nephew of Sir Robert Wilmot. Now Sir Robert Wilmot, in 1764, had been granted Long Island, in Queen's County, and in 1765 a piece of land on the mainland east of it, a place marked on a contemporary map as "Governor Wilmot's Farm," and both of these places fell within the limits of the township of *Olmaston*. Looking for further information about Sir Robert, I found that his ancestral home was at *Osmaston*, in Derbyshire, England. The history of *Almeston* then seems clear. This great township was named *Osmaston* in honor of Sir Robert Wilmot, who already owned land within



its borders. By some clerical error, the *s* was changed in the grant to an *l*, and Olmaston was adopted as its name. Later, persons who heard it pronounced, but did not know the spelling, called it *Almaston*, or *Almeston*, which survived until it was replaced by Amesbury, which was given for the leading grantee of the township. But this name also vanished with the coming of the Loyalists, and the abandonment of the township. Here we have another link, of which there are so many, between the history of New Brunswick and that of Nova Scotia.

#### WOODSTOCK.

The origin of this name has hitherto been unknown. Rev. Dr. Raymond, in his articles on the history of Carleton County in the *Woodstock Despatch*, has surmised that it must be from the great "stock of wood," found there by the first settlers,—a theory which he must mean to be taken as a pleasantry, and which would be equally appropriate for most other parishes in forest-clad New Brunswick. It was first used in the Act of 1786, dividing the province into counties and parishes. Knowing how commonly places in America were then named in honor of persons prominent in England, I sought in books on the Peerage, and found that the third Duke of Portland (for whom Portland, in St. John County, had doubtless been earlier named), long prominent in English politics, and Prime Minister in 1783, was also Viscount *Woodstock*. I think it altogether probable that this name was given by the New Brunswick Council in his honor.

For the EDUCATIONAL REVIEW].

#### Cardboard Work—No. 6.

BY T. B. KIDNER.

(All rights reserved.)

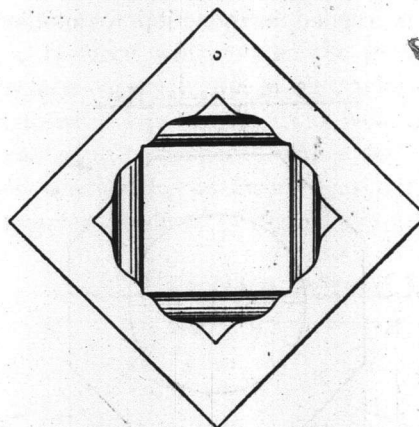
EXERCISE 24.—A fancy frame for small photo. This is an attractive model, but somewhat difficult. The drawing is simple, but the cutting and sticking are troublesome. It is, however, within the power of most children to overcome these difficulties, and the result is a pleasing article. The back is formed of a piece of plain white card, and the front of colored paper. If the latter is plain on one side, the effect is very good when the corners are turned back.

Draw as shown in the diagram, commencing with the square. Find its centre by the intersection of its diagonals, or by measurement, and then

draw the cutting lines parallel to the sides of the square.

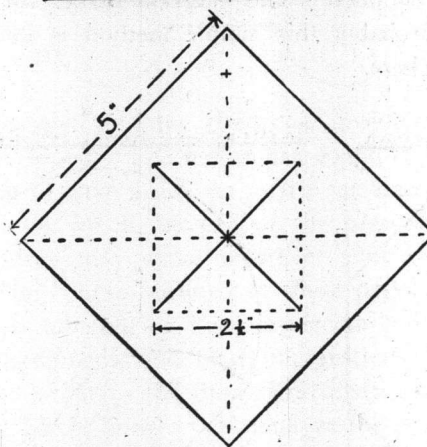
The practical work may be commenced by cutting out the back from a piece of plain or colored cardboard. Then a square of fancy paper should

Ex. 24. Finished Model.



be cut and the lines for the opening carefully drawn upon it. Then the difficulty of commencing the cut will occur. In the previous frames the scissors could be stuck through the centre of the opening and cuts commenced. As there is no waste removed from this opening, and the corners of the triangular pieces turned back will show, it is obvious that another method must be used. Take the

Ex. 24. Working Drawing.

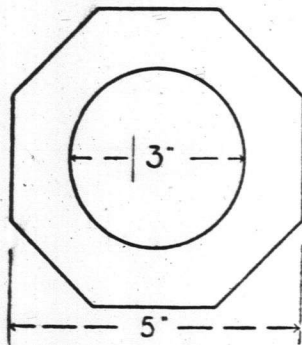


piece of paper and crease it at the centre, and for a little distance on either side of it. Then, pinching it firmly, cut the double thickness along the line. (It is easier to crease the square right across, but the portions uncut spoil the appearance of the model afterwards). When one of the cuts is started in this way, the rest are easy. The next step is to paste three edges of the paper and attach

it to the cardboard back. When that is sufficiently "set," put a tiny dab of paste on the corner of one of the centre pieces and fold it, over a black-lead pencil, down against the face of the model. Repeat with the other three, punch a hole in one corner for hanging up, and the model is complete.

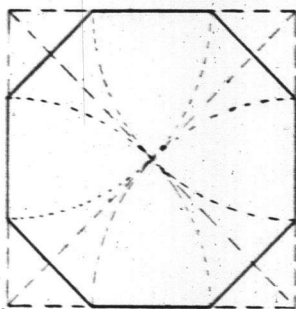
EXERCISE 25.—An octagonal table mat. This exercise is a good introduction to another simple

Ex 25. An Octagonal Mat

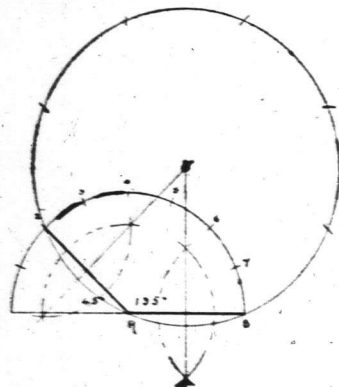


polygon, the octagon. There are several methods of constructing the figure, but perhaps the best is that of the circumscribing square. Draw a square of the required size, and its diagonals. With the compasses on the angle of the square and radius equal to the semi-diagonal, describe an arc. Repeat from each angle and the points of the octagon are obtained. The diagram makes this clear, though probably this simple method is known to most teachers.

1st Method of making octagon



An easy method of drawing any polygon

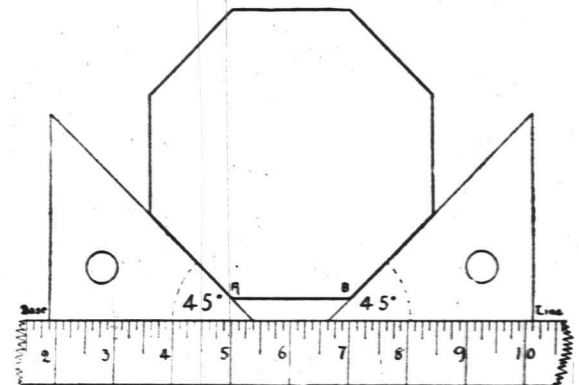


Another method is to draw a circle and vertical and horizontal lines through its centre. The resulting right angles can then be bisected and the circle divided into eight equal parts. By joining these points an octagon is of course easily obtained.

If, however, the children have grasped the previous lessons, one edge of the octagon can be given and the 45° set square used in the same manner as the 60° set square was used to draw the hexagon.

One other method for describing an octagon is given. It is useful, as the principle can be applied to any polygon. Commence by drawing one

Method of Drawing an Octagon with set square.



side of the polygon and produce it in one direction. From one end of the given side as centre, and the length of the side as radius, describe a semicircle. Divide this semicircle into the same number of parts as the figure is to have sides. Then a line drawn through the second division of the semicircle gives the exterior and interior angle of the required polygon. The figure may be completed by copying the angle thus found at the other end of the given side, or the two sides may be bisected, and the intersection of the bisecting lines will circumscribe the polygon. The length of side can then be stepped off on this circle and the figure drawn.

The practical work of this model is very simple, but may be varied by cutting out a circle, or a smaller octagon, of white paper and pasting it on the large octagon as a centre piece.

EXERCISE 26.—A letter case or pocket, to hang up. Two forms of this are given, and either may be taken. The curves at the top are portions of circles, but it may be worth while to try some free-hand curves in some cases. The alternative pattern is fastened by a slip of card instead of being tied with ribbon: but this could, of course, be applied to either.

Commence the drawing by a rectangle 8 1-2" x 6". Measure down from the top 1 1-4" and 2 1-2", and draw faint lines across. On these lines the centres of the arcs used to form the ornamental tops are



found. The terms arc, semicircle and quadrant can be illustrated in this model.

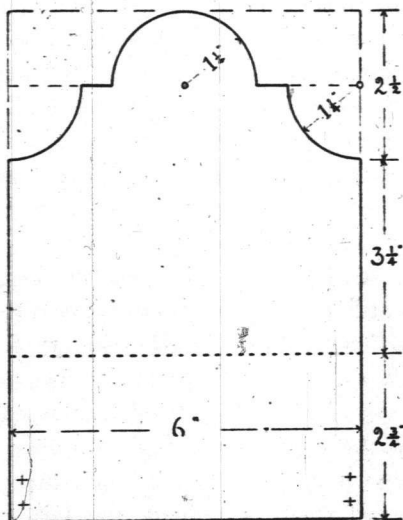
In cutting out, the small curves will prove difficult, but a little care will enable the children to accomplish them neatly and evenly. The holes are only marked on the portion which turns up to form the pocket. This and the back are punched simultaneously after folding together.

