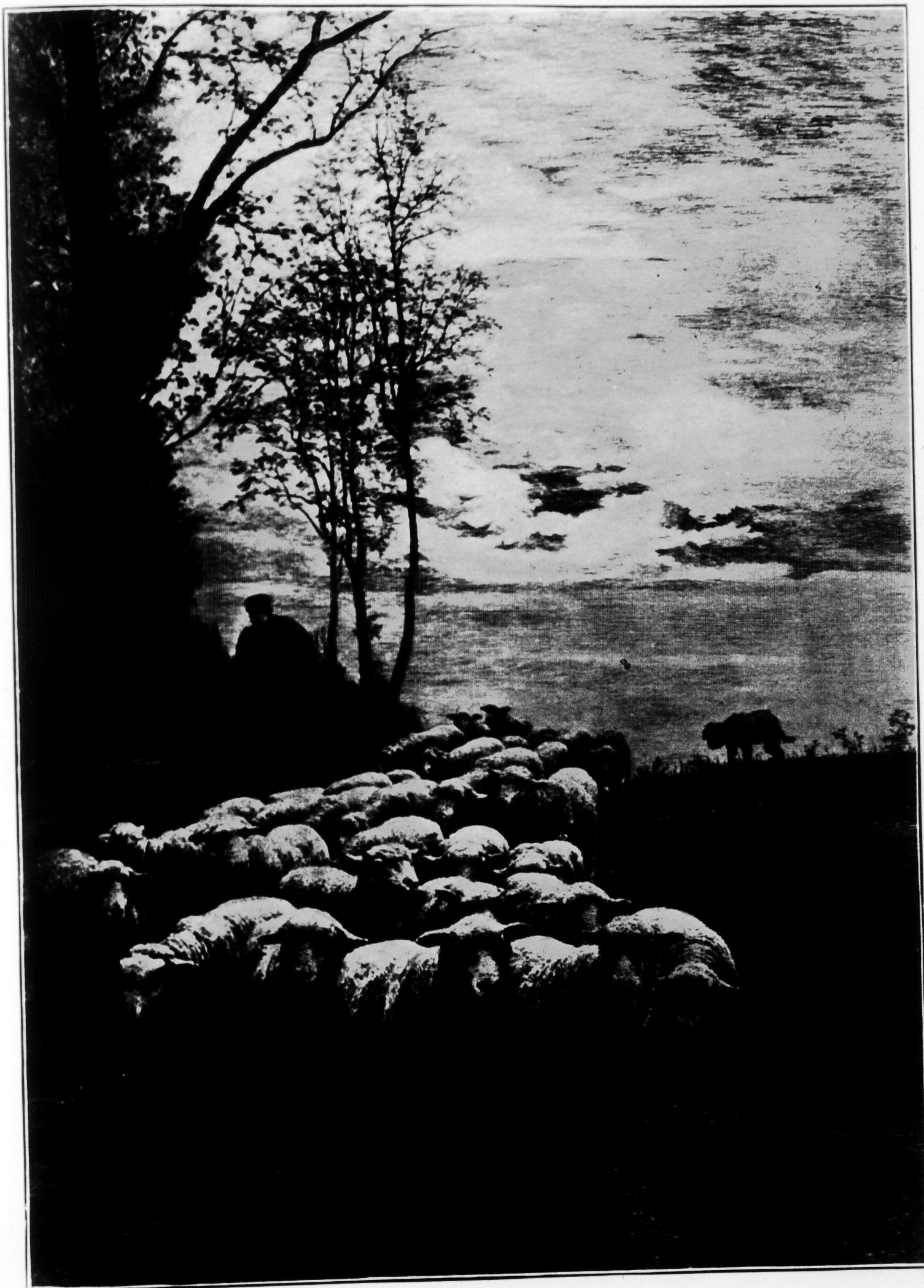


PAGES

MISSING



EVENING.

From a Painting by Ferdinand Chaigneau.

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

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

Some space is devoted in this number to material for Empire Day. The March REVIEW gave considerable space to preparation for Arbor Day, which promises this year to be more interesting than usual on account of the mild spring weather which prevails. In previous April and May numbers of the REVIEW, there will be found much that will assist teachers in properly observing the day.

Those who may have received more than one copy of the REVIEW for February and March will confer a favour by returning one of each month to this office. Our supply is completely exhausted.

Three thousand dollars (\$3,000) is now the reward offered for the discovery of the passenger pigeon concerning which reference was made in the February and March numbers of the REVIEW. A prize of this value should lead to a keen search. What boys and girls of the Maritime Provinces are preparing to look for this bird in places where it was formerly so abundant?

For notice of change in this year's annual school meetings of New Brunswick as well as for other official information of interest, readers should consult the pages of this month's REVIEW.

The announcement, in another column, of the Nova Scotia Technical College will be read with interest.

The death of Bishop Cameron, of Antigonish, at the advanced age of eighty-three years removes a prelate long known and distinguished for his wise leadership in religion and education. He was the oldest bishop in America and had for many years been a professor in St. Francis Xavier College.

Let Arbor Day be the time for cleaning up and removing all refuse that may have collected during the winter months. If the children are interested in this it becomes a part of their education, and habits of order and cleanliness are formed which will last through life. Let no good work of making the surroundings in city, town or country be undertaken without the active help and co-operation of the children. They should be active factors in helping to make clean and helping to keep clean.

The schools should take a prominent part in the great educational exhibit in connection with the Dominion Exhibition to be held in St. John, during the coming September. The months of April, May and June is the time to make careful and thorough preparation. Our advertising pages tell the class of work that is expected from the schools, and teachers and scholars cannot get to work too early, especially in the collection of plant specimens. It is hoped that the scholars of the public schools will acquit themselves with credit.

The New Brunswick government has appointed Mr. William McIntosh, curator of the Natural History Society of New Brunswick, to make a thorough search for the brown tail moth, to visit schools throughout the province and by means of talks and illustrations make the teachers and children acquainted with the appearance and habits of this dreaded pest, of which Mr. McIntosh is thoroughly familiar. By his skill in drawing he will be able to make his subject easily understood to his audiences of interested children, and the result should be a wider and more particular knowledge of the moth and how to lessen its depredations. At this time of year brown-tail moths are in the form of tiny caterpillars, which have passed the winter as small half grown larvæ in a semi-torpid condition in nests, singly or in groups, at the ends of branches. These nests are composed of dead leaves loosely joined by threads.

A superintendent tells why he recommended a certain teacher for a good position: The floor of her school room was clean, the furniture in good condition; pictures neatly mounted on mats adorned the walls. Healthy plants bloomed in one window and a pretty vine hung from a basket in another. The library which had been procured by school concerts, etc., had a few well chosen books for each grade. There was a large collection of work done by pupils—maps, calendars, booklets, charts, neatly written exercises, drawings, compositions—kept in a large dust-proof box. The register was neat and well-kept, the programme on a ten by ten inch pasteboard card, showed not only the time and length of the recitations, but also at what work the grades at their seats were employed during the recitations. There were no tall weeds

or burrs round the school grounds. The teacher was cheerful, dressed becomingly but at little expense evidently, and her example was not lost on her pupils. They talked with me pleasantly and seemed at ease without shyness or over-confidence—an altogether interesting school to visit.

Mr. J. D. Seaman, Secretary of the Summer School of Science, has received a great number of inquiries in reference to the course of physical training offered by the school at its session in July, at Liverpool, N. S. The following is his reply:

At the School candidates can qualify for the elementary certificate in military drill and physical culture. Thirty-six (36) did so last year, although the most of them had not had any previous instruction in the subjects. This year the School will be better prepared to give instruction in these subjects than it was last year. The session will be three days longer, and there will be two instructors, instead of one as last year. Now that the Councils of Public Instruction of the several provinces require these subjects to be taught in the schools, it becomes imperative upon teachers to become acquainted with them. The Summer School offers a very convenient and inexpensive way to get this preparation.

In the provisional arrangement for Manual Training in the Summer School of Science, instruction will be given in general educational handwork, including Paper and Card-board Construction, Free Cutting, and Raffia Work. This course will be provided for if twenty (20) persons make application. As it is important to secure material and an instructor, if the required number apply, it will be necessary for the applications to be made as early as possible in order that a competent instructor may be secured.

The Teacher's Preparation.

It is a question of great moment how to make good teachers out of poor ones. Although this cannot always be accomplished successfully much can be done in this direction if those who have undertaken to teach are possessed with a moderate amount of ambition and industry. The late W. T. Harris, United States commissioner of education has defined the following methods which, if

observed strictly, should produce good results in the school:

"The teacher should think out all the successive steps of the day's work in advance, either the previous evening or else early in the morning before school. Whatever should happen he should be prepared to know what to do next. Nothing is so effective in holding a school in hand as to show perfect readiness to meet an emergency. If the teacher needs time to think out his work in the presence of his pupils, he loses his prestige in the school. The pupils do not reflect on it, but they feel at once the limitations of their teacher and break away from his hold. If the teacher is perfectly prepared when the unusual happens, even the unruly pupil is disconcerted and finds himself limited by a larger will and a larger intellect than his own. His refractory spirit is subdued.

"At the same time the pupils must be led and not driven, pulled, and not pushed, by the successful teacher. 'A man may lead his horse to water, but cannot make him drink,' says an old proverb. The teacher should therefore set such tasks as will occupy fully the time of his pupils and he must hold them responsible for their accomplishment. These will act as a kind of hypnotic suggestion, leading the pupils to work instead of play. Then there will be little mischief developed in his school. If he undertakes to suppress mischief by an exertion of outside force and neglects to preoccupy the mind of the pupil with work that he can do, he will find that he is taking on himself the entire weight of responsibility, and is engaged in lifting the entire school without any assistance from the pupils themselves, not to say against their positive resistance.

"I have observed that those teachers were most successful who kept tasks ahead of their pupils, tasks so measured to their degrees of capacity as to secure their interest and cheerful endeavors."

The Schools of Prince Edward Island.

The annual report of Chief Superintendent of Education, Dr. Anderson, of Prince Edward Island, shows that there were 479 schools in operation in the province during the year ending September 30,

1909. The number of teachers employed was 595, an increase of 15. Of these teachers 200 were male, and 395 female, showing a decrease of five in the former and an increase of twenty in the latter. The number of pupils enrolled was 18,073, a fractional increase of 61, but with a decrease of 104 in the average attendance. The total expenditure for education for the year was \$183,205.60, of which the government contributed \$129,178.91, and the school districts \$54,026.69 or considerably less than half. The supplements voted at school meetings as additions to teachers' salaries, however, last year totalled \$23,474, the highest on record, comparing very favourably with ten years ago when the total of supplements was but \$7,804. The amount expended for each pupil in attendance at school was \$14.78.

That a government whose income is small should spend such a large amount for education in a country where the people are well-to-do, strikes one as something of an anomaly. It is a question whether the government is not too liberal in this respect, fostering a spirit which has been adverse to the best educational interests of the province. Just as long as the government is too paternal, and assumes burdens which the people themselves ought to bear, just so long will education be too lightly valued. When the people are ready to make greater financial sacrifices for their schools they will take a greater pride and interest in them. Some educational changes are foreshadowed in Prince Edward Island, and probably one of them will be some shifting of the financial burden for the operation of schools from the government to the ratepayers.

Dr. Anderson finds material for praise as well as censure in the work of the schools, the teachers of which are evidently doing their part in a fairly thorough and conscientious manner.

It is always a pleasure to read Dr. Anderson's reports for the soundness of the educational opinion contained in them. He has guided the educational practice of the province for nearly half a century as teacher and superintendent, and his name has been held in high repute on account of his great ability as a teacher, the enthusiasm he has been able to inspire among young people, and the many useful careers he has helped to shape.

