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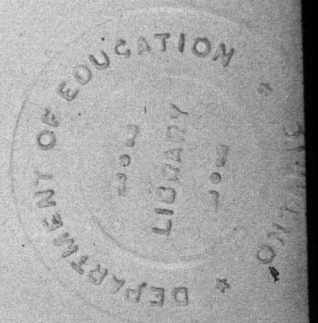


*Portman*

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*Louise Margaret.*



# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., MAY, 1912.

\$1.00 PER YEAR

G. U. HAY,  
Editor for New Brunswick.

A. McKAY,  
Editor for Nova Scotia.

THE EDUCATIONAL REVIEW.

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THE EDUCATIONAL REVIEW is published on the tenth of each month, except July. Subscription price, one dollar a year; single numbers, ten cents. Postage is prepaid by the publishers, and subscriptions may begin with any number.

When a change of address is ordered, both the new and the old address should be given.

If a subscriber wishes the paper to be discontinued at the expiration of the subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired. It is important that subscribers attend to this in order that loss and misunderstanding may be avoided.

The number accompanying each address tells to what date the subscription is paid. Thus "300" shows that the subscription is paid to June 1, 1912.

Address all correspondence to  
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St. John, N. B.

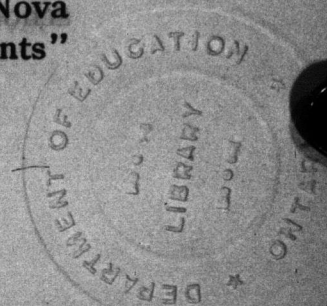
## The Twenty-fifth Anniversary of the Educational Review.

The EDUCATIONAL REVIEW with this number completes twenty-five years of existence. The first number appeared in June, 1887, and it has been published regularly ever since. It is the only instance of a Canadian educational journal published continuously under one management for a quarter of a century.

The REVIEW was the successor of the New Brunswick Journal of Education, a fortnightly journal published by a joint stock company of New Brunswick teachers. The editors were G. U. Hay and W. S. Carter. The first number appeared June 10, 1886. The results financially were not sufficient to encourage the company in continuing the publication, and at the end of the year the EDUCATIONAL REVIEW took its place.

It was felt that an educational journal appealing to a wider class of readers would have a better chance of success, and accordingly the REVIEW made its bow to the educational public of the Atlantic provinces of Canada on the 10th of June, 1887.

The moving spirit in the venture was G. U. Hay who, assumed the burden of financial responsibility and general management of the paper which he has borne up to the present time. Its editors were,—A. H. MacKay, then Principal of Pictou Academy; Alexander Anderson, Principal of Prince of Wales College, Charlottetown; and G. U. Hay, at that time Principal of the Victoria and Girls' High School, St. John. Thus the three provinces of Nova Scotia, Prince Edward Island and New Brunswick were represented on its editorial board, an arrangement which continued until 1891. In June of that year Dr. Anderson retired and in November of the same year Dr. MacKay, then Principal of Halifax County Academy resigned to become Superintendent of Education for Nova Scotia. Under the head of "Announcements"



in the November, 1891, number of the REVIEW is the following from the pen of Dr. MacKay:

The EDUCATIONAL REVIEW has always been proud to be independent of any governmental control, so that, should the occasion arise, it would be free to make friendly criticism of any acts or regulations from the point of view of the teacher. In order to allow the same sound policy to continue the Nova Scotian editor, who has been appointed to the chief superintendency of Nova Scotia, feels it his duty to retire from the staff; and in so doing desires warmly to thank all those who assisted in making a native educational paper in these provinces not only a possibility—but put it in such a position as to be able in its fifth year to be self-supporting, and to command the steady approval of so large a number of the teachers of the Atlantic Provinces. There is yet room in some quarters for a very much greater circulation and there is a prospect of a fuller, more varied and more practical educational corps in the reconstructed staff, so that more than ever before the organ will be found to be a prime necessity to the teacher who keeps in touch with the times.

With my best wishes for the members of the staff, from whom I have received the greatest consideration and kindness, and for the future of the REVIEW and its patrons,

I am yours truly,

A. H. MacKAY.

Alexander McKay, Supervisor of Halifax City Schools, was made editor for Nova Scotia on the retirement of Dr. A. H. MacKay. The REVIEW has not been able to pay its editors a salary sufficient to command their regular services; consequently their place has been largely filled by a staff of moderately paid contributors, representing some of the best educational thought of the Atlantic provinces.

The Nature Work, so happily begun by Dr. A. H. MacKay in the "Ferndale School" series in the earlier numbers of the REVIEW, has been regularly continued and has constituted a very helpful feature to teachers. Dr. MacKay's originality and his ready perceptions as a teacher gave him a peculiar fitness for the introduction of nature work in our schools. Among those to whom the readers of the REVIEW are indebted for many excellent contributions on nature work, and natural science are Professor L. W. Bailey, Dr. John Brittain, Professor L. A. DeWolfe, E. C. Allen, W. H. Moore, J. W. Banks and others.

Among educational writers in the first years of this journal was Inspector W. S. Carter, now Chief Superintendent of Education in New Brunswick, always a cordial co-worker and adviser of the REVIEW. His chief contributions, unsigned, were his "Talks with Teachers," which, derived from his experience and observation as an inspector, were especially valuable to the schools. The articles contributed by the late Mrs. Russell (Mrs. Sara Patterson) for Kindergarten and Primary schools were of a most helpful character.

Of the writings which helped to give character and standing to the REVIEW in its early years none were more marked than those of the late Principal Cameron of Yarmouth on "Astronomy" and "English Literature." With a genius for teaching and a rare command of expression he impressed on his readers his unique personality. Many a teacher of literature owes success to the inspiration received from Principal Cameron. In recent years the important department of "English Literature" has been directed by Miss Eleanor Robinson, whose careful work and critical judgment have been greatly appreciated by readers of the REVIEW.

No feature of the REVIEW has been more appreciated by teachers than the monthly review of Current Events, edited by J. Vroom, A.M., of St. Stephen. Mr. Vroom's contributions have not only been regular in this department but also in the region of History. Indeed, whenever subjects have come up requiring a wide range of knowledge and a competent pen the REVIEW has frequently had recourse to Mr. Vroom and has seldom been disappointed.

Two contributors may be mentioned who have also done excellent service in historical investigation—Ven. Archdeacon Raymond of St. John, and Professor W. F. Ganong of Northampton, Mass. The former in his series, "New Brunswick Schools of the Olden Time," has made a valuable contribution to the educational history of the province. Dr. Ganong, whose interest in Canada never seems to flag, has written many important articles for the REVIEW on our early history and on scientific subjects.

The subjects of Manual Training and Domestic Science have been dealt with in many illustrated articles by T. B. Kidner, late Director of Manual Training in New Brunswick, and by his successor Fletcher Peacock, and also by F. G. Matthews of the Nova Scotia Normal College.

There are many other contributors to whom the term "occasional" may be applied, but whose articles we could wish for our readers' sake had been more frequent: Professor J. G. MacGregor, formerly of Dalhousie but now of Edinburgh University; President Walter C. Murray, of Saskatchewan University; Mr. W. Albert Hickman, of Pictou; Dr. D. Soloan, Principal of the Nova Scotia Normal College; the late R. R. McLeod of Queens County, Nova Scotia; and Professor W.

F. P. Stockley, formerly of the University of New Brunswick, now of Dublin University.

The results of good printing and engraving have, we feel assured, been appreciated by our readers. Messrs. Barnes & Company have printed the REVIEW from the first, and their excellent work which speaks for itself, has been one great factor in the success of this journal. The members of the printing and binding departments of the company have taken as much interest in the REVIEW as if it were their own property. The F. C. Wesley Engraving Company in its fine Supplement portraits and its illustrations has done very excellent work.

One word more: The managers, contributors and mechanical experts would have worked in vain but for the encouraging support given the REVIEW by its subscribers.

#### Portraits of Our Rulers.

With the gracious permission of their Royal Highnesses, the Duke and Duchess of Connaught, their pictures are presented, with their autographs, to our readers in the Supplement which accompanies this number. The Supplement portraits of last year's Empire Day number were their Majesties, King George V. and Queen Mary, and our readers will appreciate the opportunity to add the portraits of their Royal Highnesses, the Duke and Duchess of Connaught.

His Royal Highness Prince Arthur William Patrick Albert married March 13., 1879 Princess Louise Margaret Alexandra Victoria Agnes, who was born July 25, 1860, and is daughter of the late Prince Frederick Charles of Prussia, a nephew of the late Emperor William of Germany. They have three children, the youngest of whom, the Princess Victoria Patricia Helena Elizabeth is is at present in Ottawa.

Being of royal lineage the governor-general is a prince; but in England the title of duke is considered one of superior rank; and a prince shortly after attaining his majority is usually created a duke. He is addressed as "Royal Highness," a title reserved for the sons, daughters, grandsons, brothers, sisters, uncles and aunts on the father's side of the sovereign. He is entitled, further, to bear the royal arms, charged, however, in the centre with an escutcheon of pretence of the arms of Saxony, namely, barry of ten or and sable,

a crown of rue in bend vert; and differenced with a label of three points, an engraving of which is given with his biography, the crest being on a coronet of rank.

The Duke of Connaught, the Governor-General and Commander in Chief of the Dominion of Canada, is the third son and seventh child of Queen Victoria, brother of the late King and uncle of the reigning King. He was born at Buckingham Palace May 1, 1850. His high ancestry is indicated by the fact that he is of the twenty-eighth generation in descent from William the Conqueror. The school children know the date of William I.'s accession to the throne of England and they can trace to the present time some distinguished rulers of Britain, among whom are Henry II, Edward I, Edward III, Richard of York, Margaret of Anjou, Mary Queen of Scots, Elizabeth, George III, Victoria, Edward VII.

(The pupils in the higher grades will find it a good Empire Day Exercise to name all the Kings and Queens of England from the Conquest and some particulars of the most noted reigns and events. How many years in twenty-eight generations reckoning a generation at about thirty years?)

Study carefully the advertisements in this number. They are worthy of that attention and are interesting reading. Many of our advertisers have been with us from the beginning; many have come in with the growth and increased circulation of the paper. Some are with us for this number for the sake of renewing old acquaintance with the REVIEW's readers. We take a measure of pride in our advertising columns and the names that are there. From the first we have steadily refused to admit patent medicines or fakes of any description, and readers have been ready to appreciate a journal free from such objectionable features.

When the REVIEW was first published it required persistent effort to convince teachers that a journal was worth one dollar a year of their hard-earned salary. Now many declare that one article in one number is often worth more than that amount to them.

It is the purpose to send a copy of this number of the REVIEW to every teacher in the Atlantic provinces. If one hears that any have been overlooked, please notify the REVIEW.

## The Editors of The Review

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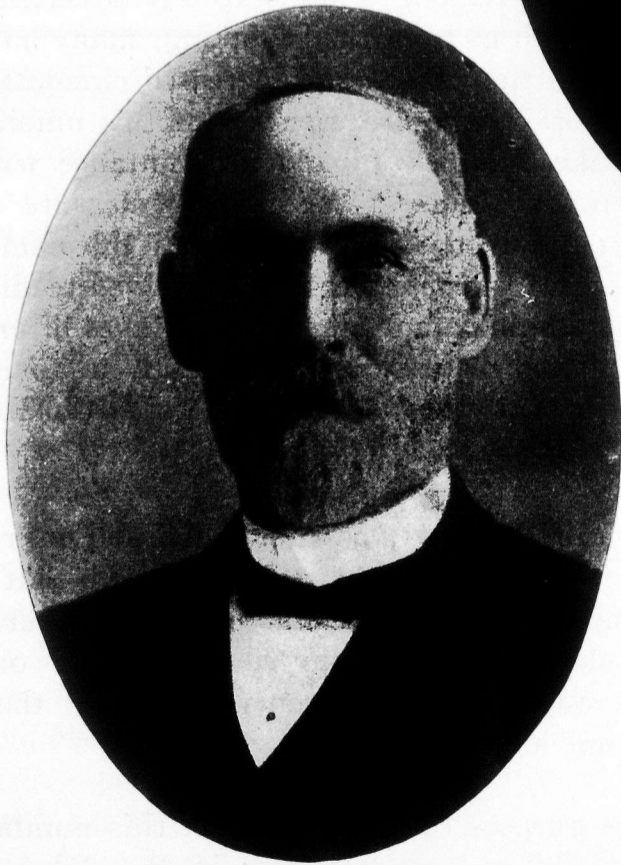
**A. H. MACKAY, LL. D.**  
Superintendent of Education,  
Nova Scotia.



