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MISSING

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THE EDUCATIONAL REVIEW,
St. John, N. B.

Nova Scotia, who has already reason to be proud of the number of men she has sent overseas to the defence of the Empire, has now pressed her schools into the work of recruiting. A supplement to the *Journal of Education*, issued February 15th, appointed Friday, February 25th, to be "Schools Recruiting Day" and directed teachers to bring before their pupils on that day the needs of the Empire, at this time, with special reference to the three Highland Battalions now being recruited by Lieutenant

Colonel A. H. Borden, O. C., 85th Battalion. Besides the instructions to teachers, the supplement contains a number of patriotic songs and recitations, with suggestions for a programme, and a letter from Colonel Borden to the boys and girls of Nova Scotia. Copies of this letter, with a letter form ready to fill in if further information is needed, are to be distributed through the pupils to all families having men of military age.

Colonel Borden is well known to Nova Scotia teachers through his energetic work as organizer of cadet corps. He attributes the rapidity with which the 85th Battalion was recruited to the active assistance of both men and women teachers throughout the province, and he counts on their support in his present undertaking.

The picture supplement presented with this issue is from a painting by J. Morgan. It is reproduced, through the courtesy of the Artists' Supply Co., 77 York Street, Toronto, from a photograph by W. A. Mansell & Co.

The attention of teachers is directed to the official notices of the Education Departments of New Brunswick and Nova Scotia in this issue. New Brunswick teachers will also be interested in the programme of the Provincial Teachers' Institute printed on page 200.

There are more men who have missed opportunities than there are who have lacked opportunities.—*La Beaumelle.*

To educate a child is not to teach him what he knew not, but to make him what he is not.—*Ruskin.*

It is all right to scatter seeds of kindness, but if they are seeds of encouragement you will gather a crop twice as high.—*Troome.*

ANIMAL STUDY.

H. G. PERRY.

SOME WINTER HABITS.

Our wild animals are on the whole not conspicuous subjects for nature study during the winter months. It is true that a few of the hardier sort still frequent their old haunts and are at "business as usual," but they are only a small part of all the forms that crowded their varied activities into the summer of last year.

What has become of the many forms of a few months ago? Where are they now, and how are they passing the winter? These and many other similar questions, about their food, their habits, and the rounds of their daily life, must come to the mind of every student of nature.

We have long been taught that many of our summer birds have migrated to other countries; they are living under fairer skies and enjoying the luxuries of other climes. But in a few weeks a change will be in progress; they will be returning to us, dressed in richer robes and with sweeter songs than they have ever known before. Let us make ready to greet them and mark their return.

In a list of our winter birds we find some, like the snowy owl and snow bunting, that are not resident for the whole year, but are winter migrants from the north. The robins and song sparrows that sometimes winter with us are, most likely, also northern migrants.

A short time ago a note was sent to me, asking for an explanation of the sudden appearance of large flocks of the snow bunting, during snow storms, in localities where immediately before not one was to be found anywhere in woods or fields. As an explanation I may say that I have noticed the same thing many times in my home locality, and at the same time have found that a ramble on the Grand Pré dyke meadows, only a few miles distant, will show these birds feeding on fine days in flocks by thousands. During snow storms they leave the dyke lands and are only found on the higher grounds. In parts remote from such feeding grounds, or when they are covered with deep snow, these birds are frequently found feeding in barn-yards.

Make a list of our winter birds. Where is each found? On what do they live? How does the winter plumage compare with that of the

summer? What effect does winter have upon their habits, calls, songs, etc?

Our four-footed animals do not migrate for the winter, but find advantage and protection in other ways. Some lead an active life all winter, knowing no restraint save that set by the laws of fear and hunger. Nature is kind to some of these forms, as the rabbit and weasel (ermine), and changes their coats to white when cold weather sets in. The tawny coat of summer and the white coat of winter are good examples of protective coloration, and make for greater "fitness" in these animals—and "the fittest survive."

Protective coloration is much more common among our wild animals than one might at first suppose, but there are also many other factors of "fitness" that at first consideration may seem even less obvious. How long would any particular species of our forest animals survive in the great struggle that is constantly being waged in the world, if it had to rely on protective coloration alone? The sharp eye, the quick ear, the keen scent, the fleet foot, the sharp claws or powerful hoofs, the threatening horns, the rending fangs, and cunning calculating brain, all play their part in the preservation of the different species.

Some animals like the bear, raccoon, skunk, woodchuck (ground hog), flying squirrels and bats have found an alternative for migration—the torpid sleep of hibernation is a good substitute for a trip to the south.

The subject of hibernation suggests many questions. How do such animals generally prepare themselves for their long winter sleep? How long do they remain in hibernation? How was the habit first acquired? What peculiarities do the different species show in the time, manner, etc., of their hibernation?

Bats hibernate together in numbers in hollow trees, caves, etc; they attach themselves to supports by their hind feet and hang with their heads downward. This position indicates some peculiarity in the system of veins and arteries not ordinarily met with in the higher animals. Flying squirrels are also gregarious in their

hibernation, numbers of them huddling together in a nest and sleeping for weeks at a time. Mention should also be made of the raccoon mother, who is careful to see that her baby "coons" are snug with her in the old hollow log, stump or tree, that forms their winter home. It is an interesting fact that "coons" in captivity, though removed by several generations from wild ancestors, and though well supplied with food at all times, spend a portion of the winter in hibernation. The tendency to hibernate seems to be in the blood, and is still kept up, even where there seems to be no necessity for it.

Of all our hibernating animals the bear is the largest and most picturesque. The stories of his doings in colonial days were no doubt exaggerated, for the modern bear seems to show few of the qualities so commonly attributed to his ancestors; on the other hand Bret Harte's description of bruin seems somewhat overdrawn.

"Coward,—of heroic size,
In whose lazy muscles lies,
Strength we fear and yet despise;
Savage, whose relentless tusks,
Are content with acorn husks;
Robber, whose exploits ne'er soared,
O'er the bee's or squirrel's hoard;
Whiskered chin and feeble nose,
Claws of steel on baby's toes."

There are three kinds of bears in North America,—the polar bear, the grizzly bear, and our native species, the brown bear. In using this work for school exercises these forms should be compared, and the work correlated with geography, literature and composition whenever possible. Teach the meaning of such terms as hibernation, and cold blooded and warm blooded animals.

Mention should also be made of several other kinds of animals that hibernate, such as frogs and toads, snakes, turtles and newts, and also some species of insects, as the ladybird-beetle, the moth of the mourning cloak, the adult larvae of the Isabella tiger moth, and the baby larvae of the brown-tail moth.

Extend your inquiries to other insect forms. In what stage of their life cycle do house flies, honey bees, tent caterpillars, cabbage butterflies, emperor moths, crickets, grasshoppers, dragon flies, May beetles ("June bugs"), and other insects with which you are familiar, pass the winter?

The beaver and the chipmunk are good examples of animals that keep well within doors during the winter months, but are active in their homes, and live upon the food that they gathered the fall before. These animals are provident little fellows and seem to show great thought for the future. Contrast their care or preparation for winter with that of the hibernating animals. In the case of the latter, the storage is in the form of fat laid up among their various tissues.

HIGH SCHOOL LITERATURE.

BY THE EDITOR.

Paradise Lost. Books I and II.

The suggestions for study given in the prescribed edition are excellent, as far as they go, but they seem to me lacking in human interest. A great French critic has said that "Paradise Lost" is an unreal poem, a grotesque poem, a tiresome poem, and yet—an immortal poem. And there is danger of our classes feeling it to be unreal, grotesque and tiresome, without recognizing its claim to immortality. It is useless to tell them that they ought to admire Milton, (especially if we do not admire him ourselves) if we cannot put them in the way of studying him so that they may see something that they can admire.

The two elements in "Paradise Lost" by which I should try to lay hold on the interest and admiration of a class are first, the moral struggle, and second, the glorious beauty of the verse.

Thanks to our sad neglect in not cultivating the sense of hearing and the visual imagination which most little children possess, by feeding their minds with good poetry when they are in the lower grades, our High School pupils come to the study of literature with ears dulled to the music of verse, and minds untrained and slow in grasping images. Still, there will be a few in every large class whose pulses will quicken with pleasure at the sound of such lines as:

1. Regions of sorrow, doleful shades, where peace
2. And rest can never come, hope never comes
3. That comes to all,
- and
4. _____ and chase.
5. Anguish and doubt and fear and sorrow and pain,
6. From mortal and immortal minds.

and who may even be interested in scanning the lines and discovering the long syllable at the beginning of 1 and 5 that gives variety, and in noting the effect of the repetition in 2, 3 and 6. To ensure some enjoyment of the music of the verse there should be a great deal of reading aloud, and of learning by heart. Also, in every lesson period a very few minutes should be given to the examination of special lines and passages. Milton's own words in the preface telling in what, to his mind, "true musical delight" consists, should be studied, and examples given of the "sense variously drawn out from one verse to another." Instances of lines with more than ten syllables; of trisyllabic feet, as, "O Spirit," in I, 17; of alliteration, of lines with full and open vowel sounds as in I, 540; of the use of proper names, as in I, 583-7, should be collected. In reading and reciting give the full value to Milton's words, and do not allow the ugly contractions insisted upon by some dull-eared commentators such as "om'nous" for ominous, "hov'ring" for hovering, and so on.

