

PAGES

MISSING



THE BOYHOOD OF SIR WALTER RALEIGH

Sir John Millard, 1829-1896

*"Dreaming, as boys and poets only dream
With those that see God's wonders in the deep."*

Educational Review.

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THE EDUCATIONAL REVIEW,
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"Chou who of Thy free grace didst build up this
Britannick Empire to a glorious and enbiable height,
with all her daughter Islands about her, stay us in
this felicitie."—John Milton.

SIR WALTER RALEIGH.

Our picture supplement this month is a reproduction of Sir John Millais' famous picture, "The Boyhood of Sir Walter Raleigh."

In 1552, fifty-five years after John Cabot had set up the flag of England on the American continent, Raleigh was born on the south coast of Devon. He grew up in a time of discovery and exploration, and in a land of famous sailors and explorers, the land of Drake and Hawkins and Sir Humphrey Gilbert, the land of which it was said that when Queen Bess was in doubt or her country in trouble, "She was wont to send for a Devon man, sir."

In the picture we see two boys sitting on the shore and listening to the tales of a sailor. The storyteller's back is turned to us, but by his attitude and gesture we know the force and interest of the story, which fascinates one lad, and keeps his eyes fixed on the sailor's face. But Raleigh is thinking not only of what man has done, but of what man will do, and he is looking far out across the sea, as if he already saw the land of his hopes and dreams.

He seems to have been the first great man to realize that the New World was not merely a stepping stone to India, or a battlefield with Spain for gold, but that there should grow up a Greater Britain across the seas. That is why we count him among our Empire builders, although his attempts to found a colony failed, and the country that he named for his Queen is no longer under the British flag.

In 1584 Raleigh sent an exploring expedition to the eastern coast of North America, and the country over which the Queen had made him Governor was named Virginia.

In 1585 he sent out men to make a settlement; but they were not fitted for the task, and returned to England. In 1587 he tried again, but this attempt failed also. Raleigh had to give up his plans for Virginia, but he did not lose his hopes. He said, "I shall live to see it an English Nation." And he did live to see an English settlement established in Virginia in 1607.

THE FLAG.

All the boys and girls in our schools learn that the Union Jack is made up of the three crosses of England, Scotland and Ireland, and is thus truly the flag of the Union. In one sense, then, they learn the meaning of the flag. But are we as careful to teach them the uses of the flag, and how they should treat it?

What does the flag stand for? It is the outward sign of the authority of our country. Wherever the flag of the Empire flies, it says, "Here is something belonging to the Empire, which the people of the Empire have undertaken to protect." Wherever the flag is lowered, or taken away, it is a sign that our country has no longer the power or the will to rule or protect in that place.

It is a reminder of the many brave men, who have fought under it, and for it. It is the symbol of our loyalty to our King and Country.

In itself it is nothing, but as the outward sign of all these it is a sacred thing. Are we careful to treat it with due reverence?

A few years ago, during a procession through the streets of a Canadian town, a small torch-bearer was seen trying to set fire to a corner of the flag, that hung within reach of his torch. What had he been taught about respect for the flag and for what it represents? After a public holiday or patriotic celebration, it is no uncommon thing to see tawdry little flags lying about on floors or pavements, and the use of these in cheap decoration naturally tends to bring them into contempt. This is not a right use for the flag which is hung in churches as a sign of loyalty and devotion to a principle. And what about some of the flag-drills and games with flags, that are suggested for school use? Do they all conduce to respect? We fear not. Teach the children that the flag is too sacred to be used as a plaything.

For Honour, not honours.

Let all good things await,
Him who cares not to be great,
But as he saves or serves the state.

The Throne is established by righteousness.

Blessed is the nation whose God is the Lord.

SUMMER SCHOOLS.

The Calendars of the Summer School of Science and of the New Brunswick Summer Rural Science School have been received.

The first named school meets this year under new conditions. United with the Prince Edward Island Teachers' Summer School, it will hold its session under the auspices of the P. E. I. Department of Agriculture. By this arrangement, tuition in all the regular courses is offered free. Special attention will be given to Nature Study and Agriculture, but other subjects are not slighted. Many of our readers will be interested to know that the course in English Literature will be taken by a specialist in that subject, and that particular attention will be given to methods of teaching prose selections. The reading includes The Essays of Elia, Macbeth, and The Lay of the Last Minstrel. We can assure teachers of this subject that the course will be both interesting and profitable.

The accommodation at the N. B. Rural School to meet at the New Vocational School at Woodstock, July 8, to August 5, is limited to ninety, and nearly as many applications have already been received. Travelling expenses of students will be paid upon conditions stated in the Calendar. In addition to courses in Agriculture, a Domestic Science Course is offered, including instruction in Cooking, Sewing, Sanitation, Hygiene and Home Nursing.

We have also received the Calendar of the McGill University Summer School for Librarians, to meet from June 24 to July 24.

CITIZENSHIP.

"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 advancement. 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 to which he owes his allegiance."—Major G. W. Stephens, in a patriotic address at McGill College, Toronto.

**CENTENNIAL ANNIVERSARIES OF THE
WAR OF 1812.**

J. VROOM.

XXII.—A Landing On the New England Coast.

June 14.—The month of June was chiefly marked by preparations for the final conflict on the Niagara frontier. The leaders of the war party were still in power in the United States, but they were making overtures for peace. There had been great changes at home and abroad since they so lightly issued their declaration of war two years before. They had found war to mean something more than a series of raids on the Canadian border, which at the end of the two years had resulted in nothing gained; something more than a succession of stirring naval duels, which at best made no noticeable difference in the strength of the British fleet.

In 1813, British squadrons from Bermuda and the West Indies had made hostile visits to some parts of the Southern States, compelling the militia to organize for the defence of their own shores. There was danger of an uprising of slaves to help the British; and it was suspected that this was one of the objects which the British had in view. The absurd blockade of the whole Atlantic coast maintained by a few British ships in 1813 had been relaxed during the winter; but it had been renewed with vigor in the spring, and was no longer absurd. The commerce of the blockaded ports was completely destroyed. They had not a merchant ship afloat. The cruisers, of which they had been so proud, were confined to port; or, when they could get out to sea, were no longer able to bring in prizes because of the blockade. All their triumphs had been at sea, and the sea was closed against them.

There were public rejoicings in New England when news of the fall of Napoleon was received; for there the peace party was in the majority, and thought that peace would come all the sooner with British ships and British regiments thus set free to take part in the war in America. War, instead of bringing the people of the country together to withstand a common enemy, was dividing them; and not the least of the troubles which had to be faced by the party in power was a threat that New England would secede from the Union if the war were prolonged.

Thus was the Washington government situated when it finished its preparations for the campaign of 1814. There was then no hope of conquering British America. The war must come to an end without that; yet they hoped to drive the Canadians back across the Niagara, and to gain some foothold on Canadian soil before the peace was concluded, that they might thereby be in a position to obtain better terms. Therefore they sent their best leaders and their best battalions to Niagara. The invading army of 1814 was to be a well disciplined soldiery, very different from the unmanageable troops of former years.

The Canadians, greatly exhausted, and near the end of their resources both in men and in means, were not as well able to meet the foe as they had been at the first onset; yet, knowing that ample reinforcements were now on the way from England, they could but try to hold their own until the sorely needed help should come.

Hitherto New England, while it had suffered the most from loss of commerce because it had the most to lose, had escaped direct attack. This immunity was at an end. On the fourteenth of June, boats from British ships in the offing made a landing at Wareham, Mass., where several vessels and a factory were burned. The unexpected attack gave rise to fresh alarm. It marked a new departure in the British plan of campaign; and shewed an intention of hastening the end of the war by carrying it into the enemy's country, and of relieving the pressure at Niagara by threatening the whole Atlantic coast.

PRAYERS.

God who created me
Nimble and light of limb,
In three elements free,
To run, to ride, to swim:
Not when the sense is dim,
But now from the heart of joy,
I would remember Him:
Take the thanks of a boy.

Jesu, King and Lord,
Whose are my foes to fight,
Gird me with Thy Sword
Swift and sharp and bright.
Thee would I serve if I might,
And conquer if I can;
From day-dawn till night,
Take the strength of a man.

—Henry Charles Beeching.

BOTANY.

L. A. DEWOLFE.

A recent request was, "Give a list of Nature Study topics for the spring months." An answer to that would not necessarily belong under the heading "Botany." Yet, what's in a name?

The briefest answer is, "Study whatever chances to come your way." Nature work should be informal. When one outlines a list of topics and tries to follow that list, one has ceased to be a teacher, and has become a machine. There are too many "machines" trying to teach now. Get away from the mechanical. Be natural.