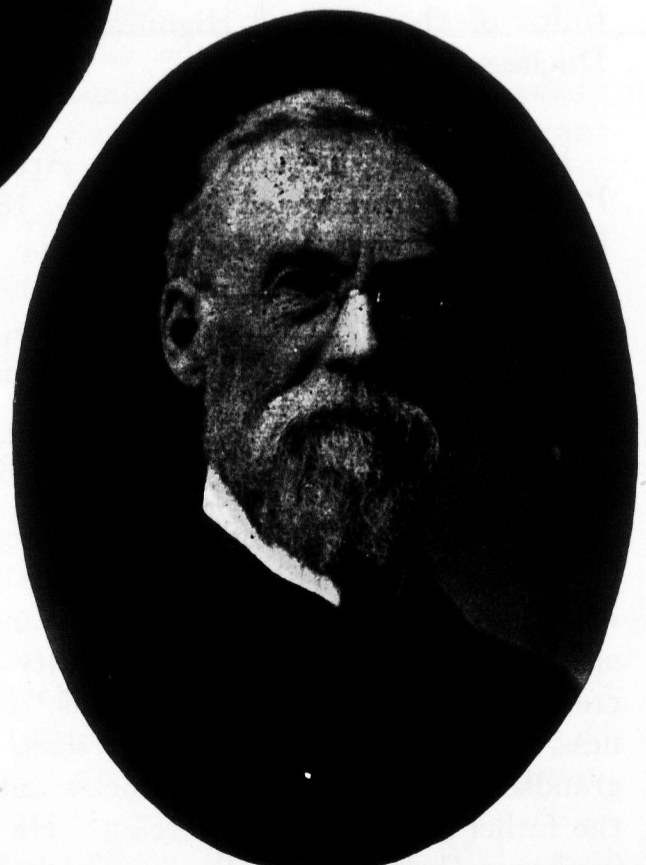
**ALEX. ANDERSON, LL. D.**  
Late Chief Superintendent of  
Education, P. E. Island.



**G. U. HAY, D. Sc.**  
Editor and General Manager.

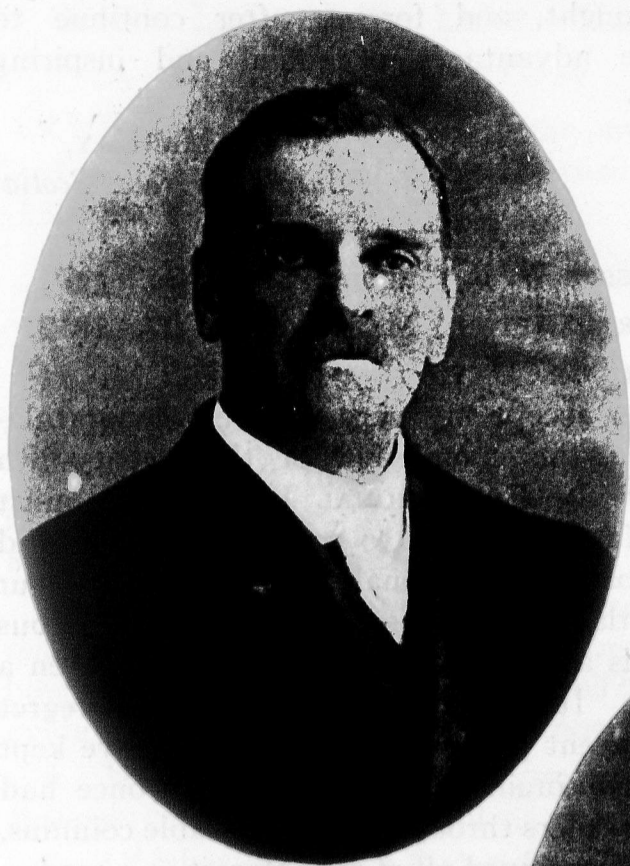


**A. MCKAY, A. M.**  
Editor for Nova Scotia since June, 1891.



**J. VROOM, A. M.**  
Editor Current Events.

## A Few Contributors of The Review



W. S. CARTER, LL. D.  
Chief Superintendent of  
Education, New  
Brunswick.



PROF. J. G. MACGREGOR,  
D. Sc., F. R. S.



MISS ELEANOR  
ROBINSON  
Contributor in English  
Literature.



PROF. W. F. GANONG, D. Sc.



PROF. L. A. DEWOLFE, M. Sc.



**Messages of Congratulation.****Dr. W. S. Carter, Chief Supt. Education, N. B.**

FREDERICTON, N. B., April 24, 1912.

In common with many others, my felicitations are due the REVIEW on this occasion.

My interest is perhaps more than an ordinary one, as I had something to do with the promotion of the idea which resulted first in the School Journal which was later merged into the EDUCATIONAL REVIEW, and have since been a constant and appreciative reader, as well as an occasional contributor.

The guiding and impelling power behind the paper during all these years has been the present editor and owner, Dr. G. U. Hay.

The REVIEW has been a distinct power in the advancement of sound and progressive education in this Province. It has not only been a wise exponent of the professional side of the teachers' work, but of the cultural as well. It has always stood for high ideals, and its influence has been correspondingly beneficent. It has steadily grown in favor with the teachers, and never has fluctuated either in merit or prosperity.

My best wishes go out to it for many additional years of influence and usefulness under its present excellent management.

W. S. CARTER,  
*Chief Superintendent Education.*

**From Dr. A. H. MacKay.**

HALIFAX, N. S., May 1, 1912.

MY DEAR DR. HAY,

I congratulate the editor and proprietor of the EDUCATIONAL REVIEW on attaining a splendid record of twenty-five years for his monthly. It is the first and only educational paper in the Atlantic provinces to demonstrate its power to live. The world of science has changed its face in these twenty-five years, but the new features prevailing were early visible, peering through the veil in the early files of the REVIEW.

Instead of showing its quarter century of age by some symptom of infirmity, the REVIEW presents only the growing firmness of youth which in another quarter of a century may be expected to develop into the solidity of intellectual maturity. May every one interested in public education do his duty in supporting so promising an organ of

public thought, and forever after continue to enjoy the advantages of sound and inspiring leadership.

A. H. MACKAY,  
*Supt. Education, Nova Scotia.*

**Professor W. F. Ganong, Smith College.**

NORTHAMPTON, MASS., April 27, 1912.

MY DEAR MR. HAY,

Will you accept my very sincerest congratulations upon the completion of the twenty-fifth volume of the EDUCATIONAL REVIEW. It must be a satisfaction to you to contemplate this solid contribution to educational advancement in your beloved Atlantic provinces, for it is quite obvious that of this advancement the REVIEW has been a large part. It has often been a source of regret to me in recent years that other duties have kept me from continuing a certain touch I once had with your readers through your hospitable columns, but I have continued all of my interest as a reader, and view with some complacency my perfectly unbroken set of the twenty-five volumes of the REVIEW.

Again with my congratulations, and my very best wishes for a long continuance of your great educational service, and for the prosperity and wide extension of the influence of the REVIEW,

I am,

Very sincerely yours,  
W. F. GANONG.

**Dr. W. C. Murray, President University of Saskatchewan.**

SASKATOON, SASKATCHEWAN, April 29, 1912.

DEAR MR. HAY,

Heartiest congratulations upon the completion of the twenty-fifth year of the REVIEW.

For the greater part of that time I have been a reader of the REVIEW, and have noticed the steady improvement from year to year. You are to be warmly congratulated upon the maintenance of such a useful school journal.

Sincerely yours,  
W. C. MURRAY.

Supervisor A. McKay, writing from Halifax, says: "The REVIEW is the only paper in Canada that has done much to encourage Nature-study, and that without decrying any other study."

**Scott's Lady of the Lake.—Canto V.**

M. WINIFRED MCGRAY.

1. Describe in your own words the path followed by Fitz-James and the guide up to their arrival at Coilantogle Ford.

2. "A hundred men might hold the post  
With hardihood against a host."  
When and where has this been done?

3. Saxon? Gael? Explain these terms. Who was which?

4. How much time has elapsed since James first came to the glen? Quote. What has happened in the meantime?

5. Why did James come a second time? What reason did he give the guide? How much or how little of the truth did he tell? Did the guide believe him? How do you know? (Quote.)

6. What kind of a *pass* had James to take him through the glen? Where did he carry it?

7. Of what crime was Roderick guilty? Where have we heard this crime referred to in an earlier part of the poem?

8. Was there any excuse for his conduct? Any excuse for his being a robber?

9. Who was Albany? What high position did he once hold? Where was the King at the time?

10. Did you know, before he told you, that the guide was Roderick Dhu? Collect all the hints dropped throughout the canto that this was true.

11. Where else have we heard of armed men springing up, apparently out of the ground, at the sound of a bugle horn? What did Roderick's men do? What did the other men do? Why bother to whistle for them?

12. "Foemen worthy of their steel." Find a companion line to this in Canto IV. What do the lines mean?

13. How did James act when he saw the armed men? What opinion did Roderick have of James's courage?

14. What names does Roderick call himself? Why these particular names? What right had he to any or all of them?

15. Why was Roderick so anxious to kill James? What place had he chosen for the deed? Why that particular place?

16. Why did James hang back from the duel? What alternative did he propose to Roderick? How was his proposal received? What finally spurred him on?

17. How did each prepare for the duel? How were they watched? Describe the duel? How did it end? Why did it fare ill with Roderick? What saved Fitz-James at last?

18. When the duel was over what did James do first? Next? And so on.

19. What had James boasted to Roderick would happen if he blew his horn? Why did he make this boast? What did happen?

20. Give the names of the four squires and the duties imposed by James on each.

21. For whom was the palfrey intended? How do you know? For whom was it used?

22. "The best laid schemes of mice and men"—finish the quotation. Who wrote it? How does it apply to the present situation?

23. Describe the way James mounted his horse. His manner of riding. The horse itself. Any wonderful horses or riders in history, literature, or real life? "Bayard of India". Where have we heard that name?

24. Describe the approach to and the town of Stirling.

25. Whom did James see as he neared the town? How is the stranger described by the different ones?

26. Where had the Douglas been? For what? Where was he going now? For what? Why did he turn aside from his purpose?

27. Describe the progress of James through the crowd to Stirling Park and tell how he was received by the ladies? Nobles? People? etc.

28. What do you know about Robin Hood and his band? What do you learn of them here? In which of Scott's novels does he introduce them? What year was that? What year was this? Comment.

29. Describe the different sports. Douglas's part in them. The giving of the prizes. How did Douglas receive his prizes?

30. What was the color of James's eyes? Douglas's hair?

31. What had Douglas to endure at the games? What finally aroused his anger? Why? What did he do?

32. How did the King receive the confession of the Douglas? What orders did he give?

33. How did the people resent the arrest of the Douglas? Who calmed them? How?

34. "Who o'er the herd would wish to reign." Finish the quotation. Who said it? Why are

these lines appropriate just here? Collect other lines in the canto worth remembering.

35. Who told James of an uprising in the Highlands? How did James try to prevent the war? Was he successful?

36. Collect all the events of this one long day. At the beginning where was the Douglas? The Græme? James? Roderick? Ellen? Allen? At the close of the day where were they? Can you see any clever planning by the author to bring all this about? What is his object?

37. How does Canto V. compare with the others as regards length? Exciting events? Number of characters introduced?

38. Collect and explain all words of whose meaning you are not sure—*e. g.*, shingles, chafethy mood, vantageless, kerne, homage, carpet-knight, ruth, lea, palfrey, straight, weed, Saint Serle, morrice-dancers, drawbridge, jennet, Commons' King, broad pieces, etc.

### A Canadian Prayer.

Oh God! we thank Thee for this beauteous land  
Fashioned and moulded by a Will Divine;  
Thine was the word that brought it forth from nought.  
All that within it lies of good is Thine.

