

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

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ST. JOHN, N. B., FEBRUARY, 1905.

WHOLE NUMBER, 213.

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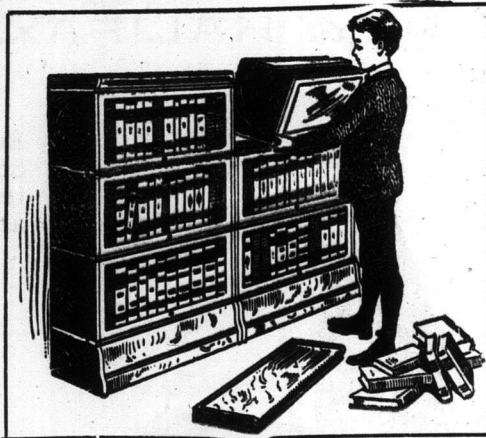
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WE HAVE been too extravagant with copies of our December number; we have not enough for file. If any reader can spare a copy it will be gratefully received.

ARE children getting what is their right? One sees a chance to doubt when Dr. Inch, superintendent of education, New Brunswick, says: "The old counties along the river (St. John) are the ones where the schools are closed and the children grow up in ignorance. In Kings county out of 172 schools 53 were closed, and in Queens there were 35 out of 115 closed." Is not this deserving of something

more than simple wonder at such apathy and indifference?

THE resignation of Miss Mary McBeath from the Moncton school staff to accept the principalship of the Dorchester superior school, caused a difference of opinion among the members of the Moncton board, which led to the resignation of the chairman, Mr. J. T. Hawke. The latter objected to the principle of a teacher giving up a position which she had entered into a contract to fill for a definite period. The other members of the board were inclined to take a more lenient view of the matter, holding that if a teacher can better her condition the trustees ought not to stand in the way. Boards elsewhere have usually been equally generous. The best plan, and one that would avoid misunderstandings, is to have a clause inserted in a contract providing for such a contingency.

We do not know the circumstances under which the teacher in this case left her position, but we presume that she was justified in doing so, as it is reported that all the members of the board, except the chairman, were opposed to any coercive measures. Such matters are usually best settled by the exercise of a little tact and sense of justice. But the REVIEW has had occasion to notice that a few teachers at times have not been as careful as they should be in consulting the feelings of trustees when they wished to void a contract. There are rights to be observed by both parties in such cases.

Among school papers, the *Tallow Dip*, printed by the students of the Netherwood School, Rothesay, N. B., begins its second volume with a neatly printed and most attractive number. Number two, volume three, of the *Nova Scotia Normal*, published by the students of the Normal School, Truro, contains several excellent and interesting articles. The holiday number of the *Academy Critic*, published by the students of the County Academy, Truro, was in matter and arrangement a model school paper.

A Teacher's Opinion.

Mr. H. C. Henderson, Ph. D., formerly of the Fredericton high school, but now teacher of psychology and pedagogy, in the State normal school, Milwaukee, Wisconsin, still retains his interest in our educational work as the following extract from a letter recently received from him will show:

I greatly enjoy the monthly visits of the REVIEW, and I have been specially pleased in noting the records of progress along various educational lines.

The manual training movement has now successfully entered upon the second stage of its growth in the maritime provinces and it is a great pleasure to note that the governments as well as the local authorities are making such generous provision for its maintenance and further extension. The sentiment in favor of consolidated schools evidently is growing and it will not be many years, I trust, before each county will have a number. Then it will be possible to give our country boys and girls the foundations of an education both broad and thorough and under vastly superior conditions. When the country taxpayer realizes that purely as an investment the consolidated system is by far the most profitable, the country boy and girl will begin to have a chance.

Here in Wisconsin both the above movements are making considerable progress though the state has lacked the great assistance of private munificence. It is interesting to note that the question of teachers' salaries, which is evidently receiving much attention at home, is just now a very live one here as well. One whole session of the State Teachers' Association, this year, as well as last, was devoted to a discussion of various phases of the subject. Teachers' salaries in the state at large have this past year, as a result of the campaign of education along this line, been increased by \$250,000, and in the city of Milwaukee alone, \$65,000. The motto of the Wisconsin Association in connection with this matter is "Just compensation for good work done and no poor work tolerated at any price."

Summer Schools.

One cannot glance over our advertising columns without being impressed with the increasing number of the vacation schools announced for next summer. McGill, Harvard, Cornell, have courses in special subjects for advanced students; the Nova Scotia Normal School will continue the work it has so well begun in recent years; and the Summer School of Science, which has done some good work in the past for our teachers, has many features that commend it to the notice of those who wish to combine recreation with a not too rigid course of study. We hope that our teachers are seriously considering the

advantages that these Summer Schools afford. If their work has been more or less exhausting during the year, it may necessitate for some a complete rest; but for others it is more probable that a change of scene with the recreation that comes from putting mind and soul at work vigorously on some out-of-door subjects will be just the tonic required.

Of course the teacher who "knows it all" does not need the Summer School; nor does the one who is satisfied with a certain measure of attainment; nor again those who, by travel, by communion with books, with nature, or with congenial companions and surroundings, have many resources to fill up the all too swiftly flying hours of a vacation. Down in the hearts of others there will be the consciousness that present attainment is not enough; that there are the defects of a too scanty education to be overcome. They want to be real leaders of those whom they teach. They are ambitious to know their subjects. These will take a course at a good Summer School and probably that will whet the appetite for a full college course.

A Man Has Gone From Among Us.

The sudden death of the Rev. John de Soyres, of St. John, has produced a profound impression of sorrow wherever this gifted man was known. Rare scholarly attainments, the treasures of a richly stored mind, the magnetism of a convincing eloquence, and an interesting personality were his. Coming from England seventeen years ago, he brought with him the culture and ripest thought of the England of today. These gifts he lavished on his adopted country. There was scarcely a city in Canada but what has felt the spell of his genius and eloquence. By voice or by pen he was easily foremost in all important public questions, and the higher and purer life of the citizen had in him a strenuous advocate. His many public utterances on education gave the impression that he had studied this question as few men can study it—with an insight into its full meaning, and with an intensity that showed how fully he realized its vast importance. He never spared his strength, time or means in laboring for the public good and for his own immediate charge. He was a man of strong impulses. His eccentricities, which afforded food for idle remark at the moment, are forgotten when we reflect that he is no longer with us, that his marvellous voice though silent still speaks to us. Truly it has been an inspiration to have had such a man as this come to dwell among us.

The Heavens in February.

The two objects in the heavens that attract the attention of all observers are Venus and Jupiter. Venus is now farther up in the sky, and the two planets are nearing each other. By the middle of the month they are fifteen, and at the end scarcely five, degrees apart. (This presents an opportunity to estimate degree distance in the sky). Why is Venus brighter than Jupiter? Which is the larger planet? Does each shine by its own light? If not, how? Is the color of the light the same in each? How do you account for the difference? (It is due chiefly to the variance between the nature of the reflection from the surfaces of these two planets, and may depend, as to intensity of light, on the conditions in our own atmosphere).

Venus attains her greatest apparent distance from the sun on the 14th of the month. In that position half of her disc is illuminated, and a telescope would show her in the form of a half moon. After that she will gradually assume the crescent shape, or the form of a new or old moon, but will continue to increase in brightness for more than a month, because she is still approaching the earth and the effect of this approach will more than counterbalance the decrease in the illuminated surface exposed to our view.

Saturn is no longer visible in the western skies, being in conjunction with the sun on the 12th. In the spring and early summer he will appear as morning star.

Mars is in the east, and may be seen between two and three o'clock in the morning. He is growing brighter each month, but will not be at his brightest until May and June.

Those who observe the heavens from night to night will notice that Sirius, the dog-star, and the brilliant stars which compose the constellation of Orion are "sloping slowly to the west." What a perennial delight it will be for young people to learn the names of the stars and constellations, and welcome them, as old friends in the bright, ever-recurring procession from year to year!

How many degrees has each star moved in the space of a month? Other stars are appearing above the eastern horizon as those visible in January are disappearing behind the western horizon. That bright reddish star in the north-east, seen late in the evening, is Arcturus. By tracing an imaginary arc, formed in part by the handle of the dipper, towards the horizon this star may be found at the lower extremity of the curve. It will be interesting to

trace Arcturus by this curve throughout the year. If it be done from week to week, another great group of stars will be seen to circle in endless succession about the North polar star, some always in view, others, like Arcturus, disappearing below the horizon for a time, then reappearing. Do the stars of the Great Dipper ever disappear below the horizon? It will be a source of the greatest interest to pupils to watch this group of stars through the year and notice the curious turnings of the Dipper. Are your pupils able to find the Little Dipper with the North Star situated in the end of the handle? In what direction do the stars in this circumpolar area move—in the direction of the hands of a clock or watch, or opposite? Are there any planets in this area? Why not? What is the star that has "no fellow in the firmament," referred to in Shakespeare's Julius Cæsar?

Vertical writing has done a great deal to make the teaching of writing easier. It has given us a better position for pupils, simpler letters, has done away with shading and guide lines, and it allows the youngest pupil to make his letters large and coarse. The youngest pupils seem to take to it naturally and within a few months are able to write more legibly than was ever possible under the old slant. The average writing has very much improved. While under the slant we had some pupils whose writing was absolutely illegible, we have none at the present time whose writing cannot be easily read. The question of speed depends very little upon the system taught, but very much upon how it is taught. Extensive speed tests taken throughout the country show that public school pupils using the vertical can and have written more words in a minute than professional penmen using the slant. A test taken in a large number of cities, including Omaha, Des Moines, St. Louis, and others gave a rate of 130 letters per minute for public school children, who have had vertical writing from two to five years, while the average of business colleges and professional penmen in the same cities gave an average of only 103 letters per minute.—*Supt. B. W. Tinker, Waterbury, Conn.*

Two hundred pounds of grain and a liberal quantity of suet were fed the birds in the Middlesex Fells by pupils of the Stoneham schools (Mass.) in one week last winter. The crust on the snow prevented the feathered flock from reaching their food.—*Primary Education.*

February in Canadian History.

February, but little past our mid-winter, has not an important place in the annals of Canada, but there are some interesting events which happened in this month, and to which brief reference may be made.

We can picture the sufferings from cold, hunger and disease endured by Cartier and his band of Frenchmen at Stadacona (Quebec) in the winters 1536 and 1542; of Roberval and his mutinous followers at Charlesbourg Royal (Cap Rouge) in 1543; of Champlain on the desolate island of St. Croix in 1605. Long must the winters have seemed in the after years to the French colonizers at Quebec when rival factions were at war within the walls of the old fortress; when the *habitant*, homesick and often in bitter want, gazed longingly eastward over the snow and frozen wastes of the St. Lawrence, waiting for the warmth of spring and the white sails that should bring him fresh stores and news from beloved France. In contrast to these scenes turn to the winters at Port Royal, early in the seventeenth century, when the knights of the "Order of Good Time" laughed at the rigours of this northern climate and spent the long winter evenings in mirth and festivity.

