

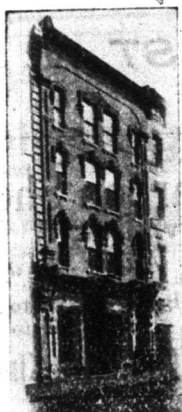
# THE EDUCATIONAL REVIEW

VOL. XXI. No. 10.

ST. JOHN, N. B., MARCH, 1908.

WHOLE NUMBER, 250.

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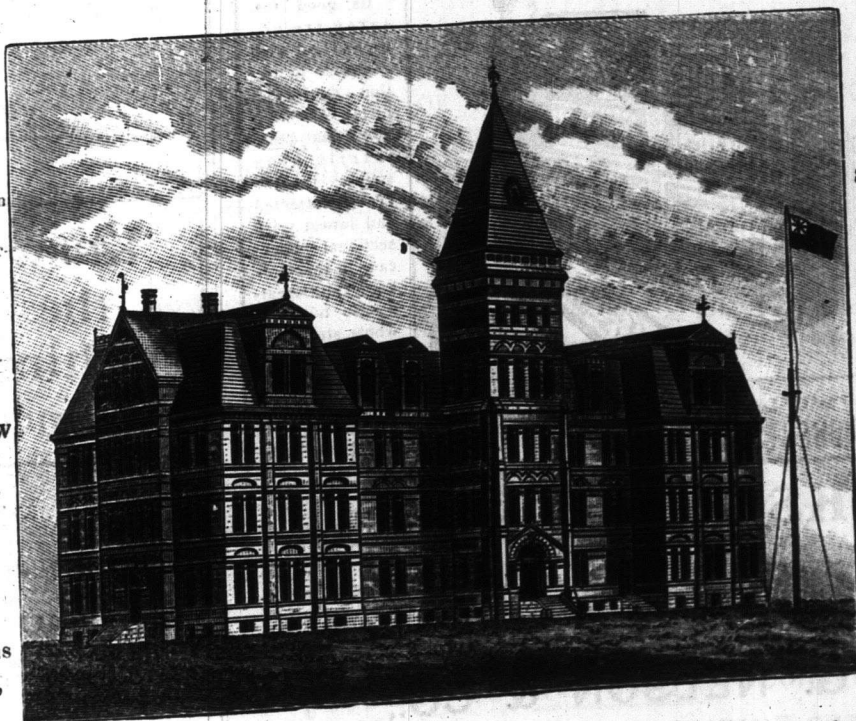
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**A LIMERICK**

Grace a-toi, De Brisay, oui, grace a ton genie,  
 Nous sommes delivres, d'un immense fardeau:  
 Du vieux theme latin l'existence est finie,  
 Nous vivons maintenant dans un monde nouveau,  
 Par toi s'entend Virgile, et jadis comme a Rome,  
 Nous lui pretons l'oreille et nous apprecions  
 Le langage divin que parle ce grand homme—  
 Sans aucun dictionnaire et sans declinaisons.  
 —Prof. Fournier, Montreal.

This is not a Limerick, for you cannot write Limericks in French, since French knows nothing of long and short syllables, and herein lies the chief difference between the two languages. If you murder French, it is not so much because you mispronounce its vowels and consonants, as because you persist in making long and short syllables.

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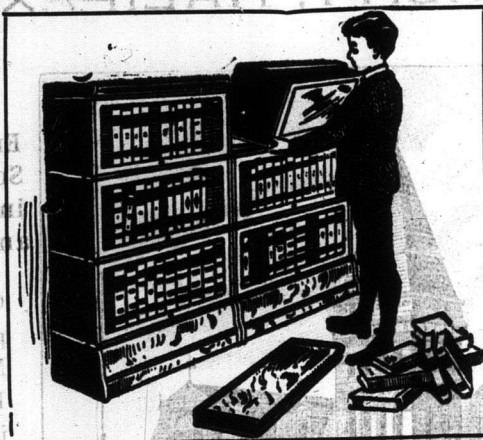
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#### NEW ADVERTISEMENTS—

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THE EDUCATIONAL REVIEW is published on the first of each month, except July. Subscription price, one dollar a year; single numbers, ten cents.

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The number accompanying each address tells to what date the subscription is paid. Thus "250" shows that the subscription is paid to March 31, 1908.

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A file of this paper can be seen at the office of E. & J. Hardy & Co., 30, 31 and 32, Fleet Street, London, England, free of charge; and that firm will be glad to receive news, subscriptions, and advertisements on our behalf.

MANY subscribers who have made payments during the past month will find acknowledgments on the printed number attached to their address. Some who paid in the latter part of February may have to wait until April to see their subscriptions thus acknowledged. Keep in mind that the number 250 indicates payment to the end of March, 1908; 252, to the end of May; 254 to the end of July, and so on.

"My life has been an algebraic solution," said an American teacher when asked why he had chosen his vocation. "I began with lots of unknown quantities, and have been gradually eliminating them. At ten, I dropped out the possibility of being President, at fifteen of being a professional baseball player, at twenty of writing poetry, at twenty-five of making speeches, at thirty of being distinguished, at thirty-five of accumulating property. At forty I am resigned to be obscure, but still hope to continue respectable."

THOSE who may be in danger of getting into ruts in school work will find something to think about in Mr. Dole's article in this number. There is no doubt that in arithmetic, as in other subjects of our course of instruction, time may be saved and strength and accuracy gained by grouping essentials and casting out the non-essentials.

THIS year Canada will celebrate the three hundredth anniversary of the founding of Quebec, and the Governor-general has suggested that the Plains of Abraham be converted into a national park. The suggestion has met with the cordial approval of Canadian clubs, historical societies and many prominent men throughout the dominion. The Sydney Post says that the two hundredth anniversary of the founding of Louisburg will occur twelve years hence, and it is not too soon to take steps looking to a suitable celebration of this very important event in the history of this part of North America.

THE Simplified Spelling Board, organized in 1906, elected at its annual meeting in April, 1907, an advisory council of one hundred and sixty-five persons. This council, the first formed, consists of scholars and educators who have all expressed themselves in favour of the principle and practice of simplified spelling. Of the three members of the council belonging to Canada, one is Dr. Soloan, principal of the normal school, Truro.

THE board issues from time to time lists of words, the spelling of which, in its judgment, should be revised. Its first list, in March, 1906, was composed of words spelled in two or more ways. Persons interested were asked to examine the list, and, if they preferred the simpler forms, to sign a card



agreeing to use them as far as might be practicable. The encouragement accorded to this first list was such that a second list, containing seventy-five amended spellings, with quotations of rules and authorities supporting the usage was issued. Among the words recommended for simpler spelling are ake, agast, alfabet, bedsted, boro, quire, det, eg, instead of ache, aghast, alphabet, bedstead, borough, choir, debt, egg.

#### Free Text-Books.

The demand for free text-books in the schools of these provinces is daily growing stronger. During the recent election contest in New Brunswick the government party made this a plank in its platform, and it is believed that the legislature of Nova Scotia will look favourably upon the proposal. At a recent meeting of the school board of Yarmouth, says the *Herald*, a resolution was passed asking the government to permit the board to supply free of charge the text-books used by the pupils. A member of the St. John city school board gave notice of a similar resolution a few weeks ago.

There is so much utility and economy in the proposed step that it should not be longer delayed. In several of the United States free text-books have been supplied to schools for many years past, and the results are both economical and satisfactory. A government can make a good bargain with publishers which private individuals have no power to do. A greater saving would result, because the books may be used continuously until worn out, whereas now those which are bought at considerable sacrifice by parents of narrow means remain unused after their children leave school.

The province of Alberta has the honour of being the first province in the dominion to provide free text-books. As yet it supplies only readers, but no doubt other books will soon be added to the list. Other provinces will no doubt soon follow the good example of Alberta.

#### It is Character that Counts.

Dr. Geo. R. Parkin, the commissioner of the Rhodes scholarship trust, in commenting a few days ago on the qualities that make successful scholars, said: "A scholar should not be judged by his prize-taking qualities. Many who have won the least honours in that way have done the most good. It is a man's high character that counts. The Rhodes trustees always consider that, and do not care so

much about his distinctions. They like earnest workers that mean business."

How often we find that the brilliant student who wins prizes is not heard of after he leaves college. It is the steady plodding worker who gradually forges ahead—the one who wisely divides his time between the study of books, wholesome recreation and exercise, and a healthy social contact with his fellow creatures. This is true not of college students alone, but of boys and girls in our public schools. They should be encouraged to think that all healthy games and exercises are a tonic to the mind as well as to the body, and are as necessary in the formation of character as the studies of the school. Too many teachers think that the play and exercise of their pupils may be safely left to the children themselves; but the wise teacher finds in the social contact with children, and the direction of their sports and games, a great opportunity to mould character and a wholesome preparation for the active duties of life.

#### Our Picture for March.

If our readers have the pictures framed of the two boys plotting mischief ("Mischief Brewing," *REVIEW*, January, 1907), and the boy who may have thrown the snowball at the elderly gentleman ("Guilty or Not Guilty," *REVIEW*, March, 1907), this picture of the little girl—the demure little girl who never did any mischief—may be placed between them.

It is a reproduction of the painting by Sir Joshua Reynolds of "The Strawberry Girl," a little niece of that famous painter, named Offy, who lived in an English village. Sir Joshua offered to take Offy to London to live with him, as her father had died, leaving her mother very little to live upon. The offer was accepted, and the little country girl left her plain cottage home to live in a fine house in London. This she no doubt enjoyed very much, but not so much as to keep her from being homesick once and a while for her pretty country home and her little schoolmates.

One bright morning early in June she began to think of the nice wild strawberries that she used to gather in her native fields, and she wished to be there, away from the noise and crowds of the Great London. So she dressed herself in a little old dress that she used to wear in the country, put on a cap, hiding her pretty hair, and over her arm carried a long cone-like basket. Then she wandered about her uncle's studio, where he was painting his pictures, and looked into the corners and made believe

to pick up things and put them in her basket. Her uncle was watching her, and at last asked her what she was doing. She told him, "picking strawberries." Then he saw she was homesick, and, taking her on his knee, asked her to tell him all about looking for strawberries in the fields. As she told him, the joy of the old days in the country made her forget all about where she was. She described a day when she stayed too late in the field, after the other children had gone home, so busy was she in filling her basket and gathering wild flowers in her apron. Then as she hurried home she heard a noise that frightened her, and that made her run faster. As she told the story her uncle was watching her, and noticed how earnest her face grew, and how her eyes stood out as she told about being frightened. Then he made a quick sketch of her face and her wide open eyes, and, telling her to stand on the floor before him, he painted her picture; and that is the story of how Sir Joshua Reynolds made one of his best paintings.

