

PAGES

MISSING



"SEE WHAT MOTHER HAS BROUGHT HOME!"

From a Painting by J. G. Meyer (Meyer Von Bremen.)

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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Many teachers have said how much their scholars enjoyed the beautiful Christmas Supplement sent out in last month's REVIEW. This month's picture entitled "See What Mother has Brought Home!" will also prove a favourite with the children and be a fruitful theme for story-telling or composition. If enclosed in a simple, neat frame before being used for such a purpose it may be preserved unsoiled for school decoration.

The REVIEW wishes its readers a Happy Year filled with the joy that comes from duties cheerfully undertaken and successfully accomplished.

The meeting of the Summer School of Science at Fredericton in July, promises to be one of the

largest gatherings of Maritime Province teachers yet held. In addition to the subjects of literature and science, instruction will be given in physical training, in which so many teachers are interested. More than twenty scholarships will be awarded for excellence in the various subjects. The beautiful City of Fredericton and the St. John River offers many attractions for study and recreation to the members of the school.

The teacher of an ungraded school asks if she has any legal right to demand home study on the part of the pupil, and whether any responsibility rests on the pupils for the neatness of the school-room. No one questions the right of the teacher to insist on the preparation of certain lessons at home, the amount depending, of course, on the age, temperament and health of the pupil and the amount of attention his home duties demand of him. Home preparation should not be insisted on at too early an age, nor should there be too many lessons. Arithmetic, geography, spelling, are subjects that arouse the pupil's interest. Brief lessons on interesting subjects, and not too many, should be the rule, giving the pupil plenty of time for exercise and recreation.

The responsibility of a neat schoolroom rests with the teacher, but the tactful teacher will see that the pupils have their share of the responsibility.

The Canadian Forestry Convention will meet in the City of Quebec, January 18-20, for the discussion of forestry problems. These yearly meetings are gaining in interest and importance. That of last year was held in Fredericton, and drew together a large number of people whose attention is engaged in the manufacture of lumber or the study and preservation of our forest wealth. The Legislature of Quebec will be in session at the time of the Convention and the Commission of Conservation will hold its annual meeting in the same city on the 17th inst. The railway companies have granted single fare rates for the round trip.

The Work of the New Year.

There are few teachers who do not profit by their past experiences. What an exhilaration and satisfaction we get out of life when we make the trials as well as the successes of past years help us in our present work. It is a slow process this learning from experience, but if after the week's work is ended, or even at the end of every day, we sit down and think over what plans won success, what plans failed, we are in a pretty good position to lay out a better scheme of work for the coming day or week. Surely this is worth trying. It will find us at the end of the year in a position to look back with satisfaction on the record of the year, with possibly fewer regrets for lost opportunities.

Have you had a "difficulty" with the parents of the children? It might have been lessened or even avoided if in its early stages there had been a frank discussion with the pupils or their parents. Every settlement of a difficulty that is made by the teacher's tact and influence is a victory for good management and good order. The teacher's influence may suffer if school disagreements become a public scandal or have to be settled in law courts.

Have you kept children in after school for some trifling offence that was probably as much due to yourself and the bad air of the room as to any other cause? Reflection will convince you that it is wiser to overlook some small faults, to have an abundant supply of pure air and to let the children see that you enter into their sports and pastimes out of school. Some teachers think there is no getting rid of "keeping in" for misdemeanors or unprepared lessons. But there is. Give it up for a week or a month. Spend the time so used in the bracing air out of doors or in games with the pupils, and a better plan will soon unfold itself to you.

Is there a lack of interest in education in the school section? Set yourself to work to build up a better sentiment. Make the school of which you are the leader the best that the district has ever had. Make yourself an influence in the community by getting the people to read good books, taking part in worthy objects of public improvement, and in having a higher aim in life. *You can do it.*

And your efforts will make this year, 1911, the best year of your life—for yourself and for others.

January Skies.

Let us turn our attention to the northern heavens this month. Every teacher can probably find the North Star, but does she take the trouble to point it out to the pupils until certain that they know it and can pick it out with certainty on any clear night? Such an exact bit of knowledge is important—first, in case of finding one's way at night if one is lost or uncertain about a course; and second, to be positive where the exact point of north is, and marking it by means of buildings or hills, which one cannot do in day time.

Then the North Star is visible every clear night of the year and in the same place. Shakespeare makes Cæsar say:

But I am constant as the northern star,
Of whose true-fixed and resting quality
There is no fellow in the firmament.

It is an event in a child's life when he can trace from evening to evening the majestic movement of the stars (but seemingly, for it is the earth that moves) in a circle round the North Polar Star, and he will realize why it has "no fellow" in the heavens. The fascination of these ever-widening circles, from the little ones near the North Star gradually, expanding into great circles until their borders reach the horizon and the zenith, will



tempt a boy or girl abroad, continuing even in after years, to see that the stars are in their places, and have not "risen" and "set" like others in the heavens.

Early in the January evening, just as it has been for thousands of years at this season, the Great Bear and Little Bear will be nearly in the position described in our diagram. The tail and about half of the body of the Great Bear is the group of stars familiar to all, known as the Great Dipper or Plough or Charles's Wain. The dotted line from the two stars, called the pointers, lead up to the North Star or Polaris which is the end of the curved handle of the Little Dipper. Both Dippers contain seven stars. Notice on a clear night that the middle star of the handle of the Great Dipper is double, both stars being clearly seen by the naked eye. The outline of the handle of the Little Dipper is not clear because the two stars between Polaris and the dipper portion are dim.

But the true pole of the heavens, round which all the stars seem to revolve is not Polaris, but a point about two moon breadths from this star. About six o'clock in the evening and at about the same hour on New Year's morning the North Star is exactly on opposite sides of the true North Pole.

Midway between the Greater and Lesser Bears winds the constellation of the Dragon, marked by a wavy line of faint stars; and underneath the handle of the Great Dipper is the constellation of the Hunting Dogs, whose brightest star is Cor Caroli, of the third magnitude. There are other constellations in the vicinity; including the head and paws of the Great Bear, but they have few conspicuous stars.

Early in the school year I have my children write a composition, "The Story of My Life." They tell of their early childhood, parents, their homes, and former school life. They also tell about what they wish to do when they have finished and graded school. Each child names the thing which he wants most, giving his reason. This makes one more acquainted with the children, and is a great help in dealing with the different dispositions. The reading of the compositions furnishes an interesting half hour's work in connection with the language work.—*Selected.*

The value of your teaching is not the information you put into the mind, but the interest you awaken.—*G. Stanley Hall.*

Suggestions for Studying Shakspeare's "Julius Cæsar."

BY ELEANOR ROBINSON.

The play of *Julius Cæsar* was probably written in 1600 or 1601, after the English historical plays, and the three great comedies, *Much Ado About Nothing*, *As You Like It*, and *Twelfth Night*, and before the great tragedies of *Hamlet*, *Othello*, *Macbeth*, *King Lear*, *Antony and Cleopatra*. As a Roman historical play it may be grouped with *Antony and Cleopatra* and *Coriolanus*, but like them, it is not a mere chronicle-history play but a tragedy based on historical facts, selected and arranged to suit the dramatist's purpose. From another point of view, *Julius Cæsar* is usually coupled with *Hamlet*, both being what are called "tragedies of reflection."

The historical facts that Shakspeare used were taken from Plutarch's *Lives* of Cæsar, Brutus and Antony. The extracts on which the play is based are printed in most annotated editions, *e. g.*, in Rolfe's, the Clarendon Press, and the Pitt Press editions, but the student is urged to read the three *Lives* in full.

The following summary will give some idea of the political situation at the opening of the play.

59 B. C. Beginning of the actual downfall of the Roman Republic, by the formation of the first triumvirate, Cæsar, Pompey and Crassus. These three men secured for themselves the control of the state.

54 B. C. Crassus is killed in war against the Parthians.

49-48 B. C. Civil war between Cæsar and Pompey, ending in Pompey's defeat and death, and leaving Cæsar master of the Roman world. The Senate makes him perpetual dictator, with powers of censor, consul and tribune.

The historic period of the action of the play is from February, 44 B. C., to October 42 B. C., nearly two years and three quarters. The chief events of this period which are used in the play are:

The Lupercalia, Cæsar's refusal of the Crown, February 15, B. C. 44; Cæsar's murder, March 15, B. C. 44; Cæsar's funeral, March 19 or 20, B. C. 44; Arrival of Octavius at Rome, May, B. C. 44; Formation of the Triumvirate, Octavius, Antony, Lepidus, November B. C. 43; Battle of Philippi, October B. C. 42. (*Pitt Press Ed. introduction*).