It was in February, 1663, when after the struggle of a century French Canada scarcely numbered 2,000 souls, that a series of earthquakes began which did not cease until the following summer, and the effects of which were long remembered with superstitious terror. The ice in the river St. Lawrence in places crumbled into fragments, the frozen ground shook, and at one spot, since called Les Eboulements ("earth-slips"), a huge promontory was hurled into the river to form an island.

It was on the 6th of February, 1682, that La Salle, the famous explorer, after an overland journey from Quebec, found his way to the Mississippi river, and after a voyage of two months on its broad current emerged upon the waters of the Gulf of Mexico.

On the 10th of February, 1763, the treaty of Paris was signed, by which France yielded to Great Britain "Canada with all its dependencies."

February 9th, 1776, Capt. Cook received his commission from the British government to explore the north-western part of America; and it was in February, 1779, that this gallant voyager was killed by the natives of the Sandwich Islands, having explored the coasts of British Columbia and Alaska during the previous summer of 1778.

February 6th, 1813, Brockville, Ont., was raided by United States troops, and on the 22nd of the

same month British and Canadian soldiers, in retaliation, captured Ogdensburg, New York.

The 10th of February, 1841, witnessed the union of Upper and Lower Canada into one province and the establishment of responsible government.

On the 10th of February, 1867, the British North American Act, confederating the provinces of Canada, was passed by the Imperial Parliament.

February 15th, 1888, the Fishery Treaty was signed at Washington by the representatives of Great Britain, Canada and the United States. In the following August it was rejected by the United States Senate.

On the 27th of February, 1900, the battle of Paardeburg, South Africa, was fought and a number of Canadian soldiers killed.

February 12th, 1902, the Marquis of Dufferin died. He was governor-general of Canada from 1872 to 1878.

February 11th, 1903, the Alaskan Boundary Treaty between Great Britain and the United States was ratified by the Senate of the latter country.

The Misses at School.

There was once a school
Where the mistress, Miss Rule,
Taught a number of misses that vexed her;
Miss Chief was the lass
At the head of the class,
And young Miss Demeanor was next her.

Poor little Miss Hap
Spilled the ink in her lap,
And Miss Fortune fell under the table;
Miss Conduct they all
Did a Miss Creant call,
But Miss State declared this was a fable.

Miss Lay lost her book,
And Miss Lead undertook
To show her the place where to find it;
But upon the wrong nail
Had Miss Place hung her veil,
And Miss Deed hid the book safe behind it.

They went on very well,
As I have heard tell,
Till Miss Take brought in Miss Understanding;
Miss Conjecture then guessed
Evil things of the rest,
And Miss Counsel advised their disbanding.

—The Advance.

A subscriber in Ontario writes: "I am greatly pleased with the sample number of the REVIEW, and send you my subscription to begin with the January number."
F. S. G.

Questions on Longfellow's Evangeline.

[We have been requested to reprint the following questions, which were written by the late A. Cameron, and which appeared in the REVIEW for April, 1899. The student may well take these as a model for his interpretation of any poem or prose selection in our literature.—EDITOR.]

1. What do you suppose was Longfellow's purpose in writing this poem? Back your answer with any quotations that seem appropriate.

2. Did he intend his story to be taken for an authentic record of events? Quote.

3. What kind of a story would one be apt to expect after reading only lines 1 to 6? What makes you think so?

4. What kind of a story does Longfellow say it is? Quote.

5. Compare and contrast the Acadians of the poem with the real Acadians of that day, and with the Acadians of today.

6. Draw a map showing all the places mentioned in the scene of the action of Part I; and another to illustrate the wanderings of Evangeline in Part II.

7. Make drawings to illustrate lines 35-6, 43-4, 74-5, 125-8, 176-8, 180-3, 407-11, 489-92. Pick out other passages suitable for pictorial illustrations.

8. Collect the passages containing information about Basil, and write a sketch of his life and character based on these passages.

9. Name any other blacksmiths famous in history, or poetry, or myth, or fiction. Tell something about them, or at least in what books we may read about them.

10. Make up questions similar to the last two about the other characters in the poem, and answer them.

11. What is the historical time of the action in Part I, and what is your authority?

12. Ditto for the end of Part II, and ditto.

13. (a) Collect all the notes of time in Part I; and from them determine these things: (b) What is the season of the year? (c) Are the notes of time for the season of the year all consistent with each other, and are they consistent with the historical time? If not, what have you to say by way of explanation? (d) How much time elapses between the beginning and the end of the action in Part I? Which lines indicate the lapse of time from day to day, and from one part of the day to another?

14. Why are such questions unnecessary for Part II?

15. What do you learn from this poem of the accuracy of the poet as an observer of natural phenomena?

16. What does he say of the following, and how does it agree with what you have learned from observation or otherwise?

Tides, moonrise, magpie's nests, dawn and sunrise, sunset and twilight, the appearance of the

dying, sea-fogs, spinning, the sign of the scorpion, Acadian ale, cow's-breath, etc., etc.

17. "Distant, secluded, still." There are many examples in the poem of triads of epithets like this. Find a dozen or so of them and cite the lines where they occur.

18. Here are some various readings that occur in the different editions of the poem; which do you think is the better one in each case, and why do you think so?

(a) Line 353—Thus passed the evening away.

Thus was the evening passed.

(b) Line 518—The whispering rain.

The disconsolate rain.

(c) Line 564—The weary heart.

The heavy heart.

(d) Line 1217—Look at this delicate plant.

Look at this vigorous plant.

(e) Line 1218—See how its leaves all point.

See how its leaves are turned.

(f) Line 1219—It is the compass flower, that the finger of God has suspended.

This is the compass flower, that the finger of God has planted.

(g) Line 1220—Here on its fragile stalk.

Here in the houseless wild.

And there are probably others.

19. There are a dozen or more Biblical allusions in the poem. Cite the lines where they occur and the passages of the Bible to which they refer.

20. For what does Longfellow use the following as similes: Forget-me-nots, roe, day, clock, rivers, oak-leaves, hollyhocks, oar, a storm in summer, Hagar and Ishmael, the thoughts of God. Find a lot more of his images, and say what you think of their appropriateness.

21. What was your experience in reading *Evangeline* aloud? Did you find it easy for the voice and pleasant to the ear?

22. The metre requires many awkward and violent inversions. Mention some that you have noticed.

23. Tennyson advised budding poets to beware of their "geese." How do you think he would have liked Longfellow's many hissing sibilant lines? Look out some of the most extreme cases, and, if you can find them, any lines which contain no sibilant sounds.

24. In the selection and arrangement of proper names, especially place-names, does Longfellow satisfy your sense of melody? If so, quote a few of what you consider his most felicitous passages in this kind. How do you think *Evangeline* compares in this respect with *Paradise Lost*, or with Scott's poems, or with Macaulay's *Lays* and his *Armada*?

25. What is the smallest and what the largest number of syllables in a line of the poem? Give the numbers of lines containing all the different num-

bers of syllables possible,—one line will do for each different number of syllables.

26. As a general rule in metre of this sort the last foot has two syllables and the second last has three. There are some exceptions in this poem to one part of this general rule; try to find them.

27. The feet should be either dactyls or spondees, but spondees are rather hard to get in English; cite some examples of real ones.

28. In which lines does the sound seem to echo the sense?

29. Quote some lines that strike you as specially musical, or the reverse.

30. Comment on the poet's selection of "sound-words." For example, on the verbs he uses for the sounds of the forest, the looms, the spinning-wheels, wings, pigeons, cocks, weather-cocks, etc.

31. Compare the different night-scenes in which Evangeline appears. What does the poet seem to suggest by them?

32. Why "winters" in line 62, and "summers" in 65?

33. What is "the vice of republics?" Is it a vice of real republics, or only of nominal ones?

34. Look at the "yet" in 67 and 636.

35. Why "he" in 8?

36. In 69-81, how do the circumstances affect Evangeline's beauty?

37. Explain whatever may need explaining in 334, 369-71, 466, 500, etc.

38. Make an inventory of the furniture and utensils in an Acadian home, and give a reference for each item.

39. Collect all the examples of folk-lore you find in the poem.

40. In 912-4, why are we not told about his foot-covering?

41. Make a list of the words you found difficult to pronounce, and of those whose meanings you did not know at first sight.

42. Why "wandered" in 1092-3, and "wander" in 1095? Compare Calkin's Geography, page 30.

43. What is Longfellow's way of saying that "misery likes company?"

44. "As leaves to the light," (line 1269). Discuss the reasons given for Evangeline's choosing Philadelphia as her last resort.

45. Line 1283, what other lessons does such a life sometimes teach?

46. "Coming events cast their shadows before." Point out examples of this in Evangeline.

47. Line 419, "Noblest of all the youths." So the poet tells us; how does he show it in the poem?

48. Collect the passages relating to eating, drinking, sleeping, smoking, fiddling, dancing, and comment on them.

49. With what mental moods is rain usually found associated in poetry? Quote examples from Evangeline and from any other poems.

50. Which are your favorite passages? Why do you like them?

A. CAMERON.

Yarmouth, N. S., April 1, 1899.

Drawing for the Lower Grades—III.

Continuing the suggestions for the ruler drawing from last month the next exercise would be the drawing of parallel lines. The various positions are shown in Fig. 9, and the method would be somewhat

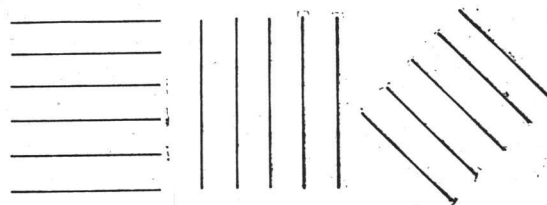


Fig. 9.

the same as in the first exercise. With the horizontal and vertical lines there is no difficulty, as the ruler can be placed along the edge of the paper and the points marked as in Fig. 7. After making similar marks on the opposite edge the parallels are completed by joining the points. With the oblique lines a little more difficulty will be found, and it may be that a little assistance from the teacher will be required in seeing that the points are set out in the same direction. During the lesson the name parallel should be given, and concrete examples elicited from the children, such as the ceiling and floor, opposite walls, sashes of the window, etc. The exercise may afterwards be repeated without measuring, and then again freehand. Both of these methods give excellent training for the eye in judging distances. After the above a lesson on angles would be in order. These should be drawn with the ruler and freehand in all sorts of positions to enable the children to readily recognize them. (Fig. 10). It is advisable

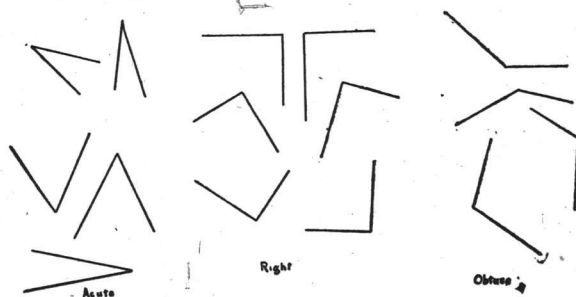
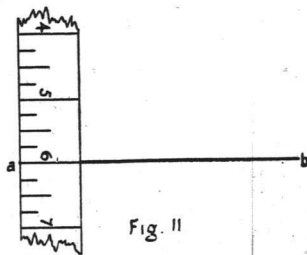