#### The Skies in March.

A correspondent writes: "Since the last issue of the REVIEW we have been greatly interested in the study of the stars which was so clearly and attractively begun in that number, and except for which I should never have attempted to take up this part of nature study in school." It is hoped that many other teachers have drawn the attention of their scholars to the skies on the clear bright evenings of February, and that they will continue their observations during the month of March.

Jupiter is now high up in the south-eastern sky at 7 p. m. Directly above him are the two bright stars Castor and Pollux in the constellation of the Twins. Below him and to the left is the star Regulus forming the end of the handle of a sickle in the constellation of the Great Lion. But the chief glory centres in the southern sky, where Sirius and Procyon, chief stars of the Great Dog and Little Dog constellations, shine with increased radiance as they reach further up from the horizon. Orion, Taurus and other constellations of the southern sky are mounting upward, and in later evening "sloping slowly to the west."

In the west, the planet Venus is the brightest object in the heavens, twenty times brighter than any star near her. At last she has outshone her rival—Jupiter. Fix the place where she appears at sunset or just after. Then on the following clear evening see if the young eyes of the scholars cannot

pick her out before sunset. Then earlier in the afternoon, until they can find her at midday.

About the middle of February there were four planets to be seen in the western sky. Lowest down and near the horizon, with no star near it, was Mercury, of a bright pinkish tinge; next above was Saturn, of a yellowish colour; then the resplendent Venus, and highest of all the ruddy Mars, but all nearly in line following the sun. Mercury has disappeared, to be seen again as morning star during the last days of March. In May he will again appear as evening star.

"But how can we tell it is the planet Mercury, not a fixed star?" some one inquires. That will require a little experience and careful observation; but as he appears in good position several times in a year as evening star and several times as morning star, persistent eyes may find him. Keep in mind that a planet is constantly changing its place with respect to the fixed stars about it. To appreciate the finding of Mercury, one needs to know something about him, his wonderful motions, and his rapid change from evening to morning star, and *vice versa*. Get Ball's "Starland," one of the best books about the stars for young people. (Ginn & Co., Boston. Price, one dollar). This will teach you many things about the sun, moon and stars in a very interesting way.

Saturn will be the next planet to drop out of sight and sink into the sun apparently, if he has not done so before the March REVIEW reaches its readers. Venus will be evening star until the last of June, and Mars until early in August. Then they will re-appear as morning stars early in autumn. Thus they take their turns, coming to their allotted places year after year, inviting us to study them and to hail their re-appearance. We cannot do this unless we know them.

[Steinberger, Hendry & Company, Toronto, have little boxes of gold and silver stars, recommended in C. S. B.'s article in the February REVIEW. Price ten cents a box.]

Common sense is the name which practical people give to the best and easiest way of doing their work, and the simplest and completest way of gaining knowledge or explaining any difficulty. Common sense consists of reasoning on the evidence of the senses, but without keeping account of the process. When this common-sense method is made precise and accurate, it becomes the scientific method of gained knowledge.—Hugh Robert O'Neil.



**A PERSONAL LETTER.**

MY DEAR FELLOW-TEACHERS,—

What do you purpose doing on Arbor Day this year? Now is the time to plan for the beautifying of the school grounds. You will agree with me that much ought to be done, and that much may be done, towards making the school premises more attractive. You will agree with me, also, when I say that our teachers must *lead* in this work. Won't *you* lead this year? Won't *you* make a determined effort this year, by planting trees, shrubs and flowers, to make the school grounds more beautiful

Who does his duty is a question  
Too complex to be solved by me;  
But he, I venture the suggestion,  
Does part of his that plants a tree.

—Lowell.

"Let us observe Arbor Day in every school with appropriate songs and exercises; but let us not forget to plant when planting needs to be done. For schools whose premises are treeless, the proper thing to do would be to *dig* rather than to *sing*. What is the use of singing and reciting about trees when planting and caring for trees is needed?"

Among the parents something may be accomplished; but for the true teacher the pupils will be the mainstay in such an undertaking. In my own experience, I have always found pupils willing to assist in any work which had for its object the improvement of school conditions. Do not think that the improvements seen about the school premises will be all the good wrought. Fifty years from to-day a few gray-haired men and women will give their children and grandchildren encouragement in having a garden "all their own;" will take more interest in and extend sympathy and service to the better appearance of the school grounds because of your altruism when you taught the district school. We are building for the future.

But I hear you say, "What is the use? When I leave, succeeding teachers will not take care of anything. That may be; but the good example set by you must bear fruit, somewhere, some time.

No blooming of roses endureth forever,  
The glories of sunset not always remain;  
Yet liveth their grace in the spirit, though never  
The senses perceive the same beauty again.

—S. M. Newman.

If the school grounds are not enclosed, won't you try this spring to induce the trustees to put up a neat wire fence with suitable gates? If cattle and other animals do not roam the roads in your section, it may not be necessary to enclose the school grounds; but "an ounce of prevention is worth a

pound of cure." Perhaps you could raise some money by means of a concert or social to help pay for the fence. "Where there is a will there is a way."

In addition to the planting of trees, shrubs, flowers, etc., can't some of you arrange for a real school garden? The board of education will give to every teacher who establishes a garden, and makes good educational use of it, a yearly grant of thirty dollars; and to the trustees of the school a grant of twenty dollars, which amount is to be used in connection with the garden and school grounds, to pay for tools, plowing, cultivation during the vacation, etc., etc. Any person who has a love for the things of nature, is enthusiastic, persevering, and willing to do some mental and physical work beyond the routine, can, by study and experience, make a success of school gardening.

Do not think that the object of a school garden is to teach farmers how to farm. In every section no doubt there are a few farmers who could give even a well-trained teacher many "pointers" as regards agriculture. In every section, also, there are persons who could teach the teacher grammar, mathematics, history, etc., subjects in which, if in any subject, the teacher has been well drilled. Teachers do not pretend to have a monopoly of every ordinary subject, yet they must teach those subjects as best they can to the children sent to them from homes where there may be experts in those ordinary subjects. The school garden is for the children primarily, and we must measure results from the standpoint of the children, and not from the standpoint of the successful agriculturist. "Give children large interests, and give them early."

I hope that you, fellow-teachers, after reading my remarks, will do some hard brain work, and, if possible, crystallize your thoughts into deeds. I may say that I have prepared a bulletin that gives detailed directions for the planting of trees and shrubs, and the making and care of school gardens. This bulletin will appear as an appendix of the chief superintendent's annual report. It will also be published in separate bulletin form for free distribution. At all times I shall be pleased to advise or assist you, teachers, in any way that I can. Don't be backward about writing in regard to any topics relating to nature study or school gardens.

With best wishes, Yours sincerely,

D. W. HAMILTON.

Normal School, Fredericton, N. B.,  
February 12th, 1908.

## Canadian Literature.—III.

ELEANOR ROBINSON.

Thomas d'Arcy McGee.

We find on the roll of Canadian poets more than one man whose time and strength were mainly given to his country in active political life, yet who, like Longfellow's "humbler poet,"

Through long days of labour  
And nights devoid of ease,  
Still heard in his soul the music  
Of wonderful melodies.

The names of Joseph Howe and D'Arcy McGee will at once occur to us, and the great statesman of Nova Scotia and his literary work have been already dealt with in this magazine.\*

The Hon. Thomas d'Arcy McGee was born in 1825 at Carlingford, County Louth, Ireland, but when he was eight years old his family removed to Wexford. His mother, who seems to have been a woman of deep piety, strong affections and fine tastes, died while he was still a child; but it was to her influence that the future poet traced the beginnings of his religious faith, no less than his love for poetry and his devotion to Ireland. The boy was educated at a day school in Wexford, and showed very early that love of history and legend, especially that of his own country, which appears in his verses. Of his boyish ambitions, he writes later in life:

I dreamed a dream when the woods were green,  
And my April heart made an April scene,  
In the far, far distant land,  
That even I might something do  
That would keep my memory for the true,  
And my name from the spoiler's hand.

At seventeen, McGee, with one sister, came to America. It was at the time when the Irish, in America as well as at home, were agitating for the repeal of the union, and McGee, boy though he was, at once became prominent as an orator, lecturer and journalist. Recalled to Ireland three years later, he took an active part in the agitation there, in connection with the *Nation*, the organ of the "Young Ireland" party. Finally, on the failure of the rebellion of 1848, he was forced to escape to America, and, in the *New York Nation*, he denounced the clergy of his church for causing the collapse of the revolutionary movement. Archbishop Hughes, of New York, defended the clergy, and McGee lost the sympathies of many of the Irish people. When the bitterness of failure had, to some extent, been forgotten, he recognized and regretted his mistake in this controversy, and often expressed his sorrow

\* See EDUCATIONAL REVIEW for October, 1903.

for the rashness and ignorance that had led him into it. In succeeding years the young Irishman's opinions underwent a change, and he tried to point out to the Irish people that their true interests lay, not in fruitless struggles and rebellion, but in abiding by law, in peaceful industry, self-improvement and self-control, and, above all, that their work as useful citizens must be ruled by religious principles. "This," he says, "I discovered in a way which, I trust in God, you will never have to travel—by controversy and bitterness, and sorrow for lost time and wasted opportunities." He expresses these convictions in his poetry, especially in the following verses:

## FREEDOM'S LAND.

## I.

Where is Freedom's glorious land?  
Is it where a lawless race  
Scorns all just control, and stand  
Each one 'gainst his brother's face?  
No! for man's wild passions still  
Heavier chains their tyrants forge,  
And his own unbridled will  
Is itself the fiercest scourge,  
And a land of anarchy  
Never can be truly free.