If a boy brings in a butterfly today, have a lesson on it. If he bring a fungus tomorrow, a lesson on that is in order. To be sure, the butterfly and the fungus are not closely related; but they may be found side by side in the field. If they accidentally be found together, why can we not study them together?

Nature study is not the classification of objects according to evolution or according to relationships. That is a science, which follows later.

But the one who has never learned to see things in the field is not satisfied with these generalities. She wants to be told what to look for. For the sake of peace, therefore, I'll suggest a few of the things to watch for and have the children watch for.

One of the first signs of spring is the bird migrations. In connection with that, discuss why birds migrate, and where they go. Why do they not all migrate? Some remain with us the year through. Is it a matter of cold or lack of food that drives them south in the fall? Why do they probably return in the spring. Read about migration in some good Bird Book.

Learn to identify the birds as they come in the spring. Keep a record of the dates of their appearance. Try to find out their proper names. Don't continue to call all sparrows "little grey birds." Don't call the Junco "the bluebird." He is not blue. Find out what they eat, where and when they nest, and anything else about their habits.

Watch for the first butterflies, houseflies, and other insects. Where did they spend the winter? The earliest butterfly will probably be the Mourning Cloak. It slept through the

winter in the adult form. House-flies do the same. Comparatively few insects, however, do this. Look for cocoons and insect eggs. Read about life histories of insects in some good Insect Book.

Then try to find the things you read about. Possibly you can discover a few details the book did not mention.

Snakes, frogs, toads and salamanders also afford good subjects for study. Where and how did they spend the winter? Find tadpoles (pollywogs) of as many sizes as you can. Bring frog's or toad's eggs into the school-room and watch them hatch.

Minerals can be studied at all times. There is no more reason for studying them in the spring than at any other season except that building operations may suggest a reference to them. For example, cement, concrete, mortar, brick, and slate might lead to a study of the gravel of a river bed, limestone clay, etc. Besides, every country boy goes fishing in the spring. When he ties a stone on his line for a "sinker," would it be wise to find out all one could about that stone? If he uses tea-lead, that will stand inquiry too.

Farm animals are always interesting. In spring, however, the young lambs, pigs, calves and chickens give an added interest.

Fur-bearing animals are the centre of interest in these provinces. Let your boys find out all they can about rearing them in captivity.

Garden operations offer a very large range of topics. Removing the winter covering from strawberries and perennial flowers; the digging of the ground; the making of hot-beds and cold-frames; the importation of fruit-trees; grafting and pruning; seed-planting—these and dozens of similar topics will suggest themselves to the wide-awake teacher. Possibly she does not know much about them; but if she is really anxious, she'll find out something of value. If she is not anxious, her boys will probably play truant. I haven't much respect for them if they don't.

But thus far, this is not Botany! Well, there is a big out-doors not included in the foregoing. There is plenty of botany there. Study the spring awakening of plant life. Watch the swelling and unfolding buds. What is in them? What are the ten earliest flowering plants in

your section? How many of them grew in the woods? What are the five earliest flowering forest-trees?

Begin a collection of pressed plants. Arrange them according to their botanical families. Make a collection of galls. Also, collect the insects that come out of these galls. Collect twigs of our native trees. Collect evergreen herbs. Collect mosses and ferns. Study your collections. In short, study Nature. The collections are of secondary importance. Hold a local school Fair at any convenient season, and exhibit your collections. Parents will be interested in seeing them.

NATURE STUDY OF ANIMALS.

H. G. PERRY.

Attractions of Birds.

Our spring migrants are returning, and many of them are already selecting sites for their summer nests. If you wish to have them locate near your home or school now is the time to advertise. In general they choose a place with trees and shrubbery, and are fond of hedges, particularly if they are evergreen. The arbor vitae and spruce hedges are among the best, for they give protection to both summer and winter birds.

Given general conditions, it takes but little extra thought and effort to attract birds around a place, and even then you are the gainer, for through their cheery manner, merry song, and the fun of watching their peculiar little habits, they more than repay you a hundred-fold; not to mention their great economic value in keeping down insect pests, and, in the case of the purple martin and King bird, in driving off crows, eagles and hawks. Among the more simple artificial devices for their attraction may be named protection, food and feeding boxes, bird baths and drinking places, and houses and holes for nesting in.

Protection is a prime necessity. Birds must be made to feel your friendship, and to know that no harm will come from you or your home. If you cannot claim their confidence all your efforts will be vain. Nothing in the line of attractive premises will compensate for the presence of a vicious cat in the back yard.

The best bird students recommend turning the cat into fertilizer, and that you warn your cat-keeping neighbors that all trespassing cats will go the same way. The red squirrel is another animal that should be banished from your lot. Even the small boy must be taught to respect your friends. The people most successful in attracting birds and animals are very careful to win and keep their confidence.

Food and feeding boxes are also among the necessities. There are many kinds of feeding devices recommended by bird students, varying somewhat for different species, and ranging from food scattered on the ground, or on the top of a packing case, to the weather-vane house, so contrived as always to shelter feeding birds, and the automatic food bell, designed by the German bird lover, Baron von Berlepsch. A good simple device is a board about sixteen inches square, with raised edges, fastened to the top of a post, about five feet high. In feeding put out a variety of food, allow none to become stale. Note the kind of food each species prefers. By using several small feeding boards each with a different food you will soon be able to learn their likes and dislikes.

A good bird-bath and drinking fountain (for they bathe and drink in the same dish) is made by placing a shallow dish of water upon a support about five feet high. A large flower-pot saucer makes a good dish. Fasten to the supporting post the branch of a tree so that it extends up alongside and above the bath; this is a kind of "bathing house at the beach," where they prepare for the dip, and later arrange their toilet. Watch them. Notice how often they drink and bathe during the day, and what satisfaction they seem to take in the bath. Change the water daily, be observant, and you will soon find out things not recorded in books.

Bird houses of necessity vary with the varying habits and size of different species. The "martin house" is a familiar object, in many parts of our provinces. The purple martin appreciates this thoughtfulness and returns year after year to his summer home. Each room should have a floor space about six inches square, and a height of eight inches, with a door about two inches in diameter. Similar houses with the door about an inch and a quarter in diameter will be occupied by the tree swallow. The

small door keeps out such birds as the English sparrow, etc.

It is also quite common in many sections to find barns with a narrow strip of board-nailed under the eaves to aid in supporting the mud-built house of the eave swallow. Try it this year on a barn facing east and west, and note the results. These birds literally sweep the air, devouring insects by the thousands. Are they of benefit to the farm?

Many other birds also appreciate houses. The robin seems to prefer a shelf-like house, a piece of board with raised edges, or a shallow box about six inches square, with sides not over two inches, fastened several feet from the ground in sheltered places against buildings, or among trees. Some bird students tell me that they even place straw in these houses, and that it seems to serve as a special attraction. Several such houses can be made in a few minutes and should be in position as early as possible.

Place on your lawn a "mud pan," a shallow pan filled with mud and water, and note what birds use this mixture. Examine old nests to find its use. Wool, cotton, feathers, and other materials are used when available.

Houses for the downy woodpecker are made by taking a section about sixteen inches long from the trunk of a tree about eight inches in diameter, and digging out a hole from one end about nine inches deep, with the diameter, for over a third of its depth, in the mouth region, of about five inches. Fit a board over this, hollowing it out to correspond with the width of the hole at the mouth. Now set the house upright, the board end being the bottom, and in the side, eight inches from the bottom, bore a hole for a door, one and four-fifth inches in diameter. Make the interior fairly smooth, free from splinters, nail the bottom in place, and fasten the house door end uppermost to a post or tree, with door facing the east, and that side inclined about four degrees towards the ground, to prevent rain from running in. This is a good imitation of the famous German Berlepsch bird house, and I have known downy Woodpeckers to seem very happy in such quarters. A smaller house made in the same way, with the door about an inch and a quarter in diameter serves equally well for the chickadee. They like such homes.

I believe much could be done to attract the flicker. They are frequently found nesting in quite unexpected places. Given proper tree conditions I have known them to build in towns, in trees within ten feet of the side walk, and they seemed to have little fear of man after they once found that he was merely a "curious" animal.

"Mr. Ernest Thompson Seton has constructed in his place in Connecticut a huge artificial stump, filled with imitation woodpecker holes," and has succeeded in attracting numbers of different kinds of birds.

In constructing a flicker house, follow the general directions for the woodpecker house, only make it larger. The door should be about two and a half inches in diameter.

Many other species, as song sparrows, chipping sparrows, cat-birds, King birds, redstarts, etc., etc., that join your colony will prefer to keep their nests out of prepared houses. The English redstart, however, has been known to build in a house similar to that described for the robin, with walls about four inches high on three sides, with a low front, and provided with a flat roof. It might prove interesting to provide such houses for our native redstart.