Rugged and stern Thou bad'st her mountains rise  
Pointing with snow clad summits to the skies,  
Out of their bosoms, at Thy voice,  
Burst forth the wellsprings, bidding plains rejoice.

Wide-spreading forests planted was Thy dower,  
Verdure Thou gav'st for prairie—aye and flower  
Beauteous and fragrant; smiling toward the dome,  
All this Thou didst to make for man a home.

God of the moor and the mountain, God of the valley and  
hill,

God of the wood and the prairie, God of the river and rill;  
This is the prayer of Thy children as bowed in Thy presence  
we stand,

Make us a race of people worthy of this great land:

Let us be men like her mountains—steadfast and firm for  
the right,

Broad as her rolling prairies—nothing to hide from the light,  
Strong as her mighty rivers—active and bright as her rills,  
Pure as the snows eternal that cover her sky-kissed hills.

—*W. H. Kelly in Victoria Colonist.*

Since the confederation of the Dominion of Canada in 1867, we have had eight Prime Ministers and of these the province of Nova Scotia has contributed three—Thompson, Tupper and Borden.

### Centennial Anniversaries of the War of 1812.

J. VROOM

#### I.—INTRODUCTORY.

"Times change, and we change with them." The saying is as true to-day as it was in the days of old; and it is as true of nations as of individuals. And yet the wonder is that we change so little with the changing years. Our dress, our manner of living, our means of intercourse, our amusements, our modes of thought, our knowledge of the world and its resources, are far removed from those of our great-grandfathers. Our passions and prejudices, our political animosities, our racial antipathies and our class distinctions are much the same as theirs. Reason rules as few to-day, individual or national self-interest as many, as they ruled one hundred years ago; and then, as now, traditional hatred and the love of gain could masquerade as noble sentiments and find excuse for wrong.

It was feelings, rather than occurrences, that brought about the War of 1812. To find its real causes, we have only to look about us to-day. True, there is a much more friendly feeling toward us in the United States now than ever before; but that friendship does not hinder frequent expressions of a wish to acquire our territory by such means as can be discussed in a friendly way. And, just as it was in 1812, we have better friends in New England now than in other parts of the republic. Happily, we cannot fully understand to-day that international bitterness which then existed, particularly in the southern and western states, because of which the two nations drifted into war.

Three sentences will suffice to tell, in its essential features, the story of the war.

The United States government having declared war, for which excuses were not wanting, its forces invaded our territory and incidentally burned the legislative and administrative buildings at York, then the capital of Upper Canada. The British government, in retaliation, sent an expedition to Washington, the capital of the United States, which burned the public buildings and withdrew, doing as little damage as possible to private property; and when, a little later, the conflict came to an end, it left unsettled those questions of maritime rights which had been the ostensible cause of the war. Meanwhile the navy of the

United States, absurdly small as compared with the British navy, had proved of greater value than was expected by its enemies; though it never seriously threatened any part of the British possessions in America or elsewhere, and was so inadequate for the defence of its home ports that the whole Atlantic coast of the United States was blockaded, its commerce completely ruined, and its merchant ships swept from the sea.

It must have seemed at the time that the war, with all the loss of life and property which it involved, and all the other evils that inevitably followed, had brought no gain to either nation. The United States, finding that Canada could not be conquered, saw nothing else worth fighting for and stopped. The British, because their trade relations in America were chiefly with New England, and because the people of the New England States had been from the first strongly opposed to the war, did not wish to inflict a punishment that would fall principally upon New England, and therefore consented to terms of peace which left conditions in America as they were before the war. But to Canada, including the Atlantic Provinces which now form a part of the Dominion, the War of 1812 was of the greatest importance. It was to them a war of self-defence, a struggle for their very existence. As the British historian Lucas has said, it was the national war of Canada. In the words of this writer, it did more than any other event or series of events could have done to reconcile the two rival races within Canada to each other. It was at once the supplement and the corrective of the American War of Independence. It determined that North America should not exclusively belong to the American Republic, that Great Britain should keep her place on the continent, but that she should keep it through this new community already on the high-road to legislative independence.

This royal throne of kings, this scepter'd isle,  
This earth of majesty, this seat of Mars,  
This other Eden, demi-paradise,  
This fortress, built by nature for herself  
Against infection and the hand of war,  
This happy breed of men, this little world,  
This precious stone set in the silver sea,  
Which serves it in the office of a wall  
Or as a moat defensive to a house,  
Against the envy of less happier lands,  
This blessed plot, this earth, this realm, this England!

—Shakespeare.

### A Method to Prevent Counting in Addition.

AMOS O'BLONES, A. M.

What must be known in order to add a column of figures without counting? What do most people do when asked to add one of the digits to any number, say add 7 to 28? They say or think that 8 and 7 are 15, therefore 28 and 7 are 35. What must be known in order to do that? One must know that the units figure of 28 is 8, that 8 and 7 are 15, that the units figure of 15 is 5 and that the first number after 28 which has the same units figure as 15 is 35.

How can children be taught to do this from the outset, and thus avoid the almost universal habit of counting when beginning to add columns of figures? First they must be taught notation and numeration. A method for doing this will be given in another article. After children are able to read and write numbers to 100, all the numbers from 10 to 100 should be placed on the board and the following drill should be given.

Question: What is the units figure in 38?

Answer: 8.

Question: What is the units figure in 26?

Answer: 6.

Question: What is the units figure in 40?

Answer: 0.

And so on with all numbers to 100.

In giving this drill the numbers should be pointed out at first. The pupils should next be required to answer without the numbers being pointed out, but with the numbers still on the board before them. Before taking the next step they should be able to answer without looking at the numbers.

When the above has been thoroughly done, the following drill, which is more difficult, should be given.

Question: What is the first number after 10 whose units figure is 4? Answer: 14.

Question: What is the first number after 27 whose units figure is 2? Answer: 32.

The order of procedure should be the same in this as in the first drill, and the drill should be continued until the answers can be given rapidly without seeing the numbers. When the actual work of adding a column is begun, the numbers from 10 to 100 should be on the board in view of the class, and they should be permitted to look at them when necessary.

There still remains the task of memorizing the addition tables; that is, of learning so as to give

without hesitation, the sums of all the digits from 1 and 1, to 9 and 9. There is also to be learned, a way of using the various items of knowledge thus far gained, in the actual work of adding a column of figures.

All addition tables should be built up by the use of objects which are actually handled and counted by each of the pupils. Pieces of chalk, marbles, pebbles, sticks, marks on the board, and a great variety of objects may and should be used in learning any fact in the addition table, such as that 4 and 5 are 9; but, before attempting to use that fact in adding a column of figures, the fact should be so well known that no thought of the process by which the fact was learned, or of the objects used in learning it should enter the mind.

Various methods may be used in mastering the addition tables, but I believe the following will be found to give the best results. First, add each of the digits to 0 in some such way as the following:

Question: How many pieces of chalk have I in my right hand? Answer: 4.

Question: How many in my left hand? Answer: None.

Question: When I put the 4 and the 0 together, how many do they make? Answer: 4.

In this way, with objects, add 0 and each of the digits until the answers can be given without hesitation. Next, teach the various combinations that make 10, beginning with 5 and 5.

As soon as a pupil knows the table of the digits with 0, and the combination 5 and 5 are 10, he is ready to learn how to add a long column of fives.

Take, for example, the column—

5	40
5	35
5	30
5	25
5	20
5	15
5	10
5	
—	

The teacher points to the two lower fives, and asks: "How many are 5 and 5?" Answer: 10. To relieve the pupil at first from the necessity of remembering the various sums as the column is being added, these sums should be placed as they are obtained to the right of the column to be added, as shown above. Next, point to the units figure in the 10, that is, to the 0, and to the next 5 in the addends, and ask: How many are 0 and 5? Ans-

wer: 5. Question: What is the first number after 10 whose units figure is 5? Answer: 15. Place the 15 above the 10. Proceed in the same way, by pointing to the units figure in the 15 and the next 5 in the addends, and ask:

Question: How many are 5 and 5? Answer: 10.

Question: What is the units figure of 10? Answer: 0.

Question: What is the first number after 15 whose units figure is 0? Answer: 20. Continue thus until the column is added.

After a few columns containing only fives are added in this way, the pupil should be able to read the results in the following manner, pointing to the figures involved as he proceeds: Five and five are ten; nought and five are five, then ten and five are fifteen; five and five are ten, then fifteen and five are twenty, and so on, until the column is added.

The next step is to omit placing the various sums to the right. Some pupils can take this step in a short time, while others will need the assistance of the side row of sums for considerable time. Ask the pupils to imagine the sums are placed at the side, and to point to the place they would occupy, and they will have little difficulty in working without them.

When the pupil is able to add rapidly in the manner described, he should be required to give the sums only, while he thinks out, silently, the process by which the sums are obtained. Thus, if he is adding 15 and 3, he thinks, without repeating, 5 and 3 are 8 then 15 and 3 are 18, and repeats only the 18. Thus, all that would be repeated in adding the above column would be the sums as each digit is added in succession, and the only words spoken would be five, ten, fifteen, twenty, etc. Great care must be exercised in taking this step to prevent some pupils from dropping into the habit of counting instead of using the tables to secure the results in the manner described.

Let pupils repeat the process by which the various sums are obtained until you are sure they can think them out silently more rapidly than they can repeat them. When they are able to add fives readily, the combinations 6 and 4 are 10, and 4 and 6 are 10 should be taught. The table, as far as learned, should be placed on the board, thus:

$$\begin{aligned} 5 + 5 &= 10 \\ 6 + 4 &= 10 \\ 4 + 6 &= 10 \end{aligned}$$

The signs, as used above, should be taught before

being used. This table, even though it is known by the pupils, should be left on the board for them to see, as the sight of the table combined with its use in the adding of long columns fixes the facts it contains in the memory. Care must be exercised, in writing columns to be added, to see that in the adding only those combinations occur that have been learned.

This can be secured most readily by writing the columns from the bottom up, and adding as you write. Thus, when only the table as far as given above has been learned, if the bottom figure in a column is 6, the next must be 4, as 4 is the only figure which has been combined with a 6. The third figure from the bottom may be any one of the three that are used in the table, that is a 5, or a 4, or a 6, since the pupil has learned to add any digit to 0 which is the units figure of the (10) sum of the 6 and 4. But if the third figure is 5 the fourth must be 5; if a 4, the fourth must be 6, and if a 6, the fourth must be a 4. In the same way a column of any length may be written.

Next add to the table the combinations—

$$7 + 3 = 10$$

$$3 + 7 = 10$$

And give columns to add containing this new combination. In the same way, taking up one new combination a day and adding a large number of questions involving that combination as well as the combinations used before, complete the combinations which make 10.

When completed, the table would be—

$$5 + 5 = 10$$

$$6 + 4 = 10$$

$$4 + 6 = 10$$

$$7 + 3 = 10$$

$$3 + 7 = 10$$

$$8 + 2 = 10$$

$$2 + 8 = 10$$

$$9 + 1 = 10$$

$$1 + 9 = 10$$

Each pupil should be drilled until he can repeat the table in any order very rapidly, and also so that he can give the second number in any combination when the first is named, thus:

Question: What number added to 7 makes 10?

Answer: 3.

Oral drill similar to the following will be found helpful.

Question: Add 6 and 4. Answer: 10.

Question: Add 26 and 4. Answer: 30.

Question: Add 56 and 4. Answer: 60.

After the table of tens has been mastered, take up the doubles, beginning with

$$9 + 9 = 18$$

Then take up the combinations making 9, then 8, then 7, etc., to 1. When teaching the combinations that make 7, teach also those that make 17; and when 6, those that make 16, etc.

Of the combinations that make 17, only  $8 + 9 = 17$  and  $9 + 8 = 17$  are needed, as no number greater than 9 need be used in the addends in any combination.

The advantages of this method of teaching the addition tables are: That each fact is memorized through its use in actual addition, and that the number of facts is greatly reduced by placing two facts such as  $6 + 4 = 10$  and  $4 + 6 = 10$  together, and regarding them as one fact.

With bright pupils it may be possible to take up one new combination each day, but it will be found better to proceed more slowly if there are any pupils in the class who find the work difficult.

If possible, daily drill at the board should be given by the teacher, and also a number of questions should be given for busy work at the seats.