The Civil Service.

The Civil Service of Canada, with its seven or eight thousand clerks and other employes, holds out many inducements for honorable occupation to the boys and girls in our schools. Formerly these positions were gained in great measure through political favour; now they are awarded on the results of competitive examinations held twice each year in the months of May and November. For the preliminary or general examination any boy or girl of the age of fifteen years is eligible; and the examination paper set is of quite a simple character, embracing copying, spelling and arithmetic, which pupils of grade eight should be quite competent to write successfully and pass with a creditable mark. Those who pass this preliminary examination are eligible to the position of messengers, porters or other employments of the lower grades, the initial salary for which is \$500, increasing by amounts not exceeding \$50 a year.

At eighteen years of age the candidate for civil service promotion is eligible for his qualifying examination which admits him to the lowest of the three divisions of the civil service. The first qualifying examination may be taken at the same time as the preliminary examination if the candidate is of suitable age, namely eighteen.

In the three divisions of the Civil Service, the promotion is by competitive examinations which increase in difficulty as the higher grades of the service are attempted. But of course with the increased responsibility and the greater difficulty of attainment, the salaries also increase, ranging from \$500 to \$2,000 and \$4,000 with proportionate annual increases until the maximum is attained.

It will thus be seen that the rewards in the Civil Service are fairly adequate for young men who are content with a moderate initial salary and who are content to work their way up by merit and industrious application. At present, however, there is a small number of adequately equipped male candidates for clerkships in the third or lowest division. Young women are looking forward to clerkships in this division in which there are many positions that can be filled quite as well by women as by men.

The lack of scholarship in candidates seeking promotion has been quite evident in recent examinations, but whether this has been due to

the difficulty of the examination or other causes the REVIEW will not here attempt to answer.

The April Skies.

The April skies, if clear, will have much interest for observers. Chiefly Halley's comet, which has been long expected, will be worth looking for in the early hours of the morning toward the last of the month. It rose half an hour before the sun on April 1st, but of course could not be seen in the greater brilliancy of that luminary. Since that time it has been gradually drawing out from the sun and approaching the earth, and on the 30th inst. it will rise three hours before the sun, and then can be seen in the morning sky, a bright and striking little object, which will gradually increase in brightness during the early part of May. On the 19th of that month it will re-appear in the evening sky and become an object of great interest to all beholders. Teachers should encourage their scholars to look for this rare visitor, which will be a great event in their lifetime—something to arouse their wonder and admiration but not their fear. Those who were alive when the last great comet visited us spent a couple of hours in its tail and no one was any the worse for it.

The bright little planet Mercury, which is generally in a better position to be seen in the spring than at any other time, will be unusually well placed this year for observation about the last of this month and first of next. The planet will then be so far north of the sun that it will not set for an hour and a half after sunset, and can be easily picked out in the twilight glow, a little dot of silver which the glow of the western sky turns to a golden hue. Mercury is less than twenty times the volume of our earth.

Jupiter, the brightest object in the evening sky, maintains its brilliancy throughout the month. If the observer will watch the sky where Jupiter has risen and move his gaze toward the north-east to the bright star Vega in the constellation Lyra, he should see in the early part of the evening from April 20 to 22, a number of small swiftly-moving bluish shooting stars, darting out in all directions from the bright star Vega. Other groups of shooting stars may be seen during the month. These as a rule follow the path or orbit of some comet.

Acadia Before the Coal Era.

BY L. W. BAILEY, LL. D.

In the last chapter of this history it was stated that, as in other histories, that of the world may be divided off into ages, periods and epochs, each having its own distinctive features and usually separated the one from the other by eras of more or less marked disturbance or revolution. It will now be necessary to give these divisions in systematic form, for convenience of reference. They are as follows:

Archaean Time: The Laurentian Era. The Huronian Era (The Archaean Revolution).

Palaeozoic Time: The Cambrian Era. The Silurian Era or Age of Invertebrates. The Devonian Era or Age of Fishes (The Acadian Revolution). The Carboniferous Era or Age of Coal-plants (The Appalachian Revolution).

Mesozoic Time—The Reptilian Age: The New Red Sandstone Era (Trias-Jura). The Cretaceous or Chalk Era. (The Rocky Mountain Revolution).

Cenozoic Time: Tertiary Era. The Age of Mammals. Quaternary Era. The Age of Man. The Glacial Period. The Post-glacial Period.

Archaean (or Ancient) time has been sufficiently considered in earlier chapters. It was a time of vast duration, probably equalling or exceeding that of all the time which has since elapsed. It has been divided into eras, such as the Laurentian and Huronian and even more, but authorities are not agreed as to the number or bases of these subdivisions, and they need not be further considered here. So far as Life was then present it was represented only by the very simplest forms, and even of these but few traces remain. It was a time of great physical and chemical changes, but of the first importance with reference to the future, as then were determined the most distinctive features of the earth's surface, the position, form and relations of continents and seas, the laws governing the systems of oceanic and aerial currents, the diversities of climate, etc., these peculiarities being largely the result of a well nigh universal system of disturbances which marked its close, and which for that reason has been styled the Archaean Revolution. It fixed the boundaries of Acadia as well as of other parts of America and has controlled its whole later history.

To Archaean Time succeeds Palaeozoic Time,

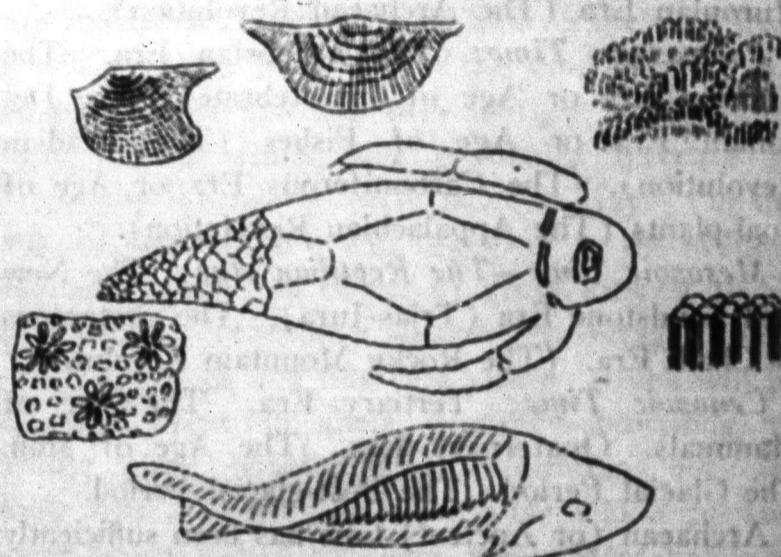
which may be compared with ancient history in the development of the human race. During its continuance life developed rapidly, first in the sea and then on the land, and long before its close was of comparatively high grade and diversified character. But, throughout, the plants and animals, whose fossil remains are disclosed to us in the rocks, were in many respects in marked contrast with those with which we are now familiar. This will be more apparent by a glance at some of the principal forms met with in successive eras, and which will also serve to indicate some of the principles which governed their development.

We have already considered the Cambrian era and the features of its life as revealed on the old Cambrian beach at St. John, and it will be remembered that, as then stated, the plant life embraced no higher form than sea-weeds and the animal life nothing higher than lamp shells and trilobites. To this era succeeds the Silurian, which is usually divided into the Lower Silurian or Ordovician and the Upper Silurian, the two being separated by a period of disturbance among whose results was the more distinct outlining of the St. Lawrence channel and the uplift of the Green Mountains of New England. In New Brunswick the Lower Silurian rocks are represented by the dark slates of Navy Island near St. John and by similar beds traversing portions of York county, while the Upper Silurian strata are very widely spread over both the southern and northern counties. The characteristic life forms of the former are, in addition to distinctive brachiopods and trilobites, peculiar sea-weed like forms known as graptolites and related to types which are still found abundantly along our modern shores. They are really animals, and from very similar forms arise our common jelly-fishes. In some regions, where the waters were deeper and clearer, corals also abounded, together with forms related to our modern squids and cuttles, but, unlike the latter, provided with a protecting shell. In the Upper Silurian corals were even more abundant, and on the shore near the Inch Arran hotel at Dalhousie as well as about Rimouski and Lake Temiscouata, they may be gathered, with the accompanying shells, almost as abundantly as in a modern coral reef. These corals are of a peculiar interest because being wholly marine forms they show the former presence of the sea at the points where they

are now found; they show that those waters were shallow, for corals cannot grow where the waters are deep; and finally they prove that the waters were warm, for reef building corals are never met with outside of tropical or semi-tropical latitudes. Probably at this time all the area now occupied by the northern counties of New Brunswick, in places now nearly five hundred above the sea level, were then beneath the sea, and the St. Lawrence Gulf, instead of having its present limits, spread westward across the entire northern portion of the province, and westward, across Maine, to eastern Massachusetts. In southern New Brunswick the waters were shallower determining the origination of mud beds rather than limestones, but indicating by their distribution that this part of Acadia was also largely submerged, forming as it were an archipelago of islands. A peculiar feature, both in north and south, is the abundance of deposits of volcanic or semi-volcanic origin, indicating that all this region was then, as previously in the Huronian era, a theatre of great volcanic activity. One focus of such activity was Passamaquoddy Bay, and many of the hills which, like Chamcook Mountain, are such picturesque features in the scenery of the latter, are largely composed of the product of such outbursts. In Nova Scotia Silurian beds, both aqueous and volcanic, were accumulating along the northern side of the South Mountains, about Bear River and elsewhere, though these mountains themselves had not yet been called into being.

We now come to the Devonian age, an age which stands out prominently in the geological history of Acadia because it was then that were determined the principal features of its relief. It was a time when dry land to a considerable extent replaced the submerged conditions which had previously prevailed, and when, both in land and water, we find marked advance in the features of its life. Up to this time the life of the water embraced only sea-weeds and invertebrates, such as brachiopods, corals, trilobites and the like. Now we find fishes of many curious forms and of great variety. They were not, however, like our modern fishes, with thin membranous scales and bony skeletons, like the salmon or cod, but instead had the body usually covered with large bony plates, much like the modern sturgeon. Their remains are to be found in great numbers along the rocky shores of the Bay Chaleur and are the more interesting as

embracing the same genera (*Ptericthys*, etc.) found by Hugh Miller in the quarries of Cromarty, in Scotland, and described by him in his "Testimony of the Rocks." In the old Albert mine also, in Albert county, the shales carrying Albertite were often, even at a depth of over 1000 feet, loaded with fossil fishes, and it has been supposed that the Albertite itself is nothing but a mineralized fish oil derived from the decomposition of these remains. The land life of the time showed an equally marked advance, for now we find the hillsides clothed, not with mosses and lichens and fungi, but with ferns,



SILURIAN AND DEVONIAN FORMS OF LIFE

club mosses and equiseta, above which rose forests of conifers, the first of true flowering plants. Trunks of these, sometimes a foot in diameter, have been obtained from the rocks underneath the city of St. John, and near Lepreau are found piled up in large numbers as though they might have been drifted to the spot by some considerable river. The ferns and other pteridophytes are often beautifully preserved, as may be seen by examination of the collection from the Bay Shore at Carleton, now in the cabinets of the New Brunswick Natural History Society in St. John. But, most interesting of all, we find with these ferns the undoubted remains of insects. They were of low types, though often of gigantic size, and further remarkable as combining in a single species features, like those of dragon flies and locusts, now characteristic of entirely distinct groups. Though the land was thus covered with a terrestrial vegetation, and insects, so necessary for plant development, were present, it must be added that there were no broad leaved trees, no edible fruits and no conspicuous flowers.