## II.

When her fetters Gallia broke  
And indignant cast away,  
With the old and galling yoke,  
Every salutary sway;  
Were not the destroyers then  
Tyrants worse to meaner slaves?  
Freedom is miscalled of men  
When her footsteps tread on graves—  
Is no land of liberty  
Where unpunished crime goes free.

## III.

But where men like brethren stand,  
Each one his own spirit rules,  
Serving best his own dear land,  
Turning from the anarch's schools,  
Reverencing all lawful sway—  
Patient if it be unjust;  
If the fabric should decay,  
Build, improve,—not raze to dust;  
Liberty and justice fair  
Find their holiest altars there.

## IV.

Such be thou, oh land of mine!  
Stilled be every discord rude!  
Erin, let thy sons combine  
In one holy brotherhood!  
Prudent, temperate, firm and strong—  
Loyalty our watchword be!  
Truth our shield 'gainst taunt and wrong,  
And warm hearts our chivalry!  
Loyal soul and stainless hand,  
Make our country Freedom's land!



And again, in one of his religious poems, he writes:

Man's true empire is his deathless soul,—

\* \* \* \* \*

Will man never know

To rule the empire in himself contained,  
Its hosts of passions, tastes, affections, hopes;  
Each one a priceless blessing to its lord,  
If subject to religion's holy law?

From 1850 till 1857 Mr. McGee edited the *American Celt*, first in Boston, afterwards in Buffalo, and also delivered many lectures on varying subjects, chiefly historical and religious. The welfare of his race was his dearest object, and he used all his powers of eloquence and his literary skill for this end. Some of his lectures were given in Canadian cities, and he made many warm friends and admirers on the northern side of the border. He was urged to make Canada his home, and in 1857 he removed, with his family, to Montreal, and began to publish the *New Era*. In this journal, which had but a short existence, he strongly advocated a union of the provinces. He identified himself thoroughly with the interests of his adopted country, and supported the connection with the mother-land in a way which would now earn for him the name of imperialist. In less than a year after he came to Canada, he was elected to parliament, and very soon became an important figure in Canadian politics. In 1862 he became President of the Council (whence his title of Honourable), and was one of the commissioners sent by the Canadian government to the Paris Exposition of 1867. He had continued his advocacy of provincial union, and in 1864 was one of the delegates to the Quebec convention, his office then being that of Minister of Agriculture. In his practice of those principles of loyalty which he taught, he had earned the bitter enmity of the Fenian party by his outspoken opposition to their plans for invading Canada. He saw in the movement only grievous injustice to Canada, and no prospect of good to Ireland; and his fearless denunciation of the scheme cost him, in the end, his life. On the night of the 7th of April, 1868, as he was returning from his duties in parliament, he was shot and instantly killed. He was buried with all the honours that the country could give, and a provision was made for his family by the parliament of which he had been such a notable figure. The assassin, who was a member of a secret society, was executed at Ottawa in 1869.

Mr. McGee's earliest poems are mainly on one theme—Ireland, and his love for his native land inspired some of his sweetest songs. He was genuinely fond of the New World, but his homesickness shows itself in lines like these:

Where'er I turned, some emblem still  
Roused consciousness upon my track;  
Some hill was like an Irish hill,  
Some wild bird's whistle called me back.  
A sea-bound ship bore off my peace  
Between its white, cold wings of woe;  
Oh, if I had but wings like these,  
Where my peace went, I too would go.

And writing on the banks of the Hudson in 1848, he says:

For me, I still turn to the isle of desolations,  
Where the joys I felt outcounted all the cares.  
'Tis summer in the woods where we together  
Have gathered joy and garlands long ago—  
The berry's on the briar, the blossom's on the heather,  
The Wicklow streams are singing as they go.

He has drawn largely on the history and legend of Ireland for his narrative poems, as in "A Legend of St. Patrick," "King Brian's Ambition," and many others. In his lyrics, also, Ireland is constantly his theme; in them he expresses his aspirations for her future, his encouragement to her patriots, and his laments for her dead. In some early lines, addressed to the Harp of Ireland, he writes:

I have no hope to gather bays, on high  
Beneath the snows of ages where they bloom,  
As many votaries of thine desired,  
And the great favoured few have haply done;  
But if an emblem o'er my dust should rise,  
Let it be this—our Harp within a wreath  
Of shamrocks twining round it lovingly,  
That so, O Harp! our love shall know no death.

In later life, he turned to Canadian history for some of his subjects, as in "Jacques Cartier," "The Death of Henry Hudson," and "Our Lady of the Snow." The latter poem tells the story of how a "noble Breton cavalier," who for many years had made his home in French Canada, was journeying, as his custom was, to the Christmas mass at *Ville Marie*:

The city of the mount, which north  
Of the great river looketh forth,  
Across its sylvan sea.

To him, as he was lost in the snow, and "deeming that hour to be his last, yet mindful of his faith," appeared the Blessed Virgin "in robes that spirits wear." She rescued and guided him to the spot on

the southern slope of the mountain, where the grateful knight founded to her memory the original church of "Notre Dame des Neiges."

In a different strain is "An International Song," which we quote in full:

There is one brotherhood on earth,  
Whereto brave men belong by birth,  
And he who will not honour one,  
Wherever found, himself is none—

CHORUS—

Comrades, awhile suspend your glee,  
And fill your glasses solemnly,  
I give the Brave Man's memory.

Where'er they fought, how'er they fell,  
The question is—Was't ill or well;  
Victors or vanquished, did they stand  
True to the flag they had in hand?

What! shall we then, at Waterloo  
Deny to either honour due?  
Belle the hero of the day,  
Or grudge the fame of gallant Ney?

Who looks on Abraham's storied plain  
May honour most one hero's name;  
But we conjure to-night the three—  
Here's Wolfe, Montcalm, Montgomery.

Comrades! awhile suspend your glee,  
And fill your glasses solemnly—  
I give the Brave Man's memory.

Though one cannot read McGee's poems without feeling his strong appreciation of beauty in outward nature as well as in noble deeds and aspirations, it is plain that natural scenery, in itself, occupied him but little. It is as a setting for a story, or for association's sake, that he values it. Through all his poetical works runs a strong religious strain; and, as he grew older, he dwelt more and more on purely religious topics. Some of his finest verses are of this class. We quote:

THE PEARL OF GREAT PRICE.  
The richest diamond mortal man  
Has ever sought, or ever found,  
Lies covered up by scarce a span  
Of daily trodden common ground.

Not far to seek or hard to find,  
Oh, jewel of the earth and sky!  
Worth all for which the camps mined,  
Worth all for which men delve and die!

A tear by Jesus shed, congealed,  
Were not more pure than this pure stone,  
That thirty years he bore, concealed,  
On earth, at first, the only one.

He taught his twelve to cast the net,  
He taught them to believe and trust;  
He showed them where this pearl was set,  
Its setting covered up with dust.

It bound the risen Saviour's robe,  
And when above Mount Olivet,  
He vanished in His own abode,  
The lustre earthward pointed yet.

It shone a lamp in many a cave,  
Beside the Jordan and the Nile;  
It lightened many a stormy wave,  
And brightened many a holy isle.

\*It burned red on Godfrey's breast,  
What time Mahound was trampled down,  
And when in Salem he had rest,  
It graced him better than a crown.

Its worth is in the wearer's will,  
A thousand or ten thousand fold;  
As men may use it, good or ill,  
It fades to dross, or turns to gold.

Would you then know this jewel's name,  
Or where this diamond mine may be?  
Never 'twas sought but that it came—  
The jewel is HUMILITY.

From the many poems which deal with St. Patrick and his missionary labours, we select the third of the sonnets written for St. Patrick's day in 1862:

Into that land where he, wet with his tears,  
†Had seven years eaten of the bitter bread  
Of slavery and exile, came the saint  
Whose day we celebrate throughout the earth!  
Before his mighty words false gods fell down,  
And prostrate pagans, rising from the plain,  
Knew the true God, and knowing, were baptized.  
Praise to his name, the ransomed slave who broke  
All other chains, and set the bondsman free!  
Praise to his name, the husbandman who sowed  
The good seed over all that fertile isle!  
Praise to the herdsman who into the fold  
Of the One Shepherd led our Father's flock,  
Whose voice still calls us wheresoe'er we bide.

PRINCIPAL MCKITTRICK, of the Lunenburg, N. S., academy, writes that he has had the REVIEW bound and placed in the library of the academy. The numbers for twenty years make four large volumes. The following libraries, in addition to the above, have complete volumes of the REVIEW from the date of its first establishment, June, 1887: Education Office, Halifax; Sisters Congregation de Notre Dame, Whitney Pier, N. S.; Education Office, Fredericton; Natural History Society Library, St. John; EDUCATIONAL REVIEW Office, St. John; Library of Parliament, Ottawa; Education Department Library, Toronto; Shaw School of Botany, St. Louis, Mo. If any libraries have been omitted, additions to the list will be made in future

\* When in the first crusade, Jerusalem was taken by the Christians, and the Latin Kingdom of Jerusalem established, the crown was offered to Godfrey of Boulogne, one of the Christian leaders. He refused the outward sign of royalty, saying, "I will never wear a crown of gold in the place where my Saviour wore a crown of thorns."

† St. Patrick, when a lad, was captured by pirates and sold into slavery in Ireland. See REVIEW for March, 1907.



**Nature Study Class—III.**

By W. H. MOORE.

**What May be Seen in a Plot of Woods.**

For our March outing we will go to the woods. A walk of a mile and one-half will take us around a triangle, that is bordered by a variety in the way of scenery and natural conditions. Along one side is a highway, leading through clearings, alder swamps, and mixed woods. Another side takes us along an old lumber road through a dense coniferous woods, across an intervale-bordered brook, and up a hill through a mixed growth of deciduous and coniferous trees to a beautiful maple ridge having an undergrowth of striped and mountain maples and hazel bushes. The third side takes us through such growths as the first two sides and across the brook again to the starting point. Having outlined to you the general plan for this trip, which any teacher may vary to suit needs and circumstances, let us start out. We know not how long it will take us, for the length of time will depend upon what we find to study and pass our opinions upon.