No attempt should be made to secure speed until the work can be done without a mistake of any kind. As soon, however, as any pupil can, without sacrificing accuracy, increase his speed in adding, he should be encouraged to do so, since there is nothing that will keep up the interest in a class like the ability to add rapidly.

Match classes in addition should frequently be given, care being taken to match pupils of about equal ability.

Sir Walter Scott once did a mean thing at school, and the story shows how strong a habit may become.

There was a boy in his class who was always at the top, and Scott could not displace him.

One day Scott noticed that in answering the teacher's questions the boy always fumbled with his fingers at a button on his waistcoat, and in a wicked moment Scott cut off the button with his knife.

When the boy was questioned again he felt for the button, and was so confused that he lost his place, and Scott took it. He got to the top, but often in after life the thought of that boy and his failure filled him with remorse.

**Botany for Public Schools—X.**

L. A. DEWOLFE.

The most interesting season of the year has arrived. The growing season is so short and so rapid that it requires all one's spare moments to keep up even with the main features of the spring awakening. Lest some observers waste energy by walking aimlessly through fields and woods, not knowing exactly what to look for, may I suggest a few of the many things worth noting?

A student, this week, asked me where she could find a description of the mayflower. I told her to look at the plant, and describe it in her own way. Book descriptions are not for recitation, but for purposes of identification.

Possibly this will reach the reader before the alders, willows and poplars are past flowering. Notice similarities of and differences between the catkins of these three trees. Notice, also, differences between the single flowers. Which has the most showy color when in bloom? Which, the strongest odor? Why? On which does one see myriads of insects? What kind of insects are they? Compare the size and stickiness of the stigma of the willow with that of the poplar. Which is pollinated by insects and which by the wind? Which of these trees is *monœcious*, and which, *diœcious*? On the willow, which is more showy, the stamens or pistil? Would it be economical to have the insects visit the staminate trees first? Why should the stigma be more sticky in the willow flower than in that of the poplar? [It requires force to pull the pollen from the feet and bodies of insects.]

Do flowers and leaves grow from the same buds in any or all of these trees? Is there any advantage in having the flowers come before the leaves? It is probable that at an earlier period willows were wind-pollinated, as alders and poplars are at present. Though the insect-relation has now been developed, the willow has not lost all its old habits.

The mayflower presents two or three interesting problems. Have you ever found mature seeds in this plant? It rarely ripens its seed—at least in this climate. It has learned to spread by runners. It retains, however, its insect attracting habit. The sweet perfume is well known; but it was not made for our enjoyment. The plant blooms early; but not before certain hibernating bees awaken from their winter sleep. Inherited

instinct dies hard. That possibly explains the mayflower's habit of protecting its pollen, even if its seeds do not mature. Have you noticed this protection? The "woolly" corolla probably keeps out ants, which would eat the pollen. Bees do not eat the pollen. They thrust their head through the woolly throat to the nectar at the bottom of the corolla.

Examine the mayflower more carefully. Do all the flowers have both stamens and pistils? The alder was *monœcious*; the willow, *diœcious*. The flowers of many plants are perfect. Since some mayflowers are *diœcious* and some perfect, the inference is that this plant is in a state of transition. What its ancestors were, and what the future of the species will be are interesting subjects for conjecture.

In this connection, the flowers of the red maple are worth examination. They, too, seem to be somewhat unsettled as to what their future will be. Notice that on the same tree, one may find both perfect and imperfect flowers. Has the maple established the insect-relation yet?

While discussing pollination, I shall refer to only one more phase of the subject—though many schemes to avoid self-pollination and to secure cross-pollination have been evolved by plants. The flowers of the bluets and the partridge berry (small red berries with two "eyes," and growing on vines in the woods) are interesting. Some flowers bear long stamens and short pistils; others, the reverse. It has been found that the pollen from the long stamens grows better on the long pistil; and that from short stamens on the short pistil. Moreover, these combinations are always in separate flowers. It would be a good exercise to calculate which part of a bee's body would pollinate the short pistil with pollen from the short stamens—and similarly, the long pistil from long stamens.

The various ways plants protect their pollen from ants and from rain will be good subjects for observation during May and June. Notice how flowers nod when wet, as the blueberry; or close, as the dandelion. Sometimes flowers are covered by foliage leaves. In what other ways are they kept dry? Find flowers with sticky or hairy stalks. What purpose does this serve? Could burs do the same work? Of what use are the purple stripes on the inside of the corolla of the white violet? Some people think they guide

insects to the nectar. Similar stripes are on the spring beauty and other flowers.

Pollination is not the only subject for study in May and June. It is one of the many, however. During this month, it might be wise to look back over previous numbers of this year's REVIEW. From time to time, we have looked forward to spring; and now that it is here, some of those references may be reviewed.

The January number suggests mosses that are now in good condition for study.

### THE WARBLERS.

By J. W. BANKS.

(Continued from the April REVIEW.)

#### Maryland Yellow-Throat.

The yellow-throat (*Geothlypis trichas*) "is the northern variety of the Maryland yellow-throat." It is a common summer resident and a very friendly and modest little bird, inhabiting the brookside, the under-growth and tangle that shadows the swamp, where he may be seen minutely examining the under sides of leaves and reaching up on his tip toes to search the upper side for his insect food. If the intruder approaches too closely he has a quiet way of disappearing in the leafage to be seen for an instant further away; or he will send his greeting from a hidden recess of his leafy retreat. His shy little mate keeps more closely in seclusion and is much more rarely observed. The nest is usually built on or near the ground; the materials used are dry leaves and fine dried grass. Not unfrequently a very neatly constructed nest, with a well turned brim is built in a bush or shrub three or four feet from the ground. Four eggs are usually laid; they are pure white and very sparsely dotted for Warbler's eggs.

The characters of the male yellow-throat are,—back, olive-green; wings and tail, dusky, glossed with olive-green; forehead and broad band on sides of head, pure black; throat, breast and under parts, rich yellow. The female is without the black on the head.

#### Black and White Warbler.

The black and white warbler (*Mniotilta varia*) is a common summer resident, arriving the second week in May. This is a very industrious little fellow and one of the most useful of our bird friends. Inhabiting chiefly the spruce woods, where they may be seen scrambling about the trunks of large

trees, often head downwards, or clinging fearlessly to the undersides of large branches, peering into every nook and crevice, or chiseling off bits of bark in search of the hidden eggs or very young grubs of the destructive wood-boring beetle. Their nest is built on the ground, cleverly concealed under a root or overhanging stone. The materials used are fine dried grass and moss, lined with hair. Usually five pinkish-white eggs are laid, spotted with two shades of brown. The plumage is much alike in both sexes; the back and breast heavily striped, pure black and white.

#### The Canadian Warbler.

The Canadian warbler (*Wilsonia Canadensis*) is a tolerably common summer resident, arriving about the 15th of May. Although a warbler, this beautiful bird has the rapid flight and actions of a fly-catcher. The greater part of his insect food is taken on the wing; his movements in the air are as rapid and as graceful as a swallow. The nest is built on the ground, in an open space surrounded by a young growth of evergreen trees, and is composed of fine dried grass and moss lined with a few feathers. The usual number of eggs laid is five, very prettily marked with spots of different shades of brown and lilac. Characters: Back, ashy-blue; throat, breast and underparts, bright yellow, with chain-like spots of black down the sides of neck, and then prettily encircling the throat like a necklace.

A correspondent writes to remind those who intend to go to the Summer School at Yarmouth, that the weather is at times likely to be chilly, especially in the evenings, and that a change of warmer clothing and an outer wrap will be found comfortable at times.

Another correspondent referring to the announcement in the calendar that an effort will be made to arrange for camp life this summer, if a large enough number apply, suggests that many would enjoy that sort of life. Probably the best plan for those interested would be to communicate with the local secretary at Yarmouth, to know if there are convenient camping sites, and what arrangements can be made in regard to tents and camping outfits. If comfortable sites are available, it would seem that the best plan is for intending camping parties to make their own arrangements as to choice of members and outfit.



### To Teachers.

The teachers of the Atlantic provinces of Canada and many others scattered throughout the various parts of the Dominion have nobly supported the REVIEW. For this they have our grateful acknowledgments. Their subscriptions and encouraging words have helped to establish the REVIEW firmly, so that now at the end of the twenty-fifth year of its existence it has a greater number of subscribers than ever before.

And yet there are some teachers and many boards of school trustees who have not contributed to extend its influence. The subscription price is small—one dollar a year. Many teachers have said that they have found one REVIEW, or a single article in one number, worth more to them than the subscription price for the whole year. Surely this is evidence of its usefulness.

This anniversary number goes to teachers who have been subscribers since the first number was published. It also goes to those who have not felt it a duty to subscribe to the REVIEW. Will these read it over carefully, decide that it is worthy of their hearty support and begin their subscription with the first number of its 26th year—June.

Send your order to the EDUCATIONAL REVIEW, St. John, N. B.

### A Great Opportunity for Students.

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

DEAR SIR:—Last night I received from Mr. C. H. Cahan, K. C., of Montreal, the offer of a grand scholarship of \$100 to be awarded to the student who makes the best record at the Summer School of Science at Yarmouth. This the best prize ever offered at the School, and it ought to bring the best teachers of the provinces into the competition. It was noticeable at Fredericton that the leading teachers of New Brunswick were taking an active part in the courses and at the examinations. The list of scholarships given below shows the interest that public-spirited men are taking in the teachers.

It occurred to me that possibly I may have omitted some of the scholarships promised to the school from the list I had on hand. To give a chance to donors and solicitors to make the necessary correction, I affix the list as I have it to-day. If I have omitted any, I shall be glad to have the omission brought to my notice, so that I

may make public correction in the REVIEW and the public press, and add the old to the new which will follow. The following is the list of donors, the number of scholarships each contributed, with the value of each, and the solicitors, whom I ask to help me get a correct list:

DONOR.	No.	Value of Each.	SOLICITOR.
C. H. Cahan.....	1	\$100	.....
Citizens of Yarmouth.....	20	20	.....
Friends of the School.....	10	10	.....
Hon. R. L. Borden.....	2	20	.....
Hon. G. H. Murray.....	1	10	.....
Robert Irwin, M.P.P.....	1	10	Miss Elvah Thomas
Smith Nickerson, M.P.P.....	1	10	"
F. B. McCurdy, M.P.....	2	10	"
Hon. Sir Frederick Borden..	1	20	Mrs. N. E. Davison
W. H. Chase, Esq.....	2	10	"
St. John Globe.....	1	20	T. B. Kidner
Miss Hewitt.....	1	10	Miss Hewitt
The Hon. J. D. Hazen.....	1	20	Miss Babbitt
Senator Geo. T. Baird.....	1	10	Mrs. Carvell
J. Fletcher Tweedale, M.P.P..	1	10	"
Donald Fraser, Esq., jr.....	1	20	"
J. L. White, Esq.....	1	10	"
J. J. Schofield, Esq., N. Y....	2	10	Miss Mullins
D. Nicolson, M.P.....	1	10	J. D. Seaman
James W. Richards, M.P.....	2	10	"
Senator Yeo.....	2	10	"
Hon. W. S. Stewart.....	1	10	"
Dr. J. McNichol.....	1	20	Miss Eddy
Educational Review.....	1	20	Dr. Hay
E. K. Spinney, Esq.....	1	20	.....
Halifax Herald.....	1	20	.....
R. H. Kennedy, M.P.P.....	1	10	.....
James C. Tory, M.P.P.....	1	10	.....
J. L. Rawlston, M.P.P.....	1	10	.....
J. W. Margeson, M.P.P.....	1	10	.....
Town of Parrsboro.....	1	10	.....
Town of Annapolis Royal....	1	10	.....
Town of Liverpool.....	1	10	.....
Prof. L. A. DeWolfe.....	1	10	.....

You will note that there are in the list above:

One scholarship valued at.....	\$100
Thirty scholarships, each valued at.....	20
Thirty-seven scholarships, each valued at.....	10
a total of SIXTY-EIGHT scholarships, with a value of.....	\$1070

Very truly yours,

S. A. STARRATT.

Roxbury, Mass, April 28th, 1912.

You are one in a little over seven millions of population and yet you can do your share in building our young Canada. If you are a pupil in school learn to be obedient; do the work of today thoroughly; be helpful to others.