Nor were the sombre forests tenanted by the singing tribes or roamed by either reptiles or mammals.

We have only to add that during the latter part of the Devonian Age came the great series of disturbances which have already been referred to as the Devonian or Acadian revolution. This is shown by the fact that the Devonian beds in connection with all the earlier rocks, though necessarily horizontal when originally laid down, are now everywhere folded and crumpled. Further, in connection with this crumpling or as a consequence of it, the rocks have been altered and metamorphosed, as is not the case with those of later origin, and everywhere show evidence of the effects of subterranean heat. Where the sediments were deeply buried they became converted into granite, and it was then that the great belts of this rock which traverse the Provinces, such as the Nerepis Hills and York highlands in New Brunswick or the Cobequids and South Mountains of Nova Scotia, came into existence. Along Bear River in the latter Province one may see the granites penetrating the fossiliferous slates in innumerable branching tongues, while the fossils themselves, which in some places make up the greater part of the iron-bearing strata, have by heat become converted into magnetite. With these changes and the elevation of the ridges referred to Acadia assumed much of its present character so far as relief was concerned, though many changes had yet to occur before its long history was closed. These later changes will be the subject of consideration in ensuing chapters.

A prize was recently offered in New York for the best schoolroom game for girls. The game that won is called balloon and consists in trying to throw small balloons over a tape stretched across the room. As the balloons are very light it is difficult to get them to take the right direction, and this gives the girls plenty of exercise in looking upward and raising their arms, a form of athletics that is considered especially good after bending over books for some time.—*Pathfinder*.

I find the REVIEW invaluable to me in my work and am very much interested in the Current Events page.—M. S.

Correct English in the Lower Grades.—II.

BY ELEANOR ROBINSON.

Primary Written Work.

As soon as children can read easily in such a book as the first reader, and read and copy plain script, they should have lessons in English composition.

The foundation work must be practice in writing short, simple, unconnected sentences. The importance of this beginning can hardly be too strongly insisted on. For, if children are allowed to attempt to write connected narrative, the result will probably be a muddle of unpunctuated sentences, badly connected by recurring "ands," and years will be spent in correcting the bad habits that a too ambitious beginning has tended to form.

Begin, then, with short, separate sentences. Before allowing the children to write, teach them to observe the use of capital letters and full stops in short sentences in their reading books. Most of the sentences in the reader will be too long for copying, and special sentences must be made for the lesson.

Let the children make these sentences themselves. Call upon each child to say something about some object in the room—*e. g.*, "The window is high. The window is made of glass. We see through the window." Write the sentences on the board, drawing attention to the capitals and full stops. Then the children must copy them, being particular to begin each sentence on a new line.

When this copying can be done without a mistake, write on the board a block of short sentences without capitals or full stops, and have the pupils read them, telling you where to separate and punctuate. Then such a block of sentences should be set for them to copy, separating and punctuating correctly. Be careful to eliminate, as far as possible, chances for mistakes, by choosing a beginning for each sentence that could not well form an ending for the preceding one—*e. g.*, *not*, "my book is on the table near the window there is a plant I can see a white hen," but, "my book is on the table a plant is near the window I have a white hen."

When this work is mastered, give little dictations requiring the children to put in the capitals and full stops without help.

A whole lesson should be devoted to the question mark. Write on the board from the children's dictation questions about things in the room, and punctuate. Let them practise making neat question marks, copying from the printed book. Set them to pick out questions in their reading lessons and copy them. Or have them copy those on the board.

For the next lesson, statements may be given to turn into questions, *e. g.*, The leaf is green. Is the leaf green? and so on. Then, dictations should be given containing both statements and questions, and proper punctuation and capitalization required. And after this stage is reached, marks should be lost for failure on these points in any dictation or other written work.

The children are now ready to practise writing original sentences. Give the names of two or three familiar objects, *e. g.*, violet, cow, map, brick, hen, marble, and tell them to write a certain number of sentences about each one. Make them begin each sentence on a new line. Insist on their drawing upon their own knowledge and making their sentences *varied* and *interesting*. You will not, of course, use these terms, but show them that you will not be satisfied with such sentences as; "There is a violet. This is a cow. It is a hen. He is tall. She is short. It is good," but that you expect something more like this: "My hen has five chickens. White violets smell sweet. Our cow has two horns. Henry drew a map of New Brunswick."

Excellent suggestions and examples for work at this stage are to be found in Arnold and Kittredge's "Mother Tongue," recommended in our last paper.

When good disconnected sentences can be readily produced, the next step is to connected narrative. The writing of separate sentences should not, however, be altogether abandoned. It should be used, as the children advance, to illustrate the meanings of new words, and to increase their vocabulary. Meanwhile, they should be learning how to tell a story.

Select a short pointed anecdote from the reader, or read twice to the children some such story as this:

One fine day in summer, a fox went out to walk. By the side of the road he saw a tree. Beside the tree grew a grape-vine, which had climbed up over the branches. Bunches of ripe, purple grapes hung from the vine. The

fox was very fond of grapes and he wanted to get some, so he jumped, and jumped and jumped, but the grapes hung too high, and he could not reach them. At last he grew tired of jumping, and he walked away disappointed, saying: "Bah, I don't care. The grapes are sour."

By careful questioning, draw from the children answers in complete sentences, which, when put together, tell the story.

What did a fox do on a fine summer day? What did he see? What grew beside the tree? What was hanging from the vine? Did the fox like grapes? What did he try to do? Did he get any grapes? How did he feel? What did he say as he walked away?

This should be gone through orally. Then ask the questions a second time and write each answer on the board as it is given. *e. g.*

A fox went for a walk.

He saw a tree by the side of the road.

A grape-vine grew by the tree.

Some bunches of ripe grapes were hanging from the vine.

Do not attempt to elaborate the children's answers, or to connect them by conjunctions or adverbial phrases. Let the children dictate the full stops and capitals. (Put in the quotation marks without remark, as they are used to seeing them in their reading books. But for seat work, do not give stories involving quotation marks until the simpler uses of these have been learned. This point will be dealt with in a following paper). The answers will then be copied from the board.

In succeeding lessons, the answers, after being written on the board, should be erased before the children begin to write, but any difficult or unfamiliar words should be written in order to avoid mistakes in spelling.

The sentence, "The quick brown fox jumps over the lazy dog" contains all the letters of the alphabet. It would be a bit of good seat work for little children to find them out and arrange in their regular order. That would decide also whether school children in grade one "know their a b c's."

I take great delight in the beautiful supplement pictures of the REVIEW and always passepartout them as they are received.—E. M. O.

AN EXERCISE IN PUNCTUATION.—"That that is is that that is not is not that is it is it not,"

Links of Empire.

There is no greater bond of union between absent friends than a frequent interchange of letters; thereby keeping alive sympathy and mutual interests; and there are few people in this world to whom a letter is not welcome. Children especially delight in writing and receiving letters; they have the added joy and feeling of adventure in writing to friends in distant lands, which they hope some day to visit.

It was through an understanding of this very natural instinct that the League of the Empire originated in 1901 a scheme for bringing children in different parts of the Empire into touch with each other for mutual correspondence. They were able to utilize their immense knowledge of educational matters and interest in schools of every grade, both in Great Britain and in the Colonies, in the furtherance of the scheme. Some slight idea of the expansion which has come from quite small beginnings may be gathered from the fact that over 17,000 children are now members of the Comrades' Correspondence section of the League, and are in direct communication with each other. The number increases at the rate of nearly 200 a month, and includes many pupil teachers. The ages range from nine to nineteen, but the most active correspondents are those between twelve and seventeen, who have reached the age when the world outside their own circle begins to interest them, and to wonder what it is like on the other side of the globe.

Each child signs a form giving its age, sex, parentage and address, and stating what are its interests, and in what country it wishes to have a comrade. These forms are sent to the offices of the League where they are quickly compared with those already received, and the child put in touch with another of the same age, sex, position in life and interests, in the country chosen. So the correspondence begins and leads frequently to steady friendships, and in every case awakens interest and fellow-feeling among children in all corners of our great Empire. There is occasionally a little difficulty in meeting the desire (not unconnected with stamp and postcard collecting) for a comrade in some very out of the way corner of the world; such as Nyasaland or Old Calabar,

but if impossible, another equally attractive spot is chosen.

Naturally a large amount of the correspondence is encouraged by the teachers and passes through their hands, and to assist the scheme a system of school-linking was established in 1902, which has won the approval of the education authorities all over the colonies. A school in the British Isles is linked with one of the same grade in Canada, Australia, South Africa, or whatever place is chosen; and an added interest is imparted when the names of the places coincide, such as Swansea in Wales, with Swansea in Tasmania. The children in these linked schools take the keenest interest in forming natural history collections, arranging botanical specimens, and in everything connected with nature study, which they exchange with their friendly rivals. They compete in essays on historical subjects, also Empire Day essays and in many cases present each other with flags for use on the 24th May. The Blackley Municipal School, linked to one in Australia, has a particularly interesting collection of colonial objects, and an extract from the head master's letter will show how much the school appreciates its opportunities. "On Saturday last the Scholars' Flower Show was held in the schoolroom and as a side show we had a Colonial Correspondence room, in which was displayed the Commonwealth flag, postcards, letters, drawings, pictures, magazines and newspapers from Australia. By one mail we received 116 picture postcards, 40 letters, numerous magazines and school papers." The head master in Adelaide replies with: "The Union Jack is a very fine one and attracted a great deal of attention. I exhibited it on visiting day when several hundred parents and friends were at the school. Our Correspondence Scheme has roused extraordinary interest, and I have received a number of letters from strangers since reports of the scheme appeared in the newspapers."

But subjects taught in the school are not the only ones about which the children correspond; some have very definite ideas of their own. For instance, a New Zealand boy of nine wants as comrade a South African boy of nine, interested in diamonds. A New Zealand girl of thirteen asks for a comrade in Quetta, Baluchistan, India, in order to learn about army work at the Khyber Pass. A New Zealand boy of eleven wants to write to a boy in

England or Canada, who is interested in Arctic exploration; and another of thirteen writes to a Greenwich boy, "Give me a description of the city you live in and of the ships that pass by." A South Australian girl of ten wants to correspond with a girl in Edinburgh who is interested in music. This list could be multiplied indefinitely, but these few examples will serve to show how keenly, once they are awakened, the young minds grasp the idea of comradeship; and what immense encouragement can be given to Imperial feeling, and the realization that they are all fellow citizens of one great Empire, working for a common cause. If young minds are thoroughly accustomed to this idea they will never forget it later on in life, and if called upon at any time to go out into distant lands, where they have once had a correspondent, they go feeling less like strangers than might otherwise have been the case.

The work of the School-linking and Comrade Correspondence section of the League has attained such large proportions that a special committee has been formed to deal with it. The members of the Committee are: Vice Admiral Johnstone (Chairman), Lady Sargood, Sir Philip Hutchins, Mrs. Aston Key, Colonel Colquhoun, Mrs. Ord Marshall, Mr. Henry V. Ellis, Miss Lyall; who invite the interest of all teachers and others throughout the Empire in the furtherance of their work. They desire it to be as widely known as possible, and will gladly give information to all who send enquiries to their Hon. Secretary, Mrs. Ord Marshall, League of the Empire, Caxton Hall, Westminster, London, S. W.

We keep a weather record in my fifth grade which interests the pupils very much. A large booklet has been made, the cover being a large sheet of drawing paper ornamented with an appropriate design and the words "Weather Record" and the year. The inside pages are the large sheets of commercial paper. These are each ruled into four columns for the date, weather (clear, cloudy, rain, or snow), wind (calm, slightly windy, or windy), and for the temperature we have a thermometer just outside of the windows. This record is always taken at the same time every day, about ten minutes past nine, and I find that the pupils enjoy looking it over and comparing the records. If the records of several years are kept, the pupils are very much interested in comparing them.—*Selected.*

The Flag of Old England.