Fig. 10.

to commence with the right angle. Numerous examples may be found in the room, such as the corner formed by the floor and wall, the meeting of two walls, the corner of the table, etc. The children should test each of these with a set square, or a piece of card cut to form a right angle. This will establish the fact that a right angle is always the same, notwithstanding its position, or the lengths of the

lines forming it. Another difficult point for children to understand is the difference between vertical and perpendicular. This may be made clear at this stage by showing that the vertical is always upright, while the perpendicular may be in any position as long as it forms a right angle with another line. The obtuse and acute angles will follow, and may be defined as *greater* or *less* than a right angle. A good means of illustrating these is an open book. In the drawing of the right angle the following is the method of procedure: Draw a line *a b*, say four inches long. Next place the ruler as in Fig. 11, so



that one of the inch marks, which as suggested last month should go completely across the ruler, exactly coincides with *a b*. Now draw the perpendicular to any required length. Directly the construction of the right angle is thoroughly understood, its combinations may be proceeded with. The square affords a large number of examples, as a great variety of

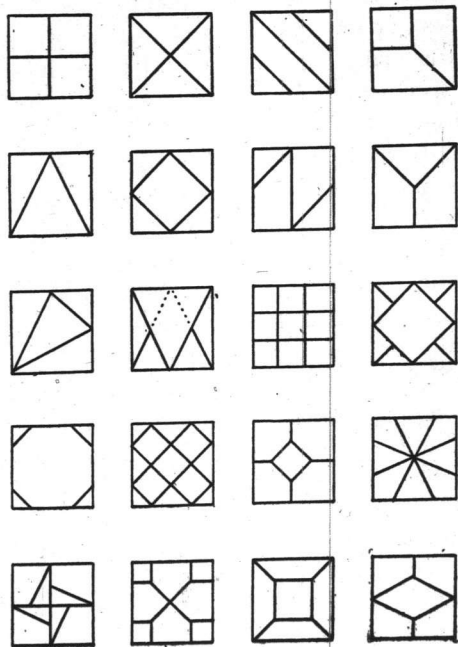


Fig. 12.

simple patterns may be evolved from it. The tendency to monotony in repeating the square is relieved by this variety in pattern, which has

another benefit,—that of starting the children to design for themselves. Fig. 12 gives a few of such designs. The oblong may be afterwards similarly treated.

The position of starting a drawing should receive attention, as the children should be required from the earliest stages to place the drawings symmetrically on their papers. A good plan is to divide the paper into two equal parts by a horizontal line across the centre. The children may then make a ruled drawing in the upper half, and reproduce the copy freehand in the lower half. In the latter the eye alone should judge the size of the lines required, and no measuring should be allowed until the copy is complete, when the various lines may be measured as a test for accuracy. The following will give some idea of a first lesson on the square: As remarked before, teachers must adapt language and style to the capacities of the children being taught. Fig. 13 shows the arrangement of the drawing on the paper. The letters are only used for reference and are not required to be placed on the children's drawings. First allow the children to measure their papers and place a point half way down each side, then join the points by a firmly ruled line. Next draw *a b* about four or five inches long, from one-half to three-quarters of an inch above the centre line. As each line is drawn a few questions may be asked, thus: What sort of a line is this? Straight. What else? Horizontal. Now draw *a d* at right angles to the first and equal to it. What kind of line may we call *a d*? Straight. Anything else? Vertical. Another

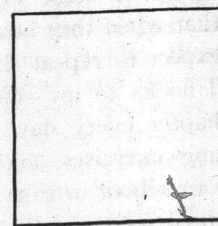
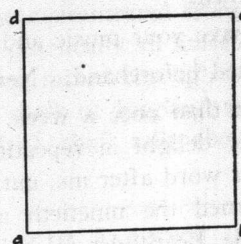


Fig. 13.

name? Perpendicular. What is it perpendicular to? The first line *a b*. Next draw a similar line from *b*.

What position does it hold with regard to the last line? Equal and parallel. How far apart should the upper ends be? The same as *a b*. Join *d c*. What relation is the last line to the first? Equal and parallel. Give the name *base* for the first line, explaining its meaning and application. To test the accuracy of the drawing measure the diagonals. (This word and its meaning may be given). If the square be perfect, these should be exactly equal. A few questions on the square may follow. How many sides has a square? How many equal? How many angles? What kind? From these the children can form a simple definition as "A square is a figure with four equal sides and four right angles."

When drawing the freehand copy in the lower half it will be found simpler to commence with the upper line and work downwards. The lines should be drawn lightly at first, to enable errors to be easily corrected. Afterwards the lines may be redrawn a little heavier.

Beginning the Day Right.

The success of a day's work in the schoolroom greatly depends on the manner in which the day's round of duties is begun. Too few teachers realize this, but when they do, they aim to make the "opening exercises" an interesting feature. I have no doubt many a child considers the first of the day's programme such a *bore* that he does not mind being late now and then.

Be sure to have your music and Scripture lesson carefully selected beforehand. Never use the same selections more than once a week. I find that the children greatly delight in repeating the Scripture lesson word for word after me, until, unconsciously, they have learned the ninetieth and twenty-third Psalms and the Beatitudes. Let them echo your words in any little prayer you may wish them to learn, either original or some little poem suitable as a prayer, so that when they bow their heads they do not always expect to repeat the same prayer.

I read several books to my school every session by reading a chapter every day. I take the time during the opening exercises, and the boy or girl who fails to get to school in time to hear the day's portion of the story feels greatly disappointed.

In this way tardiness has become only a case of necessity in our school. Aim at brevity and cheerfulness in all you do the first fifteen minutes of the day, and the day is sure to be well begun.—*Sel.*

Mineralogy—No. IV.

L. A. DEWOLFE, NORTH SYDNEY, N. S.

The minerals we shall study this month have no close relation to those taken before. In fact there are different groups one may take in whatever order one finds most convenient. For the present article I shall choose quartz; because it is so widely distributed that no one will have difficulty in procuring specimens for study during the winter months. When I say *quartz*, many will think of a white or glassy mineral so common in every brook and on every shore. This, however, is only one of the many varieties.

Quartz is a very hard mineral—too hard to be scratched with a knife. Its chemical symbol is SiO_2 . When pure, it is glassy; but owing to impurities, it may be almost any color. Though different colors and structures warrant the use of different names, it must be remembered that all these represent the same mineral so far as general composition is concerned.

According to structure, we may group all varieties of quartz under three heads. (1) Crystallized; (2) crystalline; (3) cryptocrystalline.

By the first we designate those specimens whose crystallization is so coarse that one can see the definite shape of each individual crystal. This group includes "rock-crystal" and (usually) amethyst. Can you make out the shape of these crystals from your specimens? If you have any North Mountain amethyst, you will, I think, see numerous six-sided pyramids rising perhaps one-eighth of an inch out of the main body of the rock. These are the ends of crystals. A perfect quartz crystal is, you will find, a six-sided prism terminated by a six-sided pyramid. Each face of this hexagonal crystal has very distinct parallel *striae*. See if they run longitudinally or transversely. The clear glassy "rock-crystal" is used for cheap jewelry, optical instruments and spectacles. You are all familiar with the use of amethyst as a gem. It is quartz stained with (probably) manganese.

The second, or crystalline group, includes all varieties of quartz which break with a more or less rough surface. Their structure, often granular, suggests crystals, but these are too small to be distinguished. To this class belong milky quartz, rose quartz, smoky quartz, and other common forms. The names suggest the appearance without any further description.

To the third, or crypto-crystalline, belong flint, jasper, agate and chalcedony. These break with a perfectly smooth surface, apparently being devoid

of crystals; although under the microscope even these are found to be finely crystalline. They all have conchoidal cleavage, (*i. e.*, they break with curved surfaces somewhat resembling sea shells—Latin *concha*, a *shell*). Flint, as everyone knows, is usually dark or smoky. Jasper is chocolate red, yellow or green,—red is the commonest color. Bloodstone is a deep green jasper with spots of red, resembling drops of blood. Chalcedony is usually bluish; while agate is variegated. Most of our common Nova Scotia agate looks like a mixture of jasper and chalcedony. The different colors are sometimes in layers—banded agate; sometimes irregularly scattered—mottled agate; and sometimes in moss-like shapes—moss agate or Mocha stone. Carnelian is a bright red chalcedony much used for beads, jewelry, etc. However, I do not know of its being found in Nova Scotia.

The chief coloring materials in these minerals are hematite, which gives the red; limonite, or yellow-ochre, giving the yellow and brown; chlorite, the green; manganese, the amethyst; and vegetable, or carbonaceous matter, the smoky.

Amethyst, chalcedony, jasper, and agate are abundant in the North Mountains. Perhaps teachers in the vicinity of Blomidon would exchange specimens for minerals representative of other parts of the provinces.

Notice that while these varieties of quartz differ so widely in appearance, all are very hard, all have a white or light-colored streak, and all are of medium specific gravity. But, on the other hand, the first two groups have a glassy lustre, hackly fracture, and no cleavage; while the third has a somewhat waxy lustre, and conchoidal cleavage.

Besides the above, one might include under quartz, silicified wood, pumice stone, obsidian, tripolite, (diatomaceous or infusorial earth), cacholong and opal. Silicified wood is not, as many think, wood turned to quartz, but wood replaced by quartz. Pumice and obsidian are volcanic material consisting of a large per centage of quartz. Tripolite is mainly a collection of sponge spicules and silicious coatings of very small plants, (diatoms). The hard quartz makes it a good polishing powder. Several lakes and peat bogs in the provinces contain deposits of this substance. Cacholong is the white, opaque, fine-grained material often partly surrounding a specimen of amethyst or chalcedony. Opal is much like quartz, but is a little softer and usually contains water in its composition. These are brief notes, but I wanted to refer to such well-known

minerals in passing. I shall not speak of them further in future articles, but shall be glad to answer questions, so far as I can, if any anxious inquirer wishes to know more about them.

Some reader will perhaps wonder how quartz got into veins or other masses as we now find it. Most geologists agree that earthquakes and other earth movements have caused great cracks or fissures; and that these have subsequently filled with minerals from the solutions circulating through the rocks. Now the two elements by far the most common in the earth's crust are *oxygen* and *silicon*. One is not surprised, therefore, that the most common vein-filling material is quartz—a compound of these two elements.