Study of the imagery suggests itself, and I need not dwell on this point. "The author seems to think but in images, and these images are grand and profound, a marvellous mingling of the sublime and the picturesque," says Scherer. And Macaulay reminds us that though Milton wrote "Paradise Lost" at a time of life when images of beauty and tenderness are beginning to fade from the mind, he adorned it with all that is most lovely in the physical world. A special search might be made for "images of beauty."

What I have called the moral struggle will not fail to interest young people, if they are rightly guided in studying it. I have always found boys and girls interested in questions of right and wrong, and the opportunity should not be lost of directing their attention to the working out of abiding principles.

Milton tells us at the outset the causes of the fall of angels and of man. Pride is the first cause. Trace this sin through the actions and speech of Satan. Envy, pride and avarice have been said to be at the root of the great crimes of history. Consider the crimes of Cain; of Judas. Does Milton give Satan any good qualities? Does he sympathize with him in any particular? See. II, 483.

neither do the spirits dammed,
Lose all their virtue.

Remember that Milton had himself been fighting with his pen against constituted authority for over twenty years.

"The conception of liberty, as based upon a vigilant, strenuous, and highly trained virtue, was Milton's root belief. It is the leading idea in all his great imaginative writing, from *Comus* to *Samson Agonistes*.

'Love Virtue; she alone is free
She can teach you how to climb,'

is the teaching of *Comus*. And that sublime outburst of the Lady, when her body is powerless against the spells of the enchanter,

'Thou canst not touch the freedom of my mind'

is the exultant cry of Milton's own indomitable spirit.

—E. de Selincourt.

What words of Satan express the same thing? For what sort of liberty was Satan fighting and upon what was it based? For whom did he want freedom? What was his attitude towards his followers? towards virtue? Collect all Milton's comments on his motives.

Study the speeches of the different fallen angels and compare them. With which one has Milton least sympathy? What part do the sins of Belial and Mammon play in private and public life today? Ruskin says that in the history of any civilized nation it will be found that envy and anger and pride and every other temptation give up their strength to avarice. Consider any great national crimes with reference to this. What sins have hindered great reforms, such as the abolition of slavery?

These are only a few examples of the kind of questions that may stimulate discussion, interest and study. I wish that all teachers could read the lecture on Milton by Professor de Selincourt from which I have taken the liberty of quoting. It is published, together with lectures on Shakespeare, Wordsworth, and English poetry since 1815, under the title, *English Poets and the National Ideal*. (Oxford University Press, 2s. 6d.) We should do well to lay to heart the author's words in his preface:

"Much as we need today all the physical and material strength that we can command, we need still more ideals and inspiration; and our patriotism will be wiser and more devoted if we learn to draw upon the immense spiritual resources of our poetry, which are not the least glorious, nor the least precious part of our heritage as Englishmen."

GARDEN WORK FOR EARLY SPRING.

L. A. DEWOLFE.

Many teachers already have the School Garden Book, by Weed and Emerson. All should have it as a book of reference. It is published by Charles Scribner's Sons, New York, and costs \$1.10.

The Introductory chapter deals with Window Boxes. In a later chapter suitable plants for window boxes are listed. The inexperienced teacher, however, has difficulty in selecting from a large list the most suitable for her conditions. A few plants successfully grown are better than a number of experimental failures.

Make your boxes as large as the size of the window will permit. In general they will be about three feet long, eight inches wide, and eight inches deep. Use good soil, and keep it well watered, but not continuously soaked.

About the last of March, plant in boxes the size of chalk boxes or cigar boxes (using rich fine soil) the following seeds—using one box for each kind: Snapdragon, Petunia, Dwarf Nasturtium, Climbing Nasturtium, Verbena and French Marigolds. About the last of April these should be ready to transplant to the regular window boxes. In your east windows set Snapdragons six inches apart along the side next the window. In the same box set Petunias along the other side. These two will give a good combination for one box. The Snapdragons are erect. The Petunias will hang over and hide the box. In another box plant Verbenas. They may go in any window except north. In another box plant tall Nasturtiums in the centre with a border of dwarf Nasturtiums. Later, strings may be fastened from the edge of the box to the top of the window as supports for the climbing Nasturtiums.

A box of Marigolds with a border of Sweet Alyssum (from seed planted directly in the window box) will be effective in a south window.

Besides the seed boxes, have a few boxes of sand in which to start cuttings of Fuchsias, Geraniums and Coleus. These cuttings may be taken from house plants in the children's homes. After they are rooted plant them in boxes for whatever windows need them. Though they like sun they will grow in north windows. After all, ferns are very satisfactory for north windows. So are Lilies-of-the-Valley.

During March the children should study seed catalogues. Besides selecting flowers for their window boxes, they should now plan their outdoor gardens.

To get the greatest pleasure and profit from a garden one needs a hot-bed or a cold frame. An out door seed-bed is also advisable. Farm reports and bulletins will give all necessary instruction in the operation of these. No teacher should be without the free literature available from the Department of Agriculture, Ottawa, and from her own Provincial Department of Agriculture.

But window boxes and out door gardens have not fulfilled their whole mission if they merely have taught the children how to grow plants. That knowledge, in itself, is valuable indeed. But equally valuable are *some* of the other school subjects. Part II of the School Garden Book gives very suggestive "children's exercises." The whole school term may be enlivened by a judicious use of these exercises.

In addition to the observations, the English, the drawing and the habit of making systematic records, the garden affords an excellent field for geography. Where was the original home of this plant? What changes has it undergone in order to live in this strange land? Is there any relation between the hardiness of a plant and the climate of its native country? Some of our house plants never produce seeds. In their wild state they did. Why the change? What per cent of our potatoes will produce seeds this year? Watch. Ask older people if that is different from a generation ago.

A single garden will raise questions enough to keep one busy for a life-time.

The chapter on Bulbs is good. Some bulbs are planted in the fall; others, in the spring. Now is the time to get interested in the latter. Every child should try at least a half-dozen Gladiolus bulbs. Some of the newer Dahlias are also well worth growing.

A better assortment of foliage plants is desirable for indoor growing. The choice of suitable jardiniere in which to grow them, as well as vases for cut flowers, gives a chance to develop an artistic taste now too much neglected. The "cuts" in this book are very helpful in this way.

Another strong feature is the Calendar, month by month. "What to do in September,"

for example, gives a teacher a hint that, otherwise, she would have forgotten. One precaution, however, is necessary. For our climate, keep one month behind the calendar during the spring months, and one month ahead of it through the fall months.

The book is helpful in its definition of a school garden. According to it, a single plant in a flower pot may teach all the lessons that the average person could learn from an acre garden. We meet people who think a garden, to be useful, must be large; and laid out in symmetrical plots. This notion of a large garden has done more to discourage school gardens than any other one thing — unless it be the ignorance of the teacher. A school garden twenty feet square can be cared for. Only in rare cases can a quarter acre be kept in shape.

I said "twenty feet square." Personally, however, I should not make it square. Five feet by eighty would give the same area; but is much more serviceable. A five-foot border along a fence is out of the way. Twenty feet square is merely an unsightly scar that spoils the appearance and the use of the school grounds.

For rocky grounds, where plowing is impossible, one can do wonders by scattering seeds (say, poppies) among the rocks, and raking them in. By mid-summer the rocks will be hidden in masses of flowers.

AN EXERCISE IN NUMBERS.

"Let us make the top of a table that is 6 feet long and 2 feet wide. Let us make it with our rulers and allow one inch for each foot."

These were the directions given to a second grade class, and in a very short time each child had a figure exactly 2x6 inches by actual measurement with the ruler. If one was found that was not exactly right, he was shown where it was wrong and he drew another.

The following indicates the work based upon the figures:

Make the lines showing the square feet in the top of the table.

Put your finger on one square foot.

How many square feet in one row down the long way of the table?

How many rows of square feet are there?

How many square feet in the top of the table?

I wish to cover the table with velvet. If the velvet is 2 feet wide, how many yards will it take?

How much will this cost at 50 cts. a yard?

If velvet were only 1 foot wide, how many yards would it take?

How much would this cost at 50 cts. a yard?

How much fringe will it take to go entirely around this velvet cover?

How much will this fringe cost at 5 cts. a foot.

How many yards of fringe will it take?

How much will the fringe cost at 15 cts. a yard?