In the play the events are supposed to happen on six days, separated by intervals. Assign these events to their several days, and estimate the intervals. Compare the facts as given in the play, with Plutarch's narrative, and state clearly where and to what extent Shakspeare departs from his authority.

The construction of the play is regular. That is, the cause of the conspirators steadily rises by successive steps, to success. The climax of their success, and the crisis of the play both occur in Act III. After this, there is a steady and gradual downfall of the conspirators and a corresponding rise of their opponents. Trace definitely, and exactly, these successive steps upward to the crisis and downward again to the catastrophe of Brutus's defeat and death. Note how the events rise naturally out of the characters of the actors; and how impossible it is to separate plot and character. Some questions that will help towards this study are as follows: Why did Brutus desire Caesar's death? Make a list of his own statements that answer this question. *Do not try to answer it from your own general impression.* Answer the same question in the same way about Cassius, and about Casca. Which of these three had the most unselfish motives? Which of them was the best judge of men? Give proofs of your answers. Do you *think* that Brutus without Cassius, or Cassius without Brutus could, and would have brought about Cæsar's death? *Why* do you think so? Find all the points on which Brutus and Cassius disagree. Name three points on which Brutus overrules Cassius in Act II, Scene I. Who was right, tested by events? What did Brutus expect to happen after the assassination? What were his great mistakes at that time? Why did he make them? Would Cassius have made them? Would Antony? Study, with great care, Brutus's speech to the people in Act III, Scene II, and compare it with Antony's, especially with reference to the basis of their arguments. "While repeating Brutus's assertion he sets over against it three small facts, not assertions, not logical deductions, but facts." (Ransome). What is the assertion? What are Antony's three facts? Contrast Brutus and Antony in as many points as suggest themselves. Quote every comment that anyone in the play makes on the character of Brutus. Did Antony really love Cæsar? Exactly at what point do you place the crisis of the play?

Discuss the fitness of the title. Does Julius Cæsar pass out of the play at his death? Was his ghost merely the creation of a disordered imagination, or was it a real, external manifestation? Discuss all the evidence for this, and compare the supernatural appearances in *Hamlet* and *Macbeth*. Judging from *Julius Cæsar* what did Shakspeare think of "the voice of the people?" Compare the mob in *Coriolanus*. Have women any business in conspiracies? How does Shakspeare answer this, in three different plays? The character of Julius Cæsar seems to have had a strong attraction for Shakspeare. Collect all the references to him that you can find in other plays. Where does Shakspeare use prose in this play? Can you decide upon any rule that he has for using it? Study Casca's change from prose to verse in Act I, Scenes two and three. Are there any rhyming lines in the play? A Shakspearean tragedy has been defined as "a story of exceptional calamity leading up to the death of a man in high estate. The calamities and the catastrophe follow inevitably from the deeds of men, and the main source of these deeds is character." Apply this definition to the play of Julius Cæsar, with special reference to Brutus—in every particular.

[It need hardly be said that these notes are merely suggestive and do not aim to be exhaustive. Elaborate studies of the play are to be found in Professor Moulton's "*Shakspeare as a Dramatic Artist*." (Clarendon Press, \$1.50). Ransome's *Short Studies in Shakspeare's Plots*." (Macmillan & Co., \$1.50; and in *Outline Studies in College English—Julius Cæsar*. The Palmer Co., 50 Bromfield St., Boston, 10 cents.) Of the editions of the play mentioned above, the *Pitt Press*, (A. W. Verity, Clarendon Press, 50 cents,) is particularly good. Everyone who has access to it is advised to read the illuminating chapter on "the Substance of Tragedy" in Prof. A. C. Bradley's *Shakspearean Tragedy*, (Macmillan & Co., \$3.50.) But nothing can take the place of careful independent reading of the text of the play itself.]

["Some Questions on Shakspeare's Julius Cæsar," by the late Principal Cameron, in the *EDUCATIONAL REVIEW* of January, 1897, will be found particularly helpful.]

A beautiful behavior is better than a beautiful face. It is the finest of the fine arts.

"Of all things that a teacher should know how to do, the most important, without any exception, is to be able to tell a story."—G. Stanley Hall.

The First Possessors of Acadia.

By L. W. BAILEY, LL. D.

In the chapters which have preceded the present one in this series of geological sketches, it has been pointed out that as the great geological winter passed away, and the period of floods consequent upon the melting of the ice gradually subsided, the condition of the world, and with it that of Acadia, was at last brought approximately to what it is today. It has also been intimated that through all the changes of the past, through the evolution of continents and seas, through the elevation and subsidence of the crust of the earth, through the uplifting of mountains and the outflow of igneous rocks, through the growth of corals and the accumulation of shell deposits, through the formation of great coal beds, through the plication of strata and the storing of the rocks with economic products, there runs a distinct purpose, viz., the fitting of the earth as the abode of man. Just when, and where, and how he first appeared, science as yet is unable to tell us with certainty, and we need not trouble ourselves with the problem here. What we do know is that when the first daring voyagers from the old world landed upon the shores of the new they found this already peopled by tribes, which, on account of their prevailing colour, were called and have ever since been known as Red Skins or Indians. We know, too, how, along with certain good qualities, such as bravery and endurance, they had also others, such as cruelty, treachery and cunning, which caused them to take a fearful part in the struggles which subsequently ensued between the invading European nations for the possession of the continent. Before contact with the latter we know also that the Red Skins were savages, though with some degree of tribal organization; that they lived on the products of the bow and spear, and, though doubtless acquainted with the use of fire, knew nothing of the separation of the metals from their ores, stone and clay being the only materials employed for constructive, offensive or defensive purposes. They belong, therefore, to what geologists have termed the "Stone Period" of human history, and this period must in America have come down to the time when iron and useful metals were first introduced from the other side of the Atlantic.

But while in Acadia and other parts of north-eastern America we find no evidence of other

races than the ordinary Indian, (unless we except the Eskimo), we do find in other parts of the continent and in South America evidence of the fact that long prior to the coming of the Europeans there were races which had advanced far beyond a state of barbarism, and in some instances give indications even of a somewhat advanced civilization. Thus in Ohio and some other parts of the Mississippi Valley we have the works of what are known as the "Mound Builders." The Mounds, which are quite numerous, and in some instances of large size, covering, it may be, an acre or two of ground and from sixty to ninety feet high, have commonly the forms of animals, such as men, buffaloes, elks, bears, birds, serpents, lizards and frogs; but occasionally they exhibit in their arrangement such forms as the square, the circle, the octagon and the ellipse. Some of these were doubtless designed for sacrificial purposes or for sepulture, (in one instance no less than one hundred skeletons having been exhumed from a single mound of no great size), but others were for defensive purposes, showing indeed in their construction a somewhat advanced knowledge of the principles of fortification. The mounds contain great numbers of stone implements, but with these others of copper and silver (probably derived from Lake Superior, where traces of aboriginal mining may still be recognized) besides knives, bracelets, beads, woven cloth, elaborately ornamented pottery in great variety, together with pipes and idols of many, often grotesque designs. Both the nature and extent of their work are opposed to the idea that the Mound-Builders were ordinary Indians, as are also the forms of their peculiarities of their mode of burial and the fact that they were sun-worshippers. In all these respects, as well as in the mode of wearing the hair, the facts suggest comparison with those relating to the Aztecs of Mexico, another Pre-historic American race, whose works and sculptures arouse the admiration of all who study them, or again those of the primitive inhabitants of Bolivia and Peru, which are equally remarkable. Finally we have in different parts of Arizona and the Rocky Mountains, remains of what are known as the "Cliff Dwellers," people who were in the habit of occupying the summits of isolated perpendicular hills or else crevices in the rocks, with structures or fortifications, often of an elaborate character. These also, like the modern Zuni Indians, who are

supposed to be their direct descendants and still possess many of their peculiarities, show relationships with the ancient inhabitants of central and southern America, more especially in the practice of rock painting and rock inscription, with the building of cliff-fortresses, but just what these relationships were, and what bearing they have upon the history of our modern Indians are problems which the archæologists have yet to solve. So far as our familiar Acadian tribes are concerned, viz., the Melicetes and Micmacs, all we know is that they are cognate branches of that common Algonquin stock, which at the time of the first settlement of New England was widely spread over all of northeastern America, contending for supremacy with the two other great races of the Sioux and the Hurons or Wyandottes.