All hail to the day when the Britons came over,
And planted their standard, with seafoam still wet!
Around and above us their spirits will hover,
Rejoicing to mark how we honour it yet,
Beneath it the emblems they cherished are waving,
The Rose of Old England the roadside perfumes;
The Shamrock and Thistle the north winds are braving,
Securely the Mayflower* blushes and blooms.

Hail to the day when the Britons came over,
And planted their standards, with seafoam still wet,
Around and above us their spirits will hover,
Rejoicing to mark how we honour it yet,
We'll honour it yet, we'll honour it yet,
The flag of old England! we'll honour it yet.

In the temples they founded, their faith is maintained,
Every foot of the soil they bequeathed is still ours,
The graves where they moulder, no foe has profaned,
But we wreath them with verdure and strew them with
flowers!

The blood of no brother, in civil strife poured,
In this hour of rejoicing encumbers our souls!
The frontier's the field for the patriot's sword,
And cursed be the weapon that faction controls!

Then hail to the day! 'Tis with memories crowded,
Delightful to trace 'midst the mists of the past,
Like the features of Beauty, bewitchingly shrouded,
They shine through the shadows Time o'er them has
cast.

As travellers track to its source in the mountains
The stream, which, far swelling, expands o'er the plains,
Our hearts on this day fondly turn to the fountains
Whence flow the warm currents that bound in our veins.

And proudly we trace them! No warrior flying
From city assaulted, and fanes overthrown,
With the last of his race on the battlements dying,
And weary with wandering, founded our own.
From the Queen of the Islands, then famous in story,
A century since our brave forefathers came,
And our kindred yet fill the wide world with her glory,
Enlarging her empire, and spreading her name.

Every flash of her genius our pathway enlightens,
Every field she explores we are beckoned to tread,
Each laurel she gathers our future day brightens—
We joy with her living and mourn for her dead,
Then hail to the day when the Britons came over,
And planted their standard, with seafoam still wet!
Above and around us their spirits shall hover,
Rejoicing to mark how we honour it yet.

—Joseph Howe.

*The Trailing Arbutus, the emblem of Nova Scotia.

To Canada.

Young Canada, and may'st thou be
 Mother of sons well worthy thee!
 Pure-spirited as are thy snows,
 Harmonious as thy water-flows;
 Sons soaring on the wings of worth,
 Lust-burnt for lofty virtue's spoil;
 Strength-driven emperors of earth,
 Eager for plunder reft from toil.
 And may they strive in quietude,
 Till grandly regal thou may'st stand,
 Young empress of an earth renewed,
 Where God and man go hand-in-hand!
 And may they with their hearts and eyes
 Follow thy mountains to the skies,
 And, gazing in their footsteps, scan
 The message in the flower that dies,
 That, Earth-subliming, every deed,
 O'er tranquil paths of love, may lead
 Nearer to God and nearer man!

—E. M. Yeoman, in *April Canadian Magazine*.

The Growth of the Empire.

The growth of the Empire has taken 400 years, and each of the four centuries has had its own characteristic. You may call them the Four F's. It looked like *Fancy* in the 16th century, when the schemes of Gilbert and Raleigh seemed to have ended in failure. It was *Faith* in the 17th, when Virginia and Massachusetts, Hudson's Bay and Calcutta, Jamaica, and half-a-dozen more of the West Indies, Pennsylvania, the Gold Coast, Madras and Maine, were all colonised, settled or acquired—for the most part by men who "did not ask to see the distant scene." There was *Fighting* in the 18th—nearly all the century through—fighting with French and Spaniards and our own colonists in America; with French and Mahrathas and Mysore in India; with almost all the world. And, in the 19th, there comes *Freedom*—freedom from fear of external attack, freedom for internal development, political freedom, moral freedom, religious freedom.

What will the 20th century bring? It may be another—*Fulfilment*. Or it may be yet another—*Failure*. It depends on you and me, and on a few millions more of You's and Me's scattered over the Empire. See to it that we bear ourselves as well, and do our part as thoroughly, as those who built the Empire; for to us it is said, as to Israel of old, that we have entered into the possession of "great and goodly cities which we builded not, and of houses full of all good things which we filled not,

and vineyards and olive-trees which we planted not." Or, as the Poet of Empire tells us:

Fair is our lot: O goodly is our heritage!
 (Humble yee, my people, and be fearful in your mirth!)
 For the Lord our God Most High,
 He hath made the deep as dry,
 He hath smote for us a pathway to the ends of all the earth!"

—W. K. Stride.

The Greatness of the Empire.

Few persons are aware of the enormous compass of the British Empire. Great Britain is to-day sovereign over 11,908,377 square miles, or nearly one-fifth of the land surface of the globe, and her subjects are not far from 400,000,000, or more than one-fourth of the population of the entire world.

The area of the British dominion is distributed approximately as follows: In Europe, 125,095 square miles; America, 4,000,000; Australasia, 5,000,000; Africa, 2,500,000; Asia, 2,000,000.

The population of the Empire is distributed as follows: In Europe, 42,000,000; America, 7,500,000; Australasia, 5,000,000; Africa, 43,000,000; Asia, 300,000,000. The white population is 56,000,000 and the colored 344,000,000.

The territory covered by the British Empire very nearly equals the combined possessions of the United States, France and China.—*Buffalo Courier*.

I once taught a large rural school. There were several bright girls in the eighth grade, all splendid scholars, but so very careless about their language. I felt that I must do something out of the ordinary to awaken an interest and pride in English construction.

I put a fancy pin on my desk and told the class that the one who first heard another make a grammatical error and corrected her could wear the pin until some member of the class corrected her, when she must surrender it to the one who made the correction. At first the pin went from girl to girl in rapid succession. But they were all interested and began to notice what barbarous language they had been using. It is needless to say that there was a marked improvement. Before the end of the school year, I was proud of their correct English.—*Popular Educator*.

The Princess of Wales a Loveable Woman.

The Princess of Wales is a very much misunderstood woman—as are all shy people. Like the Prince she often confesses that nature equipped her indifferently well for her role in life. The coldness and stiffness of her public manner, the comparative infrequency of her smiles, so often attributed to hauteur, are in reality the result of exceeding shyness. As a girl she was nervous to a painful degree, but since her marriage placed her in a position of such extreme responsibility she has unceasingly combated the inclination to shrink from public life. When one remembers that the princess royal has allowed the same kind of shyness to keep her in almost complete retirement, the magnitude of the effort made by the Princess of Wales is more completely realized. She takes the Queen as her model in most things, even to the colours she wears, the style of her hats, and her methods of hair-dressing, knowing that the Queen has always been the ideal woman of the populace.

Given the power to follow her own inclinations, the Princess of Wales would have been wife, mother and homemaker first, and the purely social would have played little part in her scheme of things. She is the staunchest friend in the world, kindly and generous to a fault, and her household and servants and children adore her. She is hospitable always and wins the love of every guest before his departure. Every room prepared for visitors is personally inspected to see that flowers, an abundance of reading matter and writing materials, good fires (in winter), and the other essentials to comfort and enjoyment are at hand.

The princess likes pretty materials, but is not an extravagant dresser, and many a middle-class woman has a larger milliner's bill. Her children, too, are clothed and fed with a simplicity that would be bitterly resented in the average middle-class home. No sweets are allowed before the age of ten, and very few afterwards; and the little ones are never permitted to ask for things at table—they must take what is proffered. These circumstances have doubtless something to do with their perfect health. Absolute obedience is exacted; but in all legitimate ways the children are encouraged to have a good time, and they are taken about freely in order that the shyness from which their royal mother suffers so keenly may be a trouble unknown to them.—*Selected.*

"Then and Now."

Dr. Silas Alward in a lecture recently delivered before the Natural History Society of New Brunswick on "Then and Now: A Quarter of a Century After," made the following comparisons, which make suggestive reading after the lapse of less than thirty years:

THEN.

The *London Truth* of Oct 3, 1881, inspired by the efforts of the railway syndicate to float a loan of \$10,000,000 of land grant bonds, said:

"The C. P. R. will run, if ever finished, through a country frost-bound for eight months of the year, and one about as forbidding as anything on the face of the earth.

"British Columbia is barren, cold, mountainous—not worth keeping. Fifty railways would not galvanize it into prosperity.

"The Canadians are not such idiots as to part with one dollar of their own for this scheme. They come to England.

"People cannot stand the cold of Manitoba. Men and cattle are frozen to death in astonishing numbers.

"Manitoba's street nuisances kill the people with malaria, or drive them mad with plagues of insects.

"It is through a death-dealing land of this kind that the railway is to run.

"Canada is one of the most overrated colonies we have. Ontario is the only sound province, and the only one where you can lend money and ever hope to see it back.

"One of these days Ontario is certain to go over to the States; when that day comes the Dominion will disappear.

"This Dominion, in short, is a fraud and bound to burst up like any other fraud."

NOW.

The amusing part of all this is that a few weeks ago *London Truth* advised the purchase of what it termed "Our old favorite, the C. P. R."

The C. P. R. now has 10,048 miles of railway in Canada nearly 5,000 miles owned or controlled in the United States, and 10,000 miles of steamship lines on the Atlantic and Pacific Oceans, making 25,000 miles of transportation system, enough to encircle the globe and by far the biggest of any transportation company in the world. The gross earnings of the C. P. R. nearly reach \$100,000,000 a year.

The United States must ultimately buy wheat from Canada where only the fringe of the wheat-growing lands has been touched upon.

Into that "frost-bound" country the past year have come 200,000 immigrants, nearly half of whom are from the United States, bringing a capital of \$90,000,000 in cash, implements and stock. The value of last year's wheat crop is \$120,000,000. This in the face of what Archbishop Tache said in 1870, "the valleys of the Red River and Saskatchewan can never grow wheat."

The purchase of the Northwest Territories for \$1,500,000 from the Hudson Bay Company was met with a storm of opposition in 1868. Sir Wilfrid Laurier said in Toronto on the 8th of January last: "There had been much shaking

of the head when Sir John A. Macdonald proposed to acquire the North-West Territories. If ever there was a policy justified by the result, it was that policy." In the same speech Sir Wilfrid said: "For one hundred years Canada will be the magnet of the civilized world."

The Archbishop of York in a speech at Sheffield, England, a few weeks ago, said: "Within fifty or sixty years the centre of the British Empire, if there be one then, will not be in London but in the nation of Canada."

The quotations here made present an instructive lesson on the progress made in Canada during this generation. We can afford to be amused by some of the prophecies put forth within the knowledge of people now living. But while we boast of the progress we have made let us as teachers not cease to impress upon pupils the lessons of temperance and industry, the need of greater honesty and freedom from political corruption, and a greater loyalty to country and truth.

Arbor Day.

Appoint a large committee to help decorate the school-room. Two or three large pieces of decoration in front upon the platform are most effective. Group several fir trees together. If possible, have a large hanging fern suspended over the stage. At one side place a small palm on a stand; at the other side of the stage have a large jardiniere filled with flowers, or pussy-willows and spring branches.

Let the blackboard drawings be of trees, flowers and birds. If possible, draw these in coloured chalk.

Appropriate quotations may be written and illustrated by a drawing beneath.

The blue-bird chants from the elm's long branches
A hymn to welcome the budding year,
The south wind wanders from field to forest,
And softly whispers, 'The spring is here.'

—Bryant.

This may call for an elm tree branch with robin upon it.