(This they counted by tens, resolving the 15 into 10 and 5.)

Then the teacher laid on the floor 12 pieces of heavy manilla paper, each a foot square, arranged in three rows. These represented a flower bed, and the following questions were asked:

1. How long is the flower bed? How wide? How many yards around it?

2. How many square feet does it contain? How many square yards?

3. If Mary plants one of the short rows of squares, putting five seeds in each square foot, how many seeds will she plant?

4. Edwin made a border of cobble stones on one end of this flower bed, using six stones to the foot; how many stones were needed?

5. What is the total distance around the bed? How many square feet in one-third of it? In one-fourth of it? In one-half of it?

6. What is the distance in inches around one of the short rows? Around two of them?

7. What is the distance in feet around one of the long rows? Around two of them?—*The Western Teacher*.

THE CURRENT HISTORY CLASS.

1. When was the kingdom of Greece first established, and on what conditions? What Kings have reigned since? "The French have seized Corfu." Why? Where is Corfu? What part did it play, under what name, in ancient history?

2. What and where are the Hanse towns? Why are they likely to be ruined by the war? Name their principal exports, imports, and industries.

3. Where are Kut-et-Amara, Erzerum, Durazzo, Metz, Scutari, Verdun?

4. "In the case of an attack on Egypt and Suez the serious difficulties of advance fall upon the enemy." (Professor Pollard). Explain this in detail, and show how in the Mesopotamia expedition the advantages are reversed.

A LEGISLATIVE HISTORY OF NEW BRUNSWICK EDUCATION.

1802 — 1847.

JOSEPHINE H. McLATCHY.

[Continued.]

The Act of 1829¹ introduced a new measure regarding school houses. The law stated, "difficulties have frequently arisen from the school houses being the property of private individuals, as built on their land." To prevent such trouble it was enacted that, as far as possible in the future the school house was to be built on public land. An earlier act² enjoined that the school houses were to be built for the exclusive use of schools.

By the Act of 1837 the County Board of Education made up of three or more fit persons was to be appointed by the Lieutenant-Governor for the licensing of teachers in their respective counties. By the Law of 1847 the County Boards were dispensed with; a Provincial Board of Education composed of the Lieutenant-Governor and members of the Executive Council, was constituted in their stead. This Board was to grant licenses to trained teachers upon the certificate of competency provided by one of the Training Schools of the province.

The Act of 1847 contained the provisions regarding free scholars; school property; local administration; reports of teachers, trustees and justices; together with Provincial grants to parish and counties, as they appeared in the Act of 1837. Marked advancement appeared in the requirements regarding teachers. They were to be trained as well as licensed; they were classified according to attainments; their salaries were apportioned according to their class of license; a written contract stating the length of the teacher's agreement was drawn up and respected by both teacher and trustees. The main purpose of this Act was to produce a uniform system of instruction throughout the province. This was obtained by a system of instruction outlined by the Provincial Board of Education; a uniform system of prescribed textbooks, trained teachers, and provincial inspection by two appointed inspectors. The Law of 1847 is but the logical outcome of the tendencies which had

been working throughout the period. The legislation from the earliest act which held the justices accountable for the use of school money to the Act of 1847, which introduced explicitly the idea of a uniform provincial system of schools had ever tended toward the centralization of provincial control. That the idea of control was present is proven by the necessity of the teachers reporting to the trustees; the trustees to the justices; and the justices to the Lieutenant-Governor and Council.

CHAPTER IV.

GRAMMAR SCHOOL LEGISLATION, 1802-1847.

Legislation concerned with the establishment and administration of grammar schools is quite distinct and separate from that regarding parish schools. We have already noticed the interest and anxiety of the early Loyalists that an Academy be established. Like many other early colonists their first interest was the establishment of an institution of secondary instruction. The Academy at Fredericton, established in 1786, really did nothing but secondary work until 1827, when it, by Royal Charter, became King's College.

The earliest enactment was that of 1805,¹ which provided for the establishment of a Grammar School in the city of St. John. There was to be a Board of nine Directors appointed by the Lieutenant-Governor, which included the Mayor and Recorder of the city, while the rector of Trinity Church was to be President of the Board. This school was to receive an annual apportionment of £100 from the province, and a gift of £100 to aid in erecting a building. The further enactments, concerned with the administration and general routine of the school, resembled so closely those of the general Act of 1816, that the discussion of the two acts may be combined. The former act was passed on March 5, 1805. The St. John Board of Directors became concerned immediately with the needs of the school. After some dispute a site was procured and the building of the school house begun. The school was opened on June 1, 1805, by Mr. Jennison, who agreed to provide rooms in which to keep the school until May 1, 1806. He was to receive £100 from the Board

¹9 & 10 G. IV, Cap. XXII, sec. 4.

²4 G. IV, Cap. XXV, sec. 3, (1823).

¹45 G. III, Cap. XII, secs 1-8, grammar schools, St. John, secs 9-13, parish schools.

and £5 tuition from each pupil for the year, together with the sum of 5s. which was to be spent in fuel.¹ In 1816 the legislature voted an annual appropriation of £250 to this Grammar School. Throughout this period their interest in its welfare was manifest by large annual appropriations and frequent references to it in legislation.

In 1816, an Act was passed to establish a grammar school in St. Andrews; £100 was to be granted annually towards the teacher's salary, and a gift of £200 toward building the school house. This school was not opened, however, until June 1, 1819, when Rev. John Cassilis became schoolmaster.²

In 1816, the general Act,³ to establish Grammar Schools in the several counties of this province was passed. The provisions of the special acts for the establishment of Grammar Schools in St. John and St. Andrews were practically the same as those of this Act which provided for the establishment of a Grammar School in each of the counties of the province. There were, however, two exceptions, the first being the size of the Board of Directors. The boards of the special schools had nine members, while those of the general county Grammar Schools had but three, and were called trustees or directors. The second difference was to be found in the amount apportioned to each of the county schools which received only £100 annually towards the teacher's salary.

This General Act provided for the appointment by the Lieutenant-Governor-in-Council of "three or more fit persons in the several Counties⁴ of this Province . . . as the Trustees and Directors . . . for the establishment of Grammar Schools in each of the said Counties, except as aforesaid."⁵ These trustees were empowered to procure "proper places whereon to build a building suited for the said Schools in each County." They were authorized to accept and receive "donations for the erection of such buildings and the endowment of such schools" and "to purchase and hold lands

and real estate in trust for the Use of such Schools."¹ They were to "procure and retain a Master and Ushers for the said Schools and make and establish By-laws, Ordinances and Regulations for the government of such schools," which before enforcement were approved by the Lieutenant-Governor, and "to enforce obedience to the same by moderate fines and expulsions."² The trustees were authorized to fix the rate of tuition in these Grammar Schools. They were also empowered to "nominate and send to such schools, any number of boys, not exceeding eight in any one School, to be taught gratis."³ These free scholars were to receive instruction "in all the branches of learning taught in such schools or such parts as the Trustees directed." The Act stipulated that such free scholars must "be orphans or poor children whose parents could not afford to pay for their education." A public examination was required to be held by the trustees twice in every year on the first Monday in November and the first Monday in May."⁴

These Grammar Schools seem to have been limited to the instruction of boys only. The early Parish School Acts mentioned both sexes. This Act made no such mention but referred to the free scholars as "boys."⁵ The curriculum of these schools resembled rather the academy curriculum of the later colonial period, than the Grammar School curriculum of England or of early New England. The scholars were to be "taught English Grammar, Latin and Greek languages, Orthography, and the Uses of Globes, and the practical branches of Mathematics, or such other useful learning as may be judged necessary."⁶ The teachers of these schools, both master and ushers, were compelled "to be duly qualified and licensed, as by His Majesty's Royal Instructions is required."⁷

The sum of £100 was to be yearly apportioned toward the salary of the master of the grammar school in each of the counties of Northumberland, Westmorland, Sunbury, Kings and Queens. This grant was to be made in half-yearly instalments, when the trustees had certified that the county had provided a Grammar School building; hired a capable Master; that the Inhabitants had subscribed or paid £100 in aid of the support and maintenance of the said Master."

[To be continued.]

¹See J. A. Bowes, "Historical Sketch of St. John Grammar School," p. 4.

²Raymond, *Op. Cit.*, *Edu. Rev.*, April, 1895, p. 210.

³56 G. III, Cap. XXI.

⁴The counties of York, St. John and Charlotte were excepted in this Act because there were already secondary schools in Fredericton, St. John and St. Andrews. There were then eight counties in the province. This Act provided for Grammar Schools in Northumberland, Westmorland, Kings, Queens and Sunbury.

⁵*Ibid.*, sec. 1.

¹*Ibid.*, sec. 2. ³*Ibid.*, sec. 6. ⁵*Ibid.*, sec. 6. ⁷*Ibid.*, sec. 4.