I may now say a few words about the relics of human origin, to be found in different parts of New Brunswick and Nova Scotia, which, although it is impossible to determine their exact antiquity, are nevertheless, in most instances, distinctly pre-historic.

STONE IMPLEMENTS. These are the most common of Indian relics and have been found over nearly all parts of Acadia, especially in low lands and the vicinity of water courses. They include arrow-tips, spear heads, lance heads, axes, hammer stones, gouges, skin scrapers, net sinkers, pestles and a variety of other articles. The arrow tips are made either of pure transparent quartz, or milky quartz, jasper or chalcedony. The other articles are constructed of hard rocks, such as granite, gneiss, quartzite, felsite or slate. Both exhibit considerable variety in size as well as shape, some of the pestles used for grinding or pounding grain being of such weight that they must have been attached to bent saplings or branches of trees that this weight might in part be neutralized. Occasionally, but rarely, the smaller articles, such as lance heads, are ornamented with incised lines, showing both originality of design and skill in execution.

BONE IMPLEMENTS. These include needles, awls, bodkins and objects of a similar nature, as well as harpoons. They were made by splitting, notching or pointing the bones of large animals such as the moose and deer. Occasionally the teeth of the beaver were used for similar purposes.

BEADS. It is well known that these in the form of wampum were largely used as articles of orna-

ment or for barter, as they still are among some of the less civilized tribes of western America. They are not of very common occurrence in Acadia, but a considerable number was found by the writer, many years ago, wrapped up in bark, along with human remains, beneath several feet of soil, on the Tobique River, in Victoria County, N. B. They are all circular, with a central perforation, and were evidently made from the shells of the common fresh water clam.

POTTERY. These are of special interest as marking the degree of artistic skill attained by their makers, both in the manufacture and the ornamentation of such articles. As a rule only fragments or sherds are found, but these are occasionally large enough to enable one to infer both the size and form of the vessels of which they formed a part. These would seem to have been mostly bowls, and are composed of a rather coarse clay, imperfectly hardened by fire. The general surface is quite smooth, and often covered with a sort of glaze, but upon this have been produced a variety of patterns either by indentations with some sharp instrument or by the impress upon the sides, while still soft, of some woven fabric. From the fragments collected a very considerable number of designs may be inferred, illustrations of which may be found in an article by Mr. Wm. McIntosh in the Bulletin of the N. B. Natural History Society for the year 1909.

PIPES. These are among the least common relics of the Stone Age in Acadia. But the few which have been found are not only sufficient to prove the habit of smoking among the primitive possessors of the country, but to show the skill with which they were constructed. One in the possession of the writer, and found in the basin below the Aroostook Falls, is remarkable as having on the inner side of the bowl towards the mouth-piece a typical Indian face. It is made, like the pottery, of clay, and the face was probably produced by pressure upon the latter, prior to baking.

SHELL HEAPS. These are of special interest as probably marking the sites of former encampments or, in some instances, possibly places of permanent occupancy. They are confined to the seaboard and have been observed at a number of places both in New Brunswick and Nova Scotia. They consist mainly of the shells of clams, sometimes heaped up to the depth of several feet, and in some instances covering several hundred square feet of surface.

Mingled with the shells of clams and other mollusca are found, often in considerable numbers, the bones of other animals, which reveal to us the nature of the food on which the early inhabitants subsisted. These include those of the moose, deer and caribou, the bear, fox and hare, several kinds of birds; and among fishes, the bones of cod, herring, sculpins and shark. Thus the natives did not lack variety in the furnishing of their feasts, though, as indicated by the occurrence of the bones of skunks in similar shell heaps on the coasts of Maine, they do not seem to have been always very particular in the nature of their choice. Together with this food refuse are found many of the implements referred to above, such as arrow-tips, axes, lance heads, scrapers, etc., besides bone implements and pottery. A very full account of one of these shell heaps, marking the site of an ancient village of the Stonefolk on Bocabec Bay, Charlotte County, N. B., and based by Dr. G. F. Matthews upon a very thorough examination made by a field party of the Natural History Society of New Brunswick, may be found in the Bulletin of that Society for the year 1884. Large collections of relics of similar character, but from other localities, may be seen in the Museum of the University of New Brunswick and the Provincial Museum at Halifax.

ROCK INSCRIPTIONS OR PICTOGRAPHS. These are the last relics of pre-historic origin which can be referred to here. Though common in the West, as already stated, they are of rare occurrence here. The best examples known to the writer are those to be found on the shores of Fairy Lake, in Queens County, Nova Scotia. They are on the face of low rock ledges at and partly below the surface of the water, and embrace representations of a variety of objects, such as the human hand, birds, feathers, human faces, canoes, ships, etc., mingled with others in the form of waving and zig-zag lines. Many of these are undoubtedly of recent origin—indeed almost every visitor tries to obtain immortality by adding to the inscriptions—but there can be but little doubt that others are pre-historic and usually there is not much difficulty in distinguishing between the two. It may be added that in the midst of the forest nearby, overshadowed by trees thirty or forty feet high and without any sign of an approach by road are the remains of an old Indian burying ground, including some half dozen graves, marked by upright slabs of slate, upon one of

which, besides the representation of a cross, is the date 1846.

With this chapter this series of sketches of the Geological History of Acadia comes to an end. It is hoped by the writer that the latter will help to give permanency to some of the ideas and conclusions as to that history impressed upon him in the course of many years study of the facts upon which it is based. If it shall induce others to enter into the same field of enquiry, which is by no means exhausted, and by so doing to throw still further light upon events so closely connected not only with present conditions of Acadia but with all its future, the labor expended thereon will be amply rewarded.

Several very handsome Calendars printed in colours have come to the REVIEW during the past month. The beauty of design and clear engraving are very creditable to the institutions and firms which send them out. Those of the Fredericton, N. B., Business College and the Canadian School Furniture Company of Preston, Ont., are two very attractive home pictures. Those from the Acadia Ladies' Seminary, Wolfville, N. S., and the St. John Business College are two very pretty rural scenes; and that from the Manufacturers' Life Insurance Company, (E. R. Machum, Company, St. John, N. B., Agents), contains a very useful map of the world in colours.

The sense of justice is strong even in the vicious child. None, more than a pupil, recognizes the fact that certain abuses of school regulations deserve punishment, and little resentment will be cherished toward you, provided the punishment is commensurate with the offense. Do not make a personal issue of every infraction of school rules, and when it is found necessary to deal with refractory pupils, do so as far as possible in private.
—*The Teacher.*

Once a week, at least, depart in some way from the regular reading lesson and bring some fresh material into class. Every teacher should be on the watch for stories, paragraphs, anecdotes or verses which may serve this purpose. An alert teacher will find plenty of such material in newspapers, magazines, or the books she reads. The selections should, as a rule, be short, and the recitations should be arranged so that every child may take part.

Concert Recitation and the Spelling Lesson.

TO THE EDITOR:

I beg to offer a word to the discussion of the concert recitation and its relation to the teaching of spelling.

As a public school teacher I made considerable use—probably too much use—of concert recitation in both its forms, and in the course of several years' public school inspection I had opportunity of observing its methods and results in many schools. I have often witnessed children enjoyably wasting their time in chanting geographical lists and arithmetical tables. Reflection on all these experiences lead me to believe that under certain circumstances simultaneous answering is to be commended and under exceptional ones concert repetitions of memorizations may be permitted. Other things being equal the teacher who never uses simultaneity in oral recitation is more efficient than the one who makes much use of it.

In favor of the practice it is argued that it economizes time, encourages the timid, and enlivens the whole class; against it, that it leads part of the class—the poorest members the most strongly—to carelessness of preparation, laziness, superficiality, irresponsibility, self-deception as well as teacher-deception and all-round mechanicalness. In "new work" the concert answer would seem to be always out of place; in the rapid fire of a review or drill, monosyllabic or quite brief answers may be very well taken simultaneously. The occasional concert reading of a suitable sentence in whole or part or the simultaneous recitation of a memorized passage in prose or verse may be done in a pleasing and profitable manner, but I know of nothing to say in favor of the concert recitation of arithmetical tables or lists of places and dates.

Probably the method under discussion is more used in spelling than in any other subject. Who cannot recall hearing a class practising oral spelling? W-r-o-n-g, wrong; w-r-o-n-g, wrong; w-r-o-n-g, wrong; r-i-g-h-t, right and so on for ten or fifteen minutes at a stretch. So easy for the teacher! But is it useful for the pupil? It must be granted that the repetition of a succession of letter names will beat a path somewhere in the repeater's organism, but I cannot discover any accompanying development of power, while the investment of time, not to speak of effort, is out of all proportion to the value of the result.