EXERCISE 26a, the alternative form of 26, varies slightly in the drawing, and is perhaps a little more difficult.

Commence with a rectangle of 9" x 6" and a faint line across it, 2" from the top. Find the centre of this line and join it to the upper corners of the rectangle. With a radius of 2" draw the

found that there is quite sufficient work for a class of, say, Grade IV children for a year's work, especially if the opportunities for drawing be made sufficient use of and it be properly done. One point, however, must be insisted on here: I refer to the *individual* character of all handwork in schools. Some children have greater natural skill and make more rapid progress than others, and it is these children who can be the greatest help or the greatest worry to the teacher who is beginning any form of handwork. It is well, therefore, for the teacher to be prepared with a few exercises or models which may be inserted as extra work for the smarter children. Original designs should

Ex 26 A Letter Case. (to hang)

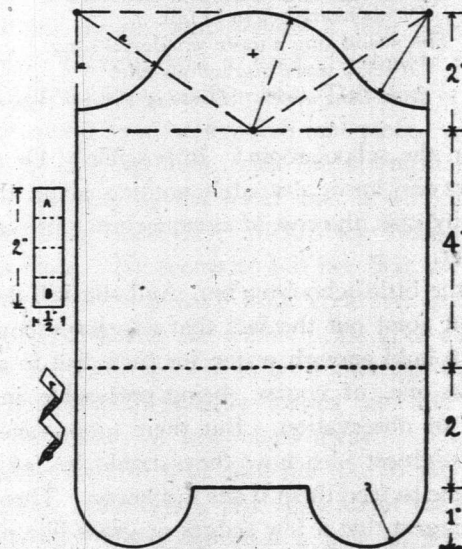


middle of the curve, as shown in the diagram. Then, from the upper corners of the rectangle, and radius equal to *aa*, complete the curves. This exercise can be better drawn with compasses, as great care must be taken to prevent an uneven junction of the curves. The front portion forming the pocket has two semicircles on it, but the diagram makes the method of drawing these quite clear.

The cutting is similar to that of Ex. 26, but care must be taken at *bb*. The small rectangle in the diagram is the piece of card used instead of a ribbon to hold the front up. It should be cut out and carefully bent; then pasted on *A* and *B* and held in position while the front and back of the model are pressed against it. The bent piece, ready for pasting, is shown in the diagram.

This brings us to the end of the first series of exercises, and in the majority of cases it will be

Ex 26<sup>a</sup> Alternative pattern of 26.



be encouraged and the children's inventive faculty thus developed. The writer has found it an excellent plan to have a day set apart, say once in three months, on which, instead of the regular models, the children may make whatever article they desire. The course outlined in these pages need not be rigidly adhered to, but the teacher must use his or her judgment, and many suggestions for exercises will occur to the thoughtful instructor. Care must be taken, however, to analyze the progression of the exercises. The work must proceed strictly on educational lines—from the simple to the complex,—building to-day's lessons on the previous ones, taking care, though, to add some new difficulty, some new aspect, perhaps, of an old principle, in each fresh exercise. By this means mere mechanical manipulation is avoided and the mind of the child is constantly and healthily stimulated and developed.

(End of first series).

FOR THE EDUCATIONAL REVIEW.]

### Nature Talks in Primary Grades.

BY MRS. S. PATTERSON.

And Nature, the old nurse, took  
The child upon her knee,  
Saying, "Here is a story-book  
Thy Father hath written for thee."

"Come, wander with me," she said,  
"Into regions yet untrod;  
And read what is still unread  
In the manuscript of God."

And he wandered away and away  
With Nature, the dear old nurse,  
Who sang to him night and day  
The rhymes of the universe.

And whenever the way seemed long,  
Or his heart began to fail,  
She would sing a more wonderful song,  
Or tell a more marvellous tale.

—From Longfellow's "Birthday Poem to Agassiz."

Fish in the school-room! Impossible! Of what use anyway? I know absolutely nothing about them; and, in any case, the cost of an aquarium quite settles the matter.

Thus the little school-ma'am. And she still doubts when you point out the fact that any large bowl or basin will hold enough water for little fish to swim in, a glass one, of course, being preferable in the interests of observation. But their food,—she has not the slightest idea how they should be fed, and has no time to feed them if she did know. Then you gently suggest that a few sedges or grass-like plants such as grow in wet places should be put in the bowl. Also, and here you hesitate slightly, there should be some of what is generally known as green slime, so often seen on the surfaces of stagnant pools. The repugnance to this last-named requisite is somewhat overcome when you explain that it is in reality a specimen of plant-growth, furnishing food for the fish, and at the same time tending to keep the water pure by taking from it decomposed organic matter.

But after all this is ready, where are the fish to come from? Gold-fish are not to be had for the asking. Possibly it would be a mistake to purchase them if we could, as our special object is to get the children interested in the common things around them, and to see the beauty which too often passes unnoticed. The question of where the fish are to come from is an easy one to answer. The nearest pond or brook will furnish different specimens; and it should not be hard to find a boy to select them.

Minnows are very pretty fish; and one of the most beautiful of our common fish is the dace, which has tail and fins tipped with red. Sticklebacks, or pin-fish, as the children call them, are very easy to get and most interesting to study. They are so-called because they have spines along their backs like thorns or pins. One little school-ma'am who believed in the value of awakening interest through observation, caught a small trout herself one afternoon, and brought it to school next morning in a canning-bottle. It was transferred to a basin and became the centre of interest for two days, after which it was again placed in the bottle and carried by the children to a brook about half a mile away, where it was released to find a new home.

There is a fascination about the easy, graceful movement of a fish in water. Without any apparent effort he glides noiselessly about, sinking, darting rapidly from place to place, and, again, resting motionless for a second or two, or moving lazily along as if the mere joy of living was enough. Then the shimmer of the colors! Let those who think fish uninteresting give five minutes' close attention to one moving in the water, and note when the time is up if they are as indifferent as before.

Even if a teacher has no information to give on the subject, still it is good for the children to be encouraged to observe, and in this way to find out for themselves. When interest is once aroused there are ways of getting questions answered. They can observe the general outward structure of the fish, the large mouth, the small head, the position of the fins and their movement, the tail, and the help it is to the fish in swimming, serving as it does both as an oar and as a rudder.

Dissection and minute study are quite out of place in primary work. Childhood is the time for the awakening of interest in living things and of sympathy with them. Adapt the work to the child's condition; take advantage of his judgment of life and movement and change, and quicken his sympathies by chats and stories about living things, together with observation of their habits. Develop in him that self-control which brings the power of enjoying things without an inordinate desire for possession. Apart from such training the interest may degenerate into cruelty.

Little children are not capable of deep thought, nor is it according to their nature to think long at a time about any one thing; their attention is easily diverted, and, indeed, they have not the power to



control it. Their reasoning powers are weak, showing plainly their existence, however, in the fact that the child enjoys seeing relations that are on the surface and within his comprehension. For example he can appreciate the adaptability of the fish's wedge-shaped head and long, narrow, boat-like body to its easy, swift movement through the water; or the reason why the fish has a smooth skin usually covered with hard, shiny scales, rather than a hairy skin like the cat or dog; also the reason why the scales are so placed that they lap closely one over the other from the head to the tail. Perhaps it was by observing the scales of the fish that men learned how to shingle a house.

Draw attention to the fact that it is hard to hold a fish; it slips through our fingers as if there was oil on it. Explain that this slippery feeling comes from a sort of gluey substance that is made by the fish, and which runs along through little grooves in the scales. This must make it easier for a fish to glide about in the water and to get into small places to hide from its enemies. A very useful kind of glue is made from the skin and bones of some fish.

While watching a fish move about in the water the children will notice that it keeps opening and shutting its mouth. Lead them to observe also the opening and shutting of the gills. Explain the way in which the fish breathes. It needs air, but has to get it from the water, so it takes in water through the mouth and passes it out again through the gills after getting all the air it can from it. When water is running, or tossed into waves by the wind, it gets more air mixed with it. Whales have no gills, so they have to come to the surface of the water to breathe.

If possible, show pictures of different kinds of fish, and let the children attempt drawings of them.

#### **Selections from Seaside and Wayside.\***

The prettiest of fish, the trout, which lives in so many clear, shady streams, where there are deep, quiet pools to bask in, is very careful of her eggs. The mother trout sinks to the bottom of some clean stream, and selects a nice, sandy place. Then, with her tail, she fans out all the coarse sand and gravel. If there are larger bits of pebble, she carries them off in her mouth.

When she has made a smooth little nest, like a

cup, she drops her eggs into it. Then she covers them lightly with gravel, so that they will not be floated away. When she has finished one nest, she swims off to make another.

Little fish, from the time they are out of the egg until they are about half-grown, are called fry. A great many fish together are called a school. Thousands of fish will come leaping and tumbling along in the water, and we say it is a school of fish.

Different varieties of sticklebacks build different kinds of houses. One makes a nest like a muff among water-weeds. I will tell you of one kind of nest. The little fish carries straws and bits of grass and moss, and tucks them down into the gravel and sand. He glues them with the glue from his skin. While he is at work he holds and carries his material with his mouth, and presses it into place with his body. Having laid a floor, he builds a little hut of woven fibres and moss. This hut is about as large round as a twenty-five cent piece. A little door is at the top. He tries the strength of his house by stirring up the water near it with his tail.