²*Ibid.*, sec. 3. ⁴*Ibid.*, sec. 5. ⁶*Ibid.*, sec. 6.

NOTES ON SCHOOL READERS.

BY THE EDITOR.

THE LADY OF SHALOTT — N. B. Reader IV, p. 165.

Notes on this poem have been asked for. The following comment and paraphrase are reprinted from the REVIEW for November, 1903. The teacher will of course use her judgment about reading the story to the class first. If they can read intelligently enough to grasp it for themselves all the better.

We may take for our starting point the words in the fourth verse, "Tis the fairy Lady of Shalott." For the story is what children call "a kind of a fairy story," by which they mean a story in which things do not happen, nor people act, as they do in real life. Such a story is to be accepted, not for what we may learn from it, but purely for the pleasure that it gives us. For while different people have read different meanings into the story — I have even been told that it is an allegory — and while it is quite natural for an imaginative reader to find various lines of thought suggested by the idea of the life that was never more than a shadow in a world of realities, and that faded away at the first contact with the real, still, Tennyson has treated it in a purely romantic fashion. That is, he has told the story for the story's sake. It seized upon the poet's fancy — the island in the river, the lady in the tower, the mirror, the magic web, the gallant knight riding by, the curse and its fulfilment: There is no moral, no character drawing; it is simply a striking story that lends itself to a picturesque background. And the poet has adorned it with all the beauty of description that he knew so well how to work. An eminent critic, Mr. Stopford Brooke, says of Part 3, "Horse and man, sunlight and scenery, gleaming river and glancing armour — how they fit together, into what unity of impression they are knit! The verse flashes and scintillates like the armour. A wonderful piece of gold and jewel work, and only Milton can excel it in its own sphere."

But just because of this series of brilliant pictures in which it is told, some children will find it hard to get hold of the story itself. It might be well to tell it to them first in some such words as these: "Once upon a time, long ago, there was a beautiful city, surrounded by towers and walls, and full of busy people. A river flowed under the walls of this city, and up the river, not very far away, was an island where water lilies grew. The country people told strange stories about this island. No living person had set foot upon it, but sometimes men working in the fields near by, early in the morning, or late at night, would hear sweet singing that echoed down the river. Then they would whisper to each other, 'That is the fairy lady of Shalott.' The fairy lady lived all alone on the flowery island, and wove night and day a web of many colors. She had been told that if she ever left off weaving, or looked out on the river or the city, some terrible thing would happen to her. She did not know what the terrible thing might be, so she thought of

nothing but her weaving. But she had one way of seeing what passed her island, for hanging before her was a great mirror, and looking into it she could see all the people that came and went on the highway, going to and from the city. Market-women, shepherd boys, gaily-dressed pages, quiet working-men, laughing girls, knights on horseback, funerals, bridal pairs, — all these she saw in the mirror, and she took pleasure in weaving pictures of them all into her work. But she grew very tired of seeing only reflections and nothing real. At last one bright day there came riding by a gallant knight in full armour. The sun flashed on his shining helmet and sparkling shield; the bells on his horse's bridle rang merrily, his armour clashed, and as he passed he sang a gay little song. The poor fairy lady could bear it no longer; when she saw the knight riding so gallantly and so happily along, she left her weaving and took three steps toward the river. For one moment she saw the water-lilies, and the knight, and the city in the distance, and then — the work she had been weaving flew out loose from the loom, the great mirror cracked from side to side, and she knew that the terrible thing had happened. She could no longer stay in the flowery island; she found a little boat floating under a willow tree, and on it she wrote her name, 'The Lady of Shalot.' Then she got into the boat, and when evening came, a stormy, rainy evening, she floated down the river to the city. As she went she sang her last song, and just as she came to the city she died. The boat floated on under the walls, and all the people came out to look at it. They read her name, and were afraid. But the gallant knight whom she had seen looked at her lovely face, and prayed that God would grant her His mercy."

Camelot, the city of King Arthur, of which we read in all the stories of King Arthur and his Knights. Some writers identify it with Winchester, others place it in Wales or Somerset. It makes no difference to the enjoyment of the poem where it is. Explain the adjectives applied to Camelot. What adjectives are applied to the island?

What time of year is pictured? Study the different pictures. What lines would you choose to contrast with 1-4, part IV? What words express color? Motion? Sound? Have you seen willows whiten and aspens quiver?

From what point of view is part I of the story told? Write a little conversation between two of the people who go up and down gazing. Tell in your own words about "The mirror's magic sights." Explain the word "there" in verse 2, part II.

Note the separate groups of passers-by in part II. Which group is most important to the story? Why? Can you correct by ear the mistake in the printing of line eight, in the last verse of part II? And what is wrong

about the punctuation of line nine, verse 4, part IV?

Sir Lancelot was King Arthur's greatest knight. A baldric is an ornamented belt worn over one shoulder. Blazoned means decorated in colors. The golden Galaxy is the Milky Way in the heavens.

HOME ECONOMICS IN THE UNGRADED SCHOOL.

BY JEAN B. PEACOCK.

To those wide-awake young women at whose feet Rural New Brunswick, Jr. sits, I bring this message respecting the teaching of Household Economics in the schools.

First, enlarge your own horizon respecting the facts of which Household Science and Household Art take cognizance. How? Write to Director R. P. Steeves, M. A., Sussex, and to Miss Hazel Winter, Director Women's Institutes, Fredericton, for free literature dealing with these topics. Get, read, mark and inwardly digest the "Cornell Reading Courses" (free also). Send to the Teachers' College, Columbia University, New York City, to the U. S. Experimental Station, Department of Agriculture, Washington, D. C., and to the Departments of Agriculture of Ottawa, Ontario, New Brunswick and British Columbia for lists of their bulletins — and then choose what you want by the titles. Many of the bulletins are free, none cost more than 15 cents. Get and read two marvellously interesting books, "Foods and Household Management," "Shelter and Clothing," and lastly, attend one of the Summer Courses to be conducted at Sussex and at Woodstock in July of this year. For particulars of these schools apply to R. P. Steeves, M. A., (Director) Sussex, N. B.

Secondly, make this new knowledge, and other less recently acquired, of Foods, Sanitation, Hygiene and Textiles and the various Industries, the work upon which you weave the woof called Arithmetic, Geography, History, Science. Then will the whole fabric of the pupil's school experiences be shot through with threads that cannot be severed from the home and future life of that boy or girl.

As to just how this subject matter bearing upon the materials and ideals of every day life can be

used in the school-room, let me be more explicit. When next, in your Health Lessons, you are tempted to follow the text and ask for a complete memorization of the Latin names of the bones of head and limbs, suppose you supply yourself with a large handkerchief, and some roller bandages one and a half or two inches wide and teach the boys and girls to bandage head and limbs, to put an arm in a sling, and to make a *tourniquet* to stop bleeding. As well as the anatomy of the digestive and circulatory organs, and the names and sources of the digestive juices, teach them something definite about the kinds and amounts of foods individuals of different ages, occupations and countries should have. I venture to assert that the term "Protein" would be more likely to be defined as "a breed of cattle," by the average school boy, than to be recognized as the food principle most essential to his life and health. In your discussion of alcoholic beverages go back to causes; stress the fact that properly nourished human beings, of sane habits respecting rest and work, furnish us a small minority of our narcotic users. When disease and ill-health are your topics the whole interesting realm of bacteria opens before you. The house-fly; the mosquito, and their breeding places, can be made the object of invective as strong as you wish to use, as well as of an organized campaign against filth of all sorts.

If every boy and girl knows that every single fly which lives through the winter in the crevice of a window, or comes into being before April 1, has before the last of September a progeny of not millions but *billions*, providing only one-half of the eggs laid become mature flies, will you have to tell them twice that kerosene and turpentine will drive away, and *formalin*, dilute, will kill the hated insect?

When next you turn your attention to experiments in Chemistry and Physics, do not restrict yourself and your pupils to a mere looking for an effervescence, or an odour, an explosion or a response to exerted force. Instead, elevate subject matter and lesson to the lofty plane of real life. Produce O and CO₂ and N, if you want to, of course; teach the diffusion of gases and of heat and capture the elusive electricity if you like, but in the name of common sense I ask you to make ventilation, fertilization of the

soil, the heating and lighting of our houses, and the motive power of our factories the nucleus around which facts and materials centre.

In the realm of acids, alkalis and salts, don't forget the fruit juices, baking soda, cream of tartar, washing soda, salt. Some day make soap before the interested eyes of your pupils, and if you want a really fascinating problem in chemistry, I would introduce you to the processes involved in bread making, a chance *sour* loaf but adding another chapter of interest.