Investigation has shown that a fifth of the time of many children—more than a whole year of their school life—has been devoted to formal spelling, while experiments on scales, large and small, have proved that formal spelling lessons are really unnecessary when the art is incidentally supervised in a proper manner in all the written work of the pupil. Normal children taught elementary reading and writing by modern methods incidentally and almost necessarily learn the spelling of phonic words. True it is and pity 'tis 'tis true that the most of their spelling errors arise from applying their reasoning powers to the spelling of non-phonic words. Such of these, however, as the child needs to write can be learned and should be learned as they are needed by visualization rather than by wearisome iteration of their letter-names. There is certainly no necessity for formal spelling lessons in advance of the pupil's ability to write.

Transcription may be used for teaching and dictation for testing. But transcription is effective only when it is carefully done and that is where it is always properly scrutinized by the teacher. By the time the pupil has reached the Third Reader his transcription should be reduced, so far as spelling is concerned, to assigned words and phrases, bearing in mind always that as the meaning of a word is of more importance than its form, the power to use it should never be subordinated to the power of spelling it. To illustrate, the teacher may say: "Examine every word in turn on the seventy-eighth page, and as you proceed write twice every one whose spelling you think you should practise." The assignment of such study-lesson may be the conclusion of a formal teaching-lesson of the same page in which the teacher has taught the spelling of selected "ear-words" by applying phonics to their slow pronunciation and of "eye-words" by intent looking and copying.

Why is it that we school teachers, or the most of us, make such a fetish of spelling? I believe that my pupils and many others thought it as grave a wrong to spell *sulphur* s-u-l-f-u-r as to say that six and nine make fourteen. I had not then realized that the dictionary merely reports the fashion of its day and not the spellings its makers believe to be right in every case. Hobble skirts may be in fashion, but it is no more wrong to don another form for walking on an icy pavement than it is to write t-h-o for *though* when one is in a hurry.

I can see now the wrong we have been doing to

our pupils in exalting the spelling-book to the rank of the decalog with its consequent cost of time and tears. Were I teaching spelling now I should advise the learners to aim at conformance to authority. But as from time to time they discover authority for each of two or more forms, as there is for *programme* and *program*, *catalogue* and *catalog*, *labour* and *labor*, *plough* and *plow*, *stepped* and *stept*, *musick* and *music*, etc., etc., etc., they should observe the laws of economy and reason by adopting the shortest and most phonetic form.

In spelling as in other fashions most of us find it comfortable to follow the old rule:

Be not the first by whom the new is tried,
Nor yet the last to lay the old aside:—

But for the sake of the child whose habits and prejudices have not become established, and for the sake of the multitude of foreigners who are landing on our shores, teachers as a body should be in the van of spelling reformers.

London, Ont.

JOHN DEARNESS.

Carleton and Victoria Teachers' Institute.

The united Teachers' Institute of Carleton and Victoria Counties, N. B., was held at Woodstock, on Thursday and Friday, December 22 and 23, with an enrolment of 113 teachers. Crisp, sunshiny weather prevailed, and the near approach of the Christmas vacation gave a lively interest to the proceedings. The address of president C. D. Richards was of great value and touched very fully upon the teacher's work and personal influence. Addresses were given by Inspector Meagher, Messrs Belyea and Ketchum of the School Board, and by G. U. Hay, editor of the REVIEW. An excellent paper on Grammar and Analysis, by Miss Gaynell E. Long, was followed by a spirited discussion. Several speakers favored the use of a simple introductory text on grammar, such as Robertson's little book.

A paper on English Literature, by Miss Beatrice Welling, A. B., principal of the Victoria County Grammar School, was noteworthy for the pleasant style in which it was written, and the many useful suggestions it contained. It has been recommended to the REVIEW for publication.

Principal R. L. Simms, of the Florenceville Consolidated School, gave a carefully prepared paper on Civic and Political Ethics, in which he traced in a very interesting way the sources of our

political institutions and the various forms in which they survive at the present day.

The Institute divided into a primary and advanced section on arithmetic, Miss Winnie E. Thompson, of Woodstock, reading a paper to the first, and Principal R. B. Masterton, of Centreville, to the second section. Both papers were listened to with much attention, and were freely discussed.

Principal Emerson C. Rice, of Hartland, gave a well prepared paper on Physical Training and Military Drill, ending with a practical lesson before a class composed of teachers and students.

It was decided to hold the next meeting of the Institute at Florenceville early in October next. The officers elected for the year are: President, R. B. Masterton, Centreville; vice-president, Miss Gaynell E. Long, Jacksonville; secretary, R. E. Estabrooks, Woodstock; additional members of executive, Miss H. Mabel Lister and Miss Inez Bradley.

Winter.

In rigorous hours, when down the iron lane
The redbreast looks in vain

For hips and haws,
Lo, shining flowers upon my window-pane
The silver pencil of the winter draws.

When all the snowy hill
And the bare woods are still;
When snipes are silent in the frozen bogs,
And all the garden garth is whelmed in mire,
Lo, by the hearth, the laughter of the log—
More fair than roses, lo, the flowers of fire!

—R. L. Stevenson.

January.

January, bleak and drear,
First arrival of the year,
Named for Janus,—Janus who,
Fable says, has faces two,
Pray, is that the reason why
Yours is such a fickle sky?
First you smile, and to us bring
Dreams of the returning spring;
Then, without a sign, you frown,
And the snowflakes hurry down,
Making all the landscape white,
Just as if it blanched with fright.
You obey no word or law;
Now you freeze and then you thaw,
Teasing all the brooks that run
With the hope of constant sun,
Chaining all their feet at last
Firm in icy fetters fast.
Month of all months most contrary,
Sweet and bitter January!

—Frank Dempster Sherman.

Quotations for the New Year.

A glad New Year or a sad New Year;
O what shall the New Year be?
I cannot tell what it hath in store,
I would that I might foresee;
But God knows well and I need no more;
Is that not enough for me?—*Sel.*

Ring out the old, ring in the new;
Ring, happy bells, across the snow;
The year is going, let him go;
Ring out the false, ring in the true.
—*Alfred Tennyson.*

Old Father Time to his children doth say,
"Go on with your duties, my dears,
On the right-hand is work, on the left-hand is play
See that you tarry with neither all day,
But faithfully build up the years."
—*Charles Mackay.*

Suppose we think little about number one;
Suppose we all help someone else to have fun;
Suppose we ne'er speak of the faults of a friend;
Suppose we are ready our own to amend;
Suppose we laugh with, and not at, other folk,
And never hurt anyone "just for the joke";
Suppose we hide trouble, and show only cheer—
'Tis likely we'll have quite a Happy New Year.
—*Mary Mapes Dodge.*

There is no time to waste,
If you have any seed of good for sowing,
You must, you must make haste.
—*Ella Wheeler Wilcox.*

And the little minutes
Humble though they be,
Make the mighty ages
Of eternity.—*F. S. Osgood.*

I look in the brook and see a face,
Heigh-ho, but the years go by!
The rushes are dead in the old-time place,
And the willows I knew when a child was I.
And the brook it seemeth to me to say,
As ever it stealeth on its way,
Solemnly now and not in play:
"Oh come with me
To the slumberous sea
That is gray with the peace of the evening sky!"
Heigh-ho, but the years go by,
I would to God that a child were I!
—*Eugene Field.*

Do your best for to-day, trust God for to-morrow;
Don't be afraid of a jest or a sneer;
Be cheerful and hopeful, and no trouble borrow;
Keep the heart true, and the head cool and clear.
—*Sel.*

Each moment has its sickle, emulous
Of Time's enormous scythe, whose ample sweep
Strikes empires from the root.—*Young.*

He liveth long who liveth well;
All else in life's but flung away;
He liveth longest who can tell
Of true things done truly each day.—*Sel.*

"Now, what is that noise?" said the glad New Year.
"Now, what is that singular sound I hear?
As if all the paper in all the world
Were rattled and shaken and twisted and twirled?"

"O! that," said the jolly old Earth, "is the noise
Of all my children, both girls and boys,
A-turning over the leaves so new,
And all to do honour, New Year, to you."

Another Year.

Another year of setting suns,
Of stars by night revealed,
Of springing grass, of tender buds
By winter's snow concealed.

Another year of summer's glow,
Of autumn's gold and brown,
Of waving fields and ruddy fruit
The branches weighing down.