New are the leaves on the oaken spray,
New the blades of the silky grass,
Flowers that were buds but yesterday
Peep from the ground where'er I pass.

—Bryant.

Draw an "oaken spray," then at the bottom of the board draw a border several inches high of grasses with here and there a nodding flower in bright colours.—Selected.

Origin of the Names of the Provinces.

PRINCE EDWARD ISLAND.

The Abenaki and Micmac Indians who inhabited Prince Edward Island before its discovery by Europeans called it Abegweit (resting on the wave), a beautiful and descriptive name. Early Europeans who visited the Island (tradition says Cabot on St. John's Day, June 24, 1497) named it the Island of St. John. In 1799, the legislature decided to change the name to Prince Edward Island, in honour of the Duke of Kent, Queen Victoria's father, who was then in command of the British forces at Halifax.

NOVA SCOTIA.

This province formed a part of the early Acadie. Sir William Alexander, the Earl of Stirling, received from King James in 1621, a charter granting him an immense tract of land in North America including Acadie. This was called Nova Scotia, a name which afterwards was confined to the peninsula or province now so called. The "Baronets of Nova Scotia" were entitled to a grant of land three miles long by two miles broad on payment of £150 sterling each. The difficulty of infeoffing (investing with a freehold estate) the Knights in their distant possessions was overcome by the mandate of King Charles, whereby a part of the soil of Castle Hill, Edinburgh, magically became the soil of Nova Scotia.

NEW BRUNSWICK.

When this province formed a part of the grant of Sir William Alexander, it received the name of Alexandria in his honour. New Brunswick, its present name, was given in 1784, in honour of the reigning dynasty of the House of Brunswick.

QUEBEC.

Since 1867 the name of Quebec has been given to the province formerly called Lower Canada. According to tradition the promontory of Quebec was known to the Indians as Kebec, meaning a narrow channel. The early missionaries, who best understood the Indian language, said that the word Kebbek means a narrowing.

ONTARIO.

Ontario is an Indian word, "O-no-ta-ri-o," meaning "Beautiful Lake." The province formerly called Upper Canada, was named after Lake Ontario.

MANITOBA.

Like Ontario, this province is named from a lake. The name Manitoba (*Manitou*, the great spirit and *ba* passing), is from the Cree language and is said to mean the "Passing of the Great Spirit." At one point in the lake, the shores of which are generally low and marshy, there is a limestone bluff at which the Indians in paddling past found a strong echo, which they thought the voice of the Great Spirit, and hence called it Manitou-ba. The name of this locality became attached to the lake and afterward to the province.

SASKATCHEWAN.

Saskatchewan comes from a Cree word meaning "Swiftly Flowing River."

ALBERTA.

Alberta takes its name from Her Royal Highness, Princess Louise Caroline Alberta, wife of the Duke of Argyle and sixth child of the late Queen Victoria. The old provisional district of Alberta was created in 1882, during the Marquis of Lorne's administration as Governor General of Canada. During his term of office Their Excellencies visited the north-west, and were entertained by Lieutenant Governor Laird, at Battleford, which was then the territorial seat of the government.—
Compiled and Selected.

The Trailing Arbutus.

I wandered lonely where the pine trees made
Against the bitter East their barricade,
And, guided by its sweet
Perfume, I found, within a narrow dell,
The trailing spring flower tinted like a shell
Amid dry leaves and mosses at my feet.
From under dead boughs, for whose loss the pines
Moaned ceaseless overhead, the blooming vines
Lifted the glad surprise,
While yet the bluebird smoothed in leafless trees
His feathers ruffled by the chill sea-breeze,
And snow drifts lingered under April skies,
As, pausing, o'er the lonely flower I bent,
I thought of lives thus lowly, clogged and pent,
Which yet find room,
Through care and cumber, coldness and decay,
To lend a sweetness to the ungenial day,
And make the sad earth happier for their bloom.

—Whittier.

Good temper is like a sunny day, it sheds its light upon everything.—*Sidney.*

Nature Study for Primary Grades.

BY LAULA L. SMITH, Chatham.

(Read (in part) before the Northumberland County Teachers' Institute, October, 1909.)

For the spring months suggestive topics will be the awakening of spring, how the buds grow, how soil is made, the sprouting of seeds, spring life, the piping frogs, the return of the birds, the insect larvae. Starting with the thought that mother nature is now waking from her long winter sleep, the children can be lead to watch for all the indications of her awakening. All the changes may be associated with this one great thought, Nature's rousing from her winter's rest. The sun is rising earlier in the morning, and setting later each evening; its position each noon is higher and the middle of the day is therefore growing warmer; the warm rains are soaking into the ground as the frost comes out; the green grass begins to start in favoured places; the buds on the trees and shrubs are swelling; the first flowers are peeping out in the warmest places, and seeds are beginning to feel the thrill of the new life. A few things at a time can best be handled. The children will bring in twigs and by means of these learn to recognize some of the common trees. A few words in conversational form as the twigs are brought in will lead the children to express their general observations and feelings as well as give the teacher the chance to make the right beginning in this series of spring exercises. These twigs may be trimmed and placed in separate bottles of water with the names printed and attached. By changing the water and renewing the cutting of the ends of the stems, the growth takes place more rapidly. Some twigs may be placed in the sunlight, others in the dark, to notice any difference in the growth. These twig exercises should help in the recognition of the trees of the school yard, or of those seen from the windows. The means of protection in the different buds, and their changes as they grow in the water may also be noticed. Each day the children will look carefully and report any change. Naturally comparisons will be made as the different twigs grow. The children will be interested in watching the wonderful phenomena of growth and they will be encouraged to watch for similar changes in the trees out of doors. Other signs of spring life are carefully watched and on warm days many such are

apparent, even the birds and insects. Seeds may be planted by the children in at least three ways for the sake of illustrating different facts in their growth: (1). Some small seeds may be planted on moist cotton floating in a tumbler of water. This plan illustrates the growth of the root with its fine hairs for taking in the water that the plant needs. (2). Beans, peas, corn, acorns, and horse-chestnuts from the fall collections may be planted in a box of moist sawdust and from time to time taken out for examination, and returned. (3). Seeds planted in a box or pot of soil will illustrate the manner of appearing above ground. As the plants appear, a great many differences will spur on the little observers to report all they can see. Their thoughts will reveal the child's view of nature. These will illustrate some of the needs of a sprouting plant—the water that the root brings to it, the warmth of the school-room, the food stored up in the seed, the sunlight which makes the new leaves green, and good soil that it may continue to grow.

Mother nature has now done her house-cleaning. The sun helped to lift the white rug which covered the old brown carpet, the March winds swept the great brown house clean, the April showers washed the floor of the house and the sun is now drying it and making it sweet and clean for the new carpet. Mother nature is afraid lest we tire of a carpet all one colour so she gives us a flowered one and she keeps changing the flowers so that it will always look new to us. What little flowers did she put on it first in April? Dandelions—little yellow sunbeams or stars dropped to the earth; Violets—little scraps of the blue sky cut from the holes where stars shine through, perhaps. The children may now be questioned as to the material of which the earth's summer carpet is made. They will bring different kinds of grass and moss and hunt for the little star grass flowers. Both wild and cultivated flowers will be brought in by them as the season progresses. A good way to teach the simple parts of a plant is by thinking of the work each does for the growth of the flowers and fruit. The roots in the ground suck up the water as well as hold the plant firmly against wind and storm. The many threads of the root spread out so as to do this work in the best way. The stem carries the water and food collected by the roots to the leaves and

buds which it holds along its sides. The leaves are at work also for the plant in taking in the sunlight and air. Thus all are working together to make the seeds for next year.

These are some of the ways and means adopted in teaching nature to the primary grades. The aim is not to teach science, but to turn the child's thoughts toward nature, to educate his eyes, hands, and senses, thus preparing the way for definite instruction. This work above all should lead to a strong love of nature, a sympathy for all living things which manifests itself in thoughtful care and kind treatment, an appreciation of the beauty, harmony, adaptation, and plan in the world about us. If these aims are realized the child will grow to be a true student of nature whose books are found in the trees, the running brooks, the rocks, wherever in fact he is brought face to face with natural facts and phenomena. These are the pages whose sentences, phrases, words, and letters he is to decipher and interpret by his own investigation.

Dining Room Conundrums.

DEAR REVIEW: Some weeks ago our students were having an entertainment and they wanted a sort of guessing competition and I enclose you herewith a copy of an original thing prepared by myself. It occurred to me this morning that it would be an excellent exercise to put in the REVIEW. If teachers would put ten words on the board at a time and give the students say five minutes to supply the missing letter, it will teach them how to spell, how to use their eyes, and be also a memory test. I should be glad at a future time to supply you with the key to same.

E. K.

Halifax, N. S.

To each of the following words add one letter—you may change the order of the letters—and name something found in the dining room at meal time. Thus: able-table; ma-jam.

1, lass; 2, rags; 3, groans; 4, tale; 5, for; 6, sauce; 7, up; 8, at; 9, hair; 10, fine; 11, nine; 12, dear; 13, sid; 14, low; 15, bolster; 16, voile; 17, mare; 18, lumber; 19, mad; 20, do; 21, oats; 22, sane; 23, goes; 24, pure palms; 25, Tom Lea; 26, regina; 27, marconi; 28, reap; 29, pleas; 30, cain; 31, sake; 32, sup; 33, fears; 34, tear; 35, pearls; 36, cares; 37, turf; 38, lads; 39, loans; 40, cute; 41, sickle; 42, take; 43, set; 44, grasp; 45, sat; 46, sides; 47, prints; 48, meantime; 49, to eat; 50, and ice.

Teachers' Institute, Remarks and Criticisms.

To the Educational Review.

DEAR EDITOR: While at the Teachers' Institute for Inspectorial District No. 4, held at Digby, N. S. during March 23rd and 24th, the writer was particularly impressed with the many excellent papers read and lessons taught. Everything was of a very creditable character and showed much proficiency as well as interest in school work on the part of our public school teachers. Many earnest teachers, anxious to prepare themselves to do the best possible work, handed in questions relative to teaching and discipline. It is concerning the disposition of these questions that the writer would like to offer a few suggestions and mild criticisms. It did seem that many enquirers must have been somewhat disappointed in the treatment of some of their questions.

For example, the question was asked how shall one teach gender to Grades VIII and IX? This was answered by one experienced pedagogue to the effect that he would not teach it at all, and implied that he would ignore the teaching of formal grammar, and simply continuously persist in correcting improper expressions and handing out to his pupils correct forms of English. This is important, but not wholly sufficient to make a good English scholar. Another higher in the profession replied that there is not much regarding gender to teach. The writer was questioning in his own mind if either of these replies brought much comfort to the anxious teacher.

Perhaps the teacher saw something of real educational value here to be taught. The term *educational value* is used advisedly, since the teaching of this, as well as many other principles of formal grammar, affords scope for training the minds of the pupils and possesses at the same time something of practical value. Suppose the young teacher wishes to teach gender to the grades named above, she may call attention to the classification of animals in regard to *sex*, viz., *male* and *female*, and have her pupils write a list of animals designating them male and female. Then call attention to the *names* (nouns) that we speak and write, showing that they have a classification based upon *sex*, viz., masculine gender and feminine gender. Then her pupils may make a double classification—animals

male and female, *words* denoting the animals, masculine and feminine. Thus animal *ox*, male sex, word *ox* (noun) masculine gender, animal *cow* female sex, word *cow* (noun) feminine gender. By making a list of this kind, the pupils will learn that animals have a sex classification and their names (nouns) have a *gender* classification. The teacher is now ready to teach clearly at once, and forever, the distinction between gender and sex. *Sex* is an attribute of animals, *gender* is an attribute of the names (nouns) that we speak and write. Then words that are not the names of animals, being neither sex are called *neuter* (neither) gender. The pupils may now be taught the inflexions marking the gender of so many English nouns, and lastly the gender of personified words, and the few exceptions to the general rule of gender.