Owing to the pressure of other matter, answers to questions in the "REVIEW's Question Box," are held over for this month.

Congratulations to the Halifax Ladies' College, which this year celebrates its twenty-fifth anniversary. *Vivat.*

**Nova Scotia School Report.**

The report of Dr. A. H. MacKay, Superintendent of Education for Nova Scotia, is a document covering more than four hundred pages, in which is found the educational history of the province, for the year ending 31st July, 1912. The portion of the report dealing with technical education is especially interesting and complete, giving not only what has been done in Nova Scotia in this direction but with impressions of technical schools abroad,—in Great Britain, France, Germany, Switzerland, by Principal F. H. Sexton, the director of technical education in the province. Principal Sexton had the privilege last year of accompanying the Canadian Royal Commission on its tour through these countries and has evidently observed to some purpose. His report is a valuable contribution to the work on industrial and technical training that has been so effectively begun in Nova Scotia.

There was an enrolment during the year of 102,910 pupils in the public schools an increase of 875 over the previous year. The attendance at the technical and special schools was 2,476, an increase of 1,045 over last year, or a total attendance of 105,386 in all public schools. The amount voted by the people for school purposes was \$804,125, an increase of \$43,112 over the previous year. The number of vacant schools was less than for many years, and the normal trained teachers employed was 1,215, an increase of 118 over 1910. The provincial aid to teachers increased from \$220,870 to \$226,389 and the annuities to teachers from \$6,555 to \$6,935. There were 2,639 schools in session, sixty more than the past year, and by far the greatest number in the history of the province. The percentage daily present of the annual enrolment of pupils was 64.3 but the percentage on the roll during the quarter in daily attendance was 68.1. In the county academies the two percentages were respectively 76.7 and 83.8. Dr. MacKay says: "Were the percentage on the roll in attendance calculated for each month, or each week, as it is done in some countries, it would show a correspondingly higher rate of regularity of attendance." Some uniform method of computing averages is required to make possible a comparison of statistics in different countries.

Dr. MacKay regrets that the salaries paid to teachers has advanced but slightly, and in some sections it is even lower than last year. Yet there is an excess of teachers in the province.

**Prince Edward Island School Report.**

The annual report of the Chief Superintendent of Schools of Prince Edward Island, Dr. Alexander Anderson, is published for the year ending 30th September, 1911. After a long and honorable service in the schools of the province, Dr. Anderson has resigned the position of superintendent, and Mr. R. H. Campbell, B. A., appointed in his place. He is well qualified for the position having had a successful career as teacher in the schools of Prince Edward Island.

Dr. Anderson, in resigning his office, refers to two urgent needs,—higher salaries for teachers and a re-arrangement of school districts. Such a reform, he is confident, would begin a new era of educational progress for the Island.

The number of pupils enrolled for the year ending 30th September last, was 17,397, a decrease of 535 from the previous year, and the percentage of attendance was 60.4, a decrease of 4.2. The decrease was observable in every county and may be partly accounted for by sickness, but, says the superintendent, "I attribute it mainly to the depletion of the ranks of our best teachers during the past two or three years, and filling the places, thus left vacant, with young and inexperienced teachers whose aspirations are not concentrated on their work and their pupils, and who are not calculated, either by character or equipment, to attract their scholars and inspire them with a love for their school or enthusiasm in its work."

**CANADA'S CAPITAL.**

Where are the political affairs of our great country transacted? This is a question which should interest everyone; as we all know, the answer is Ottawa, that beautiful city situated on the Ottawa river, opposite to the city of Hull.

But Ottawa has not always been the capital. The first capital of the United Canadas was Kingston, chosen by Lord Sydenham, in 1841. In 1843 it was decided to remove the government seat to Montreal, which was more centrally located and better able to support the dignity of a capital. However, owing to the disturbance occurring there, caused by the passing of the Rebellion Losses Act in 1849, when the Parliament Buildings were destroyed by fire and a valuable library of historical records lost, the seat of government was again changed, this time to be established alternately between Quebec and Toronto in order to satisfy the rival claims of both sections.

This troublesome and expensive custom of changing the capital every four years pleased no one, but, as the Government could not agree, Queen Victoria was asked to decide, and in 1858 she named Ottawa.

The supporters of the other rival cities were disappointed, and put forth a resolution in the assembly disapproving of the choice, but it was put down.

The Parliament Buildings at Ottawa were completed in 1866, and ever since it has been the capital, it being a place well situated for the political affairs of our Dominion to be carried out.—*Ex.*

### The Flowers of Early Spring.

May is the month for early spring flowers. The weather was so cold in April that only a few flowers appeared and these were found chiefly on trees and shrubs—the alder, birch, willow, maple and others. In May the coltsfoot, mayflower, hepatica, fawn-lily (adder's-tongue) spring beauty, violets and others which are the best prized flower treasures of the year, may be found on sheltered hillsides facing the sun, and other haunts so well known to the children of the neighborhood. If the teacher is a stranger to the locality, let her put herself under the guidance of the children who know so well the chosen places where their treasures may be found.

Make a flower calendar and keep a record of the date of finding each plant in bloom with the name of the finder. If any of these plants are unknown to you, send specimens to the REVIEW or to some other friend who will be glad to tell you the names. Keep a bouquet or two of these brave early bloomers in water in the schoolroom for study, where all may see and enjoy them. But remember to leave plenty of them in the haunts where they love best to stay and where other people may see and enjoy them and children may continue to find them in seasons to come. Pick the flowers gently, being careful to disturb as little as possible the roots or other growing parts.

Everybody knows the trilliums—the painted trillium and the purple trillium or birth-root; but the nodding trillium or wake-robin is not so common. It is usually found on low grounds along streams as the freshet becomes lower. Its flower nods or is bent over under one of the leaves or between two leaves. A name that will apply to all the trilliums is the Trinity flower, because

the leaves and parts of the flower are in threes, except the stamens which are twice three, and one pistil with its three cavities in which the seeds are ripened.

Another beautiful flower of spring time is sanguinaria or blood-root, so called because of the red juice that oozes out from its underground stem when cut or bruised. It may be looked for in rich, open woods. The flower rises gradually from the ground through the tightly twisted leaf in which the bud has been protected through the winter.

The dandelion, mayflower, violets and fawn lily are too well known to need any description here. Read the descriptions that the poets have given these early spring flowers in "Thoughts and Flowers for Empire Day" on another page.

### The School Spring.

ALEXANDER LOUIS FRASER, Great Village, N. S.

The City's brow was fever-hot!  
I heard the home-call loud and clear;  
Toil's respite won, I quickly sought  
Haunts,—none to me so dear.

A friend was there from far Cathay:  
In youth our homes were side by side,  
So 'mong old scenes we made our way  
With mem'r'y for a guide.

Saw fields, (where oft, till eve's dew wet  
The grass, we played) the fir-clad hill,  
The hazel grove, the brook that yet  
Sings by the moss-crowned mill.

Then in the low school-house we read—  
Carved in the desks by restless hands—  
Names of our early friends, long dead,  
Or far in other lands.

Beside the spring, beneath the bank,  
Where beechen boughs still hold their shade,  
Where Youth's sweet, rosy lips oft drank,  
A fitting halt we made.

We stretched our limbs upon the grass  
And thought of vanished faces—then  
A lusty lad and lovely lass  
Went swinging by, as when.

In care-free days unto the wind  
We gave our voices in the shout  
Of children, once more unconfined—  
Glad that the school was out!

Then as we did in long ago,  
Upon the oft-pressed stone we knelt,  
We drank, and as we rose to go,  
A kindly kiss we felt!

### Flower Emblems.

The custom of adopting a flower or plant as a national emblem is an old one. In England the rose has long been the national plant, in Scotland the thistle, in Ireland the shamrock. In France it is the fleur-de-lis or Iris (a relative of our blue flag), a very ancient emblem. In America the custom of adopting plant emblems is growing. Many states have their floral or plant emblems. Maine, for instance, is known as the Pine-tree state, because of its choice of that tree for an emblem. In Ontario it is the maple, and by common consent the maple leaf has become the emblem of Canada.

Nova Scotia's emblem is the mayflower or trailing arbutus (*Epigæa repens*), established, if we mistake not, by a recent legal enactment in view of the fact that Massachusetts, on account of her puritan ancestry, was about to lay claim to it as the emblematic flower of that state. But be it known, Massachusetts, that the mayflower of the Puritans was not the *Epigæa* but very probably the hawthorn which is known in England as the may or mayflower.

New Brunswick also had designs on the mayflower, but has relinquished her claim, as unquestionably the emblem, both by tradition and legal enactment, belongs to Nova Scotia. New Brunswick has no plant emblem without it is the spruce tree, which is so abundant that the province has sometimes been called the "Spruce Country." The spruce would do very well for a commercial and industrial emblem, but some flower is needed that will entwine itself about the hearts of children and grown people, which they can gather, and whose delicious fragrance they may enjoy. A few years ago the Review proposed that the Twin-flower (*Linnæa borealis*) be adopted as the floral emblem of New Brunswick. It has a mark of distinction in that it was named after the great Swedish naturalist, Linnæus, the "Father of Botany" with whom it was a great favorite, and it is a great favorite with everyone who has seen its vines trailing in the moss by the wayside or in the woods and has enjoyed the spicy fragrance of its pink-bell shaped flowers in the cool woods during July and August.

But we will let the late Dr. T. H. Rand, who for many years spent his summers at Partridge Island, Nova Scotia, speak in exquisite poetry and prose for the flower.

### The Twin Flower.

BY THEODORE HARDING RAND.

When a child I saw thee  
In the wooded dells,  
Saw thy beryl bells  
Swinging, swinging to the notes of morning thrush;  
Wonder, wonder filled me  
As the night that hovers  
In thy fir tree covers  
Answered, answered quick with hyaline ablush.

Dreamed and dreamed I often  
Of the beryl bells  
In the wooded dells  
Swaying, swaying to the echo of thy name;  
Felt life's hardness soften  
In the light elysian  
Of the youthful vision—  
Woodsy darkness all ablush for very shame.

Ah, to-day I saw thee  
In the wooded dells,  
Saw the beryl bells  
Glowing, glowing to the thrush's even song,  
Sung from fir spire sweetly;  
And I wonder, wonder  
That from thee asunder  
Yearful, yearful life has holden me so long.

Dawn and sunset flower  
By the firs and fells  
In the wooded dells  
Twinning, twinning by the glow of vested flame,  
Lights of morn and even hour,  
Know the Night that hovers  
'Neath the daisy covers,  
Rose of Sharon ever blushes with its fame!

The Twin Flower is a slender, creeping and trailing little evergreen, with round-oval leaves, and forked threadlike uprights, each bearing a delicate and nodding flower that trembles to the slightest airs. These flower-bells are pink in color, as pure as that of the pink beryl gem—as that of a windy dawn or sunset at Minas Basin; and it is no poetic license to say that the atmosphere of the dusky woods where the flower grows in matted plots takes the beautiful hue of the flower—"hyaline ablush." It is to me the most graceful and spiritual of all wild flowers—so delicate in tint and form and motion; and its tangle of small bells seems ready to break at any moment into heavenly chiming. Its fragrance is not less delicate and charming than are its color and form.

\* \* \* \* \*

"Tell us the occasion of the poem—how you came to write it, etc. That is what interests." I imagine that is what you are saying, with some impatience. I wonder what the dear flower in its blush of beauty would say, if it heard that it reads itself out, the sweetest of poems, without note or comment. Mine pales beside it, but the occasion and meaning are open to the eye of any sympathetic reader. A man whose

head is showing silver streaks, and whose life has been consumed of strenuous practical affairs, finds himself in the sweet woods, where, as a child, he loved to roam, and where he first came upon the Twin Flower. Here, after so many years, he again sees it in all the glory of its sweet being, and his spirit glows with emotion at the sight. He had never forgotten the first meeting with it—how could he? The morning thrush was singing then; the evening thrush is singing now. It was his life's day-dawn then; it is nearing his life's sunset now. In the pure pink of one of the uplifted bells he sees the dawn, in the pure pink of its twin bell he sees the sunset—"lights of morn and even hour." In the hush of this glowing silence of beauty, he does not fear the night that is to follow the near setting of life's sun. Nay! The joy of his faith takes voice, and he tells the beautiful flower the rosy message of divine love which he cannot stay in his own breast."