Space does not permit a presentation of the theories regarding the exact method of deposition. Any good book on geology will give them. It is enough to say that in all probability both vein-quartz and the minerals it encloses came in solutions from surrounding or underlying rocks. Amethyst and agate are usually found not in veins but lining somewhat spherical rock cavities. These cavities have been formed by solution or by gases; and have partly filled by mineral solutions from the surrounding rock. If successive depositions of quartz accumulate, banded agate is liable to result; but if the cavity suddenly fills and the water slowly evaporates, larger crystals have time to form, and the probable result is amethyst or rock-crystal. Such crystal lined cavities are called *geodes*. Flint is usually found in small nodules in limestone. It is supposed to have become concentrated from the surrounding limestone; for practically all limestone has a certain amount of silica mixed through it. We often get flint from the chalk of England as ballast.

Next month I shall talk about limestone and gypsum.

The following is a method of presenting the spelling lesson. On Monday morning a list of twenty words is written upon the blackboard in front of the class, and these are separated in groups of five. On Monday the children learn the first group of five words; on Tuesday these same words are dictated for spelling, and the second group of five taught. This process continues through the week until all the words are learned. The next Monday the whole list is reviewed and a new list of twenty words placed on the board. In this way a large vocabulary is acquired during the year, but the mistake is never made of assigning too many words for a lesson. It is a greater advantage, also, to have the words before the eyes of the pupils for a whole week.—*N. E. Journal of Education*.

Mental Arithmetic.—No. II.

H. F. SPINNEY, NORTH SYDNEY, C. B.

INSOLVENCY PROBLEMS.

In taking up the study of these problems, start with such verbal questions as: If A owes \$400 and has only \$200, what part of his debts can he pay? How many cents can he pay B to whom he owes \$1? If A owes \$800, and has only \$200, what part of his debts can he pay? How many cents can he pay C to whom he owes \$1?

After explaining how a man becomes a bankrupt, the meaning of creditors, assets, etc., make a heading on the board something like the following:

I. Debts.	Assets.	Part of Debt Paid.	Cts. paid on Dollar.
\$6,000.....	\$3,000.....	?	?
\$8,000.....	\$4,000.....	?	?
\$8,000.....	\$2,000.....	?	?
\$5,000.....	\$1,000.....	?	?

As each question is put down ask the pupils for the answers for the third and fourth column, filling them in as they are given. At the second lesson the third column might be omitted.

II. Debts.	Assets.	Cents paid on Dollar.
\$2,000.....	\$1,000.....	?
\$9,000.....	\$6,000.....	?
\$5,000.....	\$2,000.....	?
\$8,000.....	\$4,800.....	?

After putting down ten or more such questions, and filling in the third column as the answers are given by the pupils, erase all the numbers in the second column, and ask for a show of hands to replace them, one at a time. Then follow with more.

III. Debts.	Assets.	Cents paid on Dollar.
\$6,000.....	?	50 cts.
\$4,000.....	?	50 cts.
\$5,000.....	?	20 cts.
\$8,000.....	?	60 cts.

The first column can then be erased and more added.

IV. Debts.	Assets.	Cents paid on Dollar.
?	\$2,000.....	50 cts.
?	\$1,000.....	33 1-3 cts.
?	\$2,000.....	40 cts.
?	\$1,000.....	25 cts.

After several lessons as above, in which the questions are very gradually made more difficult, ask the pupils for a written expression that will do to solve hard problems like those in group II. Some bright pupil will quickly observe that, in the first: cents paid in the dollar = $\frac{1000}{1000}$ of 100 cts. = $\frac{1}{2}$ of 100 cts. = 50 cts., and in the fourth: cents paid in the dollar = $\frac{600}{1000}$ of 100 cts. = $\frac{3}{5}$ of 100 cts. = 60 cts.

To secure a written expression for group III will be found more difficult; but it can be briefly stated thus: In the first question, Assets = $\frac{1}{2}$ the Debts = \$3,000; in the fourth, Assets = $\frac{6}{10}$ of debts = $\frac{6}{10}$ of \$8000 = \$4800.

My pupils found the greatest difficulty in group IV. However, one pupil expressed the first question thus: $\frac{1}{2}$ Debts = \$2,000, therefore Debt = \$4,000.

So in the third question, $\frac{4}{10}$ debts = \$2000; $\frac{100}{100}$ debts = $\frac{2000 \times 100}{40} = \5000 .

Ask the pupils to "make up" five or ten such problems at home, promising them to make use of those which are most appropriate and most carefully done.

Lasting Influences.

Quite a number of years had gone by since the school in Woodburn had been conducted by Mr. Kingsley; he had had indifferent fortunes. After teaching there he had turned to other occupations because there was more money thus to be earned; but had not met with expected success. Again he undertook teaching because it was a congenial work, but the salary was small and less than his family needed. He had just paid an assistant and but a few dollars remained as his share. Over this fact he sat thinking as the day declined. . . . The school was an interesting one; he had the confidence and love of his pupils; they appreciated his untiring efforts. The community felt his influence, for he aimed at the pupil's wholeness, not simply at his acquiring the few things out of a text-book. He was cited as an authority in households, in the evening when all were gathered together, so that the parents felt he was a moral power in their midst.

Mr. Kingsley knew something of this; he would be told by parents, "You are worth everything to us; I do not know what we should do without you." And then would follow some incident that showed a child trying to act conscientiously because of influences derived from contact with his teacher. It would not be anything apparently connected with the history, the arithmetic, or the grammar; it

seemed to be an influence from the teacher that affected him.

Yet as he sat there alone in his library, a package of uncorrected compositions before him on the table, and the receipt for money just paid that exhausted nearly the earnings of the third quarter of the year, he was decidedly unhappy. He enjoyed correcting those immature essays, for they were the efforts of youthful friends. To be interrupted to pay out money was a shock—for it left him so little for himself; but it was becoming dark and he did not resume work on the compositions; he thought of his determination to be a teacher twenty years before, because he could in that way do good. He began to question whether that was a wise decision. True, he had led a happy life; he enjoyed the kind of work; he felt he knew how to do it and do it right. But the pecuniary rewards were so small.

The door bell rang and a card was placed in his hand, but he did not recognize the name. Still depressed he entered the parlor and was rapturously greeted; it was a pupil of ten years back.

"I only heard yesterday that you were here, and determined to come to see you, for I owe you so much. I know I was a trouble to you in Beverley; I must have been; I was a trouble to my folks, but I learned so much from you! I was married three years ago, and have an excellent husband; he has nothing but praises for me, but I tell him Mr. Kingsley did it all." . . . The sad thoughts that had filled the teacher's mind had been dispelled by this unexpected visit. He recalled Ione Stearns as she used to be; her wilful, unsteady, and purposeless ways. She lived with a wealthy uncle, a widower; an uncultivated housekeeper being the only one to see to her bringing up, she was often severely scolded by her uncle for her untidiness and rude manners. She had come to the school, hating to observe the rules of conduct laid down, more than the study required. But she had given way to the influences that permeated the entire congregation of youth; she had become a new creature; her uncle wondered why she was polite, refined, cognizant of his wants, and able to take the place so long vacant—the lady in the household.

The teacher reflected that she was but one of many such efforts produced through his labors during the past twenty years. And what pleased him greatly was that he had learned that day he had been of the highest service to a human being he had all but forgotten. He felt sure there must be many, many others like Ione; yes, he had not lived and

labored in vain; his was a useful work; the God in the heavens must be pleased with such labors; he would continue to teach though his pecuniary reward was small.

Mr. Kingsley went out into the open air; he felt that nature had something to say to him in his present mood. As he walked up and down he took courage to say to himself that he was doing lasting work; something that he should not be ashamed of when he joined the throng of the immortals. He could put aside, for the time at least, the perplexing fact that he had little money in his purse. The stars appeared one by one as he walked and thought; there was no sign of languor in them. He felt, "This is my path in life; this is the work I have been sent to do; I will not belittle it because there is more money in other paths; nor will I shrink from it."—*The Teachers' Institute.*

Mistakes Young Teachers Make.

There are so many pitfalls lurking for the feet of the unwary young teacher that it may not be amiss to hang a few danger signals at the most dangerous bogs in the hope that the red light may warn some away.

There is the dreadful bog, Favoritism, where so many youthful feet are entrapped. It is simply impossible to help liking the dear, clean, attentive pupils better than the stupid, unattractive ones and the good pupils should be praised—but listen! Every time you call attention to the beautiful paper a good boy lays on your desk speak also of the wonderful improvement in the looks of some dull boy's work. Train your eyes to find some improvement in even the most hopeless pupil, for praise is doubly dear to the struggling youth who has not the brain power of the bright child. Never, never, never tell a child he is stupid, and discourage him by comparing his work with that of a bright pupil. The iron cannot help entering into his soul and one more trial is added to his clouded life. He may not even be bright enough to be resentful toward you, but you can not realize what he suffers under the dull exterior.

Scolding the whole school for the fault of one pupil is a common error. Many a time the whole room is thrown into an uproar by the teacher as she sails down the aisle to capture one offender when by going quietly to his side she could have corrected the misdemeanor. Every boy and girl must look and listen, and when the impromptu trial is ended work is impossible for the rest of the session. There are cases when a thunder-clap of righteous indignation

is necessary for the good of the entire school, but the little everyday happenings are best dealt with in private.

Threatening is one of the weak points of the new teacher and is always to be deplored. It is well to have a very few general rules and rigidly live up to them without threatening. Far better make a mental note of the boy who is disturbing the school and punish him at the close of the day as the case demands than to be continually telling what you will do if certain offense is repeated. One of the most astonished boys I ever saw was one who had persistently annoyed a timid girl near him all one day. The teacher quietly corrected him, but the offense was repeated, so she pretended not to notice him till the children filed out of the room. Then taking him out of the line she closed the door and gave him a sound whipping without a word of warning. Of course the story leaked out, as those things always do, and thereafter the boys heeded the quiet reproof for fear of judgment to come. The wise general does not publish his plans and neither does the wise teacher.—*Adapted from Popular Educator.*

Primary Reading, First Grade.

Every primary teacher realizes that the essential in her room is reading. In order to read, the child must be able to grasp the thought expressed on the printed page. In order to grasp the thought the child must be familiar with the signs by means of which the thought is expressed.

The reason for this is obvious. When the child enters the schoolroom he is familiar with the appearance of certain objects. Many of them he knows by name, and readily recognizes the pictures of them. Now he is brought face to face with this same object in a different form, so to speak. Ever since he can remember he has known what a *cat* is; he can call it by name, and recognize a picture of it. But he has never seen the written representation of it. It is now the teacher's duty to make him acquainted with it. If she presents both the script and printed form, the child's mind will become confused and the result will be that he will not know either one perfectly, for psychologists tell us that the human mind is capable of grasping but one idea at a time.

These same educators advocate the teaching of script forms first for various reasons, among which are these; that the child can sooner begin to write, and that the teacher can more rapidly place the work on the board in the presence of the class, and we all

know that the children are much more interested in the words and sentences the teacher is putting on the board in their presence, than they are in work already placed there before the class is called.