When all is done, Mr. Stickleback swims off to find his mate. He seems to tell her that the house is ready. She is a lazy little creature, and does nothing but frolic in the water. She goes along to the new home and goes in to lay some eggs there.

Mr. Stickleback proudly swims up and down before the home to keep foes away. The little mate being fond of play does not like to stay in the house long. She lays a few eggs about the size of poppy seeds. Then she bites a hole in the house and runs away! Next day Mr. Stickleback goes to find her, and coaxes her back. This goes on for several days, until a great number of bright yellow eggs, like seeds, are laid in the nest.

After this, it is a whole month before the little fish will hatch. Meantime other fish and other sticklebacks will eat them, if they get the chance. All that month the kind, brave little stickleback swims up and down near his nest, and drives off enemies. He will let no fish, not even his mate, come near his treasure. Finally out come the wee, wee fish. Now the poor little father has a harder time than ever. The other fish want to eat up the young fry. The food of sticklebacks is grubs, tiny insects, and very small fry. As they are very hungry and greedy, they are on the watch to pick up the new little fish. But the stickleback, however hungry, never eats his own little ones. He leaves such bad conduct to the dog-fish.

\* *Nature Readers Seaside and Wayside*. No. 3. By Julia McNair Wright. Published by D. C. Heath & Co., Boston, Mass.

As the little ones grow, they are very active, and want to stray away from their home. Their father knows they would get into danger, so he watches, and chases each runaway back into his home bounds, where he can take care of them all. Finally, the little ones are so nearly grown that they can fight for themselves. They can pick up their own food and make their own houses. Then they are allowed to go off and swim where they choose.

## GOLDEN BOAT SONG.

Selected from "The Bouquet."

Key E flat.

{ m : - : s<sub>1</sub> | d : - : f.f | m : - : s<sub>1</sub> | s : - : }

1. Here we float in our gold - en boat,
2. Here we float in our gold - en boat,
3. Here we float in our gold - en boat,

{ r : - : s<sub>1</sub> | r : - : | d : - : s<sub>1</sub> | d : - : }

Far a - way, far a - way,  
Far a - way, far a - way,  
Far a - way, far a - way,

{ m : - : m | s : - : s.s | f : - : f | m : - : }

Here we float in our gold - en boat,  
Here we float in our gold - en boat,  
Here we float in our gold - en boat,

{ r : - : | s : - : | d : - : | - : }

Far a - way.  
Far a - way.  
Far a - way.

{ d<sup>1</sup> : t : l | s : - : l | s : - : m | s : - : }

See how we splash and wat - er dash,  
See how we splash and wat - er dash,  
See how we splash and wat - er dash,

{ d<sup>1</sup> : t : l | s : - : l | s : - : m | r : - : }

While on the air the sun shines fair,  
While in the trees the sum - mer breeze,  
While all the stars through clou - dy bars,

{ d<sup>1</sup> : t : l | s : - : f | m : - : r | d : - : }

Singing of birds and low - ing herds,  
Sings of the wind and hills be - hind,  
Beacon us home no more to roam,

{ s : - : | s<sub>1</sub> : - : | d : - : | - : }

Far a - way.  
Far a - way.  
Far a - way.

Close with the refrain "so we float," etc., music same as first. This can be used as a motion song, the children imitating the movement of rowing, moving whole arm as an oar, turning the hands to imitate fanning the oars.

## COLLEGE COMMENCEMENTS.

## Dalhousie Convocation.

The annual convocation—the thirty-seventh since the re-organization—was held on the 29th of April. Addresses were given by the Bishop of Nova Scotia, Professor Falconer and Judge Wallace. The honorary degree of Doctor of Laws was conferred on M. J. Griffin, Librarian to the Parliament of Canada, and on Robert Murray, editor of the *Presbyterian Witness*. The same degree was conferred at the autumn convocation on Prof. J. G. MacGregor, F.R.S., LL.D., who was called from the chair of physics to succeed the late Professor Tait in the University of Edinburgh.

The degree of B.A. was conferred on 26 (9 women and 17 men); B.L. on 1 woman; B.Sc. on 5 men; LL.B. on 12 men; M.D.C.M. on 23 (1 woman and 22 men); M.A. on 7 (2 women and 5 men); M.L. on 1 man. Of the graduates, at least twelve came from other provinces than Nova Scotia.

The following honors and prizes were announced:

## DIPLOMAS OF HONORS.

- Classics—High Honors*—Ernest William Coffin.  
*Latin and English—High Honors*—Kenneth Ferns MacKenzie, George Herbert Sedgewick.  
*Philosophy—High Honors*—Jeanette Aubrey Cann.  
*Pure and Applied Mathematics—High Honors*—Ernest Martin Fleming, John Franklin Rielly.  
*Chemistry and Chemical Physics—Honors*—Murdoch Alexander Lindsay.

## DIPLOMAS OF DISTINCTION.

*Distinction*—Irving Brass Howett, Alexander William John Myers.

## GRADUATE PRIZE, MEDALS AND SCHOLARSHIP.

AVERY PRIZE (\$25)—Irving Brass Howatt.

## UNIVERSITY MEDALS—

- (Classics)—Ernest W. Coffin.  
(Latin and English)—Kenneth F. MacKenzie.  
(Philosophy)—Jeanette A. Cann.  
THE MEDICAL FACULTY GOLD MEDAL (Final M. D. C. M.)—Silas A. Fulton.

NOMINATION TO 1851 EXHIBITION SCIENCE SCHOLARSHIP—(\$750 a year for two years)—Thomas Carlyle Hebb, M. A.

## ENTRANCE SCHOLARSHIP AND SPECIAL PRIZES.

- Junior Entrance Scholarships*—  
MACKENZIE BURSARY (200) Preferential—Murdoch Campbell McLean.  
PROFESSORS' SCHOLARSHIP (\$120)—Norman Garfield Campbell.  
SIR WM. YOUNG SCHOLARSHIPS (\$100, \$90, \$75)—Charles Tupper Baillie, Charles Gordon Cumming, John McIntosh Millar.  
*Special Prizes*—  
WAVERLEY PRIZE (Mathematics) \$40—James A. Scrimgeour.



NORTH BRITISH BURSARY (\$60 a year for two years)

General Excellence, Second Year—Lewis Brehaut.

DR. NORMAN E. MACKAY PRIZE (Chemistry) \$40—J. S. Layton, B. A., and W. H. Ross.

DR. LINDSAY'S GOLD MEDAL (Primary M.D.C.M.)—Allan R. Cunningham, B. A.

FRANK SIMSON PRIZE (Chemistry and Materia Medica) \$25—Kenneth A. McKenzie.

The number of registered students was slightly in advance of the previous year—the total number being nearly 350. The president announced a gift of electrical machinery to the value of \$500, a gift of over \$366 from the Alumni Association, another of \$100 from the graduating class in arts and science. The proposed memorial Macdonald building is meeting with a generous response. The students alone have subscribed \$5,000. In Cape Breton over \$3,000 has been subscribed. The sum of \$25,000 is aimed at.

The courses in pure science—mathematics, physics, chemistry and geology—are being revised so as to make them more serviceable to students looking forward to the engineering profession. The new professors and lecturers have had highly successful seasons. In mathematics, Professor D. A. Murray has so increased the requirements that the students of the first year are doing the work formerly assigned to the second year. Analytical geometry and calculus will hereafter be taken up in the second year. In physics, greater opportunities are being given for laboratory work. The work in geology, under Mr. Poole, F.R.S.C., has been very successful. The class lately started in Biblical literature has proved very attractive. Altogether the session has been most satisfactory. It is to be hoped that the union of the colleges will result in great advances in scientific work. Our colleges must provide the opportunities for our young men who wish to engage in scientific work, if they are to be mindful of the country's needs. Patriotism demands union.

#### Encoenia Day at the University of New Brunswick.

The University, on Thursday, 29th of May last, closed one of the most successful years in its history. The interest in the closing exercises was well sustained as shown by the very large attendance at the Encoenia, both of the alumni and of the general public.

During the year there were 116 students in attendance, of whom thirty were women. Of these twelve were students in special subjects, and 104 entered for the full undergraduate course. Nine counties of the province were represented in the graduating class, which numbered nineteen, including two young women. This class, besides being one of the largest sent forth from the halls of the University, is one of marked intellectual power. In its ranks were eight honor graduates, and the standing

of five others (upwards of seventy per cent) entitled them to rank in the first division. The Encoenia proceedings followed the usual order.

Dr. John Davidson's oration on behalf of the faculty was scholarly and well conceived, not too long, and the closing passage singularly effective.

The valedictorian of the graduating class, Mr. J. E. Porter, acquitted himself with credit and becoming modesty in a somewhat difficult position, touching lightly in his outline of class history upon the stormy period of the sophomore year.

The closing oration on behalf of the Associated Alumni, by the Right. Rev. Dr. Courtney, Bishop of Nova Scotia, was an intellectual treat, and although the hour was late the orator retained the attention of his audience to the close and at times aroused much enthusiasm. The limits of this article forbid any attempt at giving even an outline of the oration.