In your history and geography classes never forget that the customs of the people in any country at any time, the clothes they wear, the work they do, the houses they live in, the things of beauty they produce, furnish the human touch which makes that people or country interesting to the people of other lands. The evolution of the house, the romance of cotton, of linen, of pottery, of the history of art, of costume, of chivalry — all these are the vitalizing and illuminating elements in history and geography, and I think you will agree with me as to the close association of these subjects with Household Economy.

I grant that many of us would need to go out in search of facts, but if one really wishes to become informed on any subject in these days, there are many "royal roads" to at least securing the facts.

And now as to Arithmetic, that stumbling block of the many. Even its dry bones might be more attractively clothed in terms of the work and play of the world, than in terms of races run by A, B, C, or senseless problems in cube root.

Some of the problems, at least, could be made to centre round the gardens and games and pets of the children, the live stock and foods of the farm, the fish or lumber or coal or hay, which are exports of the locality, without the science of arithmetic suffering in any way.

If you have a school garden around whose products you can wind some instruction in the gentle art of cooking — some facts of food storage and preservation and distribution, then indeed the goddess of Household Science, if there be one, will call you blessed. Surely if it is worth while for the German Government just now to hire Domestic Science experts to go about the country teaching the consumer

that peeling potatoes before cooking them is wasteful, and that the universal use of the fireless cooker will save the country thousands of tons of fuel, we cannot afford not to pass such truths on to our next generation.

Lessons on the value and desirability of living in sanitary, comfortable and beautiful houses, will be driven home continually and in an inspirational way if the children spend their school hours in a room of such qualifications, kept so by their own efforts.

The making of towels, dusters and curtains will supply your older girls with sewing, and the discussion of proper material for each open up the realm of textiles to them. The step from this to the making of aprons or towels and hangings for the home is short and easy. The keeping of the school towels and dusters clean, the dusting of the room twice a day, with first damp and then dry cloths, the cleaning of windows, and of hand basin and water receptacles, will use the soap which you made one day in your science class, and will keep your "medium-sized" girls busy for a little while each day, with the delving after dirt which they adore, to say nothing of the opportunities such activities will furnish for object lessons and talks on personal hygiene, sanitation and the spread of disease. The keeping in repair of maps, black board erasers, door knobs and hinges, window sticks and fastenings, gate and fence, will furnish the boys with just the sort of practical Household Economics which falls to a man's lot in real life. The painting of window casings, varnishing of furniture, white-washing of fence and out-buildings might be entrusted to the older boys, if they have no Tom Sawyer propensities, and can be properly supervised. All these activities of repairs could be compassed with such simple implements as hammer, jack-knife, nails, screws and screw-driver, while the addition of a saw would make window sticks and window boxes, vine trellises and garden plot markers possibilities.

The construction of the stove and the lack of equipment in the rural school reduces the possibilities of cooking to a minimum. However, the making of sandwiches and beverages could be easily accomplished, if a large saucepan, a smaller one and a sharp knife can be procured. Add to this equipment a toaster

and the miscellaneous collection of serving dishes which the children will be glad to bring, each for himself, and you will at least have a nucleus around which to build. If you have ever trudged a mile to the seat of learning in your community on a winter morning accompanied by your mid-day lunch, which gets more nearly frozen than do you, if possible, a potato baked in the ashes of the school stove, a cup of hot soup or coffee, a piece of toast or a freshly cooked egg would but "grapple to your soul with hooks of steel" any instructions as to the proper method of cooking, with reasons, which the teacher might furnish, as the viands were being prepared. This means eating your lunch at school with the children, but such a course is fruitful of good in other realms than the Household Economic. Perfect yourself in the proper methods of preparing tea, coffee, cocoa, two or three soups, toast, soft cooked eggs, potatoes, sandwiches, salad dressing, meat, and carry out a course of ten such noonday lessons in a country school room next year. Supplies? Why those children bring just such things as you need, and they could take turns in bringing milk, butter and the other things which all would not bring each day.

Beware of offending the conservative ear of school board or rate payer or parent with even the suggestion of adding a new subject to the curriculum. Even in your own consciousness guard against regarding Household Economics as a new and separate study. Rather smear over the three R's that form the back bone of our course of study, this new R, viz., "Right Living," and you will be laying broad and sure the foundation of Home Economics as a school subject.

"Chemistry and its Relations to Daily Life," Kablenberg and Hart, \$2.25, MacMillan, Toronto. "Shelter and Clothing," Kinnie and Cooley, \$1.25, MacMillan, Toronto. "Foods and Household Management," Kinnie and Cooley, \$1.25. "Cornell Reading Courses," Cornell University, Ithaca, N. Y.

COMFORT.

And this for comfort thou must know:
Times that are ill won't still be so;
Clouds will not ever pour down rain;
A sullen day will clear again.

—Herrick.

POEMS FOR THE PRIMARY GRADES.

PUSSY WILLOWS.

In her dress of silver gray
Comes the Pussy Willow gay —
Like a little Eskimo,
Clad in fur from tip to toe.
Underneath her, in the river,
Flows the water with a shiver.
Downward sweeping from the hill,
North Wind whistles, loud and shrill.

Birds are loth to wing their flight,
To a land in such a plight.
Not another flower is found
Peeping from the bark or ground.
Only Mother Willow knows
How to make such suits as those;
How to fashion them with skill,
How to guard against the chill.

Did she live once, long ago,
In the land of ice and snow?
Was it first by Polar seas
That she made such coats as these?
Who can tell? — We only know
Where our Pussy Willows grow.
Fuzzy little friends that bring
Promise of the coming spring.

— Primary Education.

THE SCHOOL REPORT.

BY JULIE A. KENNEDY.

In Reading I am "Good," it says;
In Spelling, "Excellent;"
And always in Geography
I get a high per cent.

I'm "Good," too, in Arithmetic,
In Music, and the rest;
And father says he's glad to know
In school I do my best.

But then he shakes his head, and says
He wonders how 'twould be
If teacher asked him to make out
A "Home Report" for me.

There's "Rising Early," "Bed on Time,"
And "Minding Promptly," too;
And "Table Ways" and "Cheerfulness,"
And "Little Things to Do."

In some, perhaps, I might get "Good;"
In others, I am sure
My marks would not be more than "Fair,"
And some would be just "Poor."

— Youth's Companion.

THE LITTLE GIRL AND THE PUSSY-CAT.

Said a little girl to a pussy-cat:
 "It's jolly to make you play!
 How soft you purr when I stroke your fur.
 And your claws are all tucked away!
 I love you ever so much for that,"
 Said a little girl to a pussy-cat.

"But, oh, there's a terrible thing I've heard,
 That brings great sorrow to me;
 You killed a poor little baby bird
 That lived in our apple-tree.
 You can't be dear to me after that,"
 Said a little girl to a pussy-cat.

"O little maid," said the pussy-cat,
 "You are gentle and kind, they say,
 To bird and beast, but didn't you feast
 On chicken for lunch today?
 And aren't there feathers upon your hat.
 O little maid?" said the pussy-cat.

"Oh, I'll be I, and you'll be you,
 As long as the world shall be.
 If you'll be as good as you can for you,
 I'll try to be good for me.
 So let's be friends, and agree to that,
 O little maid!" said the pussy-cat.

— *Our Dumb Animals.*

THE EARTH.

A little sun, a little rain,
 A soft wind blowing from the west —
 And woods and fields are sweet again,
 And warmth within the mountain's breast.

So simple is the earth we tread,
 So quick with love and life her frame,
 Ten thousand years have dawned and fled,
 And still her magic is the same.
 — S. A. Brooke — from *The Children's Cameos.*

Bible Readings for Opening Exercises.

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|------------------------------|---------------------------------------|
| 1. Genesis xl, 1-15. | 12. Genesis xlii, 21-28. |
| 2. Genesis xl, 16-23. | 13. Genesis xlii, 29-38. |
| 3. Genesis xli, 14-36. | 14. Genesis xliii, 1-15. |
| 4. Genesis xli, 37-45. | 15. Genesis xliii, 16-34. |
| 5. Genesis xli, 46-57. | 16. Genesis cliv, 1-13. |
| 6. St. Matthew xiv, 22-33. | 17. Genesis xliv, 14-34. |
| 7. St. Matthew xv, 21-31. | 18. Genesis xlv, 1-13. |
| 8. St. Matthew xv, 32-39. | 19. Genesis xlv, 16-28. |
| 9. St. Matthew xvii, 1-9. | 20. St. Matthew xviii, 1-6,
10-14. |
| 10. St. Matthew xvii, 24-27. | 21. St. Matthew xviii, 21-35. |
| 11. Genesis xlii, 1-20. | |

WHO, WHAT AND WHERE.

QUESTIONS FOR MARCH.

(All from the poetical works of one author.)