Another year of happy work,
That better is than play,
Of simple cares, and love that grows
More sweet from day to day.

Another year of baby mirth,
And childhood's blessed ways,
Of thinker's thought, and poet's dream,
And poet's tender lays.

—*John W. Chadwick.*

These sentences read frequently will familiarize pupils with the sight and sound of correct forms of speech.

1. Here is Dick; it was he whom I saw.
2. Was it she who wrote that line.
3. I think it was she, but I am not sure.
4. It looks like Mary, but it is not she.
5. Do you think it was they.
6. No; I am sure it was not they.
7. Was it we whom you called?
8. He said he thought it was I.
9. They think it was she and I.
10. Who do you think he was?
11. Whom do you think he saw?
12. It was not they; it was we.
13. It will be he and I who will go.
14. Was it he who brought the letter? No; it was she.

Winter Nature Lessons.**Sleds.**

Introduction: Informal conversation regarding the different kinds of vehicles and objects used to carry people, goods, vegetable products, stones, etc.

You have not yet named the little object I have in mind, although nearly every boy and girl owns one. Yes, it is a hand-sled. Pupils state names of their sleds and give other appropriate names for sleds. Price of sleds. Factories where made. Parts named. Uses of parts given. Pupils describe each part, and state the particular kind of material of which made, as, The wood is maple.

Hold the sled up, with the top toward the class, and let the children sketch the sled as it appears to them. Afterwards let them make a side view of the sled. In a few days another child's sled may be sketched.

In incidental ways while giving the lesson, bring out the fact that it is good to own a sled not only for the pleasure it can give the owner, but because the owner can make happy so many children who cannot own one, because their fathers have so many other uses for their money.

Ice.

Material: A piece of clean ice on a large earthen plate.

Plan of Lesson: What is this? Where obtained? How formed—the conditions necessary for the formation of ice. (Teach pupils that bodies of salt water do not freeze over.) Harvesting of ice. (Use pictures to illustrate the gathering of ice.) An important industry.

Preservation of ice. Ice-houses, in which the ice is packed in sawdust and a certain kind of hay.

Uses of ice. Cold water in summer. Ice cream. Needful for the sick. Preserves meat, milk, and is much used in refrigerators, etc.

Call attention to the closing and opening up of navigation on well-known streams.

Name fish in your locality which are often caught through the ice.

Ice-covered streams often afford "near cuts" and more convenient ways of reaching certain points. Boys and girls as well as young men and women who love to skate should be very thankful if their homes are near a nice field of smooth, strong ice. Inexpensive, within reach of all, but of great use. At the close of the lesson, note the temperature of the room and call attention to the water on the plate. Reasons and inferences given.

Snow.

The subject needs no formal introduction. It has now been with us for several weeks. We noted the first snowstorm of the season. We can tell how many snow-storms we have had up to January 10. By the thermometer which hangs just outside the schoolroom door the children noted the mercury during each storm. They carefully observed the size of the flakes and the quality of the snow as regards texture, dryness, dampness, etc. The depth of the snow fall was each time recorded.

At this special season of the year, after having carefully studied the snow and discussed its various uses to man, bird, and beast, and satisfied the mind with poetic snow gems from our standard authors, I would especially help and encourage the children during this month, which connects the earlier and later lingering winter period of this zone, to have royal good times during the noon and recess intermissions, playing in and with the snow. Encourage them to roll snow-balls, build snow-forts, play fox and geese and various other interesting and harmless games upon the snow-covered school grounds and near-by knolls. Let the children bring their sleds and enjoy the snow to their fullest extent. Provide a few whisk brooms and with these several monitors can quickly remove all snow which the children's clothes have gathered during their fun.

Occasionally go out with the boys and girls and re-live your own happy schooldays, when you loved the snow because you could write and sketch in it, make your own full-size portrait with extended arms, perchance a dinner-pail in one hand and a speller or arithmetic in the other, when you could roll, tumble, and snow-ball to your heart's content, and feel that the snow in its purity and abundance was your very own. You will return to your class in sympathy and love, and can better teach because you have drawn closer to nature's heart and the hearts and sympathies of the children.—*Selected.*

The Fox and the Grapes.

I am so hungry! Oh, see that fine bunch of grapes! How good they look! I'll have those grapes. Oh dear, I can't get them! I do not like grapes anyway! I know those are old, sour grapes!

Could the fox reach the grapes? Why not? Why then did he say the grapes were sour?

For the Little Folk.**The Bud's Winter Cradle.**

Rock-a-bye baby,
On the tree-top.

This is what the winds are whispering to the large horse-chestnut trees. Not only is there one baby among the trees, but many hundreds of babies.

To be sure, they are not pink and white babies, with big blue eyes and lovely, curling hair, such as we see in sunny nurseries, lying in their pretty little cradles; but they are babies, all the same.

Dame Nature calls them Buds, to distinguish them from her flesh and blood babies who live in houses. When Dame Nature was first given charge of all the flowers and trees and birds and little children, and many other things, she said:

"Dear me! How shall I keep those little horse-chestnut babies warm during the long, cold winter?"

She thought about it a long time. Then she fashioned a tiny cradle of brown scales, and covered it with a sticky substance, so that neither the rain nor snow could penetrate to the tender Bud.

And— Oh, yes! of course babies always have soft little blankets laid over them when in their cradles. So Dame Nature lined the entire inside of the Bud's winter cradle with a thick white blanket, to keep the horse-chestnut baby dry and warm.

It was many years ago that Dame Nature made her first cradle, but every year since then she has made thousands of little cradles. Then she sends the winds to whistle around the bare branches of the horse-chestnut trees.

They bend and twist the boughs in every direction, but

When the bough bends
The cradle will rock.

So every gust of wind sets thousands of little cradles rocking to and fro; and thousands of little Buds, lulled by the motion, nod and dream and slumber on.

But when the spring rains and warm sunshine comes again, just watch the life and stir among the horse-chestnut trees.

All the little Buds will waken from their deep sleep. They will grow very rapidly, and some day, in stretching themselves, just as all babies do, they will somehow burst open their snug brown cradles, and will push forth a tiny green head to the world without.

Just watch and see if my story is not true.—
Mary C. Spaulding, in Youth's Companion.

The Country School.

The ambitious country teacher who longs for a position in the city schools that she may enlarge her sphere of usefulness, finds when her ambition is realized that she has lost as much as she has gained. She deals with more pupils but her influence upon them is more limited. The companionship of the street corners, the social gatherings, the theatre, the moving picture show, and other diversions, tend to modify or neutralize the influence of the school.

The teacher cannot enter into the life of the city pupil so completely as into the quiet existence of the child whose country home offers no such distractions. The school life of the former is but a part of his life, and the hours spent outside of the schoolroom are often fraught with dangers which never beset the country child. The personal influence of an earnest teacher is a source of moral strength everywhere but aspirations and high resolves implanted in the heart of the country boy have greater opportunities for growth because his life is more simple.

The literary society of the country school becomes a potent factor in the education of its members. A similar society in the city receives no more attention than the numerous fairs, bazaars, carnivals, parties, lectures and entertainments.

A good teacher, clear-headed and tactful, can bring a district to realize the benefits of the school library with less effort than would be necessary in the city. The library means something to the boys and girls who are forced to spend their evenings at home.

The teacher of the country school is not hampered by a multiplicity of regulations, restrictions and rules which undertake to furnish an artificial substitute for brains. If the country school teacher has ability, the field is clear for carrying out individual plans.

What advantages does the country school afford the pupils?

The child in the primary grade of the country school learns to read, write and spell with as little help as possible because the teacher has not the time to devote to the many classes which are necessary in an ungraded school.

The child of the city schools studies history, geography, literature, drawing, music, composition, number and reading, under the direction of a teacher who is too ready to give help at every step.

Often the result proves that the country pupil has developed a sturdy self-reliance and independence which the city child lacks although he may outstrip the former in mental achievements. The child whose path in education is made too smooth loses the discipline gained in overcoming difficulties and obstacles—a valuable training, truly, for it develops the positive qualities of the mental and moral nature.

The pupil of the country school studies few books but he knows them well. Modern educators decry the narrowing influence of few books, but they all agree that there are some things that a child must know thoroughly. If he can get this necessary knowledge and extend his range of ideas to the many things of which he may know something, it is well, but to have vague ideas of many things and a clear conception of nothing is deplorable.

The younger children of the ungraded school learn much from hearing the older pupils recite. They become interested and by a process of unconscious absorption acquire many ideas which they could not get in a school where pupils are of a uniform grade.