Here is a hint; why not get busy preparing bird attractions for your school grounds, and make their erection a part of the arbor day exercises? The planting of trees, shrubbery, flowers, etc., are right in this line of work, and the erection of feeding boards, baths, and houses are a natural sequence, and quite in keeping with the spirit of the day. Try it; it is worth while, it will pay!

Space prevents the publication of data on the return of the migrants for April, but they will appear in the June issue along with the data for May. Let me urge again to have data for May sent in by the 25th. If you mail by that date there will be ample time to prepare copy for the June issue. This is the great month for birds, but make it even greater for your bird study.

When boys and girls salute the flag, they do not merely express their pride that it is a flag honored over the world. They ought to remember that the flag represents the country to which they owe duties in every hour of their lives. All the time they are receiving blessings from that country, and all the time they have duties to that country. — EDWARD EVERETT HALE.

PRIMARY NUMBER WORK.—Continued.

GERTRUDE COUGHLIN.

In teaching addition in Grade II, use the combinations learned earlier. For example, they have learned

$$\begin{array}{r} 9+2=11 \\ 8+3=11 \\ 7+4=11 \\ 6+5=11 \end{array}$$

When they see a 9+2 they have a mental picture of 11. Now teach that a 9+2 or a 2+9 always give a 1, that is when given 19+2, they must think of the next number ending in 1. Lead them to see the number is 21. As busy work have them make a list of the numbers ending in 1 that come after 29, 39, 49, 59, 69, 79, 89, 99. Then have the class write the numbers ending in 1 that come after 22, 32, 42, 52, 62, 72, 82, 92. A number drill on the nines and twos is now in order, e. g.,

$$\begin{array}{r} 19+2 \quad 62+9 \\ 12+9 \quad 72+9 \\ 49+2 \quad 89+2, \text{ etc.} \end{array}$$

The numbers ending in 2, 3, 4, 5, 6, 7, 8 and 9, may be taught in the same way.

Subtraction is taught directly from the addition table. Ask for two numbers that when added will give 13. You may be given 9+4=13. Put it on the board in the following way:

$$\begin{array}{r} 9+ \\ 4 \\ \hline 13 \end{array}$$

Now let us take 4 away from 13 by erasing the 4. What have we left? Ans. 9. Ask a pupil to name the number that was taken away from 13. He will answer 4. What have we left? Ans. 9. Now put it down as a question in subtraction

$$\begin{array}{r} 13 - \\ 4 \\ \hline 9 \end{array}$$

Follow this up by taking 4 from 23; 4 from 33, etc. Then 13-9 will give a 4, because 9+4=13; 23-9 will give 14 because 14 is the 4 below 23. In subtraction lead them to think that they must look for the 4 that comes below the number.

As busy work have 4 subtracted from all numbers ending in 3, and 9 subtracted from all numbers ending in 3. You see I have chosen 13 as an illustration; the idea may be utilized in all subtraction work.

It is in the second grade that multiplication is begun in earnest.

The class has built up the table of twos as far as 5×2=10. They will readily add a 2 to 10 to obtain 12. Well, then, how many twos to make 12? Ans. 6. Have this added to the list they have. Add 2 to each result until the class have built the table to 12×2=24. Follow this by questions in multiplication using 2 as a multiplier,

e. g.,

$$\begin{array}{r} 6 \times 3 \times 9 \times 10 \times 12 \times 7 \times \\ 2 \quad 2 \quad 2 \quad 2 \quad 2 \quad 2 \\ \hline \end{array}$$

Division is taken up as soon as the multiplication has been mastered. Divide the even numbers first. That is 2)4÷ 2)8÷ 2)12÷ 2)2÷

As has been previously stated lead them to see 4 divided by 2 will give 2 because 2 is multiplied by 2 to obtain 4. Next divide the odd numbers by 2. Drill in the idea that the only remainder that is left when a number is divided by 2, is 1. Each table is taken up in this way. In each case teach that the remainder must be smaller than the number by which the number is divided.

After the tables of 2, 3 and 4, have been learned, drills may be commenced.

MULTIPLICATION DRILLS.

1. Have a pupil choose a number. He tells the class it may be divided by 2. The class are to guess what number he has chosen. He calls on the pupils who have raised their hands, until he calls on one who guesses the right number. The pupil will answer in this way. 14 divided by 2 is 7. No. 22÷2=11. No. 16÷2 is 8. Yes. The last pupil chooses a number. Perhaps one that may be divided by 3.

2. A child represents a number; e. g., he represents 8. He tells the class that the number he stands for may be divided by 2 and by 4. The child who guesses may choose 12. He tells the class the number is divisible by 2, 3, 4, 6.

3. Each child has a box and nine two-inch squares. The child puts a number on each card, using the numbers from 1 to 9. These are to be used in class. The cards are mixed up. The teacher chooses a pupil and then a table. She may choose 3. The pupil picks a card from his box and gives the product when multiplied by 3. For instance, the card he selects has 8 on it and he answers 8 multiplied by 3 is 24. The next may

be 6. He answers 3 multiplied by 6 is 18. When he has selected all the cards choose another pupil and change the table. If he fails to answer correctly, call on a second child, who draws from his own box.

4. A child chooses a card and comes to the front of the room. He shows his card to the class. The number on his card is 5. He says to a pupil, "If you multiply the number on your card by 5 what will you have?" The pupil answers 20. "Then your card says 4." To another, "If you multiply your number by 5 what will you have?" 45. "Your card says 9."

5. Have two pupils arrange their cards in the same order along the ledge of the board. Each child takes a piece of chalk. Above the figures write the answers when the numbers on the cards are multiplied by 3, 4 or 5. They begin at the word "Start." The work must be neat and accurate.

6. **When all the tables have been learned.** Two children bring their boxes to the front of the room. Each one takes a card from the box. The class multiply them together. The teacher makes a list of the answers. When the cards are used the work is corrected.

7. Children arrange the cards in order on the desk. The teacher tells a story. Jean had a birthday on Friday. She was 2×3 years old. At 2×3 hands are raised to answer 6. Her mother said she could have a party, and invite 4 times 6 children. Hands to answer, 24. Jean picked 7×8 apples for them to eat. Hands to answer, 56. She got 20 divided by 5 handkerchiefs. How many handkerchiefs, John? *John*.—Jean got 4 handkerchiefs. She has 21 divided by 3 hair-ribbons. Reta will tell you how many ribbons, *Reta*.—She has seven hair-ribbons. How many presents had she now, Alice? "She has 12 presents now." You may go on with the story at any length.

BUSY WORK ON TABLES.

1. 1 table has 4 legs.
3 tables have.....legs.
9 tables have.....legs.
12 tables have—.....legs.
2. 1 bird has 2 wings.
11 birds have.....wings.
8 birds have.....wings.
6 birds have.....wings.
3 birds have.....wings.

3. 1 clover has 3 leaves.
10 clovers have.....leaves.
12 clovers have.....leaves.
7 clovers have.....leaves.
9 clovers have.....leaves.
4. 1 dress has 8 buttons.
4 dresses have.....buttons.
6 dresses have.....buttons.
10 dresses have.....buttons.
12 dresses have.....buttons.
5. 1 hen has 7 chicks.
4 hens have.....chicks.
8 hens have.....chicks.
9 hens have.....chicks.
6. 1 house has 9 doors.
6 houses have.....doors.
3 houses have.....doors.
11 houses have.....doors.

Put a list of numbers on the board. Have the pupils multiply each of the numbers by their age. By the number of windows in the room. By the number of desks in a row. By the number of boys in a row. By the number of girls. By the number of fingers on one hand. By the number of panes of glass in a window.

FOR THE BLACKBOARD.

Nelson's signal as the Battle of Trafalgar was first put on a slate as follows:—

VICTORY.

England.....	253
expects.....	269
every.....	261
man.....	471
will.....	958
do.....	220
his.....	370
d 4, u 21, t 19, y 24.	

The numbers on the slate were shown by flags hoisted on the mast, and by this means the message was conveyed to all the ships in the fleet.

To build up and develop a high type of civilization for itself is but part of a nation's duty. Its higher work lies in the *extension* of the peace which it enjoys and of the freedom, which it has inherited.

THE SUMMER SCHOOL OF SCIENCE.

TO THE EDITOR OF THE
EDUCATIONAL REVIEW.

DEAR MADAM:—

As the value of the Summer School of Science for the Maritime Provinces is unknown to many teachers, trustees and ratepayers, I am writing briefly to tell of some ways in which I have found it helpful.

It gives us a chance to make ourselves more proficient in many branches of study. It helps us to keep in touch with all new methods and lines of work. It rests us from our regular school work, and at the same time inspires us with zeal for the future. Association with so many instructors, teachers, and the best people of the town, does much towards setting and keeping us up to high standards of work, and making us realize the great influence for good which we may exert upon our country.