Will this work afford any scope for thought on the part of the pupil? Any mind training in comparison and discrimination? Will it give the pupils clear ideas concerning terms and a happy consciousness that they *know* something? Will the knowledge be of any practical value in life? Possessing this knowledge will there ever be danger of writing in after years such combinations as *masculine sex* or *female gender* as is so often seen?

The question was asked—Shall we say three times four *is* twelve or three times four *are* twelve? Now the writer is of the opinion that the teacher who asked this question was perplexed with uncertainty and wished information that would afford some assurance. The question was made light of and nothing of a satisfactory nature gained. Would it not have been well to say that the consensus of opinion is that three times four *is* twelve may be considered good English. Since it is the numerical combination that the mind has in view, the teacher may feel that she is keeping company with scholars of authority when she uses the singular verb. So also in such sentences as, the wages of sin *is* death, bread and butter *is* my usual breakfast, two shillings and sixpence *is* half a crown. Here we have in each sentence subject, verb, complement (predicate noun), and the complement is always in form and meaning singular, showing the subject to be a numerical whole, while only seemingly plural, and therefore entitled to a singular verb.

Then too it might be observed that the tendency to ignore the teaching of formal grammar was in evidence. This is in accordance with the spirit of the times. Formerly too much time was given to this subject in our schools. Now we think the pendulum has swung too far in the opposite direction. As a result many of our teachers know but little concerning grammar, and if a pupil is bright enough to ask why a certain expression is correct or preferable, in many cases the only answer that can be given is "because it is" or "try to find out," or "I don't know."

Not many years since, a pupil in Grade VIII asked his teacher, "What is meant by the principal parts of a verb?" The teacher replied *present, past, and future*. A few days after it happened that the Entrance Examinations were being held, and certain verbs were given to write out the principal parts. The pupils wrote them thus: *is, was, will be; lie, lay, will lie*. The teacher referred to was a Grade "B" with first class normal diploma.

The writer stepped into a school recently and noticed written on the blackboard, "The government appointed him postmaster," the pupils were asked to analyze it, which they did, placing postmaster in the extension of place. On trying to question the pupils out of their error, the teacher said "That is my fault, I told them to put postmaster in the extension, but have now decided that it should be the indirect object" (dative), which was equally incorrect.

Now the writer holds that teachers should know something of formal grammar. That they should be conversant with principles. The pupils have as much right to know *why* a certain expression is right or preferable as they have in mathematics to know *why* you invert the divisor in division of fractions, *why* you change the signs in the subtrahend in subtraction in algebra, *why* the product of two negative quantities is always positive, *why* $3\frac{1}{2} \times r^2$ gives the area of a circle, etc.

Forms are good things to know, but the principles from which the forms originate are worth more. If pupils are compelled or allowed to learn by rote, or work wholly by rules and formulae, the spirit of education is not in the school. There is no mental awakening, and in many instances the pupils may as well be playing "tee-taw-tex, rub out o and put in x."

AN OBSERVER.

Teachers' Institutes.

CUMBERLAND COUNTY, NOVA SCOTIA.

Inspector Inglis C. Craig, M. A., presided at the twentieth session of the Cumberland County, N. S. Teachers' Institute, which was held at Parrsboro, March 23 and 24. There was a large attendance of teachers, and among the visitors present were Inspector W. R. Campbell, Percy J. Shaw of the Agricultural College, and L. C. Harlow of the Normal College. At the public meeting held on the evening of March 23, Dr. F. A. Corbett read a valuable paper on Tuberculosis, and Inspector Campbell emphasized the importance of agricultural training.

The excellent papers read at the institute drew forth interesting discussions. That by Miss Jenks of Joggins Mines, on the formation of soil from the breaking up of rock, was a good nature lesson. Another on the subject of Birds by Mr. Pugsley of the Amherst schools, and one by Miss Lockhart, principal of the Wallace schools, on the Lobster, proved of equal interest, as did Mr. Shaw's address on Nature Study. He urged that children should be brought into close everyday relation to plants, without the attempt to study them scientifically.

Miss Doyle, principal of the Apple River school, gave an interesting lesson on the geography of Cumberland County; and Mr. J. W. Tanch, vice-principal of Amherst Academy, gave a useful address on the supervision of desk work in miscellaneous schools. An excellent lesson was given by Miss Murray of the Springhill high school on Fractions. Mr. D. L. Shortliffe of the Oxford high school read a paper on changes in the high school curriculum. He was of the opinion that it was unfair for a student in any grade who failed on one subject and made a good average on others, to have to take the whole course again, a point in which he was upheld in the discussion that followed.

The officers of the Institute for the ensuing year are: President, Inspector Inglis C. Craig; vice-president, principal E. J. Lay; secretary-treasurer, principal F. G. Morehouse.

DIGBY AND ANNAPOLIS INSTITUTE.

The teachers of Digby and Annapolis Counties, Nova Scotia, met at Digby, March 23 and 24, Inspector Morse, M. A., presiding. An interesting

programme of papers and discussions occupied the time fully up to Thursday noon, March 24, when the institute adjourned to allow of the departure of the teachers for their homes by the afternoon train. Instead of a public meeting on the evening of the 23rd, the regular sessions of the institute were continued and the following papers read: Character Building, the Teacher's First Duty, by Dr. W. H. Magee; The Place of English Literature in Our Public Schools, by Miss Hattie J. Baker; The Value of Mechanical Science in Our Curriculum, by D. S. McCurdy; and The Value of Nature Study, by Miss Cora M. Harris, of the Digby Academy.

Among other addresses that formed a feature of the proceedings were an illustrative talk on writing to Grades VI, VII and VIII, by Mr. Leonard Gesner, and a lesson on tuberculosis to Grade VII, by Miss Evelyn B. Smith. Principal Soloman and Dr. J. B. Hall of the Normal College were present and added much of helpful interest to the proceedings. The discussion of queries placed in the question-box brought out considerable information.

The following are the officers elected for the current year: Inspector L. S. Morse, president; Dr. W. H. Magee, principal of Annapolis Academy, vice-president; N. W. Hogg, principal of Digby Academy, secretary-treasurer. Additional members of executive committee: Miss B. Evelyn Smith, Middleton; Miss Ethel Eaton, Granville Ferry; Miss Mary Ann Belliveau, Belliveau Cove; Miss Florence E. Wilson, Centreville.

A Helpful Lesson for Nature Study, Drawing, Language and Writing.

We took for our lesson the Red-headed Woodpecker. First, for our nature-study lesson, we learned all we could about the bird and its habits. Then, for our drawing lesson, we drew a picture of it in our note-books. This we colored. The next day, for our language lesson, we wrote about it. After we had perfected our compositions as much as possible, we copied them in our note-books with our drawings. This served as a writing lesson. This same plan may be used with other subjects.—*Selected.*

They also serve who stand and wait.—*Milton.*

Death of a Canadian Litterateur.

In the death of Mr. George Murray, who passed away at his home in Montreal on Sunday, March 13th, Canada lost one of her most highly gifted and deeply learned men of letter. He was a scholar of the highest attainments with a large share of the gift of originality which is one of the attributes of genius.

A large part of his time had been devoted to what may be called the literary side of journalism, and, although the work performed in this arduous field was largely ephemeral in its nature, it was always instructive and entertaining, and often brilliant. Fortunately he found some time in his busy life for more permanent work and the only regret is that he was not able to have done more in a field in which he had few equals but no superiors. One book in which Mr. Murray displayed his gift as a poet bears the modest title of "Verses and Versions." Among his best known poems are: "Willie the Miner," "Grace Connell, an Irish Idyll," "How Canada was Saved," "The Thistle," and "To a Humming Bird in a Garden." To the Canadian public Mr. Murray was perhaps best known as the Editor of "Notes and Queries" in the Montreal "Star," and as a literary contributor to the "Standard."

Mr. Murray was an Oxford man but he came to Montreal in early life and for a number of years was classical master in the high school. He was a most loveable man, and he numbered among his friends not only the great, such as Cannon Farrar and Sir Edwin Arnold, but the young and obscure journalists whom he was ever ready to assist by his advice and influence.—*Canadian Life and Resources.*

Men give me credit for genius. All the genius I have lies just in this: When I have a subject in hand, I study it profoundly. Day and night it is before me. I explore it in all its bearings. My mind becomes pervaded with it. Then the effort which I make the people are pleased to call the fruit of genius. It is the fruit of labor and thought.—*Alexander Hamilton.*

Keep your face always toward the sunshine and the shadows will fall behind you.—*M. B. Whitman.*

Sentences for Dictation in April.

Here comes April.
 See her laughing eyes!
 See her sunny smile!
 April carries an umbrella.
 Sometimes it is closed.
 Sometimes it is open.
 She closes the umbrella when the sun shines.
 She opens the umbrella when it rains.
 She puts on her rubbers when it rains.
 We like to watch April's face.
 Sometimes her face is sunny.
 Sometimes it is cloudy.
 We like her sunny face best.
 April's eyes are often sunny.
 April's eyes are often tearful, too.
 They laugh when the sun shines.
 They weep when the rain falls.
 April trips about in the sunshine.
 She patters about in the rain.
 She calls to the birds to come back.
 She tells the flowers to wake up.
 She looks for the grass blades.
 She finds them in the fields and meadows.
 She finds them by the roadside.
 She hunts for the little snowdrop.
 She tries to find the little crocus.
 She knows the tulips will bloom in the garden.
 She likes their pretty colors.
 She goes to the brook.
 She asks it to sing its little song.
 She goes to the willows.
 She seeks for the pussies.
 They climb the willows.
 They wear silver gray coats.
 Their coats are soft, like fur.
 These pussies do not purr.
 Dear little April, we love you!
 We love your smiles and tears.
 You bring the song of bird and brook.
 You bring the buds and the blossoms.
 "April showers
 Bring forth May flowers."
 —Selected.

After nearly forty years' faithful and successful service, a London teacher has recently been allowed to retire on the paltry sum of 13s. a week.

The Children's Empire Day Song.

(These verses may be sung to the tune of "Son of My Soul.")

*Land of our Birth, we pledge to thee
 Our love and toil in the years to be;
 When we are grown and take our place,
 As men and women with our race.*

Father in Heaven, who lovest all,
 Oh help Thy children when they call;
 That they may build from age to age,
 An undefiled heritage.

Teach us to bear the yoke in youth,
 With steadfastness and careful truth;
 That, in our time, Thy Grace may give
 The Truth whereby the Nations live.

Teach us to rule ourselves always,
 Controlled and cleanly night and day;
 That we may bring, if need arise,
 No maimed or worthless sacrifice.

Teach us to look in all our ends,
 On Thee for judge and not our friends;
 That we, with Thee, may walk uncowed
 By fear or favour of the crowd.

Teach us the Strength that cannot seek,
 By deed or thought, to hurt the weak
 That, under Thee, we may possess
 Man's strength to comfort man's distress.

Teach us delight in simple things,
 And mirth that has no bitter springs;
 Forgiveness free of evil done,
 And love to all men 'neath the sun!

*Land of our Birth, our Faith, our Pride,
 For whose dear sake our fathers died;
 O Motherland, we pledge to thee,
 Head, heart and hand through the years to be.*
 —Rudyard Kipling.

Flower in the crannied wall,
 I pluck you out of the crannies:—
 Hold you here, root and all, in my hand,
 Little flower—but if I could understand
 * What you are, root and all, and all in all,
 I should know what God and man is.

—Tennyson.