Lieut.-Governor Snowball was present in his official capacity as Visitor of the University, and evinced the most cordial sympathy with the students in their work. The local government was represented on the platform by Premier Tweedie, Attorney-General Pugsley, and Hon. Geo. F. Hill, and the Supreme Court of Judicature of New Brunswick by the presence of the Hon. Justices McLeod, Barker and Gregory. Members of the Alumni from all parts of the province and representative citizens of Fredericton were also upon the platform, and the hall was thronged with the friends of the college, including much of the youth and beauty of the capital city. The University certainly possesses the good will of the community in which it dwells.

The candidates for the degree of B. A. were presented by the Rev. Canon Roberts, LL.D., and after the conferring of the degrees by Chancellor Harrison, the members of the graduating class were briefly and eloquently addressed by the Very Rev. Dean Harris, of St. Catherines, Ontario. Dr. H. S. Bridges presented the candidates for the higher degrees. The degree of Doctor of Laws was conferred, *honoris causa*, on Rev. W. O. Raymond, Robert Chalmers, and Eldon Mullin. The degree of Ph.D. in course was conferred on Professor Cecil C. Jones, of Acadia College.

Prizes were awarded as follows:

Chester B. Martin, the Montgomery-Campbell prize for Classics, and Douglas gold medal for English Essay.

R. St. John Freeze, the Brydone-Jack prize for Physics, and Alumni gold medal for Latin Essay.

H. S. Devlin, the Ketchum silver medal for Engineering.

P. B. Perkins, the Governor General's gold medal for Mathematical Physics. [For this prize there was practically a tie between Messrs. Perkins and Devlin, the difference in standing by examinations being a third of one per cent.]

The graduating class, arranged in alphabetical order, follows:

B. A. degree, with honors:

Classics: Div. I—C. B. Martin.

Mathematics and Physics—Div. I—P. B. Perkins, J. E. Porter.

Natural Science and Chemistry—Div. I—G. P. O. Fenwick, F. N. Patterson, W. O. Raymond, W. L. Tracy.  
 B. A. degree—Div. I—T. J. Allen, A. E. G. McKenzie, E. C. Weyman.  
 Div. II—Miss A. Alward, H. Burns, G. W. H. Perley.  
 Div. III—Miss M. McBeath.  
 Bachelors of Science, with honors—Mathematics and Physics: Div. I—H. S. Devlin.  
 B. Sc. degree—Div. I—H. S. Devlin, H. M. Eastman, J. A. Legere.  
 Div. II—W. Fradsham, J. S. Lenihan.

During the proceedings Chancellor Harrison made the announcement, amid much applause, that Senator Wark had sent a letter of kindly greeting, enclosing his cheque for \$1,000, to be appropriated in any way the Senate should deem advisable.

Much regret was evident at the approaching departure of Dr. Davidson and Professor Stockley, both of whom have labored hard in the interests of the University.

The action of the Senate in the appointment of a recent graduate, Professor Ernest Brydone-Jack, to a chair in the college, evidently has proved popular with the under-graduates, and it is believed that the appointment of another graduate as successor to Professor Stockley will prove equally satisfactory. The gentleman referred to, Mr. Wm. H. Clawson, is a young man of brilliant parts, who has attained distinction, first at the University of New Brunswick, and later at Harvard, and his friends of the alumni feel every confidence in his ability to fill the chair to which he has been elected with honor to himself and advantage to the University.

#### Acadia University.

The educational institutions at Wolfville completed their sixty-fourth year of service to higher education on Wednesday, June 4th. The various exercises in connection with the close of the academic year extended over several days, and were largely attended by friends of the institutions from every part of the Maritime Provinces. The year's work has been evidently successful, gratifying progress having been made in all departments.

The attendance at Horton Collegiate Academy during the year was fully up to the average. The comfort of the resident students was materially increased by the excellent system of steam heating and electric lighting recently installed. Advance has principally been made along the lines of practical science and commercial education. The closing exercises were held on Monday evening, June 2nd. The graduating class numbered seventeen, of whom the greater number will continue their work next year as freshmen in Acadia College. Besides these, four students were granted diplomas in the business course and two in manual training.

The attendance at the Ladies' Seminary has surpassed all previous records. Rev. H. T. DeWolfe, M. A., the energetic principal, is to be congratulated on the success of his first year's work. Several changes will be made in the staff, the most import-

ant being the appointment of a gentleman of thorough musical training and culture to take charge of the musical department. The graduating class numbered nineteen—fifteen in the collegiate course, two in the piano and two in the vocal music.

At the close of the exercises, prizes were distributed as follows: Governor-General's medal for excellence in English essay work—Miss Bessie Bowlby, Port Medway, N. S.; the Payzant prize for excellence in French—Miss Bertie Bowlby; the Payzant prize for highest standing in English—Miss Ina Cooper, Springhill, N. S.; the Payzant prize for highest standing in music—Miss Mabel Elliott, Clarence, N. S.; the St. Clair Paint first honor prize for highest standing in studies of the collegiate course and in deportment—Miss Carr'e Chambers, Sackville, N. S.; the St. Clair Paint second honor prize for the same subjects—Miss Nora Ferguson, Charlottetown, P. E. I.

The graduating class at the University numbered twenty-four: Charles M. Baird, Truro, N. S.; Ira M. Baird, Clementsvalle, N. S.; E. Gordon Bill, Wolfville, N. S.; Theodore H. Boggs, Wolfville, N. S.; Samuel J. Cann, Pleasant Valley, P. E. I.; Avard K. Cohoon, Wolfville, N. S.; E. LeRoy Dakin, Centreville, N. S.; Percy S. Elliott, Paradise, N. S.; Frederic G. Goodspeed, Penniac, N. B.; W. Kenneth Haley, St. John, N. B.; Owen B. Keddy, Milton N. S.; John S. McFadden, Johnson's Mills, N. B.; Bessie M. McMillan, Isaac's Harbour, N. S.; Denton J. Neily, Middleton, N. S.; William L. Patterson, Amherst, N. S.; H. Judson Perry, Cody's, N. B.; Lida Pipes, Amherst, N. S.; Edith H. Rand, Wolfville, N. S.; P. Clinton Reed, Berwick, N. S.; Barry W. Roscoe, Kentville, N. S.; R. Percy Schurman, Freetown, P. E. I.; Leonard L. Slipp, Sussex, N. B.; Wylie H. Smith, Elgin, N. B.; Warren M. Steele, Amherst, N. S.

Of these, nine graduated with honors, viz., I. M. Baird, E. G. Bill, S. J. Cann, W. K. Haley, J. S. McFadden, B. M. McMillan, D. J. Neily, E. H. Rand, B. W. Roscoe.

The M. A. degree in course was conferred on the following graduates: Isabel Eaton, '98; John A. Glendenning, '00; Aaron Perry, '01.

The following honorary degrees were conferred: D. D., Rev. W. A. Newcombe, '70; Rev. J. A. Faulkner, '78; Litt. D., Herbert C. Creed, '65.

The medalists and prize winners for the year are as follows: Nothard and Lowe gold medal to the senior making the highest standing in the last three years—Ira M. Baird; Governor-General's medal, second highest standing as above—Barry W. Roscoe; Mrs. C. T. White's prize in English literature—Miss Bessie M. McMillan; Mrs. F. W. Sumner's scholarship of \$50 to the student making the highest standing in the junior year—J. A. Bancroft; Mrs. F. W. Sumner's scholarship of \$50 to the student making the highest standing in the Sophomore year—E. W. Reid; the Kerr Boyce Tupper medal for oratory—Denton J. Neily.



At the meeting of the associated alumni on Tuesday afternoon, a movement was set on foot looking toward an increase in the income of the society. The following officers were elected: President, W. F. Parker; Vice-President, Rev. G. R. White; Secretary-Treasurer, Rev. W. N. Hutchins; Directors, Revs. J. H. MacDonald, J. H. Jenner, W. M. Smallman, J. W. Bancroft, H. T. DeWolfe, G. O. Gates, Mr. Philip W. Bill, Prof. E. W. Sawyer.

#### Mt. Allison Convocation.

The closing exercises at Mt. Allison University, Sackville, this year attracted a great number of interested visitors, and more than usual enthusiasm was displayed in the various events connected with the close of the year at these favorite institutions of learning.

The male academy, which is so ably conducted by Principal J. M. Palmer, aided by an efficient staff, has had another successful year, the attendance being equal to that of 1901, which was the largest in the history of the academy. Seven students will enter the college for the next year.

Principal Borden, of the Ladies' College, made the gratifying announcement that the year has been one of the most successful in the seventeen years he had been connected with the institution. The registration for the year was 197, 57 of whom were day pupils. There were 172 in the literary department, 50 in the art, and 152 in the conservatory. The necessity for more room was becoming more and more urgent, and unless students are to be turned away additional space must be obtained.

Dr. Allison, president of Mt. Allison University, reported a pleasant and successful year. The attendance had been larger than that of the previous year. The valedictory address by Egerton Brecken, son of Rev. Ralph Brecken, of Toronto, was a clever production, and won much favorable comment. The degree of bachelor of arts was conferred on fourteen graduates as follows:

B. A.—Egerton Ryerson Morrow Brecken, Toronto, Ont.; Elmer Clifford Colpitts, Point de Bute, N. B.; John Kenneth Curtis, Blackhead, Nfld.; Cecilia May Hart, Sackville, N. B.; Edward Calvin Hennigar, St. John, N. B.; Frederick Robert Matthews, Queen's Harbor, Nfld.; Thomas Harrison McWilliam, Mill Branch, Kent Co., N. B.; Ralph Brecken Mounce, Avondale, N. S.; Walton Boyd Magee Parker, Granville Ferry, N. S.; William John Patterson, Moncton, N. B.; George Johnstone Trueman, Point de Bute, N. B.; Thomas Mitchell March Tweedie, Nappan, N. S.; Claude Vroom, Clementsport, N. S.; Edward Kenneth Wolff, Hamilton, Bermuda.