I do not know of any place where we can spend a part of our vacation and so thoroughly enjoy and improve ourselves morally, mentally, socially and physically as we can at the Summer School of Science. The special church services; the systematic, instructive and interesting courses of study; the excellent evening lectures; the profitable field excursions; the pleasant "At Homes" of the town; the driving, boating and motoring parties, with other forms of recreation, all contribute to send us back to our work better teachers.

The Agricultural course is an inducement to many to attend. The winning of scholarships helps to defray the expenses of some. Quite a number of these have already been promised, and more are likely to be given. The school, which meets next July at Charlottetown, P.E.I., is charging no tuition fee this year.

ELIZABETH WETMORE.

Righteousness exalteth a nation.

A great Empire and little minds go ill together.

Follow the Christ, the King,
Live pure, speak true, right wrong, follow the King—
Else, wherefore born?

"On God and God-like men we build our trust,
Let all the ends thou aim'st at be thy Country's, thy
God's, and Truth's.

HOW TO STUDY THE ESSAYS OF ELIA.

(Continued.)

Mackery End, in Hertfordshire.

In preparation for studying this Essay, read *Blakesmoor in Hertfordshire*, and the description in *Dream Children* of the house that was cared for by Lamb's grandmother Field. *My Relations*, in which Elia's brother and sister, John and Mary, are spoken of as James and Bridget Elia, will have been studied already. So that we know something of the ties of family affection that bound him to Hertfordshire, and of his devotion to his sister. In "Old China" we read again of their "housing together in a sort of double singleness." Note that nearly half of the essay is given to a description of Bridget. Study this description until you get a clear picture of her. Notice how it is conveyed to us, very largely by contrast, not only contrast between brother and sister, but of quality with quality, as in the last half of paragraph 4. Her "presence of mind—less seasonable." About what might some of the "occasioned bickerings" have arisen? Pick out one sentence or phrase which expresses the writer's satisfaction with his sister's character.

The paragraph beginning "In a season of distress," leads up easily and naturally to the ostensible subject of the essay, "best, when she goes a journey with you." "We made an excursion together." Then follows: The explanation of their interest in and connection with, Mackery End. The journey. Their differing impressions at first sight. Their reception.

We feel the tone of affectionate pleasure that prevails all through the essay. It shows the author's strong family affection, his grateful recollection of kindness, and his loving admiration of his sister. Notice how free his expression of feeling is from anything like sentimentality, and the tender tone and beautiful wording of the closing sentences.

Explain, "beyond the period of memory." Have you in your own mind any picture of a place or person that you have seen, but would have forgotten, had it not been kept before you by some one else? Have you ever had an imaginary picture of a place that looked very different when you came to see it? Why should relations have "occasional bickerings?" Explain the following words and phrases, as they are used in this essay, and use them in sentences of your

own: bicker, abstracted in, assiduously, accidents, bizarre, foibles, derogatory, to beat up the quarters, homely. What sort of person is good "to be at play with, or upon a visit?" or, to go a journey with? Comment on: "Those slender ties * * * loving Hertfordshire." Write a paragraph on "the tastes and habits" of Lamb and his sister as recorded in "Old China." Do you find any language in the essay reminiscent of one of the psalms?

Miscellaneous Questions on the Essays.

1. The titles of the Essays. Do they usually name the subject clearly? What are the two races of men? Name two of the "Old Benchers" and two of the "Old Actors." Where and what was the South Sea House? Christ's Hospital? What was Lamb's connection with each? Of which of his "Relations" does he write in "My Relations?" Where is Mackery End and who lived there? What is the name of "My First Play?" At what theatre was it played? How old was Lamb at the time? Name the "Dream Children." To whom was the letter on "Distant Correspondents" addressed?

2. In which of the essays do we find the following anecdotes: The giving of the plum-cake to the beggar? The Bank Clerk's Legacy? Lamb's fall on the slide in Cheapside? The dispute over the bill at the Andover Inn?

3. What and where are: Cam and Isis? The Bodleian? The Inner Temple? Stonehenge? Covent Garden? Smithfield? St. Albans?

4. In what connection are the following spoken of: The Interpreter at the House Beautiful? Those cates which the ravens ministered to the Tishbite? Caligula's minion? Some solemn *auto-da-fe*? Our little Goshen? The plains of Salamanca? The story of Hugh of Lincoln? The penalties of Lazarus and of Dives? The tedious shores of Lethe? The witch calling up Samuel? Explain the reference in each case.

5. Name six authors contemporary with Lamb, underlining the names of any spoken of in the essays. Name two of his favorite books, giving the authors. Write a brief note on Samuel Taylor Coleridge. From which of Coleridge's poems does Lamb quote? From what other poets does he quote? What books does he recommend to his readers? What does he say about magazines? What magazines were published in his time? Are any of those still in existence?

6. Finish the following passages: "Antiquity, thou wondrous charm,——;" "Sun and sky, and breeze, and solitary walks,——;" "Her education in youth was not much attended to,——;" "Fantastic forms, whither are ye fled?——;" and how, when he died, though he had not been dead an hour,——;" If thou meetest one of these small gentry,——." Or, quote any other three passages that you have committed to memory.

7. What was the celebrated *wish* of Sarah Battle? What three topics does epistolary matter usually comprise? Who was Susan Winstanley, and how are women advised to imitate her? What is a sign that a man cannot have

a pure mind? Who was "*the strangest of the Elias*?" What is a "profanation of the purposes of the cheerful playhouse?" What songs never failed to move Lamb's heart? What four men were "the greatest borrowers in all ages?" Who might have sat to a sculptor for an image of welcome? Who was in some things "behind her years?"

8. Show by quotations that Lamb was familiar with the Bible, with Shakespeare, Milton, and Spenser; and that he had read Virgil. What were his feelings towards Quakers, and in what different essays does he write of them. Quote two or more passages expressing strong family affection. Which essay is written in the simplest words? Is there any reason for this? What were Lamb's feelings or opinions about: Novelties, Scotchmen; grace before meat; bells; minced veal; narratives; "strangers or out-of-date kinsfolk?" For what special quality did he choose his friends and his reading? Can you think of any reason why his mother is the only one of his own family of whom he has not given us a description? (Canon Ainger suggests "the painful memories it would have brought to his sister)."

9. Fill in, verify or comment upon these quotations from Canon Ainger's chapter on the "Essays." "There is no poet he loves better to quote than ——." "Of all old writers, the author of the —— appears oftenest, in quotation or allusion, in the *Essays of Elia*." "There are perhaps few English writers who have written so differently upon different themes." "With the addition of a few names and dates, a complete biography might be constructed from the *Essays* alone." "Lamb had a love of mystifying and putting his readers on a false scent." "He is an egotist, but an egotist without a touch of vanity or self-assertion, an egotist without a grain of envy or ill-nature."

LANGUAGE QUESTIONS.

Nova Scotia, Grade V.

M. W. McGRAY.

- Analyze:
Oh! I was at your house yesterday.
Tom's sister ate my large round apple.
Mary and Jane walked slowly down the long street.
- Parse underlined words.
- Compare little, good, pretty, bad, square.
Give the principal parts of is, ring, cut, write.
Give the plural of hero, mouthful, wharf, mackerel.
- Make sentences using the following: an, and — off, of — to, two, too — distant, distance — hear, here — there and their.
- Decline the personal pronoun.
- Write a few facts about: Shakespeare, Byron, Tennyson, Scott, Dickens, Goethe, Howe.
- Describe any picture in your School Reader that particularly interested you.
- What girl won the Silver Skates? What boy? What did the Cratchit's have for Christmas dinner? Why "Tiny Tim?"
Describe the Victoria Cross. How did Rob Roy escape? Why were they glad to hear the Pipes at Lucknow? How did Samuel Johnson repent?
- Tell in your own words the story of Lady Clare, or the story of Laura Secord.

TEST QUESTIONS.

History and Geography.

The following questions are taken from different sources, chiefly from test papers set in the "School World," and from New Brunswick High School Entrance papers of past years.