### Digby and Annapolis Teachers' Institute.

The Teachers of Digby and Annapolis counties held their twenty-ninth session in the Consolidated school building, Middleton, April 3rd and 4th. There were one hundred and five teachers enrolled. On Tuesday evening a reception was held in honor of the visiting teachers. Wednesday morning session began with a lesson on Commercial Geography by Principal W. K. Tibert of Bear River. He first drew from his pupils the products of Nova Scotia and the markets to which the surplus might be exported. After tracing on the map, the course of a cargo to those markets, the geography of that country was studied in order to know the cargo for the return trip. The subject of winds and currents was also introduced.

Following this lesson came an interesting paper by Principal O. McN. Martin of Annapolis. The writer treated the subject of Ethics under two general headings, Ethics in the Teaching Profession and Teachers' Ethics. The paper was well received and some parts elicited considerable discussion from different view points.

Then followed a lesson on some Mathematical Formulae by Miss Jessie R. Bowlby of Central Clarence. By skilful questioning, and by means of cardboard models the pupils were led to understand and derive the rules for finding the areas of triangles, parallelograms, trapeziums, circles, etc. This lesson received favorable comment.

Wednesday afternoon session began with a lesson on The Union Jack by Miss Mary Palfrey of Bridgetown. Some fundamental thoughts on government were first introduced and then, after explaining and illustrating the three crosses, the pupils were shown how they were combined to form our Union Jack. Some pleasing moral lessons were also drawn from the different colors of the flag.

Next came a nature lesson—"Tell Tale Tracks," by Miss M. A. Dexter of Lawrencetown. It was a practical illustration of the purposes a nature lesson can be made to serve when the teacher is a student of nature. The tracks as left in the snow by rabbits, squirrels, weasels, etc., were drawn and from these, many interesting facts regarding these animals, as observed by the pupils, were elicited.

Miss H. M. Chute of Weymouth, followed with a lesson on Comparison of Adjectives, also a practical lesson.

Wednesday evening session was devoted in part to the

discussion of questions presented by the teachers through the "question box." Then followed an interesting paper on The Moral and Intellectual Benefits of Mechanical Science by Mr. C. L. Wood. Principal E. J. Whitman read a scholarly paper on The Teacher out of School. (This paper will be found on another page of this issue of the REVIEW.) Miss Harper of the Provincial Normal College then addressed the Institute and made an earnest plea for the teaching of music in the public schools. Professor Connolly followed with remarks along the same line.

Thursday morning's session opened with a nature lesson on The Sugar Cane by Miss H. P. McMurtery, presented in a pleasing style. Miss McMurtery held the undivided attention of her class throughout the lesson.

Miss Smith of the Normal College then gave a short address on teaching drawing, after which the program was brought to a close by Principal Ruggles of Middleton, with an illustrative talk on some methods of making home made apparatus for teaching physics.

Dr. J. B. Hall addressed the Institute on the importance of beautifying the school grounds and preparing children to do work which would be an improvement on that of their forefathers.

Mr. A. D. Brown also spoke briefly.

Then followed the appointment of officers.

The Institute was a great success in point of interest as well as numbers. The meetings were well conducted; the easy tact and good judgment exercised by the President, Inspector Morse, contributing much to the success of the gathering.—*Com.*

"See, Grandpapa, my flower!" she cried;

"I found it in the grasses!"

And with a kindly smile the Sage  
Surveyed it through his glasses.

"Ah yes," he said, "involucrate,  
And all the florets ligulate.

Corolla gamopetalous,—

Compositæ—exogenous—

A pretty specimen it is—

Taraxacum dens-leonis!"

She took the blossom back again,

His face her wistful eye on

"I thought," she said with quivering lip,

"It was a dandelion!"

—Margaret Johnson in *St. Nicholas*.

Here in the country's heart

Where the grass is green,

Life is the same sweet life

As it e'er hath been.

Trust in a God still lives,

And the bell at morn

Floats with a thought of God

O'er the rising corn.

God comes down in the rain,

And the crop grows tall—

This is the country faith,

And the best of all.—Norman Gale.

## The Teacher out of School.

By E. J. WHITMAN.

Read at the Teachers' Institute, Middleton, N. S., April 3.

Many teachers appear to think that the time spent in the class room is all that is necessary to be given for the salary received. If this is all that any teacher intends to perform, the sooner he changes his condition, the better for him and the school. Any person who enters the schoolroom should be willing and desirous to fit himself for the work to be done or not enter it at all. He must make adequate daily preparation. There is always enough to annoy a teacher in the daily routine without his having to puzzle over the subject matter to be taught. A teacher who prepares his work has a confidence in himself that inspires confidence in the scholars. Let a teacher show that he is bothered or worried and his cause is very much hindered.

Many teachers are obliged to study because they took up the work of teaching without being properly prepared. They were satisfied to make merely a pass mark at the Provincial examinations, and, consequently, if they expect to succeed at all, a great deal of studying must be done at home. This work unduly tires the teacher, and, perhaps, leads to a nervous break-down. Thorough preparation should be made before taking up the work of teaching. After that the chief concern will be about the manner of presenting the subjects. He can then find time for the other duties of a school teacher, one of which is to do a certain amount of reading on subjects not specially connected with his daily program.

Unless the teacher reads widely, he is not competent to direct the scholars to the best articles in literature, in poetry, prose, or fiction. Since there is so much that is far from uplifting in fiction the teacher should be able to direct the scholars to the works of really great merit, such as those of Scott and Dickens. He should be prepared to select the proper books for a school library. He should read the latest scientific articles, and should place them within the reach of all scholars capable of understanding them. Disregarding the good effect on the scholars of extensive reading on the part of the teacher, he himself will derive immense benefit, gaining greater freedom and power in every social or public gathering.

The teacher should find time to visit the homes of the people in the community. He can thus get a good idea of the needs of the children, of the conditions of their home life. Thus his sympathies will be enkindled toward some children whom he could not like nor understand previously. The scholars will feel that the teacher is interested in their welfare, and a better feeling is sure to be established. He can often obtain the sympathy and co-operation of parents who hitherto had opposed his work in the section.

Every country community should have some kind of an organization for mutual improvement. The teacher should encourage and assist any such movement, and where no such organization exists, he should use his influence to bring it about. Let him encourage the boys and the girls to take some part in the debates and the readings, to discuss current events, and to understand how to preside over public assemblies. Many a bookworm, who can make a grand showing at the examinations, is of little use when appearing before an audience, and this diffidence is often due to lack

of training. At such gatherings as I have mentioned many a youth has found himself, realized his powers, and proceeded to develop them.

It is necessary for every teacher to spend some time in recreation. It is a great mistake to apply oneself so closely to the work that nerves are wrecked and health permanently impaired. The teacher should engage in the sports of the boys, or in some out-of-door games. He needs to forget for a short time, at least, the worries and difficulties in connection with his daily work. Such recreation is like oil applied to machinery or like the farmer stopping to sharpen his dull tool. It will pay because of the better work that can be done.

Many teachers burden themselves with too much work out of school hours. Not satisfied with the money they get from teaching, they try to supplement it in some way by working after hours. Now the work of the school teacher is always taxing enough on his powers without additional work. If he uses up his nervous energy in other business, he is not in a position to do justice to his school. It is true that the teacher often draws scarcely a living wage, but it is always true that the conscientious, earnest teacher is bound to rise. In this profession, as in other professions, "there is always room at the top."

If a teacher's example does not harmonize with his precepts, those precepts can be of little use. For example, every teacher is required to teach that the use of tobacco and intoxicating liquors is injurious to health. Of what use are such teachings on a scholar who afterwards meets his teacher with a cigar in his mouth, or with the smell of whiskey on his breath?

The teacher who would lead his scholars to be courteous must be courteous himself. Courtesy is one of the most important qualifications for a teacher or for any one else. No teacher is fit for his position who will allow the trials of the school room to rob him of his politeness. He will gain nothing by a boisterous, rude manner. If he cannot be a gentleman and teach school he had better leave the profession. The best way to acquire politeness for the schoolroom is to invariably practise it out of the schoolroom. There can be no doubt that the greatest gentleman that ever walked the earth was the Saviour of men, and that the teacher who is trying to live according to the principles that He laid down will be the nearest to a true gentleman.

The teacher must not be unmindful of his personal appearance. Neatness is an important qualification. It is not essential that he should wear very expensive clothing and especially should he be careful not to dress after the manner of the dude. He should impress upon the children the fact that their prospects for a successful career will be greatly enhanced if they are careful of their personal appearance.

The teacher when out of school and mingling with the boys should watch their conversation, and always show his displeasure over any obscene or improper language.

I know of a teacher in a western town who was naturally a good instructor, but he was not a success. Parents complained because he spent so much time in the pool room and in gambling, and that he was addicted to the use of tobacco and liquor. They found that their children were contracting the same habits, and were holding the teacher up as their example.

There are many good people who can see no harm in dancing

or card playing, while many others think that great harm may result. A teacher in a community thus divided in opinion will do well to abstain from these amusements. His example will have a good effect on the children. As far as I have been able to observe, these games soon become so fascinating that the children care for little else. Games that are really educative, and there are many such, become distasteful. The children cease to give proper preparation to their school lessons, and come to school listless, and with little energy for their daily tasks.

In nearly all towns, there is opportunity to attend plays, magic lantern shows, moving picture shows, or similar gatherings. The teacher should ascertain, if possible, the nature of such entertainments, and not attend any of a questionable nature. He should himself attend, and encourage the children to attend, any gatherings that are at the same time interesting, instructive and morally uplifting.

Education is an all-round development—mental, moral and spiritual. Too often only the mental aspect of the subject is attended to by teachers, and the moral and spiritual is neglected. Carlisle says, "What our country needs is not so much people of keener intellects, but men and women, who are the soul of honor and uprightness." Let the teacher's character measure up to this standard and our boys and girls can be safely entrusted to their care.

The cheery "Good morning" and the pleasant "Good evening" between teachers and scholars must never be omitted. If boys and girls feel that these greetings are genuine, much has been accomplished by way of establishing confidence and friendship.

"'Tis the human touch in this world that counts—  
The touch of your hand and mine.  
That means much more to the fainting heart  
Than shelter, or bread, or wine.  
For shelter is gone when the night is o'er  
And bread lasts but for a day,  
But the sound of the voice, and the touch of the hand  
Live on in the soul always."

He who loves the best his fellow-man  
Is loving God the holiest way he can.

Anemone, so well  
Named of the wind, to which thou art all free.  
—George MacDonald.

There remains one enemy to be encountered—the indifference of men in general, and even of very good men, to the duty of helping those who have yielded to the temptation of drink.—*Archbishop of Canterbury.*

When beechen buds begin to swell,  
And woods the bluebird's warble know,  
The yellow violet's modest bell  
Peeps from the last year's leaves below.  
—Wm. C. Bryant.

### Thoughts and Flowers for Empire Day.

The golden fields are waving,  
The sun sets golden red.  
A sleeping empire's waking,  
An empire's day is breaking,  
A maiden empire's making  
A mother empire's bread. —Cy Warman

The violet in her greenwood bower,  
Where birchen boughs with hazels mingle,  
May boast itself the fairest flower  
In glen or copse or forest dingle.  
—Walter Scott.

One fleet shall make our union strong;  
Our sons shall not be slaves,  
In distant lands, bursts forth the song,  
"Britannia rules the waves." —Myles B. Foster.

There are many things left for May, but nothing fairer if as fair, as the first flower, the hepatica. I find that I have never admired this little firstling half enough. When at the maturity of its charms, it is certainly the gem of the woods. What an individuality it has! No two clusters alike; all shades and sizes; some are snow-white, some pale pink, with just a tinge of violet; some deep purple, others the purest blue, others blue touched with lilac.—*John Burroughs*

Here's to the land of the rock and the pine;  
Here's to the land of the raft and the river!  
Here's to the land where the sunbeams shine,  
And the night that is bright with the North-lights  
quiver! —William Wye Smith.