One must be poor to know the luxury of giving.
 —George Eliot.

Is Teaching a Profession.

Teaching is a profession just so far as the teachers make it such. None but teachers can professionalize teaching. If they teach merely for a living, it is nothing more than an occupation; if they teach as a purely personal matter, because they feel called upon to consecrate their life to it for the sake of their influence over those who come under their guidance, it is to them a calling, but to neither is it a profession. The one is as far from it as the other.

Teaching can only be a profession to those who profess it, who consecrate themselves to it publicly, who reverently join forces with those who make a similar profession of devotion to it. One can be a Christian, for instance, without belonging to any church; one can do much good who smiles devoutly upon every one he meets and lends a helping hand to every falling or fallen fellow-man he meets. But he will do infinitely more if he joins forces with all others of kindred purpose, so that he may know that a falling man anywhere on the globe will have an extended hand just as surely as though he was falling in his pathway.—*A. E. Winship.*

According to Inspector J. L. Hughes of Toronto, the seven deadly sins committed by the teacher are the following. There may be other sins but he who is innocent of these transgressions may safely be marked "excellent."

1. Picking at pupils.
2. Repeating questions and repeating answers.
3. Speaking too loud and too often and when pupils are not giving attention.
4. Asking questions that can be answered by yes or no.
5. Allowing pointless criticisms, questions and discussions.
6. Failure to make each recitation a solid step upward and in advance by wandering off on subsidiary and unimportant topics.
7. Failure to create a moral and intellectual atmosphere.

A correspondent writes: B—— G——, our charwoman, is a sensible person. She intends to stay in the house evenings when the comet comes, so she "will not have to breathe them gases."

Marking Time.

Marking time will kill a man much more quickly than marching at a quick step. In war times I remember to have seen a man tied to a tree and forced to mark time, with a guard over him to prod. He could mark time as slowly as he pleased, only he had to keep at it. I thought the man would die. He could have marched twice as long without fatigue. The teacher who marks time is the one with nervous prostration. There is life and elasticity in progress. It is better for the blood, for the nerves, for the digestion, to have something a-doing. It kills any one to teach the same this year that she did last. The one who has a perfect method, a perfect scheme of devices, is liable to break down early for lack of the elasticity of progress. Don't mark time.—*Journal of Education.*

It may not always be possible to make scholars out of your pupils but nearly every one may be made a worker. This should be the aim of every teacher. To make every pupil a scholar, to bring him up to the standard, is a wearing out process for the teacher, and it is discouraging for many pupils. But there is pleasure and inspiration to both teachers and pupils to do reasonably hard work, and let the scholarship take care of itself. The result is usually as much scholarship as the boy or girl is capable of attaining.

Mr. R. R. Gates, of Nova Scotia, who has been pursuing special work at the Missouri Botanical Garden, St. Louis, in seaweeds and evolutionary investigations in certain forms of plant life expects to sail for Europe in a few weeks. He will take part in the International Botanical Congress at Brussels, and afterwards continue his studies in some of the botanical laboratories of Europe.

"My best teacher," said a school girl, "was one who put life and reality into dull text-books, and turned hours of study into hours of pastime. She had a sunny personality, and things were talked over in her class in such a way that it became almost impossible to forget them. She was the best teacher I ever had for this reason—her influence is upon me still."

THE
Educational Institute of New Brunswick

WILL HOLD ITS NEXT MEETING IN THE
High School Building, Saint John, N. B.

June 28-30, 1910

DR. A. H. MACKAY, Chief Superintendent of Education for Nova Scotia, DR. JOHN BRITAIN, of Macdonald College, CAPT. A. H. BORDEN, of Halifax, and many others, will give addresses.

D. W. HAMILTON,
Secretary

The Children's Page.

RECITATIONS WITH ACTIONS.

The Young Trout.

- (1) In a stream bright and clear,
A young trout cried, "O dear,
(2) What a beautiful fly, Mother; only look here."
(3) "It may be a fly,"
Was the Mother's reply,
(4) "But be sure that it is ere to seize it you try."
(5) Said the young one, "Do look,
'Tis like what you took,
(6) Except that its tail is turned up like a hook."
(7) "But my eyes are so strong,
And I've watched it so long,
(8) I am sure it's a fly, and I cannot be wrong.
(9) "It's eyes are so bright,
(10) And it's wings are so light,
Pish! Mother dear, don't put yourself in a fright."
Said her Mother, "O pray
(11) Do not talk in that way;
'Tis affection that warns you, so mind what I say.
"Tis quite rude to say, pish!
When your safety I wish;
So be cautious, pray do, like a good little fish."
(12) Said the young one, "I will,
Dear Mother, be still;
I know by your side I shall come to no ill.

"Though the fly looks so nice,
Yet it shall not entice;

- (13) Look there! oh, how lucky I took your advice!
(14) "A young fish has come by
And has seized the mock fly,
(15) And is dragg'd out of water. Poor thing! she will
die.
(16) "Dear Mother, let me
Then constantly be
Protected and governed and guided by thee."

—From Recitations with Actions.

(1) Imitate the action of swimming by extending the hands in front with palms downwards, and then passing them first over and then under each other. (2) Point upwards, and look in this direction. (3) Stand in position, shake the head, and look grave. (4) Nod the head, and say this very slowly. (5) Turn as if addressing some one, and then look upwards. (6) Describe the shape in the air with the finger. (7) Point to eyes. (8) Emphasize the word "I." (9) Touch the eyes. (10) Flap arms to form wings. (11) Shake the head and say this very slowly, making the voice rather deep. (12) Here change the voice, again speaking in a higher tone. (13) Say this very quickly, as if excited. (14) Imitate the action of swimming. (15) Imitate the action of pulling in the line. (16) Look upwards, as if at some one big, and say this very earnestly.

A Strange School.

- (1) Twenty froggies went to school,
(2) Down beside a rushy pool;
(3) Twenty little coats of green,
Twenty vests all white and clean.
(4) "We must be in time," said they;
"First we study, then we play;
(5) That is how we keep the rule
(6) When the froggies go to school."

- (7) Master Bull-frog, grave and stern,
Called the classes in their turn;
Taught them how to nobly strive,
(8) Likewise how to leap and (9) dive;
(11) From his seat upon the log,
Showed them how to say "Ker-chog!"
(11) Also how to dodge a blow
From the sticks that bad boys throw.
(12) Twenty froggies grew up fast;
Bull-frogs they became at last;
(13) Not one dunce among the lot,
Not one lesson they forgot;
(14) Polished in a high degree,
As each froggie ought to be.
Now they sit on other logs,
(15) Teaching other little frogs.

—From Recitations and Actions.

(1) Raise the hands with the palms towards the face; repeat this quickly, thus indicating twice ten. (2) Point to indicate position. (3) Point to coats and vests with both hands. (4) Nod the head and look very grave. (5) Repeat action 4. (6) Point with the forefinger of the right hand towards the chest. (7) Stand in position. (8) Imitate the action of leaping with the hands. (9) Place the hands and head as in diving. (10) Point to indicate position. (11) Move the head downwards quickly. (12) Repeat action 1. (13) Nod the head. (14) Stand very erect. (15) Place hand to indicate the size of something very small.

The Trees' Secret.

TUNE: "Hold the Fort."

- (1) The trees all have a happy secret,
So we have been told,
It is what they have been hiding
(2) From the winter's cold;
(3) The glad sunshine knows this secret,
(4) And the raindrops, too,
They will help the trees to give
(5) A glad surprise to you.
If you'll watch the trees this spring-time-
You will see they hide
(6) In the small brown buds so cozy
Something side by side.
When the sun and rain have coaxed them,
(7) With a smile and tear,
(8) Then their treasures they will show,
(9) They always do each year.

(1) Index finger of right hand on lips. (2) Fold arms as though cold. (3) Point up left. (4) On "raindrops" tap lightly on desk with ends of fingers. (5) Point front. (6) Hold fist up. (7) Smile and wipe eyes. (8) Hold up fists tightly closed. (9) Open hand, fingers apart.

The Cat that Came to School.

Why here's a pussy come to school!
What do (1) you want, my dear?
You (2) prick your ears and (3) gaze about,
And seem to feel no fear.
Ah! next I see you (4) wash yourself,
That's right! Miss Pussy Cat;
The scholars here must all be clean—
I'm glad you think of that.

Now pussy (5) looks all around again,
Then gives a little "mew,"
And (6) shakes the bell tied (7) round her neck,
With bit of ribbon blue.

- (8) Up on the table pussy jumps,
(9) Then to the Maypole goes;
Oh, kitty, would you like to dance,
As we do, on our (10) toes?
(11) Next to the class-room door she goes,
I'm sure she wants to learn,
(12) Come in, come in, then, pussy cat,
And (13) read when it's your turn.

But pussy only says (14) "Mew, mew,"
And (15) looks in teacher's face;
(16) Oh, puss, I fear you'll be a dunce,
And leave in sad disgrace!

How prettily you sit and (17) curl
Your long tail round your feet!
And look so cozy and content-
You must think school a treat.

—From Recitations with Actions.

(1) Point out. (2) Raise the forefinger of each hand, and put one on each side of head. (3) Look around. (4) Pretend to wash face. (5) Same as 3. (6) Hold hands loosely and shake. (7) Point to neck. (8) Raise both hands. (9) Point outwards. (10) Tap toes lightly. (11) Point to door. (12) Beckon. (13) Hold hands together, palms upwards. (14) Let a few children imitate mewling. (15) Look intently at teacher. (16) Move forefinger. (17) Curve right arm round to left side.

An excellent device for giving variety in written language is to read part of a story to the class, breaking off at some interesting point and directing the pupils to draw on their imagination to complete the tale. Each finishes the story according to his fancy, then the teacher reads the rest of the story. Sometimes a chapter or two may be read from an interesting book, the pupils to write the conclusion. This plan seldom fails to create a desire to read the book to see how it really does end.—*Western Teacher*.

REVIEW'S QUESTION BOX.

H. G. L. S.—1. What is the aim in having school children salute the flag, and is bowing to the flag compulsory?

2. Are pupils supposed to draw guide lines when writing in Harcourt's Copy-books?

1. The use of the school flag, and, incidentally, the custom of saluting it, are among the good things which we have borrowed from our neighbours in the United States. The salute is a mark of respect. The free education given in our schools is for the benefit of the individual, as well as for the benefit of the state; and the schoolboy should be taught to show due respect to the giver, that is, to

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the country in which he lives. The flag is the visible symbol of the country, and the salute is a visible manifestation of his respect. That a boy should bow to the flag when the other members of his class do so is a matter of good manners. It is as much compulsory as, for instance, taking off his hat before he enters the schoolroom, and no more so.

2. Yes, in one or two of the first books.

CURRENT EVENTS.

A new telegraph cable from the Canary Islands to Liberia has been laid by the German government. It will eventually extend to South America.

The revolution in Nicaragua has been suppressed, and the rebel leader is an outlaw and a fugitive.

A recent traveller speaks of Mexico as the most beautiful city in America. Its ninety-eight public parks and squares, and the magnificence of its one hundred and fifty churches are not easily forgotten; and there is in process of construction an opera house which will cost seven million dollars of our money or its equivalent in Mexican dollars.

The Regent of China adheres to the plan laid down by the late Empress Dowager, that the first imperial parliament shall not be opened until 1915.

The commission appointed to examine the foundations of the famous leaning tower of Pisa finds that there is a spring under the tower, which is washing away the earth that supports it, and which was probably the cause of the leaning of the structure. It will be necessary to fill in the space with concrete.

The University of Calcutta is said to be the largest educational corporation in the world. It examines ten thousand students annually.