In preparing the work for the first months of school it is a good plan to write upon a card all of the words found in the readers to be used. This card is simply for the teacher's use and may be tacked up at one side of the board, or kept in her desk, and the words checked off as they are mastered by the children. In this way it takes but very little time to prepare a list of familiar words for a word drill. Of course, if there is blackboard room, it is better to keep a list of words on the board for constant reference, and adding to it each day the word or words mastered by the children.

When children first enter school make them feel at home; have simple conversation lessons; gradually introduce objects and pictures; let children express their ideas freely about them, framing sentences for the teacher to write on the board, the children to read in turn, each child pointing to and reading his own sentence.

After considerable work has been done with sentences as wholes, analyze them with the children in order to secure the separate words and phrases. Later on, in the same manner analyze the words to find their component parts.

At first teach the words *a*, *an* and *the* in connection with the words with which they are used. In this way the children will unconsciously use the correct pronunciation, and save trouble in the future.

The transition from script to print need not be the bugbear it often is, if the script form is thoroughly mastered first. In beginning the work with print, use objects just as in the very first lessons, only *printing* the sentences and words instead of writing them. But never let the children print. It is simply a waste of time and useless.

Now-a-days nearly all of the readers for primary children have many action sentences in them, especially in the first part. Let the children act them. How they love to! And what a zest it adds to their reading! The aid that the acting is to the child's expression in reading can hardly be estimated.

This brings us to another so-called stumbling expression, or rather the lack of expression. One help is to have the child read the sentence *silently* first, then, closing the chart or blackboard, *tell* it to the class.

When the children are far enough advanced to

study their reading lessons, the teacher should go over the advance lesson with the children, finding the new words and drilling on them. Every teacher has her own devices for these word drills, and is constantly thinking of new ones.

We now come to the three subdivisions, if I may call it so, of reading, that have caused as much, if not more, discussion as the different methods of teaching reading.

Some teachers claim that phonics should be taught after the child has been in school but a few days. Some that they should not be begun until Thanksgiving or Christmas. There are successful teachers following each one of these methods. You must adapt your method to yourself and your pupils. In phonics, if in no other phase of your work, the ground must be covered very slowly and thoroughly, or in a short time your work along this line will be in a tangle that you will find almost impossible to unravel.

Spelling should be begun early in the year, and continued with diligence and unflagging zeal. All of you have seen the demonstration of the first spelling lessons, so I will not take your time for that. Only be thorough. Results will tell.

Certainly the children should be able to repeat the alphabet and recognize the printed and written forms, when they leave the first grade. There are many ways of teaching it, and most of them good. Use any you think best fitted to your pupils. One caution I would throw out,—Don't require the children to learn it until they are ready to use it, for if you do, it will be forgotten and the ground must be covered again. Again I say, be thorough.—*Adapted: Grace Miner, in Dakota Journal of Education.*

An old record sums up the duties of a New England schoolmaster of 1661, as follows:

1. To act as court messenger.
2. To serve summonses.
3. To conduct certain ceremonial services of the church.
4. To lead the Sunday choir.
5. To ring the bell for public worship.
6. To dig graves.
7. To take charge of the school.
8. To perform other occasional duties.

A subscriber, after many years of faithful teaching, says: "I wish your paper every success, and should I ever enter into active service as teacher again I shall at once take your valued REVIEW."

Drawing in the Manual Training Room.

By F. G. MATTHEWS.

Drawing is a mode of expression which is universal, and may be said to be the acme of shorthand. A few lines, speedily put together, will give a much better and quicker idea of what we wish to express, than would pages of printed matter. As language is the essential foundation of mental education, drawing should be the natural starting point of education in all its forms. It may, therefore, be conceived how useful drawing is in the manual training room, where so much has to be expressed in so little space, and in so short a time. In addition, drawing is of itself a form of manual training. It is a powerful means of developing the perceptive faculties. It brings the eye into close relationship with the mind, while the hand unconsciously becomes the servant of both. It cultivates and trains the sense of form and proportion, through the constant analysis of both; makes the eye quick and sure in observation, and the hand skilful in execution.

In considering the subject from the standpoint of a manual training teacher, it must be remembered that drawing is very limited in extent in the manual training room, chiefly because so much of it is mechanical, yet it loses none of the advantages enumerated above, and should on no account be treated as of minor importance to the bench work, whether in cardboard, clay, wood or iron working. It is necessary that every child should learn to read and write the language of drawing. He should, therefore, make a fully dimensioned drawing of each piece of work, either before or side by side with the bench work. Actual specimens may be and are sometimes used instead of working drawings, but they are very poor substitutes. If the drawing be taught intelligently the child has a clear idea of what the work is to look like when finished, and also all necessary instructions as to the dimensions of the various parts. The result is that he returns to the bench with a full conception of what is required, and sets to work in such a manner that a spirit of self reliance is fostered, which is bound to have a lasting effect. As the drawing in this work consists largely of plans, elevations and sections, the principles of these must be thoroughly understood, but as these principles are difficult for young children, the drawing in the early stages should be as largely as possible pictorial. Sketching is not desirable, and should not, as a rule, be permitted in working drawings as it tends to lessen accuracy. This does not mean to say that freehand should not be allowed

in the manual training room. On the contrary it can be used to great advantage, and should be encouraged in the sketching of leaves, sections of trees, and the drawing of tools, apparatus, etc. The free use of the blackboard by the teacher to illustrate the object lessons will greatly help the above. Sometimes it is permissible to make freehand working drawings, especially where the pupil is working out an original model, (though this should be followed by a properly finished drawing), or where the model consists of a number of curves which are not easily drawn with instruments. This should not be carried too far, as it is likely to cause a deterioration in the quality of the work, and to counteract the tendency to habits of neatness and precision which result from accurate mechanical drawing.

To combine the accuracy of a working drawing with the picturesque effect of a freehand sketch is somewhat difficult, but this can be obviated by a judicious use of isometric projection. The chief advantages of this kind of drawing are that it is easy to read, much more so than orthographic projection, and is easy to represent, where the object is rectilinear. Its chief difficulty lies in the fact that the theory is rather beyond the understanding of young children. The principles, however, may be taught, and the theory left till later. It is also unnecessary to use the isometric scale, and this gives us another advantage, viz., that the drawing may be made to full dimensions. If this projection be used in the higher grades, it will be found more useful to make the drawing from the orthographic projection, rather than from the model, as this is of great benefit in helping the pupils to *read* a drawing, which is always more difficult than to *write* one.

Another feature, which is worthy the attention of manual training teachers, is that of ambidextrous drawing. Mechanical drawing lends itself to this form of training even more than freehand, on account of the assistance given by the various instruments. It has been objected to as a "fad" or a "novelty," but most authorities now recognize that it is based on the physiological principle that the muscles on both sides of the body should be equally developed. If it be started with the younger classes, no diminution in the quality of the work will be noticed in the following years, while the pupil will have reaped the benefit of using either hand with equal facility.

"Count that day lost whose low descending sun,
Views from thy hand no worthy action done."

A Teacher's Toast.

Elizabeth A. Meseroll, one of the clever school teachers of Trenton, N. J., made a hit at the recent re-union of the alumni of the state schools by her response to a toast. Among other things, she said:

"That the school teacher should be toasted is obviously fitting. For though this association boasts of its doctor, lawyer, merchant, chief, its rich man, its poor man, its beggarman and perhaps thief, yet in far more alarming measure does the school teacher abound. Semi-annually we hold our breath when the normal pours out its large classes upon the helpless state. We wonder what will become of the graduates. Sometimes we wonder what will become of the state. One by one, however, they find some channel of work and disappear from the general sight, except when on some such occasion as this one is fished out and held suspended before the public view. How eagerly shall we follow the short and simple annals! How irresistibly shall we be drawn to the conclusion which will run like a refrain through the glowing words —

"Some are dead and some are wed,
But most go on forever."

"The school teachers flourish distinctly in two armies—the one small but strong—the males; the other large, but feeble—the females. Down through the years militant they go—the small, strong army a step or two in advance; the large, weak army following with becoming meekness. Menaces and challenges have been thrown from one army to the other; sometimes actual engagements have occurred. But in the main the armies march forward amicably against the common foe, for the angel of tolerance and forbearance walks between and keep the peace.

"Forth they go, conquering and to conquer, battling against ignorance, vulgarity, and stupidity; warring against prejudice, struggling fiercely for life, liberty, and the pursuit of happiness, until one by one they make a triumphant entrance as Retirement Fund annuitants."

ARITHMETIC MATCH.—Select two leaders and let them choose sides as for any match. Give twenty or twenty-five mental problems and require the pupils to write the answers upon their papers, always concretely. Exchange papers, the opponents correcting each others' papers, the teacher giving the correct answers. Each correct answer receives one credit. Count the number of credits for each side to determine the victors. This may also be used as a spelling match, the pupils writing the words instead of spelling orally. This gives each one a chance to spell all the words, and is not so tiresome as the old-fashioned "spelling down."

In the Country School.

As a general rule there is no other place where a teacher is thrown so completely upon himself for both resources and guidance as in the country school. Nor is this altogether an evil, by any means. If he is a person self-reliant, earnest in his work, well prepared for his vocation, and endowed with the power of meeting emergencies, it may be most fortunate both for him and for his pupils, that he has no superintendent, no cast-iron course of study, no strictly prescribed grades, nor established methods to conform to.

Nothing is more important for any teacher, and this is especially true in the country school, than to be prepared beforehand for whatever may arise. Lack in this regard is probably much more frequently a lack of failure than lack of ability, lack of appliances, or lack of outside support. A wise teacher will be certain to go before no class without having looked carefully over the lesson for the day in the quiet of his study. In this way, he knows precisely what is coming, he knows where difficulties are likely to arise, and he will have plans for meeting them. If he knows his pupils as he ought to know them, he will know where each one is peculiarly liable to stumble, and he will have devised some special plan of meeting that pupil's special needs. Such a course will have an enormous influence in establishing the teacher in the respect and confidence of his pupils. They will feel that whatever may happen, he is master of the situation. And all this is quite as true in respect to matters of discipline and management, as in matters of instruction. In the school world, as in the world of nature, storms seldom burst out without ample warning. The teacher who is alert and thoughtful will take note of threatening phenomena; and he will be prepared to dissipate the storm if possible; if not, to meet it at no disadvantage.

Even in so small a matter as the making of announcements to his pupils, he will be prepared to do it in the proper way, omitting nothing, making no confused or bungling statements, and wasting no words. An excellent aid is to have tablets, or a sheet of loose paper, lying on his desk at all times, on which he will make notes of anything that needs to be said, at any moment when it occurs to him; and then, at the proper time, he will speak by the card.

A little ceremony at times has a good effect, especially upon boys and girls in the country,—a

formal "Good morning," on opening, and a formal "Good night," at dismissal. While this is made formal, it should by no means be heartless; let the tones be round, full, and hearty, and let time enough be taken to make an impression. On the entrance of a visitor, it may be well at times for the teacher to allow the school to rise and greet him with a proper salute. Visiting the schools of Toronto at one time, in company with Superintendent Hughes, nothing impressed me more pleasantly than to see the children rise and, in response to the superintendent's "Good morning, children," make a graceful gesture with the right hand and return a ringing, hearty "Good morning, Mr. Hughes." Some such well-managed ceremony does much to remove the awkwardness and boorishness which too often trouble children in the country.