There are some of our hardy winter birds in that apple-tree; yes, they are feeding upon the apples that still hang on the branches. At first, when food seems quite plentiful, they feed only upon the seeds of the apples, but later in the season the whole apple is pecked to pieces and eaten. Now just notice how nearly those reddish coloured males resemble in colour the red frozen fruit, and how nearly of the same shade are the females and the branches. These tracks across here are made by the red squirrels as they travel to the same tree for food. In this depth of snow the tracks look like very roughly made H's, the horizontal bar of the letter being very wide. We will not stop to talk squirrel now, as we will take up a study of these fussy little fellows some day when the weather will hardly permit of an excursion in the woods.

Those little punctures in the snow, that look as though some person had been going along putting down the ends of two fingers at intervals of from twelve inches to eighteen inches, in a zig-zag course, are made by our little friend the weasel, as it hunts about fences, stone and brush-piles for mice.

That chickadee over there in that clump of small conifers must have a sore throat, if one were to judge from its call notes! No! that is the voice of the Hudson's chickadee. Its call is rather wheezy and not as clear cut as the notes of the black-capped

chickadee. This species is brown in colour and is much more modest in making our acquaintance than is the black-cap.

Hark! Yes, a woodpecker; let us go see it. In this soft snow and among those conifers we should be able to get close and have a good view. We have not seen a single hairy woodpecker yet on any of our outings! Well, class, if I judge correctly, you will not see one this time either, but we will likely find one when we get to the hardwood ridge. The one here is an arctic three-toed species. Well, after some experience you will learn to distinguish between the tappings of the different kinds of woodpeckers. This species will be found upon a dead conifer, and in colour will be black, with grey or whitish markings on the sides, and if a male, will have a yellow crown. A species much resembling this is found in the northern highlands of New Brunswick. It has white bars across the back, and is known as the American or ladder-backed woodpecker.

Here are new tracks! Not squirrels; they are too neatly made. They are like the weasels' tracks, but much larger! Oh, here! see where it has slid down this bank! It is an otter's track, perhaps. Class, your friend will have to help you out again; the track is not made by an otter just because it slid down this bank. This is a mink's track, and you will sometimes find late in winter where they slide along the surface of the snow. They follow quite closely along the water courses.

Here is a mouse track, like one we saw last month; one of the wood-mice, for see where its tail left a mark along its course. Now, where has it gone? the track ends here; there is no tree for it to jump to, and no hole in the snow where it has burrowed, just some markings at the sides of the last track. This will puzzle our leader. Call him here and get his opinion.

"Here, Mr. M., solve this mystery, please."

Well, last night there was a wood-mouse running along here; then it ceased to run and took to wings and flew away. (The wings belonged to a saw-whet owl, not to the mouse). These markings you saw at the last track were made by the tips of the wings of the little owl as it swooped to pick up the mouse. A jay, you say, would pick up a mouse. Yes, but a jay's wings would leave a different mark in the snow, as the tip is differently shaped and of narrow feathers.

"Tell us more of this owl; this is very interesting."

Well, in one way, this little owl is like the ducks we studied. It nests in holes in trees. Its scientific name is *Nyctala acadica*, or Acadian owl, also known as barn owl; and if you know the part of Canada that has been called Acadia, you will know the range of this owl. About this season of the year the male begins his love call that to some ears is an imitation of the noise produced in filing a saw; thus the name saw-whet. In this section of eastern Canada the eggs are laid during the latter part of April and in May. The nesting site is usually in a hole dug by the large woodpeckers. No lining is added to make the bottom more comfortable, but the eggs are laid upon the chip floor of the cavity. From five to seven is the number of eggs for one sitting, and incubation begins when the first egg is laid. By this means there is a variety in the size of the young. If the first hatched were females and the last three or four were males, would this account for the females being larger than the males? They would be better able to get a larger portion of the food supplied, and thereby grow faster. Please think this matter over.

Now people in general have a belief that owls prefer darkness rather than light, and so remain throughout the day in some dark place in the woods. Perhaps so! A saw-whet owl, kept alive for a week or more by your humble servant, was placed in a room having windows on the north, east and south sides. As the sun changed around from the eastern to the southern windows, the owl changed also, and would perch where the bright rays of the sun would fall upon it; but *it was never found by the north windows*. Think this over also!

The owls of this species are expert ventriloquists. What is a ventriloquist? If you don't know, don't ask or go to the dictionary. See if you can find out from what follows here. Nature study tries to teach you to use your wits in everything you do.

An unusual bird voice was heard one spring in the month of May. Several attempts were made to find out what it was, but there were no results. Having resolved to work out all bird problems, I took a half day and tried to find the source of the peculiar calls. By travelling in a circle the point was determined to within a few feet of where the vocalist was situated, but when nearing this spot the call was from first one direction, then another, and being sure that no bird had flown from the clump of conifers whence the notes had come, a diligent search was made of each individual tree. At last a growth was noticed upon the trunk of a fir tree. It looked like a fungus, and the eyes were

moving up the tree, scanning sharply, when the thought came like a flash that a fungus like this would not grow upon a healthy green tree. By stepping to one side the body of the owl was observed. When only the head was seen, as the bird peered around at me, it was a splendid imitation of a fungus growth. If you are going to study nature, try to solve all such problems as this. It is interesting.

On Christmas day, 1901, this same circuit that I described at the outset was taken. The following is a list of the birds seen: Goshawk, 1; hairy woodpecker, 1; downy woodpecker, 1; blue jay, 2; pine grosbeak, 1; brown creeper, 2; white-breasted nuthatch, 20; chickadee, 6.

#### Questions about a School.

1. Are all the pupils busy? (a) At their seats studying? or (b) In the recitation giving attention?
  2. Do they know, and are they able to do, what is expected of them?
  3. Do they want to master the subject in hand or are they anxious to be rid of it?
  4. Are they earnest, self-reliant, cheerful, courteous?
  5. Do they move to and from their seats in an orderly manner?
  6. Do the bright pupils monopolize the time, or do the weaker ones receive a fair share?
  7. Is the teacher's voice mild, agreeable and firm; or loud, harsh and uncertain?
  8. Are the teacher's statements, questions, and explanations accurate, definite, clear and logical, and adapted to the capacity of the pupils?
  9. Is the teacher interested and enthusiastic? or mechanical and spiritless?
  10. Is the teacher's writing on the board, and elsewhere, plain and easily read?
  11. Are scraps of paper on the floor? Is the air pure? Are the window curtains properly adjusted?
- Primary Education.

The man in the moon  
 Who sails through the sky  
 Is a most courageous skipper;  
 Yet he made a mistake  
 When he tried to take  
 A drink of milk from the dipper.  
 He dipped it into the "milky way,"  
 And slowly, cautiously filled it;  
 But the Great Bear growled,  
 And the Little Bear howled,  
 And scared him so that he spilled it.

—Graded Memory Gems.



**Nature Lesson for March.—The Buds.****LESSON I. COVERINGS OF BUDS.****Object of the Lesson.**

To lead the child to understand the necessity of the plant's providing some protection for its young leaf and flower-buds against the cold and storms of winter, and to observe some of the means adopted for providing suitable protection.

**Preparation on the Part of Teacher.**

Read everything you can find on buds in Gray or Spotton, or elsewhere. (The March and April numbers of the REVIEW in past years contain lessons on buds).

Take some children with you after school some afternoon and collect a number of twigs about a foot long of as many different trees and shrubs as you think you can conveniently handle for one lesson. The following make good, interesting material that can be found in most sections:

Horse-chestnut, balm of Gilead, sumac, apple, ash, lilac, locust, laurels, maple, willows and poplar. Get a few more of each than there are children in your class. Tie the twigs into separate bundles and carry them home. Suppose you have twenty bundles. Now make the same number of bundles containing one of each kind of twig. Study your material in connection with whatever books you have, and note the classification, which will be somewhat as follows:

Scaly buds—Apple, ash, etc.

Gummy buds—Horse-chestnut, balm of Gilead.

Varnished buds—Willow, poplar.

Woolly buds—Sumac.

Buried buds—Sumac, locust.

Naked buds—Laurels.

Place your material away in a cool, damp place until you give the lesson, which will be a day or two after you have gathered the twigs.

**Teaching the Lesson.**

Lead the class up to the thought that birds of passage, on the approach of winter, move southward; that hibernating animals, like frogs, toads, snakes and turtles, crawl away into the mud until spring comes again; but that the tree, being rooted to the ground, must adopt some other means of protecting itself. Now tell the children that they are about to learn how this is done.

Distribute a bundle of twigs to each pupil. After the bundles are untied, ask the pupils if they notice anything interesting. The sticky buds, of the

horse-chestnut and balm of Gilead will doubtless first attract their attention. Do not tell the children anything, except, possibly, the names of the plants, and then only if they ask you. Let them tell you what they see.

After finishing with these two, put them on one side, and ask what else they notice. Some one will, of course, notice the woolly covering of the sumac buds. Another will discover that the bud is hidden so deep under the woollen blanket that it can hardly be seen. Those buds are said to be "buried." Be sure that every one in the class notices each point as it comes up. Ask if they can find any other twig that has buried buds. In a few moments some one will tell you that the locust buds are so deep that they can hardly be found. After you have finished with these two, put them aside.



TWIGS OF HORSE-CHESTNUT.

"Now, do you notice any other kind of covering?" Some one will tell you that the willow buds have a coat of something like varnish on them. They will also notice that the poplar buds are similarly coated.

The questions that accompany this work in class are entirely spontaneous. In some such way as this, go through all your material. Now take the twigs that have not been mutilated; cut the ends off *under water*, and place them in water in the school-room, so that you and the children can watch the buds gradually unfolding.

During the course of this lesson the children will ask you numerous questions that will suggest other lessons. For example, they will most certainly notice the leaf-scars on the horse-chestnut, and the ash, and the sumac, and will ask you what they mean. That is your opportunity to give a lesson on leaf-scars. Collect suitable material, and study it up well before you teach the lesson. Notice the two kinds of scars, the leaf-scars and those left by the scales that fell as the buds burst. The scale-scars encircle the stem in concentric rings. (The twigs of red or swamp maple show these rings well). By carefully pulling off the scales from a large terminal bud you can see how the scar-rings are formed. Find the scars left by last year's terminal bud. How many inches did the twig grow during the last season? (See illustration).

Leaf-scars are best studied in the late summer or autumn, when the leaves are beginning to fall.