The ruins of a city of the bronze age have been discovered in Sardinia, and are claiming much attention because of the number of artistic objects brought to light. In several instances recent discoveries have given us a higher appreciation of the art work of the ancients, and especially of those who lived around the shores of the Mediterranean.

Sapphires that can hardly be distinguished from the natural stone are now made artificially in France. Some years ago a process of making artificial rubies was discovered, but it has not permanently reduced the price of the natural ruby.

Laws will soon be needed to govern the use of flying machines. The frontier rights of nations, private rights as affected by unpremeditated landings and the discharge of ballast, the question of areas in which no one will be permitted to travel, the elevation at which one may travel above private property without being accused of trespass, and the need of something corresponding to ports of entry, are among the things to be considered.

The United States government will shortly issue a special bulletin to farmers telling how to destroy the common house fly, which is now regarded as the most harmful of insects.

If all goes well with him, Captain Scott hopes to reach the South Pole about December, 1912. Sir Ernest Shackleton, whose expedition was obliged to turn back for want of food, is now in Canada. The proceeds of his lectures in England and elsewhere since his return from the Antarctic regions are said to have netted twenty-five thousand dollars to various charities.

Our neighbors seem unable to determine whether either of the explorers really reached the North Pole. Peary's unwillingness to submit his proofs to the United States congress in advance of an official recognition of his discovery has created an unfavorable impression; and at least one member of the committee in charge of the matter openly declares that he does not believe Peary reached the Pole. The governor of Georgia refused to introduce him to an Atlanta audience. Francke, the educated German who accompanied Dr. Cook part of the way on his journey towards the Pole, but was obliged to turn back on account of his health, has appeared before the Danish scientists in support of Dr. Cook's claim, and made astounding accusations against Peary and his adherents. Meanwhile Cook is said to be ill and poor, and quite unable to continue the fight to establish his claim; and even if someone comes to his aid by bringing from Greenland the alleged proofs which Peary refused to bring, it is probable that they will be found inconclusive. It is sad that so much effort on the part of either explorer should have such an ending.

A Canadian regiment, the Queen's Own Rifles, is to take part in this year's army manoeuvres in England.

Bristol is to be the English terminus for the Canadian Northern Railway's line of steamers. It is believed that their Canadian winter terminus will be at Gaspé. It is also thought that our government has in view the creation of a winter port at Baie Ste. Catharine, near the mouth of the Saguenay.

Vast coal beds have been discovered in the Rocky Mountains near the line of the Grand Trunk Pacific. The coal is of excellent quality, and its discovery is of immense importance to the Northwest Provinces of the Dominion.

Canada's output of minerals for the past year amounted to more than ninety million dollars, one-seventh of which was silver from the Cobalt district.

A large number of French-Canadian families now living in New England will go to the Canadian Northwest this month to take up land. The number of immigrants from Great Britain is greater than ever before, and the authorities are finding it hard to provide for them as they arrive. Most of them are bringing with them sufficient capital to enable them to live in comfort in their new homes. The stream of immigrants crossing into Canada from the west of the neighboring republic still continues unabated. These people, for the most part, bring with them both capital and experience, and make the best of settlers. German immigrants, also, are coming in increasing numbers, and are now quite numerous in the Central Provinces.

The Canadian Pacific is building a one-rail track in the fruit region of British Columbia, which will be the first mono-rail road in Canada. Mono-rail locomotives are said to have both greater speed and greater safety than the ordinary locomotives. Gyroscopic wheels revolving swiftly keep the cars from toppling over even while standing still on the track; and, by a peculiar property of the gyroscope, cause them to tip to just the right angle when going round a curve.

Selenium has the remarkable property of being an excellent insulator in the dark, and a conductor of electricity when exposed to light. The possibility of using it to produce an electric current by a flash of light is one of the newest discoveries in applied electricity.

A tariff war with the United States has been averted by mutual agreement. The agreement involved concessions, and the concessions were made by Canada, the United States tariff upon Canadian goods remaining unchanged. A surtax of twenty-five per centum ad valorem on all imports from this country was threatened, and might have been imposed if we had refused to change our tariff. This would have seriously affected our trade, and would have compelled us to seek other markets for some of our products. We may suppose that Great Britain would not have been so treated; but we are independent of the imperial government in tariff matters, and must take the consequences of our independence. The concessions asked and granted are not very important in themselves, and were possibly only desired by the United States executive as an excuse for not applying the surtax in our case; but such an excuse was not required in every case, and the surtax, for the present, is not to be enforced against any nation in the world with which the United States has commercial relations.

The approach of Halley's Comet is an event of much interest to astronomers. It has been invisible for some weeks because the sun hid it from us, but it may soon be seen in the morning a short time before sunrise. It is now within the earth's orbit, and will pass between the earth and the sun on the 18th of next month.

Whether the United Kingdom shall have a strong and efficient second chamber, or shall be practically governed by

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N. B. School Calendar, 1910.

May 18th—Loyalist Day, (Holiday in St. John City.)

May 24th—Victoria Day.

May 25th—Examinations for Teachers' License, (French Department.)

May 31st—Last day on which Inspectors are authorized to receive applications for Departmental Examinations.

June 10th—Normal School Closing.

June 14th—Final Examinations for License begin.

June 30th—Schools close for the Year.

July 11th—Annual School Meetings.

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the House of Commons only, is the question of the hour in imperial politics. A new election on this question in May is not improbable.

Commissioners appointed by the United States Congress have recommended that the government give immediate help to Liberia in the settlement of its boundary disputes with Great Britain and France. The British and French may question the right to interfere. In that case we may be sure that there will be no interference.

The Chinese, having more firmly established their claims to the submission of Thibet, are now pressing for the recognition of Nepal and Bhotan as Chinese dependencies; both of which states, though nominally independent, are regarded as being under British protection.

The fact that there were marvellous resemblances to be found between the ancient monuments of Egypt and those of Central America has long been admitted by antiquaries. Arguments are now advanced to prove that Egyptian civilization had its origin in Yucatan, and it is alleged that there are strong resemblances in the language of the inscriptions, as well as in the monuments themselves.

Etna, the largest volcano in Europe, has again been in violent eruption. Several villages have been destroyed, but the stream of lava advanced slowly, and no great loss of life is reported.

School and College.

Mr. H. A. Sinnott, formerly a teacher in New Brunswick and later principal of the Calgary High School, has recently been elected Chairman of the Calgary School Board. Mr. Sinnott's first official act was to persuade his fellow members of the board to institute a department of domestic science in the schools of that city.

Rev. Canon Powell of St Clement's Church, Eglinton, near Toronto, has accepted the presidency of King's College, Windsor. He is an Ontario man, about forty-two years old; was educated at Trinity College and received the degree of M. A. from Toronto University. He has shown great capacity along educational lines, is a powerful preacher, and one of the most prominent clergymen in the Synod of Toronto.

A bill has been introduced into the Nova Scotia Legislature to establish a school inspectors' annuity fund. The inspectors shall pay into this fund \$50 a year and in no case is the yearly pension to exceed \$600.

Recent Books.

A very useful and neatly printed book, a good specimen of the bookmaker's art, is *Educational Handwork*, prepared by Mr. T. B. Kidner, director of manual training for New Brunswick, and published by the Educational Book Company, Toronto. The growing interest in handwork has made the demand for such a book as this very insistent of late years. This demand Mr. Kidner has met in part through the columns of the REVIEW, and the chapters on Cardboard-cutting and Modelling were first published in these pages a few years ago. The present volume is an attempt to meet this demand more fully by devising a scheme of work that includes in addition to the subjects

above mentioned, Paper-folding, Paper-cutting and Mounting, Rafia Work and many other forms of handwork which can be readily taught in the earlier grades, with this book as a guide, and will serve as a good preliminary training a systematic "doing," and in the higher forms of manual training and household science. Mr. Kidner's experience as a teacher of manual training, his constructive ability, and the enthusiasm and industry which he brings to his work have contributed to the production of a most excellent handbook and guide to teachers, the results of which will be a fresh impetus to them in dealing with "hand and eye training." The work is elaborately illustrated, and Principal J. W. Robertson contributes an encouraging "foreword" in sending the book out in what all will hope may prove a fruitful mission.

In the little volume of *Sonnets and Other Verses*, from the pen of Rev. A. L. Fraser, Great Village, N. S. (the Globe Publishing Company, St. John, N. B.), there are many beautiful thoughts that the reader will linger over and return to from time to time for fresh inspiration. Particularly is this the case in those poems where one is drawn near to nature, as in "The Old Beech Tree," "The Broken Wing," "At the River," and others. In "Possibilities" we have a loftier note, which recalls "The Stone Which the Builders Rejected."

A blunderer hewed too deep: the stone was laid
'Mong broken things,—to every purpose lost:
Twice fifty years it lay, like refuse tossed
Upon a heap, till through that place there strayed
A visitor whose mien and eye betrayed
The artist soul: 'twas Michael Angelo!
Its latent worth upon him dawned, and lo,
From that marred mass was his great "David" made.

Ah, were our eyes like his, how often we
On life's waste heaps would come on treasures rare—
Marred human lumps, by Sin's rude hand defaced;
We'd take each shapeless mass and toil with care
Till in the Hall of Heaven it would be placed:
Our hands made deft by dreams of what might be.

The Teaching of Geography in Elementary Schools (cloth, pages 255; price 3s) furnishes many valuable foundation principles for teachers, and the subject is discussed more fully and clearly than can be done in a chapter in a general text-book of method. The first five chapters give a concise account of the changes introduced into the conception of the subject by the modern geographers, and the ways in which this changed conception should influence the teaching of the subject in elementary schools. Suggestions are then made for drawing up a syllabus for each standard, and exhaustive hints are given as to the methods of teaching according to such a syllabus. (Adam and Chas. Black, 4 Soho Square, London, W.)

In "Heath's Modern Language Series" a little volume is published on *Progressive French Idioms* containing a list of those likely to be used in ordinary conversation or to be met with in the books of good writers or by those who use French correctly. The book is a valuable one for those who would express themselves adequately in French and avoid those awkward mistakes into which the unwary are likely to fall.

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Official Notices.**PROVINCE OF NEW BRUNSWICK.**

Notice is hereby given that the date of the Annual School Meeting has been changed to the second Monday in July. The next Annual School Meeting will accordingly be held on Monday, July 11th, 1910.

Instead of two weeks, the time given for auditing the accounts before the Annual Meeting heretofore, the time has been changed to *six days*.

Upon application to the Inspector at least one month before the date of any school meeting, he may grant permission to hold it in the evening at half past seven of the same day.

At the beginning of the next school year, July 1st, 1910 a small text on Elementary Composition by W. J. Alexander, Ph. D., has been prescribed by the Board of Education for use in the schools of New Brunswick.

After the above date it will be published as a supplement to Goggins' Grammar, now in use. For those having Goggins' Grammar in its present form it will be supplied separately by the vendors at a cost of 5 cents.

The cost of Goggins' Grammar with supplement will be 30 cents. It will be on sale July 1st, 1910.

(For full text of amendment see Royal Gazette.)

TEACHERS' PENSION ACT.

Any person who shall have reached the full age of 60 years if a male, or of 55 years if a female, and who has been a teacher in the public schools of the Province for a period of not less than 35 years, and who has retired from the service, shall, upon making application to the Board of Education, be entitled for the remainder of his or her life, to an annual pension equal to one-half of the average total salary of such teacher during the last five years before retiring, but in no case shall such pension be more than four hundred dollars.

Notice is hereby given that "Educational Handwork," by T. B. Kidner, has been prescribed by the Board of Education as a teachers' text book.

W. S. CARTER,

Chief Superintendent of Education,
Education Office, Fredericton, March 28, 1910.

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