1. What "gleam through Spenser's elfin dream. And mix in Milton's heavenly theme"?
2. Where was a lowly woodsman buried by mistake in a "proud Baron's tomb"?
3. Who madly planned his own ruin and that of his country, for the sake of a queen who sent him a glove and a turquoise ring?
4. To match with whom must a maiden be "lovely and constant and kind, Holy and pure and humble of mind, Blithe of cheer and gentle of mood, Courteous and generous and noble of blood, Lovely as the sun's first ray"?
5. What castle "seemed all on fire" whenever disaster threatened its owners?
6. Who loved Shakespeare, but preferred to read of Jaques, Hamlet and Desdemona rather than of Falstaff and Percy?

QUESTIONS FOR FEBRUARY.

1. Who was condemned to wear hung about his neck the body of the bird he had slain, and why?
2. What bird long lived the pride of the countryside, And at last in the odour of sanctity died?
3. Where did the last of the Gairfowl stand, and what kind of tears did she weep?
4. What bird stood nearly six feet high, and seen from behind looked rather like a very proper bald-headed parson?
5. What bird is called: *a.* darling of the spring, *b.* the sea-blue bird of March, *c.* the Arabian bird, *d.* "a creature of a fiery heart," *e.* pilgrim of the sky?
6. Who were, Grip, poor Matthias, Chil?

ANSWERS.

1. The ancient mariner, in Coleridge's poem of that name. His shipmates condemned him to wear the body of the albatross hung about his neck because its death had worked them woe.
2. The Jackdaw of Rheims. *Ingoldsby Legends.*
3. On the Allalonestone. She wept tears of pure oil. *The Waterbabies—Charles Kingsley.*
4. The Adjutant Bird in Kipling's story, *The Undertakers.*
5. *a.* The Cuckoo. *To the Cuckoo—Wordsworth.*
b. The Kingfisher. *In Memoriam, 91.*
c. The Phoenix. *Antony and Cleopatra III, 2* and elsewhere in Shakespeare.

The "Sea-blue bird" of *In Memorium* is understood to be the Kingfisher, and Rolfe so explains it in his notes on the poem.

The name of the poem or book from which a quotation is taken should be given, as well as the author's name.

Five sets of answers came in. Marks allowed, 28. Waterloo, 26; M. L. L. Club, 23; Alert, 20; Jill, 15; Limbo, 13.

- d. The Nightingale. *O Nightingale! Thou surely art*
— Wordsworth.
- e. The Skylark. *To A Skylark.*— Wordsworth.
6. a. The raven in *Barnaby Rudge*.
- b. The canary on whom Matthew Arnold wrote
the elegy *Poor Matthias*.
- e. The Kite in *The Jungle Books.*— Kipling.

THE QUESTION BOX.

Would you kindly explain the following through the columns of the REVIEW?

What is the largest number of trees that can be set in a garden 120 yards square, so that the trees shall be at least 10 yards apart and not less than 5 yards from the fence by which the garden is enclosed?

Academic Arithmetic Examination Paper 45, 24.

ANSWER.

Since the trees are 10 yards apart there will be 12 trees in 110 yards, there being 1 more tree than there are divisions. Also, there would be 12 such rows, making in all 12 x 12 trees or 144. The answer in the book is wrong and impossible, as by geometry there could be more trees put in rows parallel to sides than in any other way, and 144 is the limit of such number of trees.

M. E. M's difficulty about geometrical magnitudes and classes of angles is not stated in the form of a question, and is not clear. There are several answers that would fit respectively the several forms that the question might take. Or does M. E. M. want us to comment on the definitions given in the new geometry? We shall be glad to hear from her again on the subject.

M. E. M. (2) Greenland belongs to Denmark, but only a few Danes have settled there. A few areas along the coastal plain have been settled by Eskimos. Why this island is not mentioned in your geography is known only to the makers of that book. Your other questions will be answered later.

Q. B:— Calfee's "Rural Arithmetic" noticed in the REVIEW of October, 1913, will be sent from this office on receipt of thirty-five cents in stamps. This book has no answers.

Write to Mr. R. P. Steeves, Director Elementary Agricultural Education, for author and publisher of a Farm Arithmetic. Any bookseller will order it for you.

OBITUARY.

During the last month two men well known for their service to education in New Brunswick have passed away.

Mr. William Crocket, M. A., L.L. D., died in Fredericton on February 12th, after a short illness, at the age of 83. Dr. Crocket came to this country from Scotland when he was 24, and held successively the posts of Principal of the Superior School at Campbellton, Rector of the Presbyterian Academy at Newcastle, and Principal of the Provincial Normal School. In 1883 he was made Chief Superintendent of Education for New Brunswick, and held that office until 1891, when he became Professor of Greek and Latin at Morrin College, Quebec. In 1901 he returned to his former position as Principal of the Normal School at Fredericton, retiring in 1906 on account of ill health. The following words spoken by Sir George Foster, Minister of Trade and Commerce, express the general appreciation of Dr. Crocket's life and work.

"The death of Dr. Crocket removes an old and respected citizen and marks the passing of a life more than usually useful and important in the public service. Seldom has any one devoted more years of well directed intelligent effort to the cause of education or possessed a wider grasp and deeper understanding of the various problems connected therewith.

From the common school to the university he studied and was conversant with the needs of every grade of educational work and has left his impression on all. The Provincial Normal School owed much to his keen perception of all needs of the common school for the properly certified teachers, and his influence in training men and women therefor. The cause of free education in New Brunswick found in him a strong and sane advocate and promoter, and his co-operation with Dr. Rand in modelling the system was both hearty and helpful.

When he succeeded Dr. Rand, he found further scope for his great energy and ripened views. Under his instructions in the Normal School passed year after year hundreds of young men and women into the schools of the province, all moulded by his systematic methods, all furnished by his thoughtful suggestions,

equipped for the great business of teaching and carrying with them the impulse of his spirit, the inspiration of his ideals and the impress of his high character.

Many people in St. John and the vicinity heard with regret of the death of Mr. John March, which took place at Hampton, N. B., on February 19th. Mr. March was an Englishman but had lived for over fifty years in New Brunswick. At one time on the staff of the St. John Grammar School, he gave up teaching for newspaper work, and was an interesting and forceful writer. When the St. John School Board was organized Mr. March became its first secretary and after 1882 held also the post of superintendent of the city schools. When these offices were separated Mr. March continued as superintendent until his retirement in 1896. Since then he has lived in Hampton. Mr. March's natural gifts and training fitted him for valuable service in the work of education, and his tact and sympathy won the affection of both teachers and pupils.

We regret to record the death of Mr. L. S. Morse, Inspector of Schools for Digby and Annapolis Counties, N. S., which occurred in Digby on Sunday, February 20th.

EXERCISES IN COMPOSITION.

WORD STUDY.—GOOD, WELL.

Explanation: We may say that a person or a thing is good, not bad; or that a person is well, or ill. We may also say that a person does a thing well; but we should not say that he does it *good*. For example, we should not say, *John writes good*, or *Mary sings good*. We should say, *John writes well*, *Mary sings well*.

EXERCISE I.

Decide whether *well* or *good* should be used in these sentences:

1. She always behaves _____.
2. Her example was always _____.
3. Does he recite _____?
4. How _____ he manages that horse.

5. Will the sick child soon be _____?
6. Your work is very _____.
7. He always does his work _____.
8. How _____ he mowed the lawn.
9. She draws pictures _____.

1. Use either *is* or *was* in telling or asking about one thing.
2. Use either *are* or *were* in telling or asking about more than one thing.
3. Use *are* or *were* with the word *you*, whether it means one or more than one.
4. Use *is* or *are* to express present time, and *was* or *were* to express past time.
5. The words *each*, *either* and *neither* mean one; the words *both* and *all* mean more than one.

EXERCISE II.

After reviewing these rules the class may apply them by completing the following sentences, using one of the four words:

1. Here _____ ten apples.
2. There _____ many stars.
3. Where _____ the children's ball?
4. Each of the answers _____ wrong.
5. Where _____ you yesterday?
6. There _____ the boys, now.
7. One of my lilies _____ in bloom.
8. A cat or a dog _____ in the chicken yard.
9. Each of the roses _____ fragrant.
10. Both of my roses _____ in bloom.
11. A cat and a dog _____ in the chicken yard.
12. _____ you at the party?
13. _____ Mary and Anna coming to the party?
14. Both of the men in the wagon _____ thrown out.
15. Where _____ the children?
16. Each of the boys _____ doing well.
17. _____ either of you at the lecture?
18. When _____ you in town?
19. Neither of the boys _____ hurt.

EXERCISE III.

Write sentences showing that you know how to use correctly the four words we are studying, with the words *each*, *both*, *you*, *neither*, *either*, *one*.

WORDS MEANING NUMBER, OR QUANTITY.

Decide which of the words in this list refer to number and which mean quantity:

many	much	little
several	considerable	fewer
few	less	

Which sentence of each of these pairs seems right to you?

1. I have less books than she has.
2. I have fewer books than she has.
1. We have as many as fifty sheep.
2. We have as much as fifty sheep.

After you have decided which is right, make sentences in which you use correctly the words that are used incorrectly here.

RULE.

Fewer and *many* should be used in speaking of number instead of *much* and *less*.

EXERCISE IV.

Fill each blank with one of the words in parenthesis:

1. There were _____ than twenty scholars present. (less, fewer)
2. There were as _____ as thirty elephants in the herd. (many, much)
3. This cake requires _____ than three cups of sugar, and _____ than three eggs. (less, fewer)
4. You must use as _____ as four eggs to make it good. (much, many)
5. She gave me as _____ as a dozen bulbs. (much, many)
6. I have _____ pennies than you. (less, fewer)
7. We burn _____ coal than you. (less, fewer)
8. _____ than ten of the club went to the picnic. (less, fewer)
9. There were _____ than I expected at the lecture. (less, fewer)

—*School News*.

THE SPIDER.

Among the objects of common interest the spider ranks high. Every child has seen and watched a spider and every child probably believes the story that a trampled spider means rain.

Set the children to work to look up a few spiders and bring them to school. By questioning get from the children the shape of the spider, the number of feet and the color. Also, you will, in all likelihood, hear of cobwebs.

After the children have examined the spiders and have told you what they know about them ask if any one would like to see the spider spin her thread. All children, and especially the younger ones, would enjoy and profit by this.

Fill a pan or large dish with water; then, placing a stick in something, (a potato or an apple would do) to keep it upright, place it in the middle of the pan. Next select a large spider and put him on the stick. Let the children watch him run up and down, even going half way into the water, looking for a safe way off the stick. After a good many fruitless attempts he will be seen slowly spinning his narrow thread and swinging himself upon it until it is long enough to reach to the side of the pan, when he will be safe again on dry land.

A written story could now be taken up with the children, telling what they saw, thus turning your nature lesson into a lesson in composition and writing.

A good ending to the lesson would be the repeating by the class of the story of "Bruce and the Spider."

This lesson was taught last term in my class and was very successful. We added the drawing of the spider, and the younger children cut spiders from colored paper, added legs with colored chalks and made booklets in which their spiders were pasted and their stories written.

K. HENRION.

Red Rose Tea

"is good tea."

CURRENT EVENTS.

The Austrians have occupied Durazzo, which was abandoned by the Italians as soon as the remnant of the Serbian army had been safely removed to Corfu, the Greek island of which the Allies have taken possession.

Suddenly, on the twenty-fourth of February, the Portuguese authorities seized thirty-six German and Austrian ships which were lying in the harbour of Lisbon; and when Germany protested Portugal answered by seizing all the German merchantmen in her colonial ports. A little later, the Italian government requisitioned thirty-four of the thirty-seven German steamers interned in Italian ports. It is expected that Brazil may take the same course, owing to serious shortage of ships for her own use in trade with the United States; but if Germany declares war against both Italy and Portugal, as now seems probable, Brazil may hesitate. At the beginning of the war, the Germans invaded the Portuguese territory of Angola from German Southwest Africa and captured a border fort. The Portuguese drove them out, and the Portuguese congress has formally voted to co-operate with the Allies whenever that step seems necessary; still there has been as yet no declaration of war between Germany and Portugal. Nor is there as yet a formal declaration of war between Germany and Italy. This was supposed to be because of trade relations which neither Italy nor Germany wished to interrupt; but last month the Italian government issued a decree forbidding under heavy penalties the importation of any products from Germany or Austria, and such a declaration may not be long delayed.

Lord Robert Cecil has been appointed Minister of War Trade, which is another way of saying Blockade Minister, and given a place in the British Cabinet. His duties will be to look after the rights of neutrals while taking every measure possible for increasing the efficiency of the blockade of German ports.

By unanimous resolution, the term of the Canadian Parliament has been extended for one year, that is, until the seventh of October, 1917. It is not considered desirable, either here or in Great Britain, to hold an election during the war.

Haiti is virtually now under the control of the United States, by a treaty which provides that the new relation may continue for twenty years; but it is highly probable that it will continue indefinitely.

General Felix Diaz, a nephew of the former Mexican president of that name, has left New Orleans for Mexico with the object of starting a new revolution. He will make his headquarters in Oaxaca, where he is said to have already thirty thousand men under arms.

On the twenty-first of February, the Germans began a fierce attack upon the great French fortress of Verdun, which has continued with little interruption ever since. The losses have been enormous, yet the battle continues day after day with unabated fury. The Germans have made a gain of a few square miles of territory, and have destroyed some of the outer forts. This may be the renewal of the German effort to capture Paris and the Channel ports, which was checked eighteen months ago by the battle of the Marne. We must suppose that the Allies are better prepared for resistance than they were at that time; but it is incredible

that the Germans would attack unless they had some hope of success. The fall of Verdun would not necessarily open a road to Paris, but the position is important because a French advance from that point, which might have been expected in the spring, would threaten the German line of communications. Though the outcome is still uncertain, and it may not prove decisive, the battle of Verdun, in respect to the numbers engaged and the destruction wrought, already ranks as the greatest in history.

The surrender of the Cameroons has been officially announced. This leaves nothing remaining of the Kaiser's colonial empire, but German East Africa. The conquest of this territory will be difficult, for it is twice as large as Germany; but it is probably only a matter of time. It is curious that there have been naval engagements on all four sides; that is, on Lake Nyanza on the north, the Indian Ocean on the east, Lake Nyasa on the south, and Lake Tanganyika on the west. The strongest town is Tabora, situated not far from the centre of the territory.

The absence of heavy fighting on the British front during the battle of Verdun is attributed to the condition of the ground in Flanders. The mud will hinder military movements in that district for several weeks to come.

The Turkish stronghold of Erzerum (pronounced in two syllables, with the accent on the first), was taken by the Russians on the fifteenth of last month. When the Grand Duke Nicholas was removed from the supreme command of the Russian armies last fall, and sent to the Caucasus, many supposed that we should hear of important victories in that region in early spring; but this brilliant victory in mid-winter has come as a surprise. Erzerum was captured when the mercury was thirty degrees below zero, and the mountain passes filled with snow. The greater part of the Turkish army centered there was withdrawn before the inner forts were taken, and is supposed to be now in full retreat towards Constantinople. Trebizond, a Turkish port on the Black Sea, about a hundred miles distant, is now attacked, and will probably soon fall into the hands of the Russians. Bitlis, an important city near Lake Van, has been taken by assault, and with it the whole Van region passes under the control of the Russians, and a Turkish army that has crossed the Persian frontier is cut off and will probably have to surrender.

In Persia, the Russians have won another victory, by a successful attack upon hostile mountaineers, led by German and Turkish officers, in the district of Kermanshah. The Turks and their adherents retreated to Kermanshah, an important Persian city of some thirty thousand people, which the Russians took by assault on the twenty-fifth. This brings the Russian forces within a comparatively short distance of the British in Mesopotamia.

Queen Elizabeth of Roumania, known as a writer by the name of "Carmen Sylva," and honored both for her literary attainments and for her queenly interest in the Roumanian people, died of pneumonia on the second of this month.

More than three thousand lives were lost by the sinking of the French auxiliary cruiser Provence on the twenty-sixth of February. This is nearly twice as many as were lost four years ago in the wreck of the White Star liner, Titanic, which struck an iceberg off the coast of Newfoundland; and more than twice as many as were lost by

the sinking of the Lusitania. The Provence was engaged in transporting troops to Salonika, and was probably sunk by an enemy submarine.

The British force besieged by the Turks at Kut-el-Amara has been relieved, it is reported, by the expedition sent from India for the purpose. The combined forces, along with the Russians coming from the Caspian Sea by way of Kermanshah and those coming southward from Lake Van, may be expected soon to reach Bagdad, which the Turks are probably not in a position to defend.

It is not surprising that there are rumors of the Turks being ready to sue for a separate peace.

A canal fifty miles in length, which will enable small Mediterranean steamers to enter the river Rhone, has just been completed. It is an important addition to the French canal system, already the most extensive in the world.

The Panama Canal being still closed by landslides, and the Suez Canal route unsafe because of the war, freight steamers bound for the Pacific and the Indian Ocean are following the old southern routes around the capes.

The Japanese government has established near Tokio a powerful wireless telegraph station which can send its messages across the Pacific; and the French are erecting a similar powerful station on the island of Tahiti.

Although the railway to Russia's new winter port in the north of Lapland was not completed before winter set in, the new port has been in use throughout the past winter. This port, formerly known as Katharina Harbor, but now called Novo Alexandrovsk, lies well within the Arctic Circle; yet while Archangel, which is much farther south, is closed by ice, the new port is kept open by the Gulf Stream. That part of the new railway running from Novo Alexandrovsk to the northeastern extremity of the White Sea was finished, and a line of communication with Archangel over the ice of the White Sea has been established by means of sledges and motor-wagons. Another and shorter line of communication connects with the railways of Finland, which are carrying immense supplies of material that has been delivered at the new port.

Our government has decided that one of the peaks of the Rocky Mountains shall be called Mount Cavell, in honor of the martyred nurse who was shot by the Germans in Belgium. It is an outstanding, snowclad peak near the junction of the Whirlpool and Athabasca rivers.

SCHOOL AND COLLEGE.

The "C" class at the Nova Scotia Normal College this year is the largest in the history of the institution.

Miss Dorothy Phalen, B. A., Mount Allison, is teaching in Stellarton, N. S.

Miss Ethel J. Cossitt has resigned her position as teacher of the advanced department of the Lakeville, N. S. School, and is succeeded by Miss Staples of Truro.

Mr. D. M. Wiswell, son of Mr. A. B. Wiswell of Halifax, has taken the Rhodes scholarship from King's College.

Mr. C. A. Simpson, Rhodes Scholar from Prince Edward Island, is also a King's College graduate.

The school reports of Amherst, N. S., show that in the provincial examinations last year ninety-one per cent of the Grade IX candidates, and seventy-six per cent of those from grades X and XI received certificates. In Physics and Chemistry, Amherst Schools led the province. The schools of this town have medical inspection, competent instruction in music, and summer playgrounds, and a system of free school supplies in the lower grades.

Agricultural Education in New Brunswick is to be carried on extensively this year. The Rural Science Schools at Woodstock and Sussex will be conducted during the summer. The plans of the authorities include more work in school and home gardens, school fairs and exhibitions, and competitions of different sorts, with prizes.

At the February meeting of the Newcastle, N. B., Town Improvement League. Alderman H. H. Stuart read a paper showing the need of vigorous teaching in schools, of Manual Training, Domestic Science and Civics.

Miss Margaret Baird, of Fredericton, won the prize of \$25 offered by Lieutenant Wendell Shaw for the highest average made at the New Brunswick Normal School. Lieutenant Shaw, who is a graduate of the U. N. B., was invalidated home some months ago, but returned to the front in December.

Lieutenant C. W. Keirstead, formerly Instructor of the Mount Allison O. T. C., has been transferred to the Detention Camp at Amherst, N. S., and his place at Mount Allison is being taken by Lieutenant R. U. Phalen.

Miss Corinne Kerr has taken a post on the teaching staff of the Convent at Campbellton, N. B.

From the proceeds of an entertainment organized at Portage Vale, N. B., by Miss Gifford and Miss Vivienne Geldart, teacher at that place, the sum of \$42 was contributed to the Belgian Relief Fund.

The Women's Institute Division of the New Brunswick Department of Agricultural is conducting free courses for the women of the province in Household Science, and arts and crafts. The report of the first course at the Sussex Agricultural School made by the Supervisor, Miss Hazel E. Winter, is very interesting reading and should be encouraging to the Department. Prizes were given for work in sewing and other hand work, and for written examinations on Home Nursing and Cooking. At the Patriotic concert held on the last evening of the session, the sum of \$55 was cleared. The Minister of Agriculture, who was chairman, announced that the Women's Institute had raised over \$1200 for patriotic funds during the year. The courses at Sussex ended on February 25. The first course at the Woodstock School is from February 29th to March 10th, and the second course from March 14th to March 24th.

Mr. Walter Flett, of Fredericton, is now teacher of mathematics at the Sussex, N. B. High School.

Sixty-five graduates of the University of New Brunswick have enlisted for overseas service, and the majority of these are now on the other side of the Atlantic. Over forty under-graduates have also enlisted.

Professor Sturley, of King's College, Windsor, has received his commission as captain in the 85th, and will go overseas.

A part of one of the college buildings at Windsor, N. S., is being used as a military hospital.



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RECENT BOOKS.

Canada in Flanders, by Sir Max Aitken, is a book that every Canadian will want to read. It tells the story of Canada's answer to Germany's scorn of the colonies, and tells it well. "Whatever its author may say," writes the *London Observer*, "of the future and more leisurely work of some 'official historian,' it is to these pages that posterity will ever turn for the living and authentic impress of heroic things, taken while the senses yet tingled with their actuality." It is needless to give a longer notice of a book that recounts the deeds of the Canadians at Ypres, and that will be in everyone's hands.

[Hodder & Stoughton, 1s. To be had from E. G. Nelson & Co., St. John.]

The MacMillan Company of Canada are issuing a set of little *Study Outline* booklets to accompany their *Pocket Classics*, and teachers who are using these editions of classics for High School Literature work, should certainly possess themselves of these convenient aids. We have received the *Study Outlines* of *Macbeth*, *The Ancient Mariner*, and the *De Coverley Papers*. Each set has preliminary study questions, suggestions and questions for class discussion, a list of topics for composition, and of passages to be memorized. The booklets are five cents each, and are all of a convenient size.

The Book of Action Songs and Song Dances may be recommended to those who are getting up children's entertainments or concerts. It contains fifteen songs for little children, with music, and directions for appropriate actions and dances, suggestions for costumes, etc. Some of the songs are not suited for Canadian children, but a little ingenuity would easily adapt them. A primary teacher enthusiastically commends the book, especially the songs, *Come Again Tomorrow*, *The River*, *Music of the Flowers*, *Lullaby*. [The Kingsway Series, Evans Brothers, Sardinia House, Kingsway, London, W. C. 31 pages, 2s. 6d.]

More Song Games by Kate F. Bremner, Mistress of Method under the Edinburgh School Board, is a book of the same sort as the last but intended more for regular class use. Most of the music is based upon folksong airs, which suggest the actions. *The Streamlet* is a particularly charming song. *The Land of Laughter*, and *The Fairies*, are also pretty. 132 songs, 3s. 6d. George Philip & Son, 32 Fleet Street, London, E. C.

I hope that every one of our readers knows the booklet *Twenty Canadian Trees*, published by the Canadian Forestry Association, and recommended some months ago in the REVIEW. The vigorous managers of this association have now issued *The Boy Scouts Forest Book*, intended to teach the boy the great importance of guarding our forest wealth. It is clearly and forcibly written and copiously illustrated. These booklets are sent free upon application to the Canadian Forestry Association, Ottawa.

OFFICIAL NOTICES, N. B.

ORDERS OF THE BOARD OF EDUCATION.

That with the unanimous consent of the school trustees in any district, public school houses may be used for any proper purposes, outside of school hours, and when not required for public school uses.

After June 30th, 1917, all candidates for entrance to the French Department of the Normal School, shall undergo preliminary examination, in accordance with the regulations governing such examinations, except as hereinafter provided.

In addition to the departmental examinations already provided for in July of each year, there shall be a preliminary examination for students desiring to enter the French department of the Normal School, beginning on the second Tuesday of December, at Moncton, Bathurst and Edmundston.

The subjects and standards of award shall be the same as for the July examinations, except that for French candidates at both July and December preliminary examinations, there shall be a paper in French Grammar, which may be written in French, and the average of the marks in English and French grammar shall be the standard of award for language.

Applications for the December preliminary shall be made to the Education Office, not later than November 1st, in each year, and the control and supervision of this examination shall be under the direction of the Chief Superintendent.

W. S. CARTER,
Chief Superintendent.

NOVA SCOTIA — DEPARTMENT OF EDUCATION.

JOURNAL OF EDUCATION, OCTOBER 1915, HIGH SCHOOL PROGRAMME, 1915-16.

The attention of all teachers and students is called to the following important changes in the High School Programme for the current school year.

GRADE X. ALGEBRA.— After the words "omitting examples" — "XVI (d)" should read "XVI (e)." Other examples to be omitted to remain as printed in Journal.

GRADE X. LATIN.— "Complete from Lesson XLIII" should read "from Lesson XLIII to the end of page 299." B. and C. exercises to be omitted.

NOTE.— The examination questions in June will follow the above revised prescriptions in the Algebra and Latin of Grade X.

A. H. MACKAY,
Superintendent of Education,

Education Office, Halifax, N. S.

March 1, 1916.

New Brunswick School Calendar

1915-1916

1916. SECOND TERM.
- Apr. 20th.—Schools close for Easter Vacation.
- Apr. 26th.—Schools re-open after Easter Vacation.
- May 18th.—Loyalist Day (Holiday for St. John City only).
- May 23rd.—Empire Day.
- May 23rd.—Examinations for Class NI License begin.
- May 24th.—Victoria Day (Public Holiday).
- May 24th.—Last day on which Inspectors are authorized to receive applications for Departmental Examinations. Reg. 38-6.
- June 5th.—King's Birthday observed (Public Holiday).
- June 9th.—Normal School Closing.
- June 13th.—Final Examinations for License begin.
- June 19th.—High School Entrance Examinations begin.
- June 30th.—Public Schools close for the term.

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