M. A. (in course)—Arthur Osborne Bigney, B. A. '01, Cambridge, Mass.; Charles William Squires, B. A. '00, Sound Island, Nfld.

The following received honor certificates: Clas-

sics—Hennigar, Brecken. Mathematics—Colpitts. Science—Patterson.

It would be impossible here to give even a brief detail of the various events which made up the four days of convocation exercises—the alumni and alumnae re-unions, class dinners, the elocution contest, the reception, recitals, the essays of graduates, the presentation to prize winners. Many of these events were of the greatest interest, especially to those who were leaving the college life for the sterner and more exacting work which lay before them in life.

The accomplishment of a faithful year's work by faculty and students, with nothing to mar the harmony which is so characteristic of the college life at Sackville, is in itself a great event. It calls for the well earned praise for those leaders who maintain, year after year, the honorable record that institutions at Sackville enjoy; and the wish will be heartily echoed that the future years have greater prosperity and usefulness in store for them.

#### TEACHERS' CONVENTIONS.

##### TEACHERS' INSTITUTE AT WINDSOR, N. S.

The teachers of Hants and Kings, to the number of one hundred and twenty-five, met in the assembly hall of the academy building, Windsor, and held a very successful institute on Thursday and Friday, May 1st and 2nd.

After the usual enrolment, Principal J. A. Smith, of Windsor Academy, gave an address of welcome to the assembled teachers. Inspector Roscoe replied to the address, and took occasion to speak for a short time on the weighty responsibility resting upon the teachers. Each stood for the training and education of forty or fifty pupils. This was a great charge, even under the best of conditions. Often the attainments and natural aptitude of the pupils differed very much. It was necessary to group them in order to do the best work. The grouping or classification was made more difficult because of the fact that some learned one subject and liked it well, and had no taste or inclination for some other subjects. Then, too, the parents had preferences and criticised the teacher sometimes because too much work was done, and sometimes because too little was accomplished. Sometimes, too, parents magnify all the failures and minimize all the successes of the teacher, and sometimes they notice only the failures. Parents have a right to consult with the teachers, and even to criticize them, when they do it in a spirit of fairness. Mr. Roscoe reminded the teachers that they were members of the institute, and were expected to participate most heartily in the work and business that might come before the body.

Mr. L. D. Robinson, of Berwick, a teacher of many years experience, then addressed the meeting on "Teaching of Canadian History." He emphas-

ized the importance of combining the study of geography with that of history. He referred to the French as the pioneers of Canada, stating that while we could not expect them to be as loyal to England as those of British connection, we might expect them to be quite as loyal to Canada, and, as a matter of fact, they were quite as loyal. We should remember with gratitude and admiration such splendid Frenchmen as Cartier, the discoverer of Canada, and Champlain, the founder of Canada. He spoke of Henty as doing a great deal for history, and that nearly every book he wrote was a lesson in that direction. He suggested the reading of much outside the text-book in order to teach history well.

The president here gave an outline of one good method to be followed in teaching Canadian history to pupils of the common school grades. Briefly stated it was: Read the lesson with the pupils when the assignment is made. Make a note of very prominent points on the blackboard and ask the pupils to study with a view to finding as much as possible about these principal features. At the recitation draw a diagram on the board and fill in under the chief headings as time and the attainment of the pupils make it necessary. Do not commit the text to memory.

Mr. Shields said we must make history interesting if we wish to be successful in teaching it. He had seen good progress made by reading history, and talking and asking questions about it. Dr. MacKay emphasized the importance of reading historical works. He asked the question, How many schools had libraries connected with them? and it was discovered that only fourteen of the schools represented had what might be called regular libraries.

Mr. Fred. H. Spinney, of Kentville, read a paper on "Nature Lessons—Methods of Teaching Them." The method he had adopted and found satisfactory was to begin with subjects within the child's reach, and if possible objects for which the children had some liking, such as the domestic animals. The work carried on as suggested in some of the books became too mechanical. By dealing first with those objects which children like, we can lead them with much eagerness and interest into the wider world of nature around them. The information regarding plants, minerals and animals may be of little importance, but seeking, observing, thinking, concluding and describing are of the utmost value as factors in education. Natural science, if rightly pursued, was a powerful means to this end.

Mr. T. B. Kidner, Superintendent of the Manual Training Schools of the Province, explained how manual training and natural science were akin in principle.

"Lessons in English" were given by Miss Ethel G. Brooks, of Windsor, and Miss Edith Angevin, of Hantsport. The lesson given by Miss Brooks was to her own pupils of Grade III. She taught the adjective as an enlargement of the subject. Her

illustrations were admirable, and the lesson was a model. Miss Angevin put an extract from the poem "Evangeline" on the board, and skilfully questioned the class, provided for her, so as to make them understand the meaning of the terms and language used in the poem. She also taught the pupils to analyze the piece and parse some of the words.

To make the lesson more impressive and give the situation of the Acadian land and the village of Grand Pre, the teacher drew a map on the board and had places marked on it as the lesson proceeded. Both these lessons were very valuable as illustrations of good teaching.

Mr. Shields, principal of Hantsport High School, gave an excellent address on "Our School System." He spoke as one who had studied the Nova Scotia system and tested it by actual work in schools where it proved in the main helpful as a guide to the best kind of work. He spoke of the criticism of the press during the winter, which had led to much discussion. We must have faith in our public schools, for if we lose faith in them their character will be injured. He believed their success was due chiefly to the teachers. Our system embraced the best features of the leading educational systems of the world, and has placed teachers far in advance of a decade ago. He showed the advance made in teaching nature lessons, which resulted in a better conception of training the powers of observation in the child. Defects which do not exist have been charged against our system and have done harm. Our system is a good one, and can stand many such unjust criticisms. One critic considered the studies taken up as a mass of useless knowledge, and a boy leaving school as unfitted for making a living for himself, and laid all the blame on the school system. Mr. Shields said, when any difficulty arose in the school, the parents, teacher and school board can readily settle it; and a remedy was always at hand for the critic when he, too, looks for it. He admitted that a dunce at grammar may prove a genius at the bench. We owe the advantage of manual training to the Council of Instruction. The school curriculum must be broad enough to embrace every employment. Our system is said to be too rigid. Why no system is more elastic. The abolishing of examinations was referred to. Germany, America and Canada agree that they are valuable and cannot be dispensed with. With our present superintendent at the head, and such inspectors as he had taught to aid the teachers, there can be no failure in our school system.

This address was discussed by Mr. Percy J. Shaw, principal of Berwick, Mr. Kelsey C. Denton, of Shubenacadie, Mr. Russell Ellis, of Maitland High Schools, and others.

Mr. Shaw spoke of the difficulty of teaching a school of eight grades, and of the still greater difficulty when two or three high school grades were added to those. In his opinion the course of study was reasonable and fair for the pupils; but contained



more than the teacher can prepare for and teach well in many of the schools of the province. Mr. Denton believed we had a good system, but there were defects to be remedied if we wished to hold our own. He said examinations were of vital importance, and, used properly, were an incentive to the pupil. He considered the publishing of examination results in journals very injurious. Mr. Ellis said it needed the co-operation of parents and teachers to make our system a success. He advocated the making of free-hand drawing optional.

On Thursday evening the public educational meeting was held in the Town Hall. At the request of the president, Dr. J. B. Black, mayor, presided. Dr. Black welcomed the teachers in a few well-chosen sentences, and assured them of the interest and sympathy he, as well as the town he represented, felt in their work. Inspector Roscoe replied briefly. Dr. MacKay, Superintendent of Education, who was present and took a most lively interest in all the sessions of the institute, was the first speaker of the evening. He referred to the rapid upbuilding of the town of Windsor since the fire, the handsome academy building, etc. His coming to Windsor was to study the development of education in this inspectorate. We have to work out the problem of education by knowing how far we can go. The press can do a great deal to help the cause of education in Nova Scotia. Criticism is a sign of progress. It is a healthy spasm. It is an indication that some one is trying to do his duty. Dr. MacKay then dealt with the matter of doing high school work in the common schools, claiming that any change relative to the extent and character of such work must be made gradually.

Mr. T. B. Kidner, Superintendent of the Manual Training Schools in the Province, was the next speaker. He showed the value of the work done in the schools he represented and was trying to establish in many parts of Nova Scotia, from an educational standpoint. He interested the audience much in the subject.

Mr. Campbell, of Truro, spoke on the subject of Domestic Science. He, too, is aiming to encourage this phase of manual training. He had an attentive and interested audience in the large number of female teachers present.

Principal Soloan, of the Normal School, Truro, spoke of what education is, and of teaching as a profession. In matters of aim, Nova Scotia does not stand behind any country in the world. He said that in addition to the various absolute studies, children should be trained in social manners. Correctness of speech should never be neglected.

Hon. M. J. Goudge spoke a few words of encouragement to the teachers, and the meeting was brought to a close by the singing of the national anthem.