Again, the children will certainly wish to find out for themselves whether these buds really *do* enclose young leaves and flowers. This will suggest a separate lesson on leaf buds and flower buds. If the sticky buds are soaked for a little while in alcohol the resin will be dissolved and the scale can be pulled off more easily. The tiny leaves and flower-clusters will be found tucked away cosy and warm inside the buds. The little horse chestnut leaves will appear like seven-fingered hands clad in woollen gloves.

Again, the position and arrangement of the buds will provide material for another lesson. Are the buds terminal or axillary? Do they grow above the leaf-scar or from the centre of it? Are the buds opposite, alternate or whorled?

The first lesson details one method that has been adopted to advantage in all such lessons; but whatever method you use, be sure that you do not tell the children things that they can see and find out for themselves.

If you *do* tell them, then your lesson is no nature lesson at all; for the object of every nature lesson is to train the child to ask nature questions about the infinity of marvels that she has placed all about him, and to try to interpret her answers.

C. S. B.

Nova Scotia.

One of the most mysterious things in nature is the topmost bud of a vine or a tree. It draws sap from the earth in defiance of the law of gravitation, and then pushes both sap and a new receptacle for it up into the sunny air.

### Mathematics.—Is Our Course out of Date?

By H. P. DOLE, Teachers' College, New York.

Should one pause a moment and consider what we are trying to teach the children who attend our public schools, and then ask ourselves why these things are taught, we are immediately confronted with a problem which is by no means easy to answer.

Without going into detail, I venture to say that mere tradition furnishes us with the sanction for teaching many subjects and parts of subjects which, if subjected to the criticism of sociological and psychological principles, would not stand the test.

Take, for example, the study of mathematics. Why are we teaching arithmetic and algebra in our elementary, and geometry and trigonometry in the high schools? Is it because of their utility, their discipline, or for culture? The answer to this question involves a statement of the aim of education generally. Perhaps one of the most comprehensive definitions of education that could be given is that used by President Hall in his class at Clark University a few days ago: "Education consists in learning the things most worth knowing in order to do those things most worth doing." Taking this as a starting point, let us ask ourselves why we prescribe arithmetic and algebra for elementary pupils, and especially those parts which now find a place in the prescribed texts on these subjects.

If we say that mathematics is a discipline for the mind in the sense that a so-called "faculty of the mind (*e. g.* memory, reason, etc.) being developed by any act, is thereby developed for all acts," we have a right to be asked for scientific demonstration of this principle. Without going into details, if one will look into the numerous experiments made by such men as James, of Harvard, Thorndike and Woodworth, of Columbia, and many others, he will be convinced that not only has tradition entered into the school curriculum, but into the psychology underlying such a course of study. In a word, the disciplinary conception of education has been proved to have a very insecure foundation, since it is based on a questionable, if not absolutely false, psychology.

Those who would teach mathematics for culture have so many and opposing conceptions of the meaning of this vague term that it is impossible to discuss the question from any point of view which would be universally accepted. Those who spell it with a capital C doubtless have in mind a conception not far removed from that of discipline. A more common view is expressed in the learning of



that which has no direct bearing on the activities of life; for example, the farmer would become a cultured gentleman if he could be persuaded to spend his leisure in the study of Homeric Greek or of Sanscrit.

We are driven to the conclusion, then, that for the vast majority of our school children the mathematical course should be utilitarian, especially in the elementary grades.

Subjecting our arithmetic to the standards above formulated, it is plainly seen we have no sanction for teaching semi-obsolete processes which will never be used in later life. Thus, we would question the wisdom of such tables as troy and apothecaries weights being taught, since these are used by a small fraction of our population, and almost never by the ordinary citizen. Likewise would we question such processes as equation of payments, compound interest (since tables are used in actual life for this purpose), cube and even square root for similar reasons; compound proportion, many of the complex and compound fractions both in arithmetic and algebra (special favourites of the provincial examiners); and, in short, all the problems assigned as catch questions or mere "brain-twisters."

In algebra we have an even greater field for the application of the pruning knife. I believe I am safe in saying that the reason why so many of our normally developed boys and girls detest this subject is because they have been fed for years upon the dry bones and husks of the subject, and consequently never know until it is too late that there are really interesting fields furnishing rich nourishment in all branches of mathematics.

What excuse, then, can be given for the retention of such problems as the cistern problems, introduced into the subject in Italy centuries ago, because in those days it was necessary to make such computations in erecting the many fountains which may still be found in that country?

Dr. Smith, in his book "The Teaching of Elementary Mathematics," (MacMillan & Co.), tells us that an English examiner once said to him: "I know that this problem should have no place in the examination, but I cannot replace it by a modern one, because the schools are not up to such a change; their text-books do not prepare for it."

Professor Chrystal, in a similar connection, states that at Cambridge it was a tradition that he who could work the most problems in three or two and a half hours was considered the ablest man; and he ever so ignorant of his subject in its width

and breadth, he could afford to despise those less gifted with this particular kind of superficial sharpness.

The traditions of Cambridge, I fear, are to be found in our own examination system, which it is not my purpose to discuss at present.

Let me say, in closing, that I have endeavoured to point out some of the recent tendencies in mathematical thought and practice. If any are interested in knowing how these ideas have taken definite shape, I know of no better texts than the Smith series of arithmetics and the Beman and Smith algebras (Ginn & Co). These books illustrate in the concrete what has been here advanced as theory.

### Canadian Indian Names.

THE EDUCATIONAL REVIEW:

*Dear Editor*,—Although far away from my own province, your paper still arrives, and it is always very welcome; for it not only keeps me in touch with the educational topics of interest about home, but it also contains many helpful articles to inspire and strengthen a teacher, no matter in what locality he may be.

Perhaps the following derivations of some familiar geographical words will be welcome to your readers: Keewatin, Saskatchewan, and Assinaboine are all (Cree) Indian words, or collection of words, put together and slightly modified by English sounds, for some of the English sounds are not contained in the Indian words from which these names are derived.

*Keewatin* (Ke-wa-yo = I go home; e-yo-it-in = the wind), and the complete meaning is: "The south is the home of the wind."

*Assinaboine* (As-in-e = a stone; bwa = Sioux). "A stone," as given here, really means, "stony or rocky mountain;" and the meaning in full is: "The Rocky Mountain Sioux."

*Saskatchewan* (Ke-sis-kát-che-wan = the swift flow of the river, or swift current).

The Indians of Alberta and the older prairie provinces are composed chiefly of three great races, having certain branch tribes, which have separated from the main stems at different times, but at no distant dates; and nearly all of the dialects or languages bear marked similarities.

The characters of Longfellow's Hiawatha were taken partly from Sioux and partly from Chippewa life.

The Chippewas and the Crees were formerly one people, but time has changed them considerably,

due to their separation possibly for several centuries. The Rocky Mountain Sioux are known in Alberta as Stoneys. Although I have found the Stoneys brighter pupils in school than the Crees, yet the Crees are more advanced, and are more tractable than the Stoneys.

I will not trespass any more upon your space; but would like to refer your readers to John Mac-Dougall's books for much valuable information concerning the Indians of the prairie provinces. They are entitled "Saddle, Sled and Snow-shoe," "Forest, Lake and Prairie," "Pathfinding on Plain and Prairie," and "In the Days of the Red River Rebellion." Many of the Indian characters described in these books have children or grandchildren at this industrial school.

Sincerely yours,

W. B. SHAW.

Indian Industrial School,  
Red Deer, Alberta.

#### Teaching Short Cuts.

Here is an editorial from a daily paper. It is well for teachers to see what is being said by outsiders. Read it to the end:

"It has occurred, probably, to every father whose boy was plodding through interest, to try to help the lad solve some of the 'sums' of his next day's lesson. He uses the methods of business in accounting. He cuts the corners, shortens processes, saves time. He explains to his boy these ways of business. 'But the teacher won't let us do it that way. She says we must do it as it is done in the book.' And when the boy gets into business he finds he has much to unlearn and much to learn. The fault divides between the book and the teacher; the book in its bookishness, the teacher in her ignorance of how the business world does it. Did she know, we are sure that she would adapt teaching to it by what she does herself when free from books.

"For illustration: The other day we chanced to follow a bevy of teachers going home to luncheon. It was out in the residence districts, where vacant spaces exist. Instead of following the rules of the sidewalks, they 'cut across' lots, wherever chance came. Had they walked as they taught, they should have traversed the sidewalks around the block; if they taught as they walked, they would take the shortest cut in teaching. They should have done in their walk just what they should let their pupils do in mathematics. Life is too short to spend energy on any but the lines of least resistance, in or out of schools."—*Journal of Education*.

#### Stories from Natural History.

##### The Sponge.

The sponge is a right good fellow, so gentle and soft, and such a help to a child in his washing.

In the days when you were very little, the sponge lived down at the very bottom of the deep blue sea. He was a very wonderful little creature, because he had no legs, and yet he could stand, for he grew on a stone. He had neither eyes nor ears, neither arms nor hands, and yet God knew how to feed him. For he had not *one* mouth, but many hundreds of mouths, and with these he swallowed the salt water. All day and all night he drank it in and spluttered it out again, and that was all he had to do.

From the minute animals in the sea-water the sponge built up hundreds of fine cells and fibres, arranged round many tubes, so that they could swallow the water quickly. The little cells grew together like a delicate web.

When the sponge had grown big enough, there came a fisherman in his boat, carrying a long pole with a fork at the end of it. With this he hooked the sponge and drew him up from the bottom of the sea. On shore he washed him well, and dried him in the sun.

When the sponge had been well cleaned himself he was fit to wash others, kings and queens, lords and ladies, and you children, too.

##### A Hare.

A hare used to live in the green forest, where he ate whatever he chose. It would have been all very well if he had contented himself with the herbs and grasses growing wild in the forest, but what he liked best were the cabbages and vegetables growing in the farmer's field. Now the farmer had planted these vegetables for himself and his family, not for the hare, and he wrote up a warning to thieves; but as the hare had never learnt to read, the farmer must needs make his meaning plainer. So he stood up a stick among the vegetables, and tied another stick across it, on the top of which he stuck an old hat, and round it he hung a worn-out coat, so that it looked very nearly like a real man. Now that should be warning enough for any hare, for it showed quite plainly: "This field belongs to people, if you come here you will be shot!"