1. State briefly but clearly the objects of the following: The Toleration Act, the Declaration of Indulgence, the Bill of Rights, the Test Act.
2. Tell the story of the Jacobite Rising in 1745. Which side would you have taken and why?
3. Show in two parallel columns the territories belonging to the British in 1688 and 1815, respectively.
4. State the *general* object of the great war in Queen Anne's reign. What is it called, and why? Why did England take part in it? In what different countries did the fighting take place? What did England gain by it?
5. Which of the Stuart Kings of England were ancestors of George V.
6. Write in three parallel columns:—
 - a. Any ten of the following place names.
 - b. Any historical event connected with them, giving dates.
 - c. Their location. Agincourt, Alma, Bannockburn, Beachy Head, Blenheim, Bosworth, Boyne, Cadiz, Canterbury, Crecy, Corunna, Evesham, Fotheringay, Guiana, Hastings, Lewes, Lucknow, Plassey, Potiers, Runnymede, Rochelle, Sedgemoor, Salamanca, Towton, Utrecht, Worcester, Sluys, Zutphen, Paardeberg, Londonderry.
7. When have England and France been leagued together, and against what enemies?
8. What do you understand by Responsible Government? When was it adopted in (a) New Brunswick, (b) Nova Scotia? What names are associated with its introduction in each province?
9. Give (a) the nations concerned; (b) the results, and (c) the dates of the various sieges of Quebec?
10. Write brief notes on six of the following topics: United Empire Loyalists, Exile of the Acadians, British North America Act, Rebellion in Canada, 1837-38, the Massacre of Glencoe, the Long Parliament, the Ashburton Treaty, the South Sea Bubble, the Feudal System, the Rye House Plot, Massacre of Lachine, the Family Compact, Star Chamber, Invention of Printing, Gordon Riots, the Reform Bill of 1832, Great writers of the Elizabethan Age, Siege of Sebastopol, the fall of Louisbourg, the Solemn League and Covenant.
11. What are the four most important trade routes from England to other parts of the Empire?
12. Name the zones of the earth and give their boundaries. Explain the terms:—glacier, tide, plateau, delta, trade winds, tropics, horizon, river-basin, latitude.
13. Name in consecutive order the waters through which you would pass and the British possessions you would pass in going from London to Yokohama, via the Red Sea?
14. Explain why clocks in London do not indicate the same time as those in St. John. Why do the clocks of Moncton and Fredericton keep the same time?
15. A steamer sails from Shediac, N. B., to Owen

Sound, Ontario. Name in order the waters she would sail on, and the chief Canadian towns she would pass.

16. Why is England a manufacturing Country? Name three chief manufacturers, naming two cities as centres of each.

17. Name eight islands separated from the mainland by straits. Name the mainland from which each is separated, and the strait.

18. Draw an outline map of any one of the sea coast provinces of Canada. Put in the coast waters, rivers and chief sea ports.

In giving practice in answering test questions, the questions requiring practically the same answers should be worded in different ways, to accustom the pupil to the questioning of different examiners—*i. e.* For what are the following men famous? Write brief notes on the following men. How are the following men connected with the history of Canada?

A familiar comment by examiners is—"Many candidates do not read the questions with due care, and others fail to answer the question actually set, but write at length on topics more or less closely connected therewith." To guard against these mistakes give both oral and written drill, or one or two questions at a time, insisting on the pupils explaining each question, before they begin the answer.

Other comments are: "In English History, attention is drawn to the following weak points. (a). Inaccuracy in dates; the attention is sometimes fixed on the last two figures to the neglect of the first two. (b). Vagueness in Geography; the map is an essential adjunct to the history lesson. (c). Wordy answering; either excess in trivial detail, or a notion that marks may be gained by mere verbosity. (d). Failure to discriminate between more or less important issues: *e. g.* in an account of a great man's life trivial matters about his youth are given as much space as the deeds that made him famous.

Practice should be given in writing "brief notes" as in question 10. These should be written on the black-board and criticised. Show that only the most important matters should be mentioned. Teach the importance of adding dates, approximate if not exact, as, about "the middle of the 16th century." "Just before the rebellion of 1837."

Attach a great deal of importance to neat and clear arrangement of answers. This conduces to clear thinking. It also makes things easier for the examiners, and pre-disposes them to favourable judgment.

THE FOLLOWING QUESTIONS WERE SET AS A TEST FOR A HIGH SCHOOL CLASS, IN THE STATE OF NEW YORK.

1. Add (no credit being given if an error is made in the work): 86792, 93576, 80947, 4856, 20493, 63049, 28937, 78967, 49485, 28390.
2. Multiply (no credit if an error is made): .769483 by 498.7.
3. Divide (no credit if an error is made) .967898 by 698.
4. A young man earns during his summer vacation \$76.50 which he deposits in the bank at $3\frac{1}{2}\%$. To how

much interest is he entitled at the end of five months?

5. How many windows must be placed in a school room 60'x35', each window having 2½' by 8' of glass surface, if the ratio between floor surface and glass surface must be 5:1?

6. How much will three pounds six ounces porter house steak cost at 35 cents per pound?

7. If a senior class buys tablets at the rate of \$3.00 per hundred and sells them at the rate of six for a quarter, what is the gain per cent?

8. How many cookies can be baked in a tin 15 inches long by 12 inches wide, if the cutter is three inches in diameter?

9. If you were given a test of 40 words in spelling, what percentage would you make if you misspelled 13 words?

10. A man buys a grindstone in the centre of which is a wooden plug. Before he can mount the stone, he has to bore a hole in the wood which will be the exact centre of the stone. Tell how he can locate this centre. (No guess work will receive credit.)

This test must be completed in one hour's time.

QUESTIONS ON THE MERCHANT OF VENICE.

1. Name the Dramatis Personae, underlining the names of the four most important characters. In what different places are the scenes laid?

2. How many different stories are there in the play? Number them, and under each number write the names of the characters who figure in that story.

3. Quote the opening words of the play? Who speak them? In what frame of mind is he? Who else first appears in a corresponding mood?

4. Why did Shylock hate Antonio? Why did Portia have nothing to say to her English suitor? Why was Jessica sorry to have Launcelot leave their house? How had Bassanio disabled his estate? Who planned the elopement of Lorenzo and Jessica? Who promised to swear but now and then?

5. What person or persons speak in prose throughout the play? Complete one of the passages beginning, "In such a night," and give the occasion and the speaker.

6. Write brief notes on the following and quote, or give the substance of the speech in which they are mentioned: Nestor, Cato's daughter, Sisters Three, Thisbe, Alcides, Iason.

7. "We shall have old swearing." Who says this? Was her prophecy fulfilled? Quote some of the oaths used in the play.

8. Of what service to the main story of the play are the following characters: Nerissa, Jessica, Launcelot? What would be lost if they were taken out of the play?

9. What do we learn from other people about Antonio's character? What does the first scene in which Portia appears tell us of her character? What had happened to her before the play opens?

10. Tell the story of the rings. Quote some of the puns made in the play. Write a note on Jessica as a daughter. Quote (or give the substance in your own words). Portia's speech to Bassanio, when he has chosen

the casket. Antonio's letter to Bassanio? Shylock's speech beginning "What judgment shall I dread."

11. Who says, and of or to whom: "———speaks an infinite deal of nothing." —— is kind enough, but a huge feeder. A kinder gentleman treads not the earth. You have a noble and a true conceit of god-like amity. The poor rude world hath not her fellow. Thou but offendest thy lungs to speak so loud. You teach me how a beggar should be answered. I would be friends with you and have your love. Yet I have not seen so likely an ambassador of love. We are the Iasons, we have won the fleece?

SEAT WORK FOR GRADES, I, II AND III.

1. Fill in blanks in words with correct letters as b—y.

2. Make all the words you can from the following letters: a, t, c, b, e, y, o, l, s.

3. Write words beginning with these letters: m, t, r, h.

4. Pick out all the words in your lesson containing 2, 3, 4 letters.

5. Fill in blanks in the following sentences: My apple is ——.

6. Pick out all the words from lesson beginning with capital letters.

7. Rearrange these letters to form words: ktity, brid.

8. Write short stories about a bird, a girl.

9. Write sentences showing the meaning of see, sea, be, bee.

10. Write a list of words you know from memory.

11. Cross out all the silent letters in a list of words, as love, lamb, take, bite, right.

12. Write all the words you know having these combinations: ight, ing, it, an, all.

13. Rearrange words to make a story, as: sky, blue, the, is.

14. Write simple stories.

15. Simple letter writing.

16. Make all the words possible out of thanksgiving.

17. Write answers to questions.

18. Write the names of all the people in your class.

19. If you had two dollars to spend, write a list of the articles you would buy.

20. Write by twos up to 100. Write from 1 by twos to 99

21. Draw the face of the clock, showing the hour you go home to dinner. — *Western School Journal, Winnipeg.*

SUGGESTIONS FOR EMPIRE DAY.

Empire Day exercises should be based on the work already done in Geography and History. The Empire is a geographical fact.

For a geography exercise, divide the school into sections and assign to each section a portion of the Empire as a subject. They may report in different ways, but it should be clearly understood beforehand what facts are to be reported. For instance, in the section that has Canada, one child may be given a province and expected to state briefly when called upon:—1. The position of the province. 2. The date at which it came into the Empire. 3. How it was acquired; by conquest, treaty, or purchase. 4. What is its value; for production or purposes of colonization. Or, instead of each pupil taking a province, one might take the latitude and longitude, another the climate, another the chief products, and so on, of the country as a whole. For each section appoint a leader who will be responsible. Let the pupils do as much as possible of the planning.