When April steps aside for May,  
Like diamonds all the raindrops glisten;  
Fresh violets open every day;  
To some new bird each hour we listen.—*Selected*

Our country is that spot to which our heart is bound.  
—Voltaire.

Sweet May has come to love us,  
Flowers, trees, their blossoms don;  
And through the blue heavens above us  
The very clouds move on. —Heine

We love those far-off ocean isles,  
Where Britain's monarch reigns;  
We'll ne'er forget the good old blood  
That courses through our veins;  
Proud Scotia's fame, old Erin's name;  
And haughty Albion's powers,  
Reflect their matchless lustre on  
This Canada of ours. —Sir James Edgar.

The country ever has a lagging spring,  
Waiting for May to call its violets forth.—*Bryant.*

A power which has dotted over the surface of the whole globe with her possessions and her military posts, whose morning drum-beat following the sun, and keeping company with the hours, circles the earth with one continuous and unbroken strain of the martial airs of England.

—*Daniel Webster.*

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 blossoming vines  
Lifted their 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.

—*THE MAYFLOWER: J. G. Whittier.*

Here in Canadian hearth, and home, and name,—  
This name which yet shall grow  
Till all the nations know  
Us for a patriot people, heart and hand  
Loyal to our native earth, our own Canadian land!

—*Chas. G. D. Roberts.*

A pure large flower of simple mold,  
And touched with soft peculiar bloom,  
Its petals faint with strange perfume,  
And in their midst a disk of gold.

—*BLOODROOT: Elaine Goodale.*

Thou canst not to thy place by accident;  
It is the very place God meant for thee.

—*Trench.*

Now about the rugged places  
And along the ruined way,  
Light and free in sudden graces  
Comes the careless tread of May—  
Born of tempest, wrought in power,  
Stirred by sudden hope and fear,  
You may find a mystic flower  
In the spring-time of the year!

—*TRILLIUM: Dora Read Goodale.*

Happy is he who has learned this one thing—to do the plain duty of the moment quickly and cheerfully, whatever it may be.

Dear common flower, that growest beside the way,  
Fringing the dusty road with harmless gold,  
First pledge of blithesome May,  
Which children pluck, and, full of pride, uphold,  
High-hearted buccaneers, o'erjoyed that they  
An Eldorado in the grass have found,  
Which not the rich earth's ample round  
May match in wealth—thou art more dear to me  
Than all the prouder summer blooms may be.

—*THE DANDELION: James R. Lowell.*

### Britannia's Hymn.

Thou who rulest Earth and Heaven,  
Bidding kingdoms fall or rise,  
Of Thy grace direct my footsteps.  
Be as light unto mine eyes,  
Of Thy bounty smile in blessing,  
Of Thy mercy spare the frown,  
At Thy feet, O Wondrous Spirit!  
Lay I shield and trident down.

Countless as the stars at midnight  
Or the pebbles by the sea,  
Are the children Thou has given  
Of Thy favor, Lord, to me.  
Where the palms afford them shadow,  
Where the pines afford them fire,  
For my cause they fashion armor,  
In my praise they sound the lyre  
Like the murmur of the forest  
When the winds of autumn sweep,  
Or the endless solemn thunder  
Of a never-resting deep—  
Yea, more wondrous and o'erwhelming,  
Infinitely more sublime  
Are the sound waves of their voices  
Pealing on the sands of time.

I behold a wondrous vision  
Going ever on before,  
And its promises and blessings  
Broaden, brighten more and more.  
There the sun forever riseth  
While it ever goeth down,  
Justice lifteth righteous balance,  
Mercy weareth laurel crown.

"Hail to Justice! Hail to Mercy!"  
Sing my songs with one accord,  
"Alleluia! Alleluia!  
Alleluia! praise the Lord."

Touch, with flame from off Thine altar,  
Patriot tongues and bid them say,  
"Wake to wisdom, O ye people!  
Lest the vision fade away."

—*Frederick J. Johnston-Smith, in Portsmouth News.*

### Mottoes for Blackboard Decoration.

Fear God; honour the King.

The country is greater than party.

May the silken cord of love bind our Empire closer together

One flag, one land, one heart, one hand,  
One nation, evermore!

Glorious flag—red, white and blue,  
Bright emblem of the pure and true.

Such is the patriot's boast where'er he roam,  
His first best country ever is his home.

"The Maple Leaf Forever" entwined in a wreath of red maple leaves.

The Dominion and Provincial coats of arms in colour.



## Canada.

The lands of our fair Dominion  
 Are stretched out far and wide,  
 From where the wide Atlantic rolls  
 To the calm Pacific side.  
 And the sons of all the cities,  
 And the sons of all the plains  
 Are doing their best  
 From East to West  
 To further the Country's gains.  
 Thousands are coming across the sea  
 To prairie, ranch and town,  
 Making us look away ahead  
 To a country of great renown.  
 They are people of every nation,  
 And have energy, never to lag,  
 They have come to stay  
 And to pave the way  
 For the power of the dear old Flag.  
 There is work for the masses of unemployed  
 That come from other lands,  
 There are none out of work in Canada  
 If they choose to use their hands.  
 This is the Land of the Future,  
 And every tongue shall sing  
 Of "The Golden Sheaf, and the Maple Leaf,"  
 And Loyalty to the King!  
 There are people of every nation—  
 English and Scot and Jew,  
 Irish and Welsh and Doukhorbor,  
 German and Austrian, too.  
 But this is a nation all its own,  
 And one day will change the score;  
 They all will claim  
 The same good name,  
 Canadian !! evermore.

—Nina A. Flower, in *Canada Monthly*

Surely Canada, after five and forty years, has enough gumption to fly a flag of her own that, without ceasing to be British, will be distinctively Canadian. Why can't we do what Australia has long since done? I ask nothing elaborate, boys—just something Canadian. Take the Union Jack. Add to it the red ensign. Dynamite out of the lower, right hand corner of the ensign that curious zoo-menagerie we call our coat of arms. Rivet into the vacant space, so tightly that no power can ever remove it, a big, green maple leaf. And let that flag fly to all the four winds of heaven, wherever Canadians are gathered, wherever Canadian homes are built upon Canadian soil, and wherever Canadian keels cut the waters of the seven seas.—*The Canuck*.

And let the curvings of the rock maple leaf be conventionalized, not the sharper outlines of the red maple.

## Canadian Streams.

O rivers rolling to the sea  
 From lands that bear the maple tree,  
 How swell your voices with the strain,  
 O loyalty and liberty!

O holy music heard in vain  
 By coward heart and sordid brain,  
 To whom this strenuous being seems  
 Naught but a greedy race for gain.

O unsung streams—not splendid themes  
 Ye lack to fire your patriot dreams!  
 Annals of glory gild your waves,  
 Hope freights your tides, Canadian streams!

St. Lawrence, whose wide water laves  
 The shores that ne'er have nourished slaves!  
 Swift Richelieu of lilyed fame!  
 Niagara of glorious graves!

Thy rapids, Ottawa, proclaim  
 Where Daulac and his heroes came!  
 Thy tides, St. John, declare LaTour  
 And, later, many a loyal name!

Thou inland stream whose vales, secure  
 From storm, Tecumseh's death made poor;  
 And thou small water, red with war,  
 'Twixt Beaubasin and Beausejour!

Dread Saguenay, where eagles soar,  
 What voice shall from the bastioned shore  
 The tale of Roberval reveal,  
 Or his mysterious fate deplore!

Annapolis, do thy floods yet feel  
 Faint memories of Champlain's keel;  
 Thy pulses yet the deeds repeat  
 Of Poutrincourt and D'Iberville?

And thou, far tide, whose plains now beat  
 With march of myriad westering feet,  
 Saskatchewan, whose virgin sod  
 So late Canadian blood made sweet.

Your bulwark hills, your valleys broad,  
 Streams where De Saſaberry trod,  
 Where Wolfe achieved, where Brock was slain—  
 Their voices are the voice of God!

O sacred waters! not in vain  
 Across Canadian height and plain  
 Ye sound as in triumphant tone  
 The summons of your high refrain.

—Charles G. D. Roberts.

Dr. Thos. O'Hagan, editor of the *New World*, of Chicago, in a recent Dickens centenary address in Toronto, paid this tribute to Canada: He believed that in it was to be found the sweetest and most wholesome life in the world. To preserve this is worth our supreme efforts.

**"There's Something in the English After All."**

I've been meditating lately that, when everything is told,  
There's something in the English after all;  
They may be bent on conquest, and too eager after gold,  
But there's something in the English after all.  
Though their sins and faults are many, and I won't exhaust  
my breath  
By endeavoring to tell you of them all,  
Yet they have a sense of duty and they'll face it to the death,  
So there's something in the English after all.

If you're wounded by a savage foe and bugles sound "Retire,"  
There's something in the English after all;  
You may bet your life they'll carry you beyond the zone of  
fire;  
For there's something in the English after all.  
Yes, although their guns be empty, and their blood be ebbing  
fast,  
And to stay by wounded comrades be to fall,  
Yet they'll set their teeth like bulldogs and protect you to  
the last,  
Or they'll die like English soldiers, after all.

When a British ship is lost at sea, oh, then I know you'll find  
That there's something in the English after all.  
There's no panic rush for safety, where the weak are left  
behind,  
For there's something in the English after all;  
But the women and the children are the first to leave the  
wreck,  
With the men in line as steady as a wall,  
And the captain is the last to stand upon the reeling deck,  
So there's something in the English after all.

Though half of Europe hates them and would joy in their  
decline,  
Yet, there's something in the English after all.  
They may scorn the scanty numbers of the thin red British  
line,  
Yet they fear its lean battalions after all.  
For they know that from the colonel to the drummer in the  
band  
There is not a single soldier in them all  
But would go to blind destruction were their country to  
command,  
And call it only duty—after all.—*Boston Transcript.*

**Flag Raising.**

A correspondent asks for a programme of a  
Flag Raising. One was given in the REVIEW for  
December, 1907, and its main features are  
reproduced here for the convenience of the  
subscriber and others.

1. Assembling of officials (trustees and others) military  
(or cadets) and schools.

2. Preparation for raising the flag—a Union Jack or  
Canadian ensign; the pupil who has made the highest marks  
during the past year or term, or the choice of the school by  
the teacher or by vote to act as leader. He takes his place  
near the flag staff facing the school, and raising the flag to  
the top of the pole, where the pupils salute it by raising the  
right hand to the forehead.

3. A cheer for the flag.
4. Chorus—Rule Britannia.
5. Address—One Flag, One Empire, One King.
6. Song—The Red, White and Blue.
7. Recitation of some poem or essay on some patriotic  
subject.
8. Song—The Maple Leaf.
9. Address on the Empire by some leading speaker.
10. Singing "God Save the King."
11. Final Salute to the flag (as above).

On every important occasion on which the flag is used by  
the school the essential features of this programme should  
be repeated, viz., the Salute, the Cheer, the singing of "God  
Save the King." This will insure respect for and ease  
and readiness in raising the flag.

Major Geo. W. Stephens, in a recent patriotic  
address before the McGill Science Faculty, said:

The science of citizenship if taught in our schools would  
turn out men and women with patriotic ideals of public duty,  
would make it impossible for unworthy men to reach high  
places.

Without the science of citizenship, we can never attain  
national greatness, provincial importance or civic advance-  
ment.

Perhaps the most important, the most serious and most  
sacred individual public act we have to perform is the casting  
of our vote, yet this act is surrounded in our country with  
conditions which indignify and degrade the act itself.

The polling booths are open from nine to five, so that a  
workingman has to leave his work in working clothes, incur  
the enmity of his foreman and his employer, be encajoled  
and argued into coming against his will and finally casting  
his vote like an automatic without regard to the seriousness  
of the issue or the act.

Contrast this with the Swiss methods, which are the result  
of carefully prepared studies in citizenship—of holding their  
elections on Sunday, when the very day dignifies the act,  
when every man wears his best clothes, is clean and free and  
walks upright like a man to the poll uncoerced.

The place where citizenship should be planted in the heart  
of every boy and girl is at school. There an understanding  
should be born, showing the duties each owes to his neighbor,  
the community he lives in and the country he owes his alle-  
giance to.

**CURRENT EVENTS.**

The minting of Canadian five and ten dollar gold pieces  
will begin at Ottawa this month. They will largely take  
the place of the United States gold coins which have been  
in circulation in Canada to the value of several million dollars.