Of course, every teacher will have a programme; it will be carefully prepared, conspicuously posted, and strictly followed. Such a programme saves much time; but perhaps that is the smallest part of its value. It trains pupils into the habit of planning their work beforehand. It is the lack of this habit which causes more noise, confusion, wasted effort, and vexation, in the world than almost any other one thing. But this is not all, perhaps not the best to be said for the good programme carefully followed. It has a wonderful power in developing a sense of responsibility. At the appointed moment, the exercise is due; it will be rigidly demanded; the pupil knew beforehand that it would be demanded at that time. Thus he grows into the habit of feeling fully responsible for demands which must be met, and for which preparation can be made. It should never be forgotten for a moment, that the effect of a school for good or evil is vastly greater in the habits it fosters than in the formal lessons it teaches; no amount of knowledge acquired can atone for the formation of bad *habits*, of thought, speech, or action. Habits make character; some one has pithily said "Sow an act, and you reap a habit; sow a habit, and you reap a character; sow a character, and you reap a destiny."

One most important point, in all the teacher's planning and preparing, will be to see that every pupil, in recitation hour and in study hours alike, has something pressing upon him to be done, and that he is held strictly responsible for the doing of it. In this one thing alone, lies more than half of the whole matter of governing a school. Pupils who are kept thoroughly busy at what they should

be doing scarcely need any further government. Even good pupils cannot be trusted if they have nothing to do or if they are not doing what they ought to be doing. If I were asked, what is the "best method" of preventing whispering in school?—did you ever hear that question?—I should say, Give every pupil some right and useful thing to do, and then be sure that he is busy doing it. And the same thing might be said respecting those other practices which so often waste time, spoils pupils, and make the teacher's school-life a prolonged torture. Here, again, the law of habit applies with full force; he who forms the habit of keeping always busy at something which he ought to do will never have time to be busy at anything else.—*E. C. H., in School and Home Journal.*

The hardest part of the writing lesson for the teacher is her care that each child holds his pencil or pen correctly. The child must be taught to hold the pen lightly, that the fingers may be flexible, yet firm, that they may have perfect control over it. He must hold the pen between the thumb and second finger, some distance from the point. The forefinger, slightly curved, should rest upon the top of the pen. The hand should move over the paper upon the little finger, and the pen must lie in the direction of the forearm. In those rare cases, where it seems impossible for the child to remember the correct position, the teacher may resort to this very old plan—a plan as old as to be new, indeed, to young children. Cut three little notches in the pen holder where the thumb and two fingers should touch the pen. This plan has cured many children of bad habits of holding the pen.—*Popular Educator.*

The moral training of children belongs exclusively to the home. So we have often heard it said in various tones and on many keys at numerous educational meetings. But, what if the home be utterly unfit to train the child, and if the influences around him there are evil and that continually? Must the school withdraw itself into a cold intellectuality, and say indifferently and even contemptuously to each child, "See thou to that?" God forbid! Let unceasing thanks be given that in thousands of schoolrooms the phrase, *In loco parentis*, has a blessed meaning, and that many a child has found in the public school the fulness and richness of true parental love, and divine inspirations which shall continue in his heart as wells of living water forever.—*Western School Journal.*

Glad To Be Alive.

However you feel about it then I am glad, glad beyond any words, that I have had a look at this marvellous world, that I have been able to gaze into the sky at night. What a beautiful picture that is that Wordsworth gives to us when he says—

"The moon doth with delight
Look round her when the heavens are bare,
Waters on a starry night are
Beautiful and fair!"

On your knees, friends, in the presence of this wonderful world of trees and wind and cloud and sky and mountain and river and sea and all growing and beautiful things! On your knees, I say, in awe and wonder and gratitude! And never dare, after having this magnificent gift bestowed upon you, to speak slightly of these senses and this wonderful body that puts you into even passing, momentary touch with these strange, delightful things!

Not only simply to look at them. There is another thing I am glad to be alive for and that is that I can study this wonderful world, and see beneath the surface and beyond the ordinary limits of the vision.

I remember an illustration used once by one of my teachers in the divinity school, who compared the world to a house that was constructed on this marvellous plan: You enter one room and here are several doors, any one of which you can take, leading you into another room; you pass through one of these doors and are in another room, still with a good many doors leading out of it; before investigating this one you go into another, still many doors; another, still many doors; and life is not long enough to explore and discover a thousandth part of it all.—*Rev. M. J. Savage.*

Work in estimating distances, heights, etc., should not be neglected. Ask the older pupils to point out a spot twenty rods from the school house, a half-mile, a mile, etc.

How long is your schoolroom? How wide? How high? Estimate height of tree in yard. How long is your blackboard? How wide? How far above the floor is the bottom of the blackboard? How many feet are there between the top of the blackboard and the ceiling? How long is the stovepipe? How high is the wood box?

Measurements should also be made by pupils. Concrete problems can be made real only to pupils who come in contact with the affairs in life with which the problems in the arithmetic deal.—*Wisconsin Journal of Education.*

Valuable Facts for Arithmetic.

1. The pressure of the atmosphere upon each square inch at the level of the sea is 14.7 pounds. This is usually spoken of as 15 pounds.
2. A brick is 8 inches by 4 inches by 2 inches.
3. On the side of a wall 7 bricks with the mortar cover about 1 square foot.
4. About 22 bricks with the mortar fill 1 cubic foot.
5. There are about 4-5 as many bushels in a bin as there are cubic feet.
6. A clapboard is 4 feet long and 6 inches wide.
7. There are 25 clapboards in a bunch.
8. As clapboards are laid, each covers 1 square foot.
9. A heavy body falls 16 feet the first second, $2 \times 2 \times 16$ the next, and $3 \times 3 \times 16$ the third.
10. A foot pound is the power required to raise one pound one foot.
11. A gallon is 231 cubic inches.
12. A gallon of water weighs 8 1-3 pounds.
13. A cubic foot of water weighs 62 1-2 pounds.
14. A horse power raises 550 pounds one foot per second.
15. A lath is 4 feet by 1 1-2 inches.
16. Laths are nailed 3-8 of an inch apart.
17. There are 50 laths in a bunch.
18. A bunch of laths covers 3 square yards of surface.
19. Wall paper is 18 inches wide.
20. There are 24 feet in a single roll of wall paper.
21. Four bunches of shingles make 1,000.
22. A bunch of shingles covers 25 square feet when laid with 4 inches exposed.
23. Sound travels in the air 1,100 feet a second.
24. Sound travels in water 4,700 feet a second.
25. A cubic foot of water weighs 1,000 ounces and in expanding it increases 7 1-2 per cent.

These and a multitude of other facts are found admirably given in Winslow's "Natural Arithmetic," Book III.

Four things a man must learn to do
If he would make his record true:
To think without confusion clearly;
To love his fellow-men sincerely;
To act from honest motives purely;
To trust in God and heaven securely.

—Henry Van Dyke.

The Last Half Hour.

Have you ever tried making the last half hour pleasant with young scholars? At first, when restraint is so irksome, do you put in practice some of the things that are so interesting to children? When all are growing restless just give a little pencil tap and see how quickly you will have the lagging attention. Then say pleasantly, "Put your books away quietly. Now we are going to tell some of the things that we did in vacation, that pleased us most." You, as well as the children, will be surprised when the clock shows the hour for closing. Or let the children play some geography or history game; any bright teacher can devise one of her own.

Some teacher who has not studied "child-nature," will find fault possibly with the above and say that the children will get lazy, and will always be wanting to get out of order. Simply try something along this line and if it is not a success it is your fault. We speak from several years' experience. It certainly will make you a favorite with your pupils and make them studious and obedient.—*Exchange*.

Probably ninety-nine persons in a hundred, if asked to what country Mont Blanc belongs, would answer Switzerland. As a matter of fact, it belongs chiefly to France and Italy, the boundary line passing across its summit. The northern part of the Mont Blanc chain, however, belongs to the Swiss. A writer in the French periodical, *Nature*, gets quite indignant at the apparent disposition shown by the Swiss in their guide-books and at expositions to claim Europe's highest mountain as their property.

A drunken congressman once said to Abraham Lincoln: "I am a self-made man." "Then, sir," responded Honest Abe, "that relieves the Almighty of an awful responsibility."—*Travel*.

Lessons in grammar and geography are not so irksome in a school with manual training as in one without it. It adds interest to the other studies in the school. In one school a correlation with measurements in arithmetic, the pupils made a miniature house, building it to a scale; they reckoned the cost of the siding, plastering, shingling, carpeting and painting. The creative faculties are brought into action, the history and arithmetic reinforced, and the life of the school made of greater interest.—*Supt. Kendall, Indianapolis*.

Overdone Expressions.

London *Tit-Bits* recently offered a prize for the best contribution on hackneyed terms used in writing and speaking, and here is the winning paper; it purports to be a law against the use of worn-out expressions:

Be it enacted by the King's most excellent Majesty, by and with the advice and consent of the Long-Suffering and Sorely Afflicted Reading Public, and by the Authority of the same, as follows:

1. Any journalist, litterateur, novelist, penny-a-liner, or any other ink-slinger, who, after the passing of this Act, shall write, print, or publish, or cause to be written, printed, or published, any of the following or similar hackneyed or over-used phrases—that is to say, in alluding to the awful mystery of death shall refer to “that bourn from whence no traveller returns;” or, in mentioning a deceased person, shall write of him or her as having “shuffled off this mortal coil;” or, shall designate the condition of the unmarried as a “state of single blessedness,” or speak of a newly married couple as “the happy pair,” or of a wife as “the better half;” or shall deny by implication an indisputable scientific fact by asserting the possibility of a person's being “conspicuous by his absence;” or shall write with profane pen the expressions, “a sight for the gods,” or “a sight to make angels weep;” or, in reference to physical attributes or peculiarities, shall use any of the following expressions: “the bated breath,” “the human form divine,” “eagle glance,” “magnetic gaze,” “dilated nostrils,” “willowy form,” “arch smile,” “daintily-gloved hand,” “flowing locks,” “golden tresses,” “delicately tinted lips,” “the inner man.”

Or shall speak of the “popular president,” “the courteous general manager,” “the genial secretary,” “the charming hostess,” “a few well chosen words,” “the succulent bivalve,” “the psychological moment,” “so near, yet so far,” “last but not least,” “a dull, sickening thud,” “his own inimitable style,” “old Sol,” “the gentle light of the moon,” “a cool million,” or shall use any similar hackneyed expressions, such person shall be guilty of a misdemeanor, and, being thereof convicted by public opinion, shall be compelled to pay away his salary to the Home for Old Jokes, and the delinquent shall offer an ample apology to the public, and agree never again to infringe the provisions of this Act.