The individual consideration which the teacher can give the members of the average district school because of the smaller size of classes is much greater than can be given in the city. The child can thus advance as rapidly or slowly as his ability demands and is not forced to keep step to an imaginary average. Progressive schools are breaking up classes into groups that this advantage may be given the pupils.

The greatest natural advantage that the country pupil possesses is the opportunity for manual labor which his home surroundings offer. He must do the chores regularly, systematically and carefully. Rain or shine, in fair weather or foul, certain tasks must be done. His physical energy thus has an outlet in legitimate effort. His ingenuity and invention are called into play in making necessary repairs and in meeting unexpected difficulties. The moral effect of this training is far-reaching. The furnace and gas stove have robbed the city boy of the benefits of the wood-pile. Water-pipes carry the water for him. The telephone and delivery wagon perform his errands. There are no horses nor cattle to feed; no chickens to provide for. His tasks at school are made attractive and easy.

With nothing to do outside of school, and no

outlet for his energy, the city boy has not the country boy's chance to develop the possibilities within him. Until industrial training is given its proper place, will the country boy possess this advantage.

The fond parent sacrifices the comfort and independence of his farm that he may give his children the benefits of graded schools; but when he measures the educational advantages of trained instruction and the temptations of city life, with the personal influence of a good teacher and the security of the rural home surroundings, he will find his loss equal to his gain.—*Mary Z. Andre, in the Western Teacher.*

Too Much Talking.

The young teacher should learn early that teaching and talking are quite different. Almost any recitation in which the teacher talks half the time is a failure. It seems that the teacher thinks the pouring out of knowledge is the main thing.

If you expect to have lessons learned make them short.

Assign but few lessons to be learned at home; children must have time to work, play, eat, sleep and grow.

Keep your explanations down to the level of your pupils' minds. Keep your voices down to the conversational key. A quiet voice is music in the schoolroom.

Seldom repeat a question. Train your pupils to a habit of attention, so that they can understand what you say the first time.

The school should train for accuracy. The work of any pupil should be done correctly the first time. The habit of being wrong half the time in arithmetic and spelling is bad. The teacher should know the difference between teaching and talking.—*Nellie May Schlee, State Normal School, Peru.*

Bradford Torry says that the winter birds, especially the chickadees, like mince pie and suet this cold weather. Tie these to trees or trellises beyond the reach of snow-banks and cats. All winter long the birds, after once finding the treasure, will return to it daily, and often many times a day. Birds need plenty of fuel in cold weather.

Grow old along with me!

The best is yet to be,

The last of life, for which the first was made:

Our times are in His hand

Who saith, "A whole I planned,

Youth shows but half; trust God: see all, nor be afraid!"—*Robert Browning.*

A Calendar Lesson.

The beginning of the year is a most excellent time to give a lesson on the various periods into which it is divided. The interest in the subject will be greater at this time because of the newness of the calendar. Use a large calendar and having shown the class the arrangement of one sheet for each month and one row of figures for each week, have the pupils count the sheets, the number of days in the week and also the number of days in January. This information will furnish material for a written lesson in which each child may be led to write all that he has learned about the year and the various periods into which it is divided. At the beginning of each succeeding month the number of days which it contains may likewise be counted and recorded.

Another suggestion that may be used to teach the passing year would be to draw twelve candles at the top of the blackboard. Draw a yellow flame on the one representing January and the unlighted white wick in each of the remaining eleven. As each of the months arrives place the flame color on the wick of the candle representing it. The candle for the month that has passed should be erased, leaving the smallest possible base with the black burnt-out wick.—*The Teacher.*

Singing in School.

We wish all teachers could appreciate the assistance and the lightening and brightening of labor that even a five-minute exercise in singing would give. Singing acts upon the mind and body which have become weary with monotonous routine, as magically as does a shower upon the dust and heat of a sultry summer day. Children love singing, and when the spirit of unrest begins to take possession of the schoolroom a sprightly song, if only one verse, will quicken the thoughts and brighten energies which were beginning to lag. Languor and lassitude should never be permitted in the schoolroom, and there will be no place for them if tact and skill recognize and treat wisely the first symptoms. Song and exercise have their respective places in the daily programme of school life, and there is no school so ably conducted that it may not be improved by the addition of these helpers, if judiciously called into action when conditions demand them.—*Educational Gazette.*

Proverbs XVII, 27-28.

"Say nothing, but saw wood" may be slang, but it contains a heap of sense. We call to mind one who years ago took charge of the schools in one of the good cities of the State. A very active interest was being taken in school matters. Bitter was the factional fight. Everyone was on one side or the other, except a few who tried to be on both. What would the new man do? What would he say? Each party was ready to receive him with open arms if he agreed with them, or with equal pleasure to knife him in the back if he joined the opposition. He said nothing and affiliated with neither. In vain did "Taxpayers" and "Pro Bono Publico" scan the papers for his comments on their latest labored articles. When a good citizen called in a friendly way to suggest that a certain teacher was incompetent and should be removed, he went away simply knowing that the superintendent thought it was a fine day, but, perhaps, a little more rain would be good for the crops. Not only he himself was silent, but he made those under him keep quiet. Gradually a few poor teachers were replaced, the work was systematized, the schools carefully graded, and everyone kept busy attending strictly to his or her own business. As a result, the war of words ceased, and as soon as the better class of people began to appreciate his work and the changed condition of affairs, he received their hearty support. While he would not have remained a year had he worked with tongue and pen instead of silently, he was re-elected year after year, until he numbered among his graduates those who, when he came there, were babes in their mother's arms.—*Midland Schools.*

The Natural Boy.

Nature has endowed the healthy boy with such an amount of energy that unless an outlet is found for it he becomes an unmitigated nuisance. Whenever the troublesome question of what he shall do presents itself, we think sympathetically of Carlyle, wishing that all boys could be turned under barrels, their to wait until they arrived at the years of discretion. "Sit still," as an injunction, is thrown away on the boy. He has a constitutional "wanderlust," as the Germans call an inordinate desire to explore the cosmic philosophy, which has to be eliminated by entertaining employment. For this either drawing or

reading is advisable. Mr. Huxley says: "I should make it imperative that every child, for a shorter or longer period, learn to draw. I do not think its value can be exaggerated, because it gives the means of training the young in attention and accuracy. It becomes an implement of learning of extreme value. Nothing has struck me more in my life than the loss which persons who are pursuing scientific knowledge of any kind sustain from the difficulties which arise because they never have been taught elementary drawing."

The schools are waking up to its importance as an essential, but the quite young boy could be instructed at home by means of the kindergarten methods. Another "love" that could be used as a means of entertainment is reading. With a little judicious flattery, the boy's father could be induced to cultivate the taste in him by reading to him. The youngster isn't human who wouldn't listen with all the ardor of his soul to tales of adventure and conquest; to stories of Indian warfare, with thrilling incidents of heroic rescue and deeds of daring; to Arctic explorations and African discoveries. And in that time there would be excited in him a love of reading for its own sake. But even here a guide is necessary, because it is so easy to overdo a good thing. "The fairyland of book lore is full of dangerous enchantments, and there are many who have lost in it the vigor which comes from breathing the keen air of every-day life." Especially if the boy is bright and is at school, he should be guarded from too much intellectual work.—*Education.*

It is cheery to laugh. A good laugh is better than medicine. Learn how to tell a good story. A well-told story is as welcome as a sunbeam in a sick room. Learn to keep your own troubles to yourself. The world is too busy to care for your ills or sorrows. Learn to stop croaking. If you cannot see any good in the world, keep the bad to yourself. Learn to hide your pains and aches under a pleasant smile. No one cares to hear whether you have the earache or rheumatism. Don't cry. Tears do well enough in novels, but they are out of place in real life. Learn to meet your friends and pupils with a pleasant smile. When the teacher ceases to learn he should also cease to teach. No matter what his talents or attainments may be he is unfit to lead and guide others the moment the spirit of growth and development within him is dead.—*Selected.*

Sewing as Busy Work.

How many teachers have tried sewing for busy-work? Nearly every little tot likes to use a needle, and they are thereby gaining two ends. They are keeping themselves out of mischief and unconsciously learning to sew, which is far better than some of the aimless busy-work employed in many schools.