On Friday morning Mrs. Prue E. Parker, of Centreville, Kings Co., read a well-prepared paper on "Home Lessons from the Teacher's Standpoint."

To young pupils home assignments should be short; to older pupils longer. Partial preparation should be made in school under the teacher's guidance, then finished at home.

This paper was followed by one on "Home Lessons from the Parent's Standpoint," by Mrs. J. A. Smith, of Windsor. Her points were: 1. There should be sympathy and co-operation between the parents and teacher. 2. Lessons should be such as to be learned without much aid. 3. Not too much time should be required. 4. Excuses should not be given by parents unless in case of sickness. 5. It is a disgrace to encourage laziness. 6. The teacher is the one in authority in school hours. She said the outcome will be a good moral school system. Have a good teacher, but also a good, sensible, sagacious parent. These two papers were excellent, and are worthy of a wide circulation. No report can do them justice that does not give them verbatim.

"Method of Teaching Geometry" was the subject of a paper by Mr. R. W. Ford, principal of Wolfville High School. This paper was very practical and much appreciated by the Institute. His method is to make each point lucid to all the members of his class. He proceeds very slowly at first. To make his plan plain, Mr. Ford gave somewhat in detail his method of teaching the first six propositions of the first book of Euclid.

Mr. Kidner gave a most excellent and instructive illustration lesson on "Hand Work for Small Schools." This was very helpful to teachers, and must induce many to teach hand-work.

Friday afternoon session began by the election of officers and the transaction of other business. The officers of next year are: C. M. Roscoe, President; Principal of Kentville Academy, Vice-President; J. A. Smith, Secretary-treasurer; Miss Theresa Farrell, Mr. Percy J. Shaw, Mr. R. W. Ford and W. J. Shields, Executive Committee.

The next place of meeting is to be Kentville.

Miss Bertha Turner, Principal of the School of Domestic Science, Truro, now read a paper on "Domestic Science." She spoke of the educational value of the work and the place it is designed to occupy in our school system. The aim of education is to develop all the innate qualities and faculties of the child, so as to eventually give to the world a fully developed and intellectual man or woman, self-dependent, active, with true ideas of life and relations to life.

Mental studies alone fail to do this. They teach to think without acting, thus developing one part of the child to the neglect of the other. The hand must be able to carry out what the eye observes and the mind suggests. The child learns by doing. Fifty per cent of our girls, on leaving school, enter offices, shops, factories, professions, etc., and never see anything of the practical side of household work until they enter homes of their own. It is therefore only just and right that they should receive this training in connection with their school work. Woman's

natural occupation is in home making. The paper was a strong plea for the training of girls in this science. Miss Turner explained pretty fully the nature and extent of the work to be done, and in answer to questions, made plain how it might be done.

Principal DeWolfe, of Acadia Seminary, being introduced at this stage of the meeting, gave a short pithy and interesting address on the topic, "Pay Your Debts." The institute will be pleased to see him again.

Dr. MacKay explained clearly the value of phenological observations, and how such work should be carried on to secure the best and correct results.

A very pleasant and instructive feature of the meeting was the music provided by the pupils of the Windsor schools under the direction of their teachers.

No better chance of going west was ever offered than at present, when the Canadian Pacific Railway is issuing second class round trip excursion tickets to various points in the Northwest at the following rates: Moncton to Winnipeg, \$28; to Regina, \$30; to Calgary, \$35; to Edmonton, \$40. From St. John, Halifax, Charlottetown and other points east there is a slight increase on these fares. Tickets good for return sixty days from date of issue can be had at all principal stations on the 25th June and 16th July. Tourist sleeping cars are run on the Pacific express leaving Montreal every Thursday. For reservation of space and price of berths apply to C. B. Foster, District Passenger Agent, C. P. R., St. John, N. B.

The enquiries respecting the Summer School of Science received by the Secretary are in advance of that of previous years, and everything points to a largely attended and interesting session. The people of St. Stephen are preparing to give the school a right royal reception, and all who attend may expect a pleasant as well as a profitable time! The local secretary, Mr. F. O. Sullivan, St. Stephen, is prepared to comfortably locate all who make application to him in time. All who purpose attending should write to him at once if they desire entertainment at a private home. The hotels will be open to those who do not make application before going to St. Stephen, but the rate will be higher than at private houses. Reduced rates of travel have been secured on all lines of railway and steamboats going to St. Stephen. Members of the school going by I. C. R., C. P. R., or D. A. R., must procure from the ticket agent, when purchasing their ticket going to the school, a "standard certificate." Failure to get the standard certificate will prevent their securing free or reduced rate of return over these lines. The Secretary of the School, Mr. J. D. Seaman, of Charlottetown, P. E. I., will be pleased at all times to give enquirers any information in reference to the school.

Those reading books should consult the advertisement of Copp, Clark & Co. on another page.

## SCHOOL AND COLLEGE

The public closing exercises of the Provincial Normal School of N. B. took place on Friday, June 6th. Addresses were delivered by Principal Crocket, Chief Superintendent of Education Dr. Inch, and Chancellor Harrison, of the University of New Brunswick. No medals were presented. In the evening a very pleasant conversation was held in the assembly rooms.

Principal H. B. Hogg, who for the past five years has had charge of Digby, N. S., Academy, has been appointed principal of Kings County Academy at Kentville.

Miss Katharine Travis, a former graduate of the Girls' High School, St. John, and later of McGill University, is now taking a four years' course in Johns Hopkins University at Baltimore in preparation for a medical missionary.

Mr. H. B. Steeves, B.A. (Mt. Allison), who recently took a post-graduate course at McGill, and was principal of the Dorchester, N. B., schools for the past year, has been appointed on the high school staff at Moncton.

A successful school concert was recently held at Plaster Rock, Victoria County, N. B., under the supervision of the teacher, Miss Maggie M. McLeod. The proceeds, which were over sixty dollars, will be devoted to the purchase of a flag, maps and other apparatus.

Through the efforts of Miss Ina H. Semple, the teacher at Clearview, Carleton Co., N. B., enough money has been raised to defray the cost of painting the schoolhouse and of making other needed improvements.

R. G. D. Richardson, B.A., has resigned his position as principal of the school at Westport, N. S., to take place at the end of the present school year. During the three years of Mr. Richardson's administration, the high school has come to the front rank. Excellent work has been done, and the principal has attained a reputation second to none as a brilliant and successful teacher. In 1901 owing to the large number of candidates, the government placed Westport on the list of examining stations for high school certificates, and Westport school made a fine showing. Mr. Richardson has made himself popular in the community and with his pupils. He intends to enter Harvard University in September to take a post-graduate course in mathematics.

The attention of candidates for the July departmental examinations is directed to the change of date on which these examinations will begin, and which will be found in the "Official Notices" in another column. As the first Tuesday in July falls this year on Dominion Day, the Board of Education has ordered that the examinations shall begin on *Wednesday, July 2nd*, and not on the first Tuesday of July as stated in Regulation 31, section 3.



## CURRENT EVENTS.

The war is over. The Boer leaders surrendered on the last day of May, and there is peace to-day throughout all the King's dominions. The very liberal terms granted to the Boers, which induced them at length to become our willing fellow-subjects, secure to them rights which they denied to others, including the franchise, and the use of both the Dutch and the English language in courts and schools.

The war began with the Boer invasion of Natal, in October, 1899. This was immediately followed by the invasion of Cape Colony. Mafeking and Kimberly were attacked by the invaders, who had for two or three years been preparing for the war; Ladysmith, in northern Natal, was invested; and the British, ill prepared for defence, suffered a long series of reverses. In February, 1900, came the relief of Kimberly; the defeat and capture of Cronje and his army of three thousand men, in which the Canadians took a prominent part; and the relief of Ladysmith. Bloemfontein, the capital of the Orange Free State, was occupied in March; Mafeking was relieved in May, after a siege of 186 days; and in June Lord Roberts occupied Pretoria, the Transvaal capital. In September of that year the Transvaal was formally annexed to the British dominions, and the war was officially closed; but the Boers have kept up a guerilla warfare with more or less success until the present year. The gallant stand of the Canadians at Klein Hartt's River, on the 31st of March, was the last important event of the war. The Boers have chosen a good time for making their submission. The South African summer is now over, and they are so reduced as to be hardly able to carry on another winter campaign; and the approaching coronation no doubt has had an influence in disposing the conquerors to leniency.

Arrangements are being made to send representatives of each unit of the British army in South Africa to participate in the coronation festivities in London.

The Canadian teachers sent to South Africa have arrived in Cape Colony.

The city of St. Pierre, Martinique, with 30,000 inhabitants, has been utterly destroyed by a volcanic eruption. Mont Pelee (Bald Mountain), a volcanic peak near the city, had been showing signs of activity for some days. On May 8 an explosion occurred, opening up a new crater on the side of the mountain next to the city. A blast of hot steam, burning sulphur fumes and powdered stone swept everything in its track. Ships in the harbor were sunk or burned. One only, with a few survivors, escaped. The mountain has since been sending out showers of ashes and streams of hot mud, and all the surrounding country is a barren waste. Another volcano, on the island of St. Vincent, is also in eruption, and has covered the northern part of that island with ashes. Here the eruption was perhaps not

less violent, but there was no large town near. About 4,000 people perished. The parliament of Canada, which was in session at the time, made a liberal grant in aid of the sufferers. The St. Vincent volcano, locally known as La Soufriere (the Sulphur Mine), was in eruption in 1812, but there was not such wide devastation then as at the present time.