But the hare thought he knew better. For a moment he was startled to see a scarecrow standing there, but as the thing did not move, he grew braver and ventured nearer. At last he became quite fearless, drummed merrily with his paws and



nibbled away at the cabbages, under the very nose of the scarecrow.

Next day the farmer saw what had happened. Just the finest heads of cabbages had been nibbled, just those that were to have been sold that day to help to buy his little girl a new dress. "This is too bad," said he, and he had a talk with the keeper, who loaded his gun and went to the cabbage field in the evening. There he stood quite still and watched.

Up came Master Hare, for he liked the taste of those cabbages. "Oho," thought he, "the farmer has stood up two scarecrows to frighten me to-day!" So he boldly sat up on his hind legs before the keeper, pricked up his ears and drummed with his paws. Bang! went the gun, and the little hare was dead.

When he got home the keeper cut off his pad and gave it to his son to take to school with him, that it might wipe off the chalk on the black-board. "Take care," says he, "that *your* feet do not wander on forbidden paths, or you also may come to a sad end."

#### The Otter.

An otter is bigger than a cat and cleverer than a fox, he can swim as fast as a fish and dive to the bottom of the stream. He steals the carp in the pond and the trout in the river, and even ducks, both old and young, are not safe from his attacks. He lives at enmity with the fisherman and the game-keeper, but says to himself: "They will never catch me!"

He digs his hole deep into the steep, dry bank of the river, and lines it with soft grass, but he hides the door to it below the water, among the roots of the elms and the willows, where no man can find it. He makes a little window, or air hole above, opening into the bushes, where it is covered with grass and cannot easily be found. He makes several such holes along the edge of the water, spending a day in this one, another in that, for he likes to be constantly moving house, and if an undesirable visitor is about he is nowhere to be found at home.

By day the otter sleeps in his stronghold, but in the quiet of the night he comes out and begins his hunt for fish. Standing in the shallow water he beats it vigorously with his tail, and the startled fishes dart away to hide beneath the stones and in the hollows of the shore. From there he fetches out one after another, bites it dead, and carries it

to land. As long as there is one more fish to be found he will catch it, even if he already has more than he needs. When he has caught a goodly number and laid them in a heap, he bites off each the tastiest piece of the back, and leaves the rest.

In deep water he dives to the bottom and seizes the big fishes, for as they are not clever at looking downwards he has no difficulty in catching them from below. In winter he fishes undismayed under a coating of ice, and only needs a small hole, just big enough to poke his nose through, by which to breathe.

Where the otter reigns the nets of the fishermen are empty, the cook has no fish to cook, and the people none to eat. So what is to be done?

It is very difficult to shoot an otter by night and in the water, and a dog cannot easily catch him. So the game-keeper waits till there has been a fall of snow, and then walks along the banks of the river to look for the tracks left by his four-footed poacher when he came out of the water by night. Having found the rascal's path he lays down a trap fastened by a chain, and covers it with moss so that it cannot be seen.

Next night, up comes the otter with a large carp in his mouth, which he means to eat on land. He has swum to his favourite haunt and climbs up the bank, when suddenly he steps upon the trap, it closes, and he is caught. His struggles are of no avail, and the next morning the game-keeper comes and finds him. Instead of being trapped, he is sometimes hunted with otter hounds.

His coat is sent to the furrier, who makes of it a beautiful muff or tippet.—*Richard Wagner.*

A library is something more than a collection of books. An imposing array of sumptuous—and untouched—volumes does not make one. Your books should express your own individuality, says a writer in *The Delineator*. Do not let any one persuade you to buy a book you know is not your kind of book. Do not be lured into buying a handsome library edition of some author that you do not want, if the library edition is heavy and uncomfortable to hold and your own preference is a comfortable pocket edition with flexible covers. And above all, if you are building up a home library, to which the whole family is to have free access, do not choose bindings of such delicate colours or expensive texture as to destroy all the comfort of reading.

**The Bird that Nests in the Snow.**

SIDNEY S. S. STANSELL, Edmonton, Alberta, in *Bird Lore*.

The Canada Jay has almost as many local names as the Flicker. Those who do not know him by the name of Canada Jay, recognize him at once when you call him "Moose Bird," "Camp Robber," "Whiskey John," "Whiskey Jack," or "Lumber Jack."

When you are travelling through the woods he is almost always your constant companion, and when you light a camp-fire or discharge a gun, he is always there, should he be within hearing or seeing distance, chirping contentedly and looking for what he may devour.

I was travelling through the woods one day in early spring and fired a small rifle, the report of which was not very loud, but almost immediately a jay came and lit on a small tree near by and chirped as though asking for his share of the game. I soon threw him a morsel and he immediately took it and flew away, probably to his nest to feed his mate—a fact which I know he does.

A certain pair of Canadian Jays lived all winter long in the immediate vicinity of two small cabins in a clearing. Whenever a crumb or scrap of meat was thrown from either door they would pounce upon it and devour it at once, hide it in a cavity of some tree, or stow it snugly away between two branches to be eaten later when food became scarce.

These birds became quite tame. I have had them come and take food from my hand; at other times they have entered the cabin through an open window and helped themselves to food placed purposely on the table for them.

About the first of March these birds began to show signs of wanting to nest, although the mercury registered more than forty degrees below zero; nevertheless, a nesting-site was chosen in a clump of "diamond" willows within two hundred yards of one of the cabins, and house-building began. On March 31, one egg was deposited. I visited the nest daily afterwards until April 8, then as no other egg had been laid I proceeded to photograph the bird and her home.

At first the bird seemed quite shy, and flew away several times while I was making preparations for the picture. Each time when she returned she would alight on the edge of the nest, look around for a second or two, then place her beak gently on the single egg, as if to make sure it had not been disturbed, all this time uttering a low not unmusical chirp; then quietly settle down on the nest. Once

only did her mate return with her, then they both carefully examined the egg, after which they gently and lovingly rubbed their beaks together, then he flew away, and she took her place on the nest again.

The nest was situated eight feet from the ground, the lower portion was composed of twigs, the upper very closely woven with grasses, shredded bark and fine twigs. The cup-like interior was neatly and warmly lined with rabbit fur, hair and fine feathers.

Warm this beautiful home is, and warm it should be, for nesting as they do, in winter, it would take but a moment's exposure of the very severe winters here to chill the tiny birds to death or freeze the unhatched eggs.

**Snowbirds.**

Along the narrow, sandy height  
I watch them swiftly come and go,  
Or round the leafless wood,  
Like flurries of wind-driven snow,  
Revolving in perpetual flight,—  
A changing multitude.

Nearer and nearer still they sway,  
And scatter in a circled sweep,  
Rush down without a sound:  
And now I see them peer and peep  
Across yon level bleak and gray,  
Searching the frozen ground

Until a little wind upheaves  
And makes a sudden rustling there,  
And then they drop their play,  
Flash up into the sunless air,  
And, like a flight of silver leaves,  
Swirl round and sweep away.

—Archibald Lampman.

**A Neglected Duty.**

A fact overlooked by many teachers and one which accounts for many poor lessons, is this: The great majority of pupils do not know how to study. If teachers would spend the necessary time in instructing their pupils in the art of study, lessons would be better learned, less time would be used in their preparation, the teacher would be better satisfied with the results obtained, and be spared much useless worry and labour; and, too, in consequence of better recitations, the pupils would be more interested in their studies, and in much better humour with their teachers. If account could be kept, and a report made, teachers and pupils alike would be amazed at the loss of time while the average lesson is being prepared. Many pupils think they are studying when they are not. They are not interested; their mind wanders; a paragraph will be



"studied," and not a single point will be retained. These and others are frequent errors committed by all, or nearly all, students. Instruction in concentration of mind is needed here, and how little the average pupil receives.

Again, the teacher assigns a lesson generally just as the class is dismissed, and often without a more than general knowledge of what it contains. The lesson should be assigned at the beginning of the recitation, and time will be saved if the difficult or obscure portions are pointed out, and perhaps explained; this draws the pupil's attention, and prepares him in advance, and he is much more apt to conquer the difficulty than if he meets it unexpectedly.

There are just two ways to prepare a lesson—the hard way and the easy way, and the pupils generally take the former, not from choice, but because they know no better. In addition to preparing the pupils for the difficulties of the advance lesson, it will be of advantage to both teacher and pupils if directions are given as to the best method of overcoming these difficulties. Very often the pupils do not have a clear idea of what is expected of them, either in preparation, or in recitation, and much poor work is caused by this uncertainty; they do not know how to look, or what to look for, and sometimes do not recognize it when they find it. The teacher's business is to see to it that all these points are made plain to his pupils just as much as it is his business to hear recitations. The pupils have a right to this kind of instruction, as well as to the kind usually given—and frequently the former is of as much, if not more, importance as the latter. It is true, however, that few teachers realize this, and so, not only fail in their duty, but cause themselves and their pupils infinite worry and needless labour by this neglect.—*E. L. Cowdrick, Western School Journal.*

Webster's International Dictionary, recognized by the courts, the schools and the press, as the one great standard authority of the English-speaking world, justly deserves the honour of being the only dictionary to receive the gold medal, the highest award of merit from the Jamestown Exposition. If you haven't the International Dictionary in your school or home, why not address the publishers, G. & C. Merriam Co., of Springfield, Mass., for specimen pages, styles of binding, etc. By mentioning this paper you will receive free a most useful set of coloured maps. See advertisement elsewhere in these columns.

### For Spellers.

When "ei" and "ie" both spell "ee,"  
How can we tell which it shall be?  
Here's a rule you may believe  
That never, never will deceive,  
And all such troubles will relieve—  
A simpler rule you can't conceive,  
It is not made of many pieces,  
To puzzle daughters, sons and nieces,  
Yet with it all the trouble ceases;  
"After C an E apply;  
After other letters I."  
Thus a general in a siege,  
Writes a letter to his liege,  
Or an army holds the field,  
And will never deign to yield  
While a warrior holds a shield  
Or has strength his arms to wield.  
Two exceptions we must note,  
Which all scholars learn by rote;  
"Leisure" is the first of these,  
For the second we have "Seize."

Now you know the simple rule,  
Learn it quick, and off to school!