Perhaps the best form of sewing for beginning is the sewing cards. These are made of bristol-board of light weight. The outlines of objects drawn upon them are then perforated with a large pin. The sewing can be done with bright-colored threads, which makes it still more attractive. This teaches them to hold the needle and guide the thread, and as a large needle is used it is much easier at first. After the sewing cards have served their purpose some real sewing may be started. Hunt up some pretty bits of cloth, soft gingham or lawns are better than calico, as they are easier for little fingers to sew. Children a little older may be taught some of the simpler embroideries. For the older boys the different forms of raffia and straw basketry will be helpful.

The different kinds of sewing have a great advantage for busy teachers in that they take so little time to prepare beforehand; they last much longer without losing their charm than any other busy work which I have tried, and they have a definite aim, which ought to actuate all educational work.

Every girl should learn to sew, and too many of the mothers—especially in the country—have no time to teach the little ones to use a needle. For that reason sewing has an educational value not possessed by any other busy-work. Most of the city schools now teach sewing as a regular branch, and although the country teacher has no time for it, it may be taught in this way without making more work; on the contrary, it lessens the work.—*Popular Educator.*

The trouble with our schools is not that they teach the child too much, but that they teach him so little in proportion to the outrageous amount of his time that they waste. Two-thirds of our purely mental drill and disciplinary training in the school room is as ineffective and as irrational as trying to develop a flower by massaging its petals instead of tending its roots.—*Dr. Woods Hutchison.*

Spelling Exercise.

The following spelling exercise has been used in the Maritime Business College, Halifax, with excellent results. Many teachers will find it an interesting and profitable exercise for their pupils on Friday afternoons. (Behead, means drop the initial letter; curtail, drop the final letter. *Thus*: I indicate lack of colour, behead me and I give you too much: Pale, ale.)

1. I am a piece of wood, behead me and I am a part of the body.
2. I am a surgeon's knife, curtail me and I am a verb indicating my use.
3. I am a section of a bridge, behead me and I am a kitchen utensil.
4. I am an adjective signifying old, behead me and I am a story.
5. I denote purity, behead me and I signify urgency.
6. I am a part of a whip, behead me and I am a tree.
7. I am a pretence, behead me and I am a choice piece of meat.
8. I am a mischievous fellow, behead me and you know where I delight to rusticate.
9. I am found in the homes of the rich, behead me and I go to the poor.
10. I am strong, behead me and I will make you childish.
11. I am a celestial body, curtail me and I am a carpenter's tool.
12. I am a region, behead me and I am a mineral.
13. I am a part of a ship, behead me and I am a graceful tree.
14. I am valuable for my fur, curtail me and you know where I live.
15. I am in every dining room, behead me and I am never on time.
16. I am a well old story, behead me and I will tell a better story.
17. I am sometimes used to beautify the features, curtail me and I distort them.
18. I am a small fish, behead me and I dissolve.
19. I revolve swiftly, behead me and I am an ornament worn by both sexes.
20. I am an aid to the elderly, curtail me and I am a vessel.
21. I indicate position, behead me and I am a fine fabric.
22. I never do my best, behead me and you will see my defects.
23. I am on the fence, behead me and I am on the house.
24. I am only a part, behead me and I am all you require.
25. I am found in the laundry, behead me and I am in every corner.
26. I denote hatred, behead me and I am a loving lass.
27. Everybody likes me, behead me and many dread me.
28. I am a contract, behead me and I am a statute law.
29. I am on every rosebush, behead me and I am a lofty tree.
30. I cause pain, behead me and I measure space,

31. I am a measure, curtail me and I am very useful, though sometimes very small.
32. I am the criminal's dread, behead me and I am a tree.
33. I am the patient's fear, behead me and I am the convalescent's dread, behead me again and I am unwell.
34. I am a fruit, behead me and I indicate all.
35. I denote time, behead me and I am a domestic fowl.
36. I dread the cat, behead me and the old dread me.
37. I am not short, behead me and I am the whole.
38. I indicate waste, behead me and I am for the sick.
39. I am free from dirt, behead me and I am free from fat.
40. I indicate first position, behead me and still I am first.
41. I am a part of a flower, behead me and others then am I.
42. I am wise and prudent, curtail me and I give way.
43. I interfere, behead me and I am part of a whip.
44. I am dirt, behead me and I am the enemy of the first.
45. I am in the garden, curtail me and I am a diagram.
46. I am a useful office appliance, behead me and I am a part of the face.
47. I defraud, behead me and I am warmth.
48. I instruct, behead me and I include all.
49. I am a carpenter's tool, behead me and I will lead you to his home.
50. I am in a quandary, behead me and I will see the solution.

For Quick Work.

Divide the blackboard into ten numbered spaces, and choose children to fill spaces.

Teacher gives all the children the same problem, one which all will understand. At a given signal, they all begin work. As soon as a child finishes work, he whirls round quickly, raising hand. Teacher much know the correct answer to problem, and keep close watch on blackboard. As soon as child finishes, she must note his answer, and, if correct, give him a number, as "Harry is number one;" "Susie is number two;" numbering all children in order of their finishing work. If two finish at the same instant, the one nearest top of board is given first number. When all have finished or when sufficient time has been given, teacher calls "number one," and Harry goes to place at the head of the blackboard. When number two is called, Susie takes her place, and so on. The child who is number ten, takes his seat and chooses another to take tenth space at blackboard. This is a lively game, and requires a wideawake teacher as well as class.—*Popular Educator*.



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CURRENT EVENTS.

The first lighthouse for airships has been erected in Germany. Its powerful lights will be visible from afar, and will enable the aviator flying at night to take his bearings.

in gold, in imitation of a bunch of grapes.

Six women were empanelled as a jury to try an action for damages in the State of Washington. It is said to be the first case on record of a civil suit being decided by a jury of women. In several towns in England women sit at the council board; and there have been three or four instances of the election of a woman for mayor.

In one county in Ohio, hundreds of men have been indicted for selling their votes, and punished by disfranchisement and fine. There would be few corrupt legislators chosen if all ignorant voters could be disfranchised; and the time may come when intelligence and honesty will be considered necessary qualifications for the franchise.

In France, a young forest of some two thousand acres, planted about forty years ago, is not only already profitable, yielding a good return for the thinning out of the timber, but has quite transformed the neighbouring country. Springs have re-appeared, and fertility has been restored, bringing a remarkable increase in the value of the lowlands.

A great forest of rubber trees has been discovered in the interior of Mexico. There are of a species not heretofore recognized as valuable; but experiments have shown that with proper treatment the gum which they yield will be equal to the best now on the market.

By the new census, the United States and dependencies will have a total population of ninety-two millions.

It is announced that the new king of Siam will marry a daughter of the Emperor of Japan. An alliance between these two countries must have an important influence in the East.

The Chinese residents of Hong Kong have suddenly decided to give up the use of the queue. Six wealthy elders began the movement, and thousands of their fellow-countrymen immediately followed their example. No change in the national costume is contemplated.

The newly created Chinese Imperial Senate has asked for a constitution and a cabinet. It is probable that the request will be granted immediately, and the present absolute government give place to a government responsible to the senate; and that the elective parliament promised in 1915 will be called at least two years earlier. It hardly surprises us to be told that China had representative government long ago and gave it up as unsatisfactory, for we do not look for anything new in China.

If it is true that there is a storage battery car which can be run more cheaply than a trolley car, the unsightly wires and poles that now disfigure the streets where electric wires pass will soon disappear.

Captain Robert A. Bartlett, who accompanied Peary nearly to the North Pole, and Harry Whitney, who was the first white man to meet Cook on his return from the north, will command an expedition which is to sail from the United States some time this year and attempt to reach the South Pole. Their plan is to sail directly south from the southern point of South America until land is reached, and then go overland by the nearest route.

Dr. Cook, who disappeared when his note became notoriety, has returned to America. He now tells what grounds he had and still has for believing that he reached the North Pole, though he does not believe that he can give any satisfactory proof of his having done so. Rasmussen, the Danish explorer, however, who at first supported Dr. Cook's claims, and afterwards as strongly upheld those of Capt. Peary, is now reported to have said that he does not believe any living white man or living

Eskimo was ever within one hundred miles of the North Pole. We shall probably never know who is right about it. We shall never know with certainty whether either, both or neither of the two famous American explorers got there without a white companion to certify to the fact; and indeed, so far as scientific results are concerned, it is not worth knowing.

The Emperor, a new steel steamer, launched last month at Collingwood, to be used in the grain trade on the great lakes, is the largest vessel ever built in Canada. She is 525 feet long, and has a capacity of ten thousand tons.