Another way is to divide the school into three sections, for the seventeenth, eighteenth and nineteenth centuries. Let them tell what parts of the Empire came in each century and give some of the suggested geographical details about each. These plans can be carried out in ungraded schools, for even the little ones can be supplied with a name and a date if nothing else, and they will be proud to contribute their items to the general report. If you have a wall map of the world, each place should be pointed out as mentioned. Another exercise in geography is a journey round the world, traced on the map, each pupil to take a certain section of the journey and to report especially on methods of transportation. Dr. Parkins' little book, "Round the Empire" is very useful for all this work.

The great cities of the Empire beginning with those of the United Kingdom, might be taken as a topic, each pupil to represent and give details about one city. The overseas cities in Kipling's "Song of the English" are Bombay, Calcutta, Madras, Rangoon, Singapore, Hong-Kong, Halifax, Quebec, Montreal, Victoria, Capetown, Adelaide, Melbourne, Sydney (N. S. W.), Brisbane, Hobart, Auckland. Others might be added or substituted.

Different plans may be devised from history lessons. The different battles by which parts of the Empire were won or saved; famous sieges, e. g. Gibraltar, Quebec, Louisburg; treaties such as the Treaty of Utrecht, which gave or confirmed certain possessions: All these may be reported on briefly.

Older pupils may study and bring to class, reports on great movements in the Empire, such as the movement to abolish slavery and the slave trade; the movement towards federation, as illustrated in Canada, Australia, South Africa; the movement for peace.

A most important part of the study of the Empire's history is biography. A writer in the *Round Table*, June, 1913, says; "There is no surer remedy for misconception as to the moral function of the British Empire than the study of the men who made its history." It is of the utmost importance that attention should not be concentrated on soldiers and conquerors, on brilliant exploits in battle, to the neglect of the heroes of peace. In a series of articles on "Master-Builders of Greater Britain," appearing in *United Empire*, there are included the following names: Sir Alexander MacKenzie, (1755-1820), explorer and discoverer of the MacKenzie River; John MacKenzie, (1835-1895), missionary and statesman in South Africa; Lord Selkirk (1771-1820), "who planted the first agricultural colony in the midst of the preserves of the fur traders and introduced a new element amongst the roving population of the West, which was to change the course of Canadian history;" Bishop Laval (1623-1708), "a great and creative founder of Canadian education," Bishop Selwyn (1809-1878), first Bishop of New Zealand, who brought Christianity and civilization to the Melanesian Islands and "to whom Governors looked for support and counsel;" Lord Durham, Governor-General of Canada, who prepared the way for the present self-governing dominions of the Empire," and Lord Elgin (1811-1863), Governor-General of Canada, Ambassador to China, Viceroy of India, of whom it is written, "at the cost of his life he sought peace. He had never faced an enemy in the battlefield, he had never thrilled listening senates by his oratory, he had never framed an instrument by government. But he had helped to make Canada one — one with herself and one

with the Mother Country. He had loved righteousness and hated iniquity." And to these names might be added many more. Besides great soldiers, like Clive and Wellington, Wolfe and Brock and Gordon; great sailors and explorers like Drake and Raleigh, Cook and Anson and Nelson; great statesmen and rulers, such as Pitt, Chatham, Salisbury, Cromer; recall the names of great writers, Shakespeare, Milton, Wordsworth, Tennyson; great missionaries, Moffat, Livingstone, Patteson, Bompas; great philanthropists, Wilberforce, Clarkson, Shaftesbury. Think of Florence Nightingale and Elizabeth Fry as well as of Lady La Tour and Madeline Vercheres and Laura Secord.

It is better to have the whole school, or a whole class take part in all these exercises than to have compositions read by a few. Have a roll call answered by the names of great men and women with one fact about each, or let the teacher give out a name and a boy or girl answer with a statement about the person named. The one statement or fact should be a significant one. It should answer the question, "What particular work did he or she do for the Empire?" or "What example did he or she hand down to us?"

A short, pointed, practical talk may be given by the teacher upon a subject suggested by an incident in the life of a hero, or by one or more of the mottoes given on another page. The lesson that we should chiefly seek to impress is that of Browning's Words:

"Here and here doth England help me,
How can I help England?"

The lesson of the duty of good citizenship as a debt of honour.

If the regular teaching of history and literature has led up to it, a discussion might take place to bring out the points: What are the bonds of unity between the different parts of the Empire? What traditions and examples have the great men and women of the Empire handed down to us? What does our country give us? (Peace, protection, Christian surroundings, education;—a great literature). What can we do for our country? Are we to take all and give nothing? What different kinds of warfare are there? Wars against ignorance, heathenism, oppression, love of gain, disease, etc. Give instances of fights against these, and

names of people who have fought such battles. What virtues do we need to practise to fit ourselves for such fighting?

A talk might be given on the picture supplement with its motto, linked with a few facts about Raleigh's attempt to colonize Virginia. His dreams of what he might do to make his country great beyond the seas, and to win glory for his Queen; were only partly realized. To him they seemed a total failure, but far more than he could have dreamed possible has come true since then. Try to imagine his thoughts as he listens to the sailor's tales and gazes out across the sea. What about our own dreams and plans? Are they all for ourselves, or like Raleigh's, for our king and country?

In the musical part of the programme, do not neglect the religious side of the day. Hymns for national occasions are to be found in some of our hymnals. All children should know Kipling's "Land of our Birth," which is number 696 in *The Book of Common Praise*, and may be sung to "Hursley," the tune of "Sun of my Soul."

On the singing of the national anthem, we are glad to quote and most heartily commend to the attention of our teachers the words of one of the Daughters of the Empire:

One suggestion I would like to make in connection with Empire Day exercises is this, that the children of the public schools be taught to sing "God save the King," as reverently as if they were uttering a prayer. It is a prayer to the Almighty to save and bless our King. Unfortunately the use of this beautiful anthem has become degraded and now it is only a signal for the close of a public meeting and the majority of people thoughtlessly raise neither heart nor voice to God for him, who in his high station and with his great responsibilities needs the prayers of his people. Let us redeem ourselves and teach the rising generation to sing "God save the King" in the proper spirit, and with the proper attitude. I trust your REVIEW will keep this idea before the minds of your readers.

In the primary grades, too much should not be attempted. In an ungraded school, the little ones may, as suggested already, take part in the general exercises and listen to the elder ones. In a primary room, teach what the Empire is:—all the countries ruled over by our King-Emperor. Show pictures of King and Queen and tell stories of their goodness and interest in their people. Teach the first verse

of the national anthem, if it is not already known, and impress upon the children the need of reverence in saying or singing it. Show the king's head upon coins and stamps. Teach the text, "Fear God, Honour the King."

If you have a British Empire map on the wall have the countries pointed out. Tell the children that they must look forward to learning about all the different parts of *their* Empire, and about the different peoples who live in it. Show a picture of children of the Empire of a different race and tell them that they have the same king that we have. Some day, too, they must hope to learn about the great men who have helped to make the Empire so great. Tell a story about some great man or woman and let the children re-tell it, and talk about it. Ask them what they would like to do for their country and their king. Then, how they can be getting ready now to serve their country by learning all they can and by being honest and truthful, brave and unselfish. Let them learn and talk about any of the easier mottoes.

[A useful little booklet, called *The Empire Day by Day*, compiled by Frank Wise, is published by the MacMillan Company of Canada.]

POEMS FOR EMPIRE DAY.

HOME THOUGHTS FROM THE SEA.

Nobly, nobly Cape Saint Vincent to the North-West died
away,
Sunset ran, one glorious blood-red, reeking into Cadiz Bay;
Bluish mid the burning water, full in face Trafalgar lay;
In the dimmest North-East distance, dawned Gibraltar,
grand and gray;
"Here and here did England help me: how can I help
England"—say,
Whoso turns as I, this evening, turn to God to praise and
pray,
While Jove's planet rises yonder, silent over Africa.

— Robert Browning.

1. *Cape St. Vincent.* In 1797 Admiral Jervis's fleet attacked the Spaniards off Cape St. Vincent, and through the skill and gallantry of Nelson won a decisive victory

2. *Cadiz Bay.* Cadiz was the headquarters of the French and Spanish fleets under Villeneuve during the naval operations of 1806, which ended in the Battle of Trafalgar. The allusion may be to Essex's attack on Cadiz in 1596.

3. *Gibraltar.* Besieged by the French, but, after a stubborn resistance, relieved in 1782 by Admiral Howe.