2. This Act may be cited as the Literary Black List Act, 1903.

Give the grammatical construction of each italicized word in the following sentences:

1. He struck the man *dead*.
2. He found the man *dead*.
3. The general ordered the soldiers to *march*.
4. The general ordered water *to drink*.
5. He went *home*.
6. The man is *here*.
7. The boy is *safe*.
8. The girl is *present*.
9. She arrived *safe*.
10. I bought a dozen *sheep*.
11. I bought *twelve* sheep.
12. The fire burns *low*.
13. He stands *six feet tall*.
14. The tree stands *six feet* above the track.—
Western Teacher.

The German government has directed that the study of English shall be an optional study in the public schools of Germany. This will displace France as the preferred foreign language. The new policy, which has been under discussion for years, was adopted largely as the result of a memorial presented by the Dresden Schoolmasters' Association. The memorial stated that English was now more useful in business than French, as it is the most widely used civilized language in the world. It also says that English is preferable because it opens up a literature which is superior to the French, and because, being more nearly allied to the German, it is easier to learn.

A little Rochester girl drew the picture of a dog and cat on her slate, and calling her mother's attention to it, said: “A cat oughtn't to have but four legs; but I drew it with six, so she could run away from the dog.”

How many of the teachers who teach in the country schools let the children use the crumbs in their lunch boxes, for the purpose of coaxing juncos, whitecaps, kingbirds, and other friends of the feathered tribe, and while they pick the crumbs, tell the children about their habits?

Husband (on his wedding tour)—I want rooms for myself and wife.

Hotel Clerk—Suite?

Husband—Of course she is—perfectly lovely; the sweetest girl in the world.

“Age before beauty,” said Falstaff, as he attempted to enter before the prince. “No! Grace before meat,” said the prince gently, as he pushed him from his path.”—*Life.*

The Review's Question Box.

B. B.—Please solve the following:—If $x+c$ be the H. C. F. of x^2+ax+b and $x^2+a^1x+b^1$, prove that their L. C. M. will be $x^3+(a+a^1-c)x^2+(aa^1-c^2)x+(a-c)(a^1-c)c$.—Todhunter & Loney's Algebra, Ex. XL, Question 20.

$$\text{Suppose } (x+d)(x+c)=x^2+ax+b$$

$$\text{and } (x+d^1)(x+c)=x^2+a^1x+b^1$$

$$\text{Then } x^3+(c+d)x+cd=x^2+ax+b$$

$$\text{and } x^3+(c+d^1)x+cd^1=x^2+a^1x+b^1$$

$$\therefore c+d=a \text{ and } c+d^1=a^1$$

$$\text{And } d=a-c \text{ and } d^1=a^1-c$$

$$\text{L. C. M.}=(x+c)(x+d)(x+d^1)$$

$$=(x+c)(x+a-c)(x+a^1-c) \text{ (by substituting value of } d \text{ and } d^1)$$

$$=x^3+(a+a^1-c)x^2+(aa^1-c^2)x+(a-c)(a^1-c)c$$

D. J. M. I.—Please name an annotated edition of Lamb's *twenty "Tales from Shakespeare,"* as prescribed for Grades IX and X of the Nova Scotian high school course. C. D. Punchard's edition, by Macmillan & Co., London, is excellent, so far as it goes, but it only contains eight "Tales."

We do not know of any edition of the "Tales" with notes for all. If any of our correspondents has fuller information we will be glad to publish it.

STUDENT.—Why do we say "a history," but "an historical account?"

In "a history" the accent is put on the first syllable "his" and the *h* is distinctly sounded; but we say "an historical account" because here the accent is placed on the syllable "tor," and the *h* is practically silent; the *n* of "an" is only a bridge to span the hiatus between the vowel sounds "a" and "i."

A. A. B.—(a) In the new edition of Meiklejohn's English Language, in the exercises on page 212, Exercise No. XVII, the following is asked: "Define a distributive pronoun." There is no definition given in the book, and I have not been able to find one.

(b) Also in the geography, on page 198, in the exercise of marking fortresses and harbors of the British Empire, I have been unable to locate "Lyttleton."

(a) The distributive pronouns, or distributive adjectives as they are usually termed, with a noun expressed or understood, are *each, every, either, neither*. They restrict the meaning by showing that persons or things denoted by the noun are taken *singly* or in *separate lots*.

(b) "Lyttleton" is the proper spelling, not "Lyttleton." It is a seaport town of New Zealand, on Port Cooper, eight miles southeast of Christchurch, of which it is the port. Its population is a little over 4,000.

B. C.—What do you think of the phrase, copied from an educational journal,—"should be gotten ready."

It is ———, but never mind. The writer should have racked his brain for an equivalent, and if he did not find any, say "should be got ready."

CURRENT EVENTS.

A brief but suggestive news item says, "Macedonia occupies the serious attention of the powers." It will be difficult, and perhaps impossible, to prevent another uprising against the Turks when the winter is over.

Commander Dillingham, who left the West Indies after being instrumental in ending a revolution in Santo Domingo, and came at full speed to represent the United States in the DeMonts tercentenary celebrations, has returned to that station. His presence, no doubt, accounts for the fact that the existing government of Santo Domingo has "formally and freely" invited the United States government to assist in administering the government of that turbulent republic, so far as its financial system is concerned. A large fleet of United States ships has since been sent to his aid to prevent any successful attempt on the part of the Dominicans to keep control of their country, and to oppose any other foreign intervention.

The government of the Orange River Colony has sent a young Boer farmer to Canada to study Canadian agricultural methods.

Submerged bells, of which thirty are to be included in the new system for the St. Lawrence river and the coasts of New Brunswick and Nova Scotia, have been used for signalling for a distance of four miles or more. Ships approaching in foggy weather receive the sound through a water-filled cylinder on each side of the hull, below the water line; which, acting like an ear, transmits vibrations to telephones in any part of the vessel. Each lighthouse and light-ship will have its own signal, so that the mariner can learn his exact location and be warned of danger.

A bulletin of the Maine agricultural station warns us of the coming of the brown-tail moth, which threatens the destruction of orchards and hardwood forests, if it cannot be controlled.

The revolution in Paraguay has ended with the triumph of the revolutionary party.

A midwinter battle in Manchuria, in which both the armies suffered a heavy loss, has left the situation much the same as before, except that the Russian losses were probably the heavier.

The largest diamond ever found has lately been discovered in South Africa. It weighs over 3,000 carats, which is nearly twice the weight of the largest hitherto known. It is valued at about three and a half million dollars.

The Forth bridge in Scotland will no longer have the greatest single span of any bridge in the world. The new cantilever bridge over the St. Lawrence, at Quebec, will have a span of 1800 feet. The Forth bridge has two spans of 1700 feet each.

Canada will have the largest turbine ever built. It is to be installed for the electric power works at Shawinigan Falls, on the river St. Maurice, and has a capacity of 10,500 horse-power.

Asserted and denied, it is now again asserted, and apparently proved, that cancer is a parasitic and infectious disease. The discovery of its cause is the first step towards its cure. A serum has already been found capable of effecting this cure in some of the lower animals, it is said; and, if this be true, it will soon be regarded as a curable disease in human beings.

A rebellion is expected in Venezuela. The United States representative in that country has recently called upon the Washington government to resent an insult offered to him by the president of Venezuela. Probably, as in Panama and Santo Domingo, the disturbed state of the country will lead to United States intervention.

Another revolution has begun in the Argentine Republic, and military rule has been established throughout the country.

Revolution is threatened in Albania; which is but another evidence of the disturbed state of the whole Balkan peninsula.

All the evidence has been given in the North Sea inquiry, and it only remains for the court to give its decision. The Russian claim is that the firing on the British fishing boats was justified by the presence among them of Japanese torpedo boats; and they seek to establish the fact of their presence by the direct evidence of one of the Russian officers. The British, as a matter of course, can offer no direct evidence to the contrary. The most their witnesses can say is that they did not see any such craft.

The uprising of the natives in German Southwest Africa, which seemed about to spread to other European colonies, has been suppressed.

A mob of thousands of striking workmen marching towards the palace of the Czar so alarmed the authorities in St. Petersburg, on the 22nd of January, that, after trying other means of checking their advance, the military were ordered to fire upon the strikers. Hundreds were killed; but, though quiet was restored in St. Petersburg, the disturbance, which has a political as well as an industrial meaning, has spread to other cities. At Moscow, at Warsaw, at Kieff, and in other places, there have been serious disturbances. The strikers demand shorter hours of labor and representative government; both of which demands, it is believed, the Czar is ready to grant to a certain extent as soon as quiet is restored.

The government of New Zealand has passed an act for the compulsory eradication of noxious weeds, and to prevent the introduction and spread of weeds through the sale of impure seeds. Dock, burdock, ox-eye daisy, wild turnip and thistles are among the weeds listed.

The latest marvel in telegraphy is an instrument that can send messages at the rate of forty thousand words a minute, and deliver them in writing at the other end of the line. The writing is done by a pencil of light acting upon a slip of sensitized photographic paper.

"Every man who dies in our army must fall on the field of battle," is a saying attributed to a Japanese officer; and the wonderful records of the Japanese hospitals since the war began have made the saying almost literally true. The figures given are hardly credible; but there is no doubt that never before has the number of deaths from disease in an army in active service been so small a proportion of the total loss as in the Japanese army of today. The preparations to save the lives of their men were amongst the first considerations of the leaders in making ready for the war; and however the war may end, the world is indebted to them for this great sanitary victory.

SCHOOL AND COLLEGE.

Mr. Tuttle T. Goodwin is principal of the Petitcodiac superior school at an advanced salary, larger than any paid in that school for many years.

The institute of the teachers of Kings and Hants Counties, N. S., will be held at Hantsport, April 19th, and 20th. Exhibits of writing from grades 3 and 7, and of drawing from grades 5 and 8 of the common schools will be received, for which small money prizes will be awarded to successful competitors. Work from high schools and manual training schools is also asked for. A very interesting programme is being arranged for the meeting.

Mr. F. R. Branscombe has been appointed teacher of grades 7 and 8 in the Dorchester superior school.

Mr. Percy J. Shaw, director of nature-study teaching in the schools of Truro and vicinity, was married January 21st to Miss Mary A. McKay, daughter of the Supervisor of schools for Halifax. Both are graduates of Dalhousie College, and have been successful teachers. The REVIEW unites with their many friends in wishing the bride and groom a happy married life.

Miss Mary Smallie, who has taught in the Digby schools for over forty years, has resigned her position, much to the regret of parents and trustees. It is said that during the long period that she has taught, not a single record is to be found of any complaint or dissatisfaction with the teacher, and the order of her department has always been excellent.

Mr. B. P. Steeves, B. A., who proved an efficient teacher of the Dorchester superior school, has been appointed principal of the Harkins Academy, Newcastle, N. B.

Mr. W. Millen Crawford, recently principal of the Debec, Carleton County, school, has been appointed principal of the Florenceville superior school.

Mr. Joseph R. Hea, D.C.L., a man of fine intellectual gifts, and once an esteemed teacher, recently died at Valleyfield, near Toronto, on the 8th of January. He was one of the faculty of the Mt. Allison Male Academy at Sackville, when it was opened in 1843. In 1851 Mr. Hea left Mt. Allison and established the Acacia Villa school at Hortonville, Nova Scotia. In 1860 he became president of the University of New Brunswick, and a year after received an appointment in an insurance company, Toronto, a position which he held for the remainder of his life. Mr. Hea graduated from the University of New Brunswick (then Kings College) in 1848, as a non-resident student, a privilege then allowed, but since rescinded. In 1858 he received the degree of D.C.L. from Kings College, Windsor, N. S.

Miss Mina A. Reade, of Albert County, N. B., has resigned the position of teacher of English literature and music in the Nova Scotia normal school, a position which she has filled with credit to herself and to the satisfaction of the educational authorities and students. A reception was given to Miss Reade at Truro on the evening of January 31st by the faculty and students of the normal school, on which occasion she was presented with several valuable gifts and an address expressive of the esteem in which she is held. Miss Reade is to enter the foreign missionary field, and will spend some time in preparation at the training school for missionaries at Newton, Mass.

Everard J. Thompson, editor of *Yale Alumni Weekly*, New Haven, Conn., writes to Dr. Morgan, of Ottawa: "A good many Canadians are taking back Yale degrees with them, and I believe will be heard from in all the higher walks of life, for Yale above all things stands for training in citizenship. The Canadian stream is increasing at the university, and I have never known among my countrymen one poor student. On the contrary, they are exceptionally good. Last year the highest stand-man was a Canadian—a man from my own province, New Brunswick—whose record went beyond that of the present dean of the academic department, who had held the scholarship record since 1868."

RECENT BOOKS.

THE CANADIAN ALMANAC, published by the Copp Clark Company, Toronto, is a valuable ready reference book that no one who has used it is willing to be without. The Almanac for this year, price forty cents, contains a map of Ontario and 448 pages of useful information. No other volume can present such an array of facts about Canada in so small a space. A few may be mentioned that are of interest to our readers: The educational institutions; historical diary for 1903-4; historical landmarks in Canadian history; astronomical tables; census returns; lists of societies; facts about the general and provincial governments; forms of government in all countries; the British government, army and navy; complete list of post offices in Canada; legal and judicial information, and many others that cannot be enumerated here.

INTRODUCTORY CHEMISTRY. By W. S. Ellis, B. A., B. Sc., Collegiate Institute, Kingston, Ont. Cloth. Pages 68. The Copp Clark Co., Ltd., Toronto.

This little book seems destined to have a place in every school which aims to give pupils a few clear elementary notions of chemistry and the science of common things. It is a very practical connecting link between the nature study of the earlier grades and the more systematic science of the high school. Any teacher who makes himself familiar with the work outlined in the book, and aims to carry out its suggestions, will have accomplished much for his pupils.

WHOSOEVER SHALL OFFEND. By F. Marion Crawford. Cloth. Illustrated. Pages 388. Price \$1.50. The Copp Clark Company, Toronto.

This is a story of Italy and abounds in many dramatic scenes and incidents. It is perhaps not one of Crawford's best stories, but the reader follows with an eager interest the development of a somewhat singular plot and the characters connected with it.

CHOIX DE LECTURES FRANÇAISES. By Richard Kaiser, High School, Glasgow. Cloth. Pages 150. Price 1s. 6d. Blackie & Son, London.

This "Choice of French Readings" gives the pupils an acquaintance with the styles of some of the best writers of modern French. Notes and a complete vocabulary accompany the text.

VOLTAIRE'S ZADIG AND OTHER STORIES. Edited with introduction, notes and vocabulary by Irving Babbitt, Harvard University. Cloth. 200 pages. D. C. Heath & Co., Boston.

In *Zadig* we have an oriental story of the eighteenth century, the characters of which are made the vehicle of light but brilliant satire. The dash of license so common in Voltaire's stories is absent from this. The book opens with a brief but appreciative sketch of Voltaire; the notes are few and to the point, and a vocabulary adds to the value of the book for general study.

LITTLE TALES FOR LITTLE FOLKS. By W. L. Rooper. Blackie & Sons, London.

A series of five little stories in separate paper covers at one penny each, illustrated. Very suitable reading for young children.

BLACKIE'S LITTLE FRENCH CLASSICS. From various French authors. Limp. cloth (red) covers. Price 4d. each. Blackie & Sons, London.

This series of seven little French classics contains a great variety of French stories for younger students, each with an introduction and explanatory notes. One of the series (price 6d.) is devoted to simple French songs, with music. The classics are very convenient little pocket editions for leisure hours.

NEW FRENCH COURSE FOR SCHOOLS. By Charles C. Perry, Oxford, and Dr. Albrecht Reum, Dresden. Cloth. Pages 154. Price 1s. 6d. Macmillan & Co., London.

Part one of this course opens with an introductory chapter on French pronunciation, followed by themes and exercises combining the practical use of the language, with a systematic study of grammar. The subject matter of the lesson, is interesting, many illustrations being used.

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STORIES FROM NATURAL HISTORY. By Richard Wagner.
Cloth. Illustrated. Pages 177. Price 1s. 6d. Macmillan & Co., London.

This book contains a series of short, attractive and interesting stories chiefly about animals.

MONSIEUR PINSON. Par Lucien Biart. Adapted and edited by Otto Siepmann. Cloth. Pages 147. Price 2s. Macmillan & Co., London.

This is the story of a sea voyage on board the ship *Canada* from France to the West Indies, with descriptions and incidents relating to those islands. It is sure to interest boys. It is a satisfactory book for beginners, having full notes, a list of irregular verbs, vocabulary, with passages for *viva voce* drill and re-translation.

Macaulay's ENGLAND IN 1685. Edited with introduction and notes by H. C. Notcutt, B. A., Professor of English, Victoria College, Stellenbosch, Cape Colony. Cloth. Pages 211. Price 2s. Blackie & Son, London.

This book has a well written introduction, containing a biographical sketch of Lord Macaulay, the text of the third chapter of his history of England, with notes chiefly historical and biographical.

SELECT TALES. By Hans Christian Andersen. Edited by Rev. H. J. Chaytor, M. A. Cloth. Pages 180. Price 2s. Blackie & Son, London.

This is a very convenient pocket edition of Andersen's Tales in German, with notes and a sufficient vocabulary.

Erasmus: THE PRAISE OF FOLLY. Edited by W. H. D. Rouse, Litt. D. Linen. Pages 126. Price 8d. Blackie & Son, London.

This brilliant satire, which was popular all over Europe nearly four centuries ago, may afford considerable enjoyment to the twentieth century reader.

NEW SECOND MUSIC READER. Cloth. 122 pages. Mailing price, 35 cents. Ginn & Co., Boston.

This book is well adapted to elementary music teaching, and embraces material for one year's course. It may be used to the best advantage in the fourth and fifth grades, and both in the quality and quantity of its melodies and poems it is admirably adapted for practical use.

PRACTICAL GERMAN CONVERSATION. By Laurence Fossler, Professor of Germanic Languages and Literature in the University of Nebraska. Semi-flexible cloth. 255 pages. Mailing price, 65 cents. Ginn & Co., publishers, Boston.

This course in German Conversation consists of a series of twenty exercises with corresponding and alternating vocabulary studies. The text of the exercise, though ostensibly a review of the main points of grammar, is made up of natural and interesting discussions of different subjects. Questions intended to challenge and stimulate the student's inventiveness and self-reliance are also furnished.

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Spenser's THE FAERIE QUEENE. Book I. Edited by Martha Hale Shackford, Ph. D. Paper. Pages 232. Price 30 cents. (No. 160 of the *Riverside Literature Series*). Houghton, Mifflin & Company, Boston. Morang & Co., Toronto, the exclusive agents in Canada for this series.

A book so carefully edited as this seems to be should attract many to an appreciation of Spenser's poetry, long hidden in large volumes and amid a mass of archaic words. The latter are, of course, retained; but a few wisely chosen notes and suggestions for overcoming difficulties in the language are enough to satisfy the student who is willing to use his brains when reading a book.

Sir Walter Scott's IVANHOE and FORTUNES OF NIGEL. Cloth. Price 2s. 6d. each. Macmillan & Co., London.

These two volumes belong to the series now being published by the Macmillans. They are in attractive red binding, in fine clear type, with introduction and notes on difficult words or passages—features which make the volumes useful as school supplementary or home reading.

Palgrave's GOLDEN TREASURY. Cloth. Price 1s. Macmillan & Co., London.

This is a convenient little volume of less than 400 pages, including those considered to be the best original lyric pieces and songs in the English language, except the few omitted on account of their length, and except those by writers now living. The book is a distinct addition to the one who is wisely adding to a small and well chosen library.

February Magazines.

In the *Atlantic Monthly* we have an excellent series of articles on varied topics of interest. Attractive to all lovers of nature are the extracts from Thoreau's journal; Helen Winslow lifts the veil and shows us the trials belonging to the work of the Newspaper Woman; Professor Everett contributes a brilliant paper on the most fascinating and famous woman in history—Cleopatra; and there are other essays, stories and bright literary papers....

In the *Canadian Magazine* Professor Cappon, of Queens University, contributes his second paper on Chas. G. D. Roberts, in which he deals sympathetically with his nature poetry. The Marchioness of Donegal (*nee* Miss Violet Twining, of Halifax, N. S.), the only Canadian marchioness in the peerage, is the subject of a very readable sketch, with illustrations. The Northland of Canada and How to Save the Yukon are interesting contributions relating to the far north of the Dominion. These, with other articles and stories about Canada, make up one of the best numbers of the magazine, which is steadily rising in public favor.... Besides its regular features, the February *Chautauquan* contains several articles or more than ordinary interest. The two on Germany are particularly noteworthy, German Town and Country Byways, by Clara M. Stearns, and German Municipal Social Service, by Howard Woodhead.... Littell's *Living Age* is especially useful for those who would keep *en rapport* with the best that is written on events in the far East. The first weekly number for February contains the following articles: The Constitutional Agitation in Russia, by Prince Kropotkin; The War in the Far East, from *Blackwood's Magazine*; The Fall of Port Arthur, from the *Spectator*. The literary selections in the *Living Age* are of the highest order; and one can always be assured of finding a short story worth the reading.... The *Delineator* for February, with a beautiful art cover and a varied table of contents, is a most attractive number. Lionel S. Mapleson gives an account of Grand Opera on its travels, a paper that is full of humor as well as of genuine interest, and is strikingly illustrated. The romance of Chopin and the beautiful Countess Delphine Potocka is charmingly related by Gustav Kobbé in the "Composers Series." There are also good stories, an attractive "Children's Corner." Some of the early Spring styles are shown, and of further interest to women is the chapter on The Making of a Housewife, containing a world of suggestion. The department Good Looks, which discusses the forehead, and Mrs. Theodore W. Birney's contribution on The Mistakes of Mothers, are other items especially helpful.

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