Only less terrible than the volcanic disturbances in the West Indies, was the earthquake in Guatemala, of which detailed reports are now being published. Four towns were destroyed, with great loss of life. In one of them, Quezaltenanga, it is estimated that 2,000 people perished. This took place about three weeks before the destruction of St. Pierre. Still greater loss of life is reported from Schemacha, a town in Trans-Caucasian Russia, where a volcanic eruption and a series of earthquake shocks occurred in February.

Lord Pauncefoot, British ambassador to the United States, died in Washington on the 24th of May. He has done much to bring about that friendly feeling which now happily exists between the two great branches of the English-speaking world. At his funeral, every possible honor was accorded by the government to which he was accredited.

The act of legislature making Intercolonial standard time the official time for the Province of New Brunswick when the railways of the province will adopt the same time. Thereafter it will be twelve o'clock in New Brunswick when it is eleven o'clock in Maine, where Eastern standard time is established by law.

The United States will join Canada in putting a stop to the practice of killing fish with dynamite in the mouth of the Bay of Fundy.

The discovery of a finely tempered copper pickaxe in a small lake in Michigan recalls the fact that the art of tempering copper is now among the lost arts. It was re-discovered some years ago by a Canadian, who is, perhaps, still living in the Province of Quebec; but he kept his process secret, hoping to obtain for it a large amount of money. In this he was, of course, disappointed; for steel susceptible of tempering can be produced at the present time at much less cost than copper.

The Danish legislature has not agreed to the sale of the Danish West Indies to the United States without a vote of the inhabitants, and the matter is delayed. It is now proposed to extend the time allowed for the ratification of the treaty.

The unveiling at Washington of a statue of Rochambeau, the leader of the French forces in the war of the American Revolution, has given occasion to acknowledge what the United States as a nation owes to France. This includes not only early friendship and recognition, but effective help in the field and on the ocean, and, in short, the very existence of the American republic as an independent sovereign power.

Amid great popular rejoicings, the young King of Spain has entered upon the duties of his high office. Upon his ability as a ruler will, perhaps, rest the fate of the Spanish monarchy.

Cuba has now taken its place among the sovereign states of the New World. At the appointed time, at noon on the 20th of May, the Cuban flag was raised instead of that of the United States, and a little later the ships in which the United States soldiers were embarked sailed out of the harbors of Havana and Santiago. Great Britain was first to recognize the new republic by the appointment of a diplomatic representative. The United States has appointed as its minister to Cuba a former Canadian, H. G. Squiers, who was with the United States embassy in China at the time of the siege of the legations.

Christian catacombs have been discovered beneath the ruins of the ancient city of Palmyra.

Masurite is the name of a new high explosive recently put upon the market. It is remarkably safe, as neither heat nor concussion will explode it under ordinary conditions. Its explosion is flameless; and in this absence of flame lies its great value for coal mine work, as it will not ignite coal gas or dust in the mines.

The Ontario government will aid the establishment of a department of forestry at Queen's University, Kingston.

With the Governor-General, now on his way to England to attend the coronation, is the Canadian military contingent, consisting of over 650 officers and men. The site for the Canadian coronation arch in London has been fixed at a point near the Horse Guards. It is to be covered with Manitoba wheat sheaves. In design it is magnificent, and thoroughly suggestive of Canada's vast area of cultivable land. It will bear the legend, "Canada, the future granary of the empire."

Both in Hayti and in Santo Domingo, successful revolutions have taken place within the last month. The respective presidents of the republics have fled; the government forces have been routed or subdued, with very little bloodshed; and provisional governments have been formed.

### RECENT BOOKS.

MACMILLAN'S HISTORY READERS. For Senior Students. Pages 314. Price 2s. Macmillan & Co., London, 1902. This reader contains sketches of important epochs in English history from the early accounts of Britain and its people down to the South African struggle. It is illustrated; and will be of interest to the general reader as well as to the student.

Macmillan's Summary of English History on the concentric plan for Senior Students, price 4d., is an admirable condensation of main facts, clearly and interestingly stated.

STANDARD FIRST READER. Edited by Isaac K. Funk, LL.D., and Montrose J. Moses, B. S. Funk & Wagnalls Co., New York.

In the making of this reader, the aim has been to give clear enunciation, to train in detecting and producing the sounds that make up the language, to inspire love for nature, for truth, and to start the beginnings of a public spirit.

Boswell's *Journal of a Tour to the Hebrides*. Edited by H. B. Cotterill, M.A. Pages 363. Price 2s. 6d. Macmillan & Co., London, 1902.

Readers of Boswell's *Life of Johnson* will be entertained by this edition of the *Journal*, which presents to us in an attractive form and at a low price the author's diary of a tour of the Hebrides with Dr. Johnson. In the introduction and notes will be found a great deal of matter useful to teachers and students.

Jules Verne's *Vingt Mille Lieues sous les Mers*. Edited with notes and vocabulary by C. Fontaine, L.D. New York City. Cloth. Pages 201. Price 40 cents. D. C. Heath & Co., Boston.

This abridged edition of perhaps the most famous of Jules Verne's stories maintains the thread of the entire narrative, and all its best episodes, and brings a unique work within the ready compass of class-room texts.

Messrs. J. & A. McMillan, St. John, have issued a supplement containing Dictation and other Exercises on Manning's Speller. The work, which is a valuable aid to teachers, contains exercises in paronyms (words pronounced alike but spelled differently), words frequently mispronounced, derivatives of certain words, etc.

GREEK PROSE COMPOSITION. By S. O. Andrew, M.A. Cloth. Pages 275. Price 3s. 6d. Macmillan & Co., London, 1902.

For the Greek student, equipped with a knowledge of ordinary accidence and syntax, this will be found an admirable guide, leading him to a discriminating study of Attic prose and the niceties of construction and idiom.

FABLE TALES OF BIRDS AND BEASTS. Edited by David Starr Jordan. Illustrated. Cloth. Pages 132. Price 40 cents. D. C. Heath & Co., Boston, 1902.

These stories by well-known writers, edited by David Starr Jordan, of Leland Stanford, jr., University, California, are good for children of all ages to read. They are chosen from the growing wealth of such literature and are told with literary skill.

Ferdinand Schradler's *Friedrich der Grosse*, and Karl Zastrow's *Wilhelm der Siegreiche*. Cloth. Price 2s. each. Macmillan & Co., London, 1902.

These two books in Seipmann's German Series are edited by English scholars, with introduction and notes for the student. Their interest to the reader is assured by a consideration of the title of each book. The real greatness of Prussia begins with Frederick the Great, and the story of that hero's life appeals to every boy-reader; while



the story of the times of William First, Emperor of Germany, embracing the federation of Teutonic peoples, the "blood and iron" policy of Bismarck, and the gigantic struggle for supremacy between Germany and France, makes the subject one of absorbing interest.

**ELEMENTARY PHYSICAL GEOGRAPHY.** By William Morris Davis, Professor of Geology in Harvard University. Cloth. Pages 401. Price \$1.40. Illustrated with 200 specially prepared wood-cuts, six charts in color, and nineteen full page half-tone plates. Ginn & Company, Boston, 1902.

This book, in its plan of method and treatment of the subject, is one of the best that has appeared. Its illustrations and maps, covering all parts of the world, its simplicity of language adapting it to young people, its clear explanation of the many complicated scientific problems relating to climate, meteorology and other topics make it a most desirable work for the student.

**ACADEMIC ALGEBRA.** By W. W. Beman and D. A. Smith. Cloth. Pages 383. Price \$1.25. Ginn & Co., Boston, 1902.

This book aims to prepare the pupil for college. A few of its distinctive features are: It makes clear the notion of function as early as possible; it gives immediate application of the theory of factoring and employs it continually throughout the course; it treats simple and quadratic equations by modern methods; so far as possible, it substitutes for the conventional applied problems those that appeal to the life of to-day; it substitutes for the loose definitions and proofs too often given the more scientific treatment which characterizes the best French and German works of recent times.

**OUR COUNTRY'S STORY.** An Elementary History of the United States. By Eva Marsh Tappan, Ph.D. Illustrated. Cloth. Pages 270. Price 65 cents. Houghton, Mifflin & Co., Boston, 1902.

Miss Tappan has written a simple, interesting and connected account of the course of events in the history of the United States. She has depended more upon the connection and arrangement of events than upon precise dates. Stories are not told except to fix facts, illustrate principles, or picture important characters. Attention has been paid to the development of the country along industrial lines, from the primitive methods of early colonial days to the more complex civilization of to-day. This is done in such a way, however, as to interest younger readers.

**ELEMENTARY PHYSIOLOGY AND HYGIENE.** By Buel P. Colton, A.M. Cloth. Pages 317. Price 60 cents. D. C. Heath & Co., Boston, 1902.

This elementary physiology is intended especially for grades below the high school. It presents the elements of physiology and anatomy in simple and direct form, and shows their application to hygiene. An unusual amount of space is devoted to the practical side of physiology and the connection between good health and proper habits is clearly set forth. The book contains a large proportion of matter devoted to the study of stimulants and narcotics.

**ELEMENTS OF PHYSICS.** By Amos T. Fisher, B.S., and Melvin J. Patterson, B.S. Cloth. Pages 184. Price 60 cents. D. C. Heath & Co., Boston, 1902.