THE PRIVATE OF THE BUFFS.

(1859-1860)

(Sir Francis Hastings Doyle, 1818-1888).

Last night, among his fellow-roughs,
He jested, quaffed and swore;
A drunken private of the Buffs,
Who never looked before.
To-day, beneath the foeman's frown,
He stands in Elgin's place,
Ambassador from Britain's Crown
And type of all her race.

Poor, reckless, rude, low-born, untaught,
Bewildered, and alone;
A heart, with English instinct fraught,
He yet can call his own.
Aye, tear his body limb from limb,
Bring cord, or axe, or flame;
He only knows that not through him
Shall England come to shame.

Far Kentish hop-fields round him seem'd
Like dreams to come and go;
Bright leagues of cherry-blossom gleam'd
One sheet of living snow;
The smoke, above his father's door,
In gray soft eddyings hung;
Must he, then, watch it rise no more,
Doomed by himself, so young?

Yes, honor calls! with strength like steel
He puts the vision by,
Let dusky Indians whine and kneel;
An English lad must die.
And thus, with eyes that would not shrink,
With knee to man unbent,
Unflinching on its dreadful brink,
To his red grave he went.

Vain, mightiest fleets, of iron framed;
Vain, those all-shattering guns;
Unless proud England keep untamed
The strong heart of her sons;
So let his name through Europe ring —
A man of mean estate,
Who died, as firm as Sparta's king,
Because his soul was great.

The incident on which this poem is based occurred during the English campaign in China in 1859-60. Some Sikhs, and a private of the East Kent Regiment (called the Buff's because of the colour of the facings of the uniform) fell into the hands of the Chinese. They were brought before the authorities and commanded to perform the *Kotou*, that is to prostrate themselves in sign of reverence and submission. The Sikhs obeyed. But Andrew Moyes, the English soldier, declaring that he would not prostrate himself before any Chinaman alive, was instantly killed. *In Elgin's place.* Lord Elgin, formerly Governor-General of Canada, was ambassador to China at this time.

As the private was the only Englishman present, he stood for his race, and the honour of England depended upon him.

Kentish hop-fields. The English County of Kent is famous for hops and cherries.

Sparta's King. Leonidas, King of Sparta, died with three hundred of his men, to hold the pass of Thermopylae against the invading Persians.

THE UNION JACK.

Oh flag of a mighty Empire!
Oh banner of the free!
Old Union Jack, you nothing lack
To bind our hearts to thee.

Your red, the blood of heroes;
On many a hard-won field
A nation's pride, they fought and died
They died, but would not yield.

Your white, the motive pure and just,
True greatness, goodness is;
Our God will fight but for the right
The victory is His.

Your blue, the loyal hearts and true—
The hearts that know no fear,
For Britain's name and Britain's fame
They count their lives not dear.

Oh flag of the clustered crosses!
Oh banner of the free!
Old Union Jack, you nothing lack
To bind our hearts to thee.

EMMA VEAZEY.

N. B. OFFICIAL NOTICES.

A Physical Training Course will be given at the Normal School, Fredericton, beginning July 14th, 1914.

A Cadet Instructors' Course will be given at Fredericton beginning upon the same date.

Grade "B," Physical Training Certificate is necessary to qualify for admission to the Cadet Instructor's Course.

All applications for either Course should be made to the Education Office, Fredericton, N. B., not later than June 15th, next.

Ordered by the Board of Education:

That upon application, with Certificates of leave of absence from the local school boards, and of attendance at a Military Camp, during the school time lost, teachers so absent from their schools, shall be paid, not exceeding three days' government allowance.

W. S. CARTER,
Chief Superintendent Education
Education Office, April 24, 1914.

MOTTOES AND GEMS FOR EMPIRE DAY.

Fear God, Honour the King.

What's brave, what's noble, let us do it.

Not once or twice in our fair island story
The path of duty was the way to glory.

I have fought for Queen and Faith, as a valiant man
and true.

I have only done my duty, as a man is bound to do,
With a joyful spirit I, Sir Richard Grenville, die.

Love thou thy Land, with love far-brought
From out the storied Past.

Lord, Thou hast been our heritage in all generations.

Except the Lord keep the city, the watchman waketh
but in vain.

Keep ye the Law, be swift in all obedience.

Clear the land of evil, drive the load and bridge the ford
Make ye sure to each his own
That he reap where he has sown;
By the peace among our peoples let men know we
serve the Lord.

Where's the coward that would not dare to fight for
such a land?

To my true King I offered, free from stain
Courage and faith.

—much remains
To conquer still; peace hath her victories
No less renowned than war.

Great men have been among us; hands that penned
And tongues that uttered wisdom,—
They knew how genuine glory was put on;
Taught us how rightfully a nation shone
In splendour.

In our halls is hung
Armoury of the invincible knights of old;
We must be free or die, who speak the tongue
That Shakespere spake; the faith and morals hold,
Which Milton held.— In everything we are sprung
Of earth's first blood, have titles manifold.

We shall exult, if they who rule the land
Be men who hold its many blessings dear,
Wise, upright, valiant.

CANADIANS ALL.

Over the seas they come
From alien shores
Passing, an endless throng
Through Canada's doors;
Teuton, and Celt, and Slav
Latin, and Greek,
Urged by one impulse strong,
One goal they seek.

Strain of the Motherland,
Welding the throng —
Sons of the Sea-girt Isles
Stout-hearted and strong;
Some mystic charm there lies
In Canada's call;
Lo! a few fleeting years
Canadians all.

Challenge of mountains vast,
The cataracts leap,
Thunder of ocean's voice,
Deep calling deep;
The lure of vast praries:—
Insistent they call
And lo! a few fleeting years,
Canadians all!

Oh cataract, thunder
Your message again!
Ye deep-rolling rivers,
Take up the refrain!
This, this is the message,
Hark ye to the call,
"For God and for Canada,
Canadians all."

EMMA VEAZEY.

BABY SEED SONG.

Little brown brother, oh! little brown brother,
Are you awake in the dark?
Here we lie cosily, close to each other;
Hark to the song of the lark —
"Waken!" the lark says, "waken and dress you;
Put on your green coats and gay,
Blue sky will shine on you, sunshine caress you—
Waken! 'tis morning — 'tis May!"

Little brown brother, oh! little brown brother,
What kind of flower will you be?
I'll be a poppy — all white, like my mother;
Do be a poppy like me.
What! you're a sun-flower? How I shall miss
you
When you're grown golden and high!
But I shall send all the bees up to kiss you;
Little brown brother, good-bye.

— E. Nesbit.

A LESSON FROM HISTORY.

When the terrible disaster of the Titanic was fresh in every one's mind, a cartoon was published that gave much food for thought. It represented a man surrounded by piles of newspapers full of accounts of the catastrophe; from his hand was falling the paper he had just been reading; his head was sunk on his breast and his brow was bent in sad thought. Beneath were written the penetrating words "What would I have done?" We do not know whether this picture gave to the teacher whose letter we print below a suggestion for her history lessons, or not. But we think her plan an excellent one for driving home the lesson of a brave or honourable deed.

"It was during an oral history period in Grade V. the class had been telling me the story of Madeline de Vercheres. They were much interested, and admired Madeline's bravery greatly, and as a closing, I said, "Write on your paper, what you think you would have done in Madeline's place."

Many expressions were handed in, but I'm enclosing the one that I liked best."

"If I were in Madeline's place I would be so excited I think I would start in hollering 'Help, help,' and start to run to Quebec without a gun, unless I had one with me, and most likely if I did I would not know enough to fire at the Indians, but drop it and run with all my might."

This pupil realized his or her own inferiority to the heroine of the story. It is well that we should be moved by the contemplation of noble acts, not merely to admiration, but also to consideration of our own capacity, or lack of it, for heroism, and that we should realize that courage, honour and unselfishness are not lightly come by.

I've wandered too long not to know there is truth in it
still,
That lure of the turn of the road, of the crest of the hill.
So I breast me the rise with full hope, well assured I
shall see
Some new prospect of joy, some brave venture a-tiptoe
for me. —C. G. D. ROBERTS.

England expects every man to do his duty.

When I forget my Sovereign, may my God forget me.

Patriotism: The passion which inspires to love of one's country.

ADDITION—"THE CIVIL SERVICE METHOD"

The method of addition used in the following example is apparent upon simple inspection, and therefore no further explanation is given. It is a method used in several departments of the government, hence the probable origin of its name. This mode of procedure will be found especially useful with large numbers and long additions. Teachers will find it useful in testing their own work.

768549
57321
97665
874321
554682
79138
607325

31
27
27
46
39
26

3039001

— *The Teacher.*

That inward voice which never yet
Spake falsely, when it urged the spirit on
To noble deeds for country and mankind.