—*Tudor Jenks, St. Nicholas.*

One of the daintiest persons I ever knew was a middle-aged teacher who wore dark skirts made to clear the floor, and blue or white shirt waists all the year in her schoolroom. Her handkerchiefs were so spotless, her collars and cuffs so immaculate, her hair so free from display, her shoes so well kept, and everything about her so radiant with cleanliness, that her pupils could not help trying to appear like her. I don't believe she ever said an audible word on the subject of good taste in dress, but there was no need to. Her dainty garments spoke for her, and her pupils had a daily object lesson in the beauty of cleanliness. It pays to be neat and trim in the schoolroom just as much as in the office, and more, for you have a larger audience in the schoolroom, and one that may be influenced for life if you but take the pains to do it.—*Hilda Richmond, in Popular Educator.*

A certain young lady, so the story runs, wrote to Marion Crawford, requesting that he send her a bit of sentiment and his autograph. The reply was: "Dear Miss A—: When you request a favour that is of interest only to yourself, please inclose a 2-cent stamp. There's your sentiment and here's your autograph.—*F Marion Crawford.*"

The story may not be true, but the sentiment is of general application.

**Speech for a Tiny Little Girl.**

I am so small I am afraid  
 Because my voice is weak  
 That half the people in the house  
 Can scarcely hear me speak.  
 But if I do my very best  
 I can't do any more;  
 And please remember that a speech  
 I never made before.  
 Nobody can expect to gain  
 Much fame unless they try.  
 I think that I have said enough,  
 So bid you all—good-bye.

—Selected.

**Speech for a Very Little Boy.**

"Some little boys  
 Are very shy  
 To make a speech  
 They will not try.  
 But as for me,  
 I do not fear  
 To speak before  
 The people here;  
 Because they are  
 All' friends I know.  
 And now I'm through  
 I'll bow and go."

—Selected.

A FEW Sundays ago, says the *Fredericton Gleaner*, "Father Carney, at St. Dunstan's church, referred to the great sin of not paying one's just debts. He felt that this was one of the world's greatest sins, and that regarding it the world was getting worse instead of better." If putting others to inconvenience, worry and annoyance is a sin, then the neglect to pay one's just debts is a sin.

TO HELP THE TIMID CHILD.—It is such an easy matter to let the bright pupils do the reciting and so hard to hold their attention while some timid, hesitating child stumbles along in a recitation, that I have adopted the plan of often sending the brighter ones to the board for written work while the duller ones get a much needed chance for oral recitation. This has much improved the oral expression of some of the more timid ones who never like to say anything if they can help it, and is less of a tax on the patience of the teacher.—*Popular Educator*.

A SPELLING EXERCISE.—Ascertain, difference, dilemma, enthusiasm, enumerate, forcible, gallery, gesture, handkerchief, harass, hesitate, hypocrite, incorporate, judicial, larceny, license, mechanism, notoriety, oxygen, perception, precious, residence, several, signature, truancy.

**Phonetic Drill.**

An excellent drill may be given in phonetics which will train the pupil's ear and largely increase his vocabulary. Give each child a strip of paper and then dictate spelling in this way:

"Think of *at* and write *cat*.""Think of *at* and write *fat*," etc.

Take up one combination after another.

"Think of *bright* and write *right*.""Think of *light* and write *plight*."

Increasing in difficulty as the children gain power, at the end of the year you will be surprised at their improvement and enlarged vocabulary.—*Primary Education*.

**CURRENT EVENTS .**

The revolution in Hayti has been suppressed, which means at least a respite in the disturbances there. In the other part of the island, the Dominican Republic, a very stormy constitutional convention is in session.

A new railway in Guatemala, one hundred and ninety-five miles in length, from Puerto Barrios to the capital, was opened last month. This completes another transcontinental railway, as there was already in operation a railway thence to the Pacific.

Japan has established schools and hospitals on Saghalien Island, and about twenty thousand emigrants have gone there from Japan.

There is an influential party in Japan which advocates the adoption of the Roman alphabet. At present a Japanese boy requires four or five times as long as an English, French or German boy to learn to read and write his own language.

The progress of Western learning in China is marvelous. In the city of Wuchang, six hundred miles up the Yangtse, there are one hundred schools, most of which have been opened within the last six years.

By the construction of a broad avenue following the shore of the harbour, and other improvements which the Brazilian government is making in its capital city, Rio de Janeiro is to be made the finest capital in America. When its new docks are completed, they will be the best in South America, if not in the world; while the avenue along the shore is intended to be the most magnificent driveway and promenade in the world.

A new canal in France, to connect the Rhone with the port of Marseilles, will pass through a tunnel over four miles long. The time required for digging it is estimated at seven or eight years.

A series of concrete viaducts connecting the Florida Keys, and ultimately to have its southern terminus at Key West, is one of the most remarkable railway projects in the world. It is so far com-



pleted as to shorten the journey from New York to Cuba by ten hours. It was found easier to build foundations in the shallow waters of the sea along the line of the Keys than through the Everglades of Florida, and the little islands so connected are sometimes miles apart, so that an observer, standing on the railway, may have nothing in view but the track and the water on each side of it as far as the eye can reach.

A new household freezing machine uses carbonic acid stored under pressure. The sudden expansion of the acid when released produces great cold, and water is changed into ice in a minute.

There are more Moslems in India, according to the last census, than there are Christians in the whole British Empire, confining the word Christians to those who are professed members of churches.

The Transvaal government has modified its severe laws against Asiatics, and all prosecutions for violation of the objectionable registration system will be dropped.

By simply enclosing blackened pipe coils in a shallow box, with a double glass top, having an air space to prevent the loss of heat by radiation, steam has been generated under the direct rays of the sun. In warm climates, it is believed, a good working pressure can be thus produced, thus solving the problem of power for machinery in tropical lands.

Home weaving is being revived in Germany, the old-fashioned hand loom being replaced by a loom run by electric power.

An English electrician controls electric motors by sound. The sounds must have a constant musical pitch, and are received by a vibrator which affects an electric current as desired. A powerful sound generator, transmitting the sound through water to a floating torpedo, will, it is claimed, give action over several miles. In a small model, a propeller has been started, a rudder set as required, and an explosive charge fired, all by the voice, at a distance of some yards, in a tone little above a whisper.

Aluminium coins for use in Nigeria and Uganda have been struck in the Royal Mint. They are of small denominations, and are perforated so that the natives can string them together as they have been used to string cowries.

Extensive preparations are already being made for the Quebec pageant, in commemoration of the founding of the city by Champlain. Earl Grey is deeply interested in it. The Dominion parliament will make a liberal grant in aid of the celebration.

The assassination of the King of Portugal and his son, the Crown Prince, in the streets of Lisbon on February 1st, has apparently united all parties in the kingdom for the protection of the throne. Manuel, the only surviving son of King Carlos, has been proclaimed king; and Franco, the prime minister who has had almost unlimited power for the last nine months, and whose life was also threatened, has fled from the kingdom. The murder was the work of republicans or anarchists, whose shots also wounded the younger son, now king; and were per-

haps intended to kill both him and the queen. King Carlos was born in 1863, and succeeded his father, King Luiz, in 1889. He has been popular at home and abroad, and his reign has been very peaceful until the political unrest of the past year arose. It was his determination to trust his people and ride from the railway station to his palace without escort, though the premier had warned him of danger, that has cost him his life. The new king is nineteen years of age, and, like his father, is very much liked by the people.

Sir Harry MacLean, the British officer who had command of the body-guard of the Sultan of Morocco, and who was taken prisoner by Raisuli, the insurgent chief, has been released. The British government pays Raisuli \$100,000, and guarantees his protection and immunity.

Thirty-five thousand of the population of the city of Toronto are foreigners, speaking over forty different tongues. The Bible will be published this year in seventy different languages for use in Canada alone.

Another large influx of settlers from Europe is expected this year, and has already begun.

Telegraph communication is being rapidly opened up along the Soudan part of the proposed Cape to Cairo railway route. The railway, however, is no longer being pushed forward, and it seems doubtful that the project will ever be carried out without a break.

The latest estimate of Canada's forest area is but three hundred million acres. These forests must be carefully managed to ensure a permanent supply of timber, for our forests are no longer to be looked upon as inexhaustible.

An effort is being made, at the instance of the American Civic Federation, to save the scenic beauty of Niagara Falls from further injury by the erection of power plants on the Canadian side. The United States people have taken on their own side of the falls all the water they can take for that purpose without leaving bare rock, and they are quite willing now to make an international agreement that no one shall take any more.

Compulsory military training is to be introduced in Australia. It is estimated that in eight years the Commonwealth will have over two hundred thousand men ready for war.

#### SCHOOL AND COLLEGE.

Supervisor McKay, of the Halifax, N. S., schools, has been granted a three months' leave of absence, to begin about the 1st May next.

Mr. F. A. Dixon, M. A., of Sackville, has taken charge of the Bathurst, N. B., grammar school, vacant by the resignation of the late principal, Mr. D. L. Mitchell, on account of illness.

Premier Murray, of Nova Scotia, has promised old age pensions to miners and school teachers. This is advanced legislation, and is creditable to our provincial government.

—*Truro News*

**THE BEST**  
IS THE  
**CHEAPEST**

*An old saying but a  
very true one*

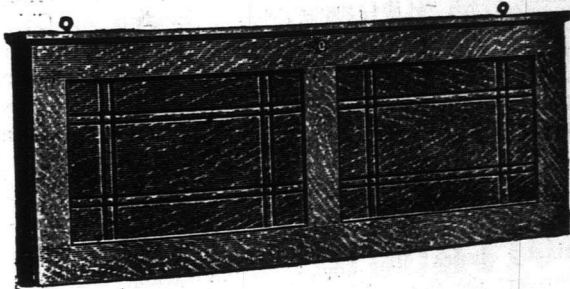


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A fine new building, the Joseph Howe school, named in honour of Nova Scotia's illustrious statesman, was opened in Halifax on the third of February. Not only has ample provision been made for the day school pupils, but a number of rooms have been fitted with electric lighting for night schools.

Judge of Probates A. I. Trueman, chairman of the board of school trustees of St. John, died on the 7th of February after a lingering illness. Judge Trueman was a graduate of Dalhousie University. Previous to beginning the practice of law, he taught school in the province, and was the superintendent of the Portland, N. B., schools. He was a man of strict integrity, and had held several positions of trust and honour in the city of St. John.

One of the most interesting features of last year's school life in Kentville Academy, says the *Advertiser*, was the organization of a police force, which, though a marked departure from the routine of ordinary school discipline, was attended with notable success. The conduct of pupils in the halls and about the grounds was most efficiently looked after. The officers were elected by the boys themselves, and in no case did one prove unworthy of the trust and confidence placed in him by his fellows. It is specially worthy of mention that no offender murmured at the imposition of his penalty. Recently the staff was re-organized and a new set of officers elected. On these the eyes of the rest are fixed. Failure or laxity in the performance of duty is commented upon. They must be zealous both in looking after the indiscretions of others and in guarding their own actions. The academy rule of conduct is based on the belief that under ordinary circumstances every boy knows what is right to do, and should do it. A student guilty of misconduct is given a warning, and, in case of persistence, is promptly arrested, duly convicted and punished. Any case requiring corporal punishment is dealt with by the principal.

E. A. Munro, now in the fourth year at Dalhousie College, has been nominated for the Rhodes scholarship. He is a graduate of the normal school at Truro, and has taught school at Middle Musquodoboit, Pugwash and Shelburne. He has taken a leading position in his classes in college, in athletics, and has taken a very active interest in sports generally.

Dean Bovey, of McGill University, has accepted the rectorship or headship of the Imperial College of Science and Technology, London, an institution which has been for some time in process of organization, and which is intended to be a training school for the highest class of scientific teachers in the British Empire. The *Montreal Witness* declares that it is the highest appointment of its kind in the British Empire.

Roy Leitch, of Charlottetown, now finishing an arts course at Dalhousie; Athol Seaman, Charlottetown, a Dalhousie graduate; Joseph Daly, Iona, and a student at St. Dunstan's College, are the Island candidates for the Rhodes scholarships this year.

The Dalhousie College *Gazette* has entered upon the fortieth year of its existence. It can lay claim to be not only one of the oldest, but one of the best college journals on the continent.

The Halifax school board has fitted up one of its new buildings so that it may be used for evening schools. That is progressive; but it is only a matter of simple justice to

those who have been imperfectly educated that facilities should be provided to give them a better education. Why need school houses be closed three-fourths of every school day, two whole days of every week, and for two or three months every year? It is a stupid waste of money and material.

Dr. Geo. R. Parkin, the Rhodes scholar commissioner, stayed for a few days in these provinces on his way to England in February. He spent a day at St. Joseph's College, Memramcook, N. B. It is St. Joseph's turn to send a Rhodes scholar this year, and the University of New Brunswick will have the privilege twelve months hence. He is endeavouring to secure another scholarship for Canada, to be awarded in the province of Alberta. At present Saskatchewan and Alberta share one scholarship between them, but the time has come when each of the new provinces should send her own representative.

### RECENT BOOKS.

A revised edition of Miss Emily P. Weaver's *Canadian History* (cloth, price 50 cents, Copp, Clark & Co., Toronto) has been published. It is profusely illustrated, many of the maps and illustrations being new, and is well printed. Its record of events is brought up to date, and this, with the easy style in which it is written, and the generally attractive appearance of its pages, makes it a very interesting book for the student of our history.

The way to make English composition attractive to children has apparently been solved at last. The *Public School English Composition*, by Dr. F. H. Sykes (cloth, pages 293, price 50 cents), published by the Copp, Clark Company, Toronto, is almost an ideal book, and the practical teacher will cordially welcome its appearance as probably superior to any text-book on this subject now in use. Its series of seventy lessons covers very completely every phase of composition and the grammar required in connection with it. The models, illustrated exercises and themes are set forth clearly and attractively, and in a manner that impels the student to write, because his interest is aroused. In the hands of a skilful teacher the mass of material so well presented in this book should be a powerful stimulus to better results in English composition.

A very well arranged and attractive *Spelling Book* is that just issued from the press of Houghton, Mifflin Company, Boston. It is the joint work of Eliza R. Bailey, teacher of elementary English in Boston, and Dr. John M. Manly, head of the department of English in Chicago University. Its main feature, and one that has been apparently worked out with much care, is to take interesting passages from literature, carefully graded, and select from these words to be spelled. Lists of common words, and those liable to be misspelled, are arranged for reviews.

The latest addition to the popular series of Eclectic Readings is Baldwin's *Another Fairy Reader* (cloth, pages 192, price 33 cents), designed for use in middle and lower primary classes. The tales are from various sources, and represent the fairy lore of various peoples and countries. Without being too didactic, they teach the children lessons of kindness, cheerfulness, helpfulness and courage. The illustrations are numerous and attractive. American Book

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Messrs. Adam and Charles Black, Soho Square, London, W., have published a fresh edition of Scott's *The Heart of Mid Lothian*, a story that presents one of the most attractive portraits of simple-minded unselfishness and whole-hearted devotion to duty which can be found in the entire range of fiction. The editor, J. Harold Boardman, B. A., London, writes a very complete introduction and notes, and the book is provided with an index. (Cloth, pages 619, price 2s).

The text-book in history, at best, can offer but a meagre description of the most stirring events and that literary and social atmosphere which is the most important element in the study of history. The teacher can do a great deal to help his students by a wise direction in reading that will supplement the text-book and give fuller study of certain special aspects of history. The study of *English History from Original Sources* should help teachers to provide matter for supplementary reading. The volume before us, dealing with the period from 1603 to 1660, one of the most important in the annals of England, is the fifth volume in this valuable series, and is attractively printed and illustrated. (Cloth, pages 170, price 2s. 6d.; Adam and Charles Black, Soho Square, London, W.)

Perry's *Introductory Course in Exposition* (cloth, 218 pages, price \$1.00) provides a systematized course in the theory and practice of expository writing. The student should acquire from its study a clear understanding of exposition, through the practice required by the course, and facility in writing in a clear and attractive way the various types of exposition. The volume includes an interesting section in literary criticism. American Book Company, New York; Morang Educational Company, Toronto.

*The Green Valley School* is a pedagogical story of the Wild West, written by C. W. G. Hyde, editor of *School Education*, Minneapolis. Having a large staff of assistants and contributors, Mr. Hyde is able to devote some leisure to writing stories, and in this one he has succeeded in interesting his readers. There are very few who will not become so absorbed that they will find it difficult to lay down the book before it is finished. The incidents are of such a nature as to please every pedagogue, and the characters will be recognized by every one who has "kept school." The "master" always comes out ahead in every scrap which occurs—and there are many of them; there is a conceited pedant who is forever quoting Latin and verses

(indeed, the author seems to have caught the infection); there is the sentimental girl who falls in love with the master; and there is the "bad boy," whose name, "Blazer," is not inappropriate, for, being "fired" from the school, he tries to get even with the master by attempting to blow him up with dynamite, an attempt which is fortunately not successful. In spite of the interest of the book, it has a few faults: the threads of the story are not well woven, and the few pictures are far from ornamental.

### RECENT MAGAZINES.

The *Canadian Magazine* for February is distinctly Canadian. It starts off with an illustrated article by Frank Yeigh, entitled *The Cariboo Trail*, and some of the other most important contributions are as follows: *The Washington of the North*, by M. O. Scott, illustrated, being an account of the work done by the Ottawa Improvement Commission to beautify the Capital; *The Last Letters of Wolfe and Montcalm*, and others, including an article entitled *The Canadian Flag*, by John S. Ewart, K. C., of Ottawa.

Observations of the United States which are unusually keen, yet friendly and discriminating, are contained in the letters in the *London Times*, entitled, *A Year Amongst Americans*, from an occasional correspondent, the first two of which are printed in the *Living Age* for February 15, and the third, February 22. Tolstoy's latest deliverance, and one of his most characteristic, entitled *Love One Another*, is the leading article in the *Living Age* for February 22nd.

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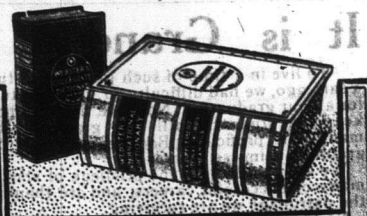
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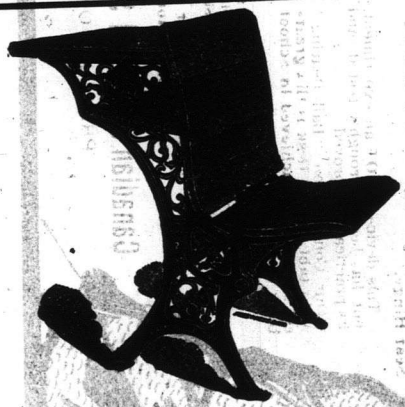
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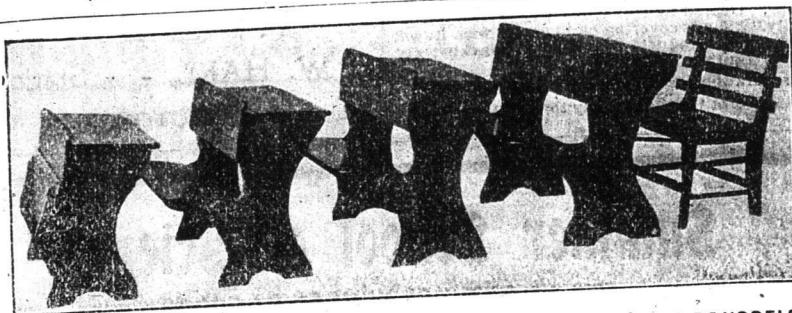
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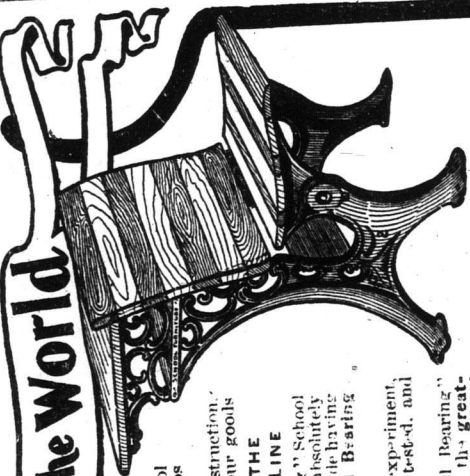
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