The Elements of Physics combines experimental and descriptive physics in a manner suited to schools with limited laboratory equipment. It is thoroughly modern, giving detailed descriptions of such topics as liquid air, the wireless telegraph, etc. All the work is practical, the experiments can be done with home-made apparatus, the directions are clear and explicit, and the illustrations helpful.

**ENGLISH-GERMAN CONVERSATION BOOK.** By Professors Kruger and Smith. Cloth. Pages 37. D. C. Heath & Co., Boston, 1902.

This little book is designed to familiarize students of German with the words and expressions that they must know if their conversation is to rise above the level of laundry lists and bills of fare. The chapters on the American college and on German university life is of particular value.

**GERMAN COMPOSITION,** with notes and vocabulary. By E. C. Wesselhoeft, A.M. Cloth. Pages 77. D. C. Heath & Co., Boston.

Stories and simple every-day style of speech have been preserved throughout these selections, which are designed to help the beginner in securing variety of vocabulary and the correction of common mistakes.

### JUNE MAGAZINES.

There are some striking features in the June *Canadian Magazine*. Mr. L. O. David, of Montreal, a personal friend of Sir Wilfrid Laurier, writes a charming sketch of his life, showing his struggles, his ambitions and his accomplishments. Capt. Carstairs writes of Nigeria, under the title What Britain is Doing in West Africa. Mrs. Sarah Tooley, the noted English author, contributes a sketch of King Edward VII and Queen Alexandra. These three articles are profusely illustrated. . . . The June *Atlantic* offers an unusually long and varied line of especially seasonable contents. Papers upon academic subjects are Irving Babbitt's careful and scholarly article on The Humanities, and Miss Scudder's Democracy and Education, the second paper in her valuable series on Democracy. . . . The issue of *The Outlook* for June 7th is the Thirteenth Annual Recreation Number. It is richly illustrated with drawings and photographs. The leading features are Hunting Big Game with the Camera, by A. G. Wallihan; When You Meet a Bear, by W. J. Long; Mountain Climbing, by Charles E. Fay; Camping for Women by Martha Coman; Lost in the Woods, by George Kennan. . . . The June *Century* is a particularly attractive number of varied contents. Of particular interest are the third part of Mary Adams's much-discussed Confessions of a Wife, dealing with Motherhood; and the Royal Family of England, by Professor Oscar Browning of Cambridge, England, setting forth some characteristics of the royal family based on personal acquaintance, with several por-

traits of the King and Queen, two of which, in tint, form the double frontispiece of the number. . . . How the Pilgrims Came to Plymouth, by Azel Ames, M. D., the author of the *Mayflower and Her Log*, etc., is probably for older readers the most interesting and important article in the June *St. Nicholas*, and the author claims that it is the most up-to-date, accurate and condensed presentation of the causes, objects and historical facts of the *Mayflower's* voyage. . . . The June *Chautauquan* has a portrait of Heinrich Heine, and is filled with interesting articles on travel and literature, including "A Reading Journey in Central

Europe and Critical Studies in German Literature. . . . *Littell's Living Age*, issued every week, comes freighted with the best literature and products of English periodicals. Published by the *Living Age* Company, Boston. . . . The June number of the *Delineator* leaves nothing to be desired in its fashions in the timeliness of its household matter, in the interest of its literature, and in the beauty of its illustrations. The third paper in Dr. Murray's series on Child Training deals sympathetically, yet wisely, with the disobedient child, and discusses with parents the vexed question of rewards and punishments.

## EDUCATION DEPARTMENT N. B.

### Official Notices.

#### I. NUMBER OF TEACHING DAYS.

For term ending June 30th, 1902, the number of teaching days is 121; in the City of Saint John, 120.

#### II. DEPARTMENTAL EXAMINATIONS.

a. *Closing Examinations for License*—The Closing Examinations for License, and for Advance of Class, will be held at the Normal School, Fredericton, and at the Grammar School Buildings, in St. John and Chatham, beginning on Tuesday, the 10th day of June, 1902.

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

b. *Normal School Entrance Examinations and Preliminary Examinations for Advance of Class*—These examinations will be held at the usual stations throughout the Province, beginning on Wednesday, July 2nd, 1902, at 9 o'clock a. m.

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

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

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

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

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

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

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

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

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

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

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

e. *High School Entrance Examinations*.—These examinations will be held at the several Grammar and other High Schools, beginning on Monday, June 16th, at 9 o'clock, a. m. Under the provisions of Regulation 46, question papers will be provided by the department. The principals of the Grammar and High Schools are requested to notify the Chief Superintendent not later than May 15th, as to the probable number of candidates.

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

#### III. PROVINCIAL EDUCATIONAL INSTITUTE:—

The Educational Institute of New Brunswick will be held in Fredericton, on Thursday, Friday and Saturday, June 26th to 28th. Teachers who attend the Institute will not be required to teach on Monday, June 30th.

J. R. INCH.  
Ch. Sup. Ed.

EDUCATION OFFICE, June 8th, 1902.

# THE EDUCATIONAL INSTITUTE OF NEW BRUNSWICK

..... WILL MEET IN THE .....

NORMAL SCHOOL BUILDING, FREDERICTON,

On Thursday, June 26, 1902.

### PROGRAMME.

#### THURSDAY, JUNE 26.

*First Session, 10 a. m.*—Enrolment. Report of Executive Committee. Election of Secretaries and Nominating Committee. 11 a. m.—Address by the Chief Superintendent of Education. 11.30 a. m.—Address by Mrs. Oberholzer, on School Savings Banks. 12.15.—Visit to Exhibit of Manual Work.

#### FRIDAY, JUNE 27.

##### FORENOON.

*Second Session, 9 a. m.*—Centralization of Rural Schools, by Inspector Carter. Discussion. 10.30 a. m.—The Inductive Method of Teaching Latin, by Principal Lewis. Discussion.

##### AFTERNOON.

*Third Session, 2 p. m.*—Talk on the Teaching of Literature, by Miss Knowlton. Discussion. 3 p. m.—The Course of Instruction for High Schools, by Principal Oulton and Mr. C. H. Acheson. Discussion. Inspection Exhibit of Manual Work.

#### EVENING.

Visit to the University of New Brunswick. Address by Dr. Harrison, Music and Refreshments.

#### SATURDAY, JUNE 28.

*Fourth Session, 9 a. m.*—On a Graduated Scale of Salaries for Teachers, by Dr. Davidson. Discussion. 10 a. m.—Election of Executive Committee and of Representative to the University Senate. Unfinished and New Business.

NOTE.—The usual Afternoon Session and Evening Meeting have been omitted on Thursday, so that the members of the Institute may join with the citizens of Fredericton in celebrating Coronation Day. Teachers coming to the Institute by rail should obtain from the Ticket Agent with each Ticket a Standard Certificate, duly filled in and signed, in order to secure reduced rates.

JOHN BRITTAIN, SECRETARY.



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## University of New Brunswick.

THE next Academic year begins September 25th, 1902, when Fourteen County Scholarships will be vacant. These Scholarships (value \$60 each) will be awarded on the results of the Entrance Examination to be held July 3rd, at all the Grammar School centres. To candidates who hold a Provincial School License of the First Class an Asa Dow Scholarship (value \$100) will be offered in competition in September. The Departments of CIVIL AND ELECTRICAL ENGINEERING are now open to properly qualified students.

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

ERNEST BRYDONE-JACK, B. A., C. E., BURSAR OF THE UNIVERSITY, FREDERICTON, N. B.

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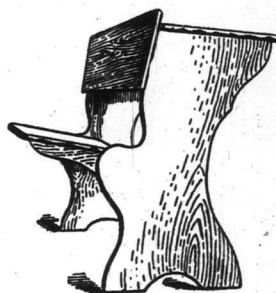
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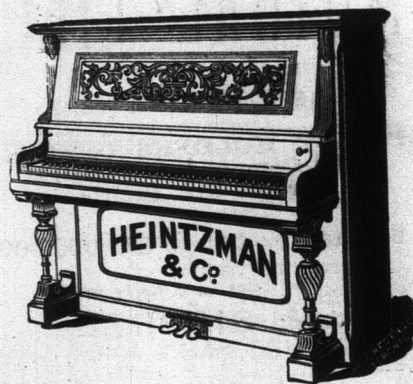
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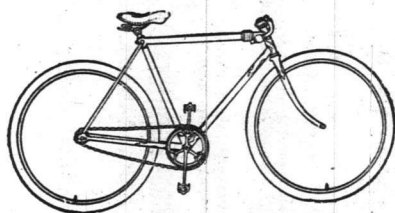
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Applications from Teachers for positions on the teaching staff of the Campbellton Public Schools (Primary to Grammar Schools Departments inclusive), for the year beginning July 1, 1902, will be received by the undersigned up till Friday, May 23rd, inst.

Applicants will please state class of license held, experience in teaching, and places where taught, together with special qualifications for up-to-date teaching, in cases where extra courses of study have been pursued.

For further information apply to

WM. F. COMEAU,  
Secy to Board of School Trustees.

Campbellton, N. B.,  
May 6th, 1902.

## TEACHERS WANTED!

Teachers are wanted by the Educational Review Teachers' Bureau to fill positions. Those who want schools for next term should register early. Apply with stamp for Circular as to terms to the

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