He only knows that not through him,
Shall England come to shame.

Here and here did England help me,
How can I help England.

REVIEW'S QUESTION BOX.

S. B. M.— Please answer the following questions:

1. Does the sap of a tree come entirely from the root?
2. Are the Primroses and Hepaticas native to New Brunswick?
3. Has the Mitchella, (Partridge-berry,) been found in northern New Brunswick?
4. Kindly explain the Dominion Franchise Act of 1885, (page 283 of Canadian History.) What is meant by its repeal by one which restores the provincial franchise in federal elections?

1. The answer depends upon what you mean by the sap. The carbon which enters into the composition of wood, starch and other

plant products is taken from the atmosphere by the leaves and carried in the sap to all the growing parts of the tree. Materials which are held in solid form through the winter change into sugar in the spring and are carried in solution to the swelling buds by the first flow of the sap. If the sap means the water which is the vehicle of this circulation, the answer is, Yes; it all comes from the root, together with the nitrogen and much else that the tree takes up from the soil.

2. The English Primrose may very rarely be found persisting for a short time as an escape from cultivation. There are no true Primroses among the native plants of New Brunswick, except the Bird's-eye Primrose, or the Mistassini Primrose, or both. The former has been reported from Restigouche; the latter from several places along the St. John and its tributaries. Both are more frequent north of the St. Lawrence. The two species are much alike and the form or forms in New Brunswick seem to be intermediate between them. Hepatica is scarce and local in the southwestern parts of the Province, and is found as far north as Keswick Ridge. In the southeastern countries and in Nova Scotia it is very rare. It is common in New England and quite abundant in Ontario.

3. Mitchella has been found in Kent County and probably occurs in dry woods farther north. Its range in Canada is from Nova Scotia to the Georgian Bay.

4. The Dominion Franchise Act established certain qualifications for voters in the election of members of the Dominion parliament. Each province has the right to make its own franchise laws; that is, to decide who is entitled to enrolment on the list of voters for the provincial elections. The later act mentioned repealed the act of 1885 and simply adopted these provincial lists for the Dominion elections in each province.

Mrs. A., Kent Co.— Have intransitive verbs voice?

Intransitive verbs have the form of the active voice. Only transitive verbs can be passive. Some writers restrict the term active voice to transitive verbs, making voice merely a distinction between the two forms of the transitive verb.

SUMMER SCHOOL OF SCIENCE

FOR ATLANTIC PROVINCES OF CANADA

Session of 1914 at Charlottetown, P. E. Island, July 7th to 29th

NATURAL SCIENCES, LITERATURE, ETC., TAUGHT. SPECIAL ATTENTION
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A SUBSCRIBER asks us to solve, or give the method for solving, five problems in arithmetic. As to do this would take up more space than we can afford, we can only refer the writer to Hamblin Smith's Arithmetic, pages 134, 266, 262 and 247.

In the last example given, the length req = hypotenuse of a right triangle whose other two sides = the diagonal of the room and the height of the room, respectively.

Diagonal of room = sq. root of $(32^2) + (24)^2$.
See Hamblin Smith, p. 247, Section 218.

It is not enough that we should enjoy advantages ourselves; a man's full duty to his neighbour demands that he should communicate them to others.

CURRENT EVENTS.

A railway tie of asbestos fibres and cement is a new German invention. It has great strength, and will hold nails and bolts better than wood.

Argental is a new alloy of silver and aluminum. It is much lighter than silver and not so easily affected by exposure to the air.

On shallow waterways in British Guiana where flat bottomed boats carrying sugar cane have been drawn by mules, a tug boat of light draught driven by an air propeller like that of an airship is to furnish the motive power.

Wolves have again made their appearance in Maine as well as in northern New York and Ohio.

Three Russian expeditions are now lost in the Arctic Ocean, or somewhere along its shores, and the Russian Government is fitting out two relief expeditions to search for them. One of the missing expeditions is supposed to have sailed last August from Nova Zembla for Franz Josef Land; the two others have been missing since the autumn of 1912, one of them having set out to attempt the North-east Passage, and the other was last heard from between Spitzbergen and Nova Zembla.

Amundsen's North Polar expedition, which was to have sailed from San Francisco this year, has been postponed for want of time to make the necessary preparations. The leader has also found unexpected difficulty in raising the requisite amount of money.

The boundary between Persia and the Turkish Empire has never been definitely fixed; but an understanding was reached last November, and a commission consisting of British, Russian, Turkish and Persian delegates is now about to begin a survey of the boundary line.

Italy refuses to restore to Turkey the Aegean Islands taken in the late war, unless she obtains in exchange for them certain privileges in Asia Minor.

The Epirotes, inhabitants of Epirus, who are of the Greek race, and are averse to having their country included in Albania, have rebelled and organized a provisional government. Prince William of Albania, as we must call him, for he has not yet taken the title of King, has no army to suppress this rebellion; but may be able to satisfy the Epirotes by giving them self government under a nominal subjection to this rule. It was decreed by the Powers that Epirus should belong to Albania, without consulting the wishes of the inhabitants, who would have preferred to be annexed to Greece.

The arbitrary rule of Yuan, in abolishing the provincial assemblies in China as well as the national assembly, has brought about another serious revolt, in which six of the eighteen provinces are said to be concerned.

In Central America there is another movement in favour of a political union of the five republics. The unionists are strongest in Salvador, but are also organizing in Honduras, and possibly in Guatemala. Their plans are said to involve a resort to arms.

The Ulster rebellion, if it was never intended to be a real rebellion, as some suppose, came very near being real on the twenty-fifth of last month, when a large quantity of war material was landed on the Irish coast at Larne, about thirty miles from Belfast, for use in the proposed insurrection. The rifles and ammunition were brought from Germany. The serious features of the case are that they were not smuggled in, as, no doubt, earlier shipments have been; but were openly landed in defiance of the authorities, and telegraph and telephone wires were cut, while thousands of armed men held up the coastguards and police to keep them from interfering. A fleet of ten

warships has been sent to the place, to prevent a repetition of the offence. There is no doubt that the leaders of both political parties would welcome some peaceful solution of the Ulster difficulties; but it may be now too late to avoid an uprising, the bitter consequences of which would not be confined to the rebels themselves and those engaged in suppressing the rebellion.

War between the United States and Mexico began on the twenty-first of April, when President Wilson ordered the seizure of the custom house at Vera Cruz, to prevent a German steamer from discharging a cargo of arms and munitions of war for the Mexican Government. True, President Wilson protests that it is not war; and that he has the utmost friendship for the Mexican people, and only wishes to make war upon General Huerta, whom he does not acknowledge as President of Mexico. Nevertheless, the whole city of Vera Cruz has been occupied, and four regiments of troops landed there as an army of occupation; and late despatches say that Salina Cruz, on the Pacific coast, has also been occupied, and the port of Manzanillo bombarded.

Brazil, Argentina and Chile have offered mediation, and the offer has been accepted by both President Wilson and President Huerta. The offer was then extended to include General Carranza, head of the Constitutionalists, and he also has accepted the proposal. It is therefore quite possible that there may yet be a peaceful settlement.

Huerta, (pronounced oo-err-tah) who was at the head of the Mexican army, deposed and imprisoned President Madero in February of last year, and is accused of being responsible for his murder which immediately followed. He is an educated man and a trained soldier. Assuming charge of the government of the country as provisional president, he has been recognized as such by the Mexican congress, as well as by Great Britain and most of the other nations of the world, the United States of America and some of the South American republics excepted. Carranza, (pronounced car-ran-thah) with a very strong sounding of the double r) the leader of the northern rebels, or Constitutionalists, claims that he is the representative of the majority of the Mexican people; but he has not been so recognized except by his own followers. He is inclined to make common cause with Huerta against the invaders. Zapata, (tha-pa-tah) leader of the southern rebels, falsely reported to have been killed in battle, has eagerly accepted the amnesty offered by Huerta, and will join him against the United States. Villa, (vill-yah) on the other hand, welcomes the intervention of the United States, and is ready to join forces with them against Huerta, unless he is overruled in this by his chief, Carranza.

Dr. Grenfell is bent upon developing Labrador, which he calls the Norway of the American continent. He intends to start reindeer farms throughout the country and make arrangements for exporting reindeer meat. He is also interested in the preservation of the fur-bearing animals of the region.

With the completion of the Newcastle station this month, the Poulsen system of wireless telegraph will be in operation between Great Britain and Canada, and the all-British telegraphic route throughout the Empire will be complete.

Archbishop Begin, of Quebec, is to be raised to the dignity of a cardinal. He will be the second Archbishop of Quebec to receive that honour.

In Russia, the Czar and the Duma are united in advocating a restriction of the liquor traffