THE EDUCATIONAL REVIEW.

The Review's Question Box.

A subscriber asks: "How can rivers, lakes and mountains belonging to a certain country bound that country and the one adjoining it?" For example, the Great Lakes bound Canada on the south and the United States on the north, and still we know that, with the exception of Michigan, they belong to Canada. Then we have similar examples of rivers, as our own St. Croix and Restigouche; the Caucasus Mountains bound both Europe and Asia, and are spoken of as being among the mountains of Europe.

"Having seen so many questions answered in your REVIEW, I trust that you will make the above a little clearer."

It is scarcely correct to say that the great lakes, Superior, Huron, Erie and Ontario, "belong to Canada," as an imaginary line through the middle of these lakes forms the boundary. The same is true of border rivers. On mountains, a line joining the highest points or peaks is usually the boundary, so that, in the case of the Caucasus, the northern slope only would belong to Europe.

In reply to a correspondent who asks for authorities on the pronunciation of Chaucer's English: The standard works on this subject are: Early English Pronunciation, with especial reference to Shakespeare and Chaucer, by Alexander J. Ellis, F. R. S., F. S. A., London, Trubuer & Co.; and A History of English Sounds, from the earliest period, with full word-lists, by H. Sweet, M. A., Oxford, the Clarendon Press. An abstract of Mr. Ellis's conclusions as to the pronunciation of Chaucer's English is to be found in the introduction to Professor Skeat's edition of the Man of Lawes Tale," printed by the Clarendon Press. This is very concise and satisfactory. The edition of the "Prioresses Tale," by Professor Skeat, uniform with this, contains a chapter on Chaucer's grammatical forms, metre and versification. These two little volumes furnish practically all the information necessary for the ordinary student's intelligent and appreciative reading of Chaucer.

A country teacher writes: "Perhaps the REVIEW can give some good reasons for the country schools having a vacation of only six weeks while those of towns and cities get eight. I have been asked this question several times, and have heard a great deal

of complaining about its injustice, which does not seem altogether causeless. I know I have yet to begin a school in August with the pupils all ready to come. This is due largely to the fact that in "berry time," and for other tasks during the busy season, the children are needed at home. It does seem they are better able to stand the confinement of the schoolroom, and more willing to come after another fortnight's work in the fields."

The REVIEW has never seen any sufficient reason why there should be a difference in the duration of the summer holidays in town and country. The country pupil spends six hours in school each day, while the city pupil has only five, and in addition there are several extra holidays throughout the year for city schools. While the country pupil has to trudge "unwillingly to school" in the hot days of August, his more fortunate cousin from the city has another fortnight for recreation. It may be that the work of the city scholar is more severe than that of his mate in the country; or it may be that the longer hours and fewer holidays in the country are better for children, and tend to make, as some people insist, the product of the country school a more capable factor in life than that of the city school. The younger children in the country consider their shorter holidays an injustice. Perhaps they consider their lot harder because they live in the country, and here possibly the seeds of discontent are sown, which bear fruit by their quitting country life as soon as possible and seeking the easier hours, the privileges and amusements of the city. In these days, when a re-action seems to be setting in in favour of the purer life of the country, it might be well to insist on equal rights for country children. The columns of the Review are open to those who wish to discuss this question.

There is nothing in all the world so important as children, nothing so interesting. If you ever wish to go in for some philanthropy, if you ever wish to be of any real use in the world, do something for children. If you ever yearn to be truly wise, study children. We can dress the sore, bandage the wounded, imprison the criminal, heal the sick, and bury the dead; but there is always a chance that we can save a child. If the great army

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