The rebellion in Mexico is proving more serious than the first reports would indicate. Several small battles have been fought, with varying success. The dissatisfaction of the insurgents and their sympathizers, it is said, is caused by the industrial situation rather than by any definite acts of the aged ruler who by the last election was again returned to power. Under President Diaz, the republic has enjoyed remarkable tranquility until the present uprising began.

The results of the general elections in Great Britain have been to sustain the government by about the same majority that it had before the dissolution of parliament. The government can now claim that it has the support of the people in its plans for limiting the constitutional powers of the House of Lords, and the country thus seems to have passed through another peaceful revolution of more real importance than many of the bloody revolutions of other lands.

Sir Edward Morris, premier of Newfoundland, speaking before the Chamber of Commerce, Boston, a few days ago, said it is less likely now than ever that Newfoundland would unite with Canada. He said: "The idea is not at all an agreeable one to the people and the fishermen think that confederation would be disastrous to them. Canada would have little to offer them, by way of inducement that would prove of lasting advantage to the country or to the people, and as Newfoundland's prosperity increases there is a correspondingly equal reduction in the possibilities of any such political departure."

Montreal has abandoned the project of a week of winter sports through lack of financial support. It is supposed that the accounts of these sports have a discouraging effect upon intending immigrants.

SCHOOL AND COLLEGE.

Mr. John B. McNair, of Arthurette, Victoria county, has been selected out of a list of eight applicants for the position of Rhodes scholar from the University of New Brunswick. He is twenty-one years of age, a member of this year's graduating class, and has had an unusually brilliant record as an all-round student. The scholarship is worth £300 annually and is tenable for three years. Mr. McNair is the fourth student of the University of New Brunswick to win this coveted honour, the others being Chester B. Martin (1904), Ralph St. J. Freeze (1906), L. Ralph Sherman (1908).

A distressing accident occurred at Newcastle, N. B., on the evening of Tuesday, December 13th. Mr. B. P. Steeves,

principal of Harkins Academy, was cleaning a rifle from which the cartridge had not been removed. While working with it the rifle was discharged, the bullet entering his wife's back and passing out through her chest. The wound proved fatal and the unfortunate woman died the following morning after suffering intensely. Universal sympathy is felt for the unfortunate family so terribly bereaved of a loving wife and mother. Principal Steeves had resigned his position at Newcastle to take a school in the west whither he will go during the early part of this month to join his sister, Mrs. Smith, widow of the late Inspector Geo. Smith.

Mr. L. R. Hetherington, principal of the Grammar school at Richibucto, N. B., has resigned to assume the principalship of the Harkins Academy, Newcastle, in place of Mr. B. P. Steeves.

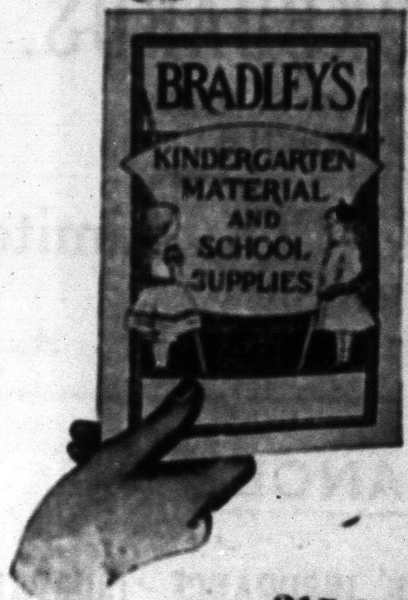
The special committee, of which Dr. Soloan is chairman, for the revision of the course of study for the Nova Scotia common schools has been continuing its work in Halifax during a portion of the past month. The attention given to this subject for more than two years by general and special committees is a pretty good indication of an excellent course when completed.

The material value of educational institutions to a community was well illustrated by Principal Soloan in an address to the citizens of Truro, N. S., on a recent occasion. Dr. Soloan estimated that the Normal College left \$44,000 in Truro, the Agricultural students \$29,000, Empire Business College \$8,000, and outside students of the County Academy \$6,000, or a total of \$87,000.

A conference between Dr. W. S. Carter, Chief Superintendent of Education, and the provincial inspectors took place at Fredericton on Wednesday, December 28th. Important subjects were discussed, such as the results of physical training so far apparent in the schools, the increased interest in manual training, domestic science, school gardening, better ventilation and cleanliness of school rooms, and the necessity of more attention to certain subjects of the course of instruction. The text-book committee which met on the following day decided to recommend Whiting's Music Course now in use in the Fredericton schools, and Dr. L. H. Bailey's book on Botany with a key and flora of the Province prepared by Dr. D. W. Hamilton, of the Normal school.

RECENT BOOKS.

The Canadian Almanac for 1911 is becoming more and more valuable from year to year. It has been published continuously since 1848 and has become an invaluable source of ready reference. Probably in no other volume can so much information be found about Canada in so small a space. Included in this year's edition are maps in colours of Ontario and Quebec, showing all the railways and principal towns in addition to the counties and physical features of the two provinces. It contains information about educational institutions, about Dominion and Provincial governments and the names of officials, with their salaries, titled Canadians, a complete list of post offices in Canada, postal information, banks with their branches and



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Our courses of instruction too frequently include nothing adequate to give an idea of the ways in which the citizens of a country gain their livelihood. Allen's *Industrial Studies* aims to give in the form of an interesting story the important facts about the great industries of the United States. We should like to see a book on the same lines prepared for Canada. The pupils who have taken intelligent interest in such a study as this work presents have a broader knowledge of the country in general, a better idea of its importance, a more thorough understanding of the causes which have contributed to its growth and rank among nations, than when they have gained them from their geography or reading lessons. The book is fully and attractively illustrated, clearly printed, and every page presents a tempting invitation to read. (Cloth, 335 pages; price, 65 cents. Ginn & Company, Boston.)

Beasts and Birds is a nature book for boys and girls. beautifully illustrated in colour and with photographs. The descriptive sketches in the text are very instructive and entertaining, and the book is sure to meet with a favorable reception from the children. Price, 1s 6d, Adam and Charles Black, Soho Square, London, W.)

A very interesting book for teachers and parents is *Observations on the First Three Years of a Child*, by George V. N. Dearborn, professor of Physiology in Tufts College, Boston. It describes with considerable detail the development of the activities and sensations of a child from the hour of its birth, giving the results of careful observations on individual evolution. To the students of physiology and psychology the work will prove especially interesting, also to those who welcome every competent new account of the first three years of human life. (Cloth, 215 pages; price, \$1.50. Warwick and York, Baltimore.

RECENT MAGAZINES.

Miriam Williams Brown in the January *Canadian Magazine* referring to the time and money spent by many young women on acquiring music, French and other so-called accomplishments—most of which are executed badly, speaks a word for "the one art which we are most frequently called upon to use—the art of speech. Has any young woman a more effective accomplishment than that of a gracious manner and a musical, well-modulated voice? Yet how rarely is a good speaking voice heard!"

A seasonable reminder to all wide-awake and intelligent people who are selecting their magazines for 1911 is that, whatever other magazines they may take, they cannot afford to be without *The Living Age*,—the old "Littell's, so long published in Boston"—whose weekly numbers, filled with the freshest and best articles from English periodicals, supplement the other magazines and give what they do not, and, in the nature of the case, cannot give. See the advertisement on another page.

Among the many interesting articles in the *Century* for January is the second instalment of the important series of Martin Luther and His Work, giving his life as a monk and his visit to Rome. The paper is illustrated by photographs and drawings.

OFFICIAL NOTICES.

Teachers are hereby notified that courses in Physical Training will be given in Fredericton in connection with the Summer School of Science, for the Maritime Provinces, the sessions of which begin about July 12th, 1911.

In addition to the other courses provided by this School, there will be one in School Gardening for teachers. A Certificate of competency to give instruction in this subject will be assigned those who have successfully taken the Course for two years at the Summer School of Science.

Apply to Mr. T. B. Kidner, Fredericton, N. B., Local Secretary of the Summer School of Science, for any information concerning the work of the School.

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N. B. School Calendar, 1910-11

- Jan. 9 Schools open after Christmas vacation.
- April 13 Schools close for Easter vacation
- Apl. 19 Schools open after Easter vacation.
- May 18 Loyalist Day (holiday in St. John City.)
- May 24 Victoria Day.
- May 25 Examinations for Teachers' License (French Dept.)
- May 31 Last day on which Inspectors are authorized to receive applications for Departmental Examinations.
- June 9 Normal School Closing.
- June 13 Final Examinations for License begin.
- June 30 Schools close for the year.

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