Shipwrecks and other accidents are seldom mentioned in  
these pages. The most exciting news of the day is omitted  
if it seems to be only of transient or of local interest. Not  
so the wreck of the great steamship Titanic, with the loss of  
two-thirds of her passengers. It is an event of world-wide  
interest, and will take its place in history with the great fire  
of London as a terrible catastrophe which might have been  
avoided had not men chosen to take a needless risk. The  
voyage of the Titanic, if it had been completed in safety,  
would have called for mention; for she was the largest ship  
that had ever attempted to cross the ocean. No expense  
had been spared in her construction and she was supposed

to be unsinkable, yet lifeboats were provided because the law required them, but only so many as the law required. When the great ship struck an iceberg south of Cape Race, and the walls of her water tight compartments proved to be too weak to stand the pressure, there were but sixteen lifeboats available for over two thousand three hundred persons, and over sixteen hundred lost their lives. Moving stories of heroic deeds are brought by the survivors, most of whom reached New York in safety on board another ship that the wireless telegraph brought to their rescue. The grief and horror of the event will pass away and be forgotten. Its more lasting effect will be to secure from this time forward greater regard for safety than there has been in the past.

Great floods prevail in the lower Mississippi valley, where one hundred and sixty thousand people are driven from their homes and dependent upon the government aid.

The new Campanile at Venice, which has just been completed, is an exact reproduction of the old Campanile that fell in 1902.

The war between Italy and Turkey has made little progress during the month. Italian ships have appeared at the mouth of the Dardanelles, and the straits have been filled with mines by the Turkish authorities. It is said that the Italians are employing Greek sponge divers to set these mines adrift. Meanwhile the efforts of neutral powers to bring about peace negotiations have not yet been successful.

Unrest in northern Africa is spreading. A revolt against French authority has occurred in Fez, but has been suppressed.

Matters in Mexico are much as they were a month ago, many different groups of rebels in different parts of the country acting independently. A threat from the United States government, however, was quickly resented by the government of Mexico; and men of all classes are ready to enroll themselves for defence in case of invasion.

In China, the movement to restore the Emperor, or to place another member of the imperial family on the throne, is apparently gaining strength.

Dr. Grenfell believes that there may be great wealth in the natural resources of Labrador, and that it would be to the advantage of both Newfoundland and Labrador to enter the Canadian Confederation.

The negotiations for a treaty of reciprocity between Canada and the West Indies seem likely to lead to a successful issue.

A Home Rule bill providing for an Irish Parliament which will sit in Dublin has been introduced in the British Parliament. If it passes the House of Commons and fails to pass the House of Lords, as seems probable, it may be two years yet before it becomes law.

### SCHOOL AND COLLEGE.

Dr. Robert Magill, Professor of Economics in Dalhousie University, has been appointed chairman of the Grain Commission which was constituted at the recent session of Parliament. Prof. Magill is a brilliant scholar. He came to Halifax from Ireland as Principal of Pine Hill Presbyterian College and later became Professor in Dalhousie University.

A Manual Training building to be known as the Rhodes Memorial Building, will be erected and presented to Acadia University, Wolfville, N. S., by Mrs. Rhodes, widow of the N. A. Rhodes.

Acadia Seminary was founded in 1862. It will celebrate its jubilee on the 28th of this month. A movement is on foot to erect a Fine Arts building as a memorial to its founders and early workers.

Principal G. N. Belyea, B. A., of the Sussex, N. B., high school has sent in his resignation, to take effect at the close of the present term.

The Cumberland County Teachers' Institute will meet at Amherst on the 21st, 22nd, and 23rd May.

The Educational Institute of New Brunswick, will meet in Fredericton in June. The programme of proceedings will be found on another page.

The Nova Scotia Educational Association will meet in Halifax the last week in August. See advertisement on another page.

Inspector Bruce will visit the schools of Yarmouth County, N. S., during the months of May and June.

It is reported that Lieutenant-Governor Wood of New Brunswick has given \$10,000 to the Mt. Allison University Forward Movement.

The day appointed for Arbor Day in Nova Scotia is the first Friday in May—this year May 3. In New Brunswick the day is selected by the inspectors. Inspectors McLean and Steeves of St. John and King's Counties have chosen Friday, May 10. Inspector Hanson of York County, and Inspector Mersereau of Northumberland, May 17.

J. C. Pincock, M. A., teacher of mathematics in the Moncton High School, has accepted a position in the Winnipeg schools.

C. J. Mersereau, M. A., has resigned his position as Principal of the Chatham, N. B., Grammar School.

The Board of Education of New Brunswick gives a grant of \$30 a year to teachers who attend the Summer School of Science, take the course in school gardening for two years and secure a certificate of competency; provided, of course, they maintain a school garden to the satisfaction of the authorities.

The Ontario legislature has passed an act, called the Adolescent School Attendance Act, compelling the attendance at evening or continuation schools of young persons between the ages of fourteen and seventeen years.

I am a most appreciative reader of the REVIEW. What an educator it would be if it were in every home!—J. F. G.

### RECENT BOOKS.

*Turner's Our Common Friends and Foes* is a collection of original stories, relating to the toad; the quail, the bumblebee, the chickadee, the ant, the cabbage butterfly, the mosquito, and the fly. It is intended for use for supplementary reading in the third and fourth years of school. The stories are pleasantly told in a manner which will attract and hold the interest of young readers. The economic problems relating to the treatment of these familiar friends and foes are well presented. (Cloth; pages 143, price 30 cents; American Book Company, New York; Morang Educational Company, Toronto.)

In *Willis's Elementary Physiology*, the author has endeavored to state the essential facts of physiology in the clearest possible way, and to develop from these facts some practical rules of health. Pains have been taken to explain

fully the action of all important organs, so the most useful rules of hygiene may be clearly understood and applied. As far as possible, technical terms have been omitted; when used at all they are explained where first used. A convenient list of questions is appended to most chapters (Cloth; pages 394, illustrated, price 80 cents. American Book Company, New York. Morang Educational Company, Toronto.)

The general thought underlying the plan of *The Eleanor Smith Music Course—Alternate Book Two*, is that children learn to sing by singing; that musical experience must be the foundation of all study; that a definite plan of leading children to observe and study familiar songs must first of all be established; and that the child should learn to read music, to sing unfamiliar songs by reason of his equipment and study of familiar songs. The book is intended for use in schools where a variety of rote songs and a large amount of imitative singing in connection with sight reading is desired. The songs in the three parts of the book are carefully graded, proceeding from very simple melodies up to more difficult songs to be read at sight or to be learned by rote. (Cloth; pages 160, price 30 cents. American Book Company, New York. Morang Educational Company, Limited, Toronto.)

*The Child's Reader in Verse* by Emma L. Eldredge, has been prepared with a keen sympathy for children and an appreciation of the needs of the primary school. The interesting stories in verse furnish reading lessons which will hold the pupil's attention and which are easily understood. (Cloth; pages 112. The American Book Company, New York; Morang Educational Company, Toronto.)

In Satterly's *Junior Heat* the treatment throughout is of a strictly elementary character. The young student is encouraged to experiment and think for himself. The diagrams are simple and carefully prepared. The use of formulæ which present difficulties to the elementary student are omitted from the earlier chapters of this book. (Cloth; pages 184, price 2s. University Tutorial Press, London.)

*The Palmer Primer* is a very prettily illustrated reader for primary children. It is carefully graded in order to come easily and naturally within the grasp of the ordinary child, and there is an abundance of drill in simple sentences. (Cloth; pages 111. The A. N. Palmer Company, New York.)

A little collection of historical tales, entitled, *Récits Historiques*, contains much to awaken interest in the French language and people. The stories aim to present picturesque incidents or heroic figures to stimulate interest and inspire the young reader to acquire a more complete knowledge of the history of France when the opportunity offers. (Cloth, pages 173, price 45 cents. D. C. Heath & Co., Publishers, Boston.)

A higher course of *Readings and Exercises* is the fifth in a connected series providing a complete course of instruction in French, covering the whole of the school period. The readings for the higher course embrace chapters from the history of France, from 1804 to 1871, and historical fiction relating to the same period. The exercises are designed to give facility in conversation and grammatical accuracy. (Cloth; pages 142, price 2s. Adam and Charles Black, Soho Square, London.)

In *Gardens in Their Seasons*, we have a nature book for boys and girls that will prove a veritable delight in its text

and illustrations. Most of the latter are in colour and are a happy blending of birds and flowers. (Cardboard; pages 64, price 1s, 6d. Adam and Charles Black, Soho Square, London, W.)

*The Children's World* is a fascinating book for children, with beautiful coloured illustrations and delightful stories, suitable for advanced kindergarten pupils and for grade one. (Cardboard, pages 64, price 1s, 6d. Adam and Charles Black, Soho Square, London, W.)

### OFFICIAL NOTICES.

The Annual School Meeting in New Brunswick is held on the Second Monday in July in each year. The next Annual School Meeting will fall upon July 8th, 1912.

The examinations for teachers' licenses (III. Class) will be held at the Normal School, Fredericton, beginning on May 28th, 1912, not on May 23rd, as was erroneously stated in the N. B. School Calendar.

May 24th is still to be observed as a school holiday in New Brunswick.

Monday, June 3rd, being the King's Birthday, will be a holiday in the Public Schools.

After the present year, male teachers applying for the Cadet Instructor's Course, will be required to have a Grade "B" Certificate in Physical Training.

Beginning on or about July 9th next, Physical Training courses will be given at Fredericton, Bathurst, Richibucto and Edmundston. Teachers should make applications to the Chief Superintendent of Education, Fredericton, not later than June 10th next.

Should any change be made in this arrangement, notice will be given in the June EDUCATIONAL REVIEW.

A Physical Training course will also be given in connection with the Summer School of Science, at Yarmouth, N. S. For this course apply to J. D. Seaman, Secretary, Charlottetown, P. E. I.

W. S. CARTER,  
Chief Superintendent Education.  
Education Office,  
Fredericton, N. B.,  
April 29th, 1912.

### Official Notices—Nova Scotia.

The Nova Scotia *Journal of Education* cannot be issued until May this year, in order to include the Annual Educational legislation. The legislature may close within the first week of May, and the C. P. I. will soon after deal with the questions requiring its attention. The encouragement given to Academic teachers by the enlarged annuity authorized by the legislature this session, is the main if not the only feature of the educational legislation this year.

As the 1st of July is Dominion Day, the examination subjects for that day will be given on Monday the 8th July,—the examination commences on Tuesday, 2nd July.

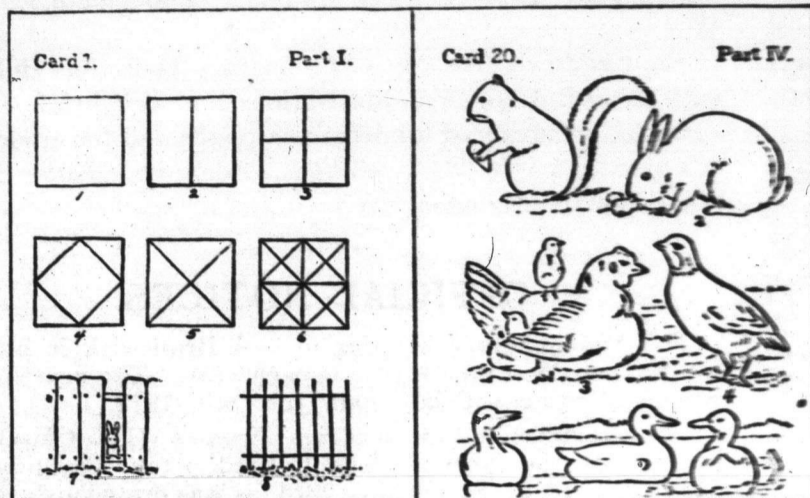
A. H. MACKAY,  
Supt. Education.  
Education Office, Halifax, N. S., May 1, 1912.

### Mental Arithmetic.

The second Edition of the *Mental Arithmetic*, by Inspector O'Blenes, revised and enlarged by the addition of numerous exercises, is now ready. Price, postpaid, 30 cents. Can be had at the leading bookstores or from the author.

AMOS O'BLENES, Moncton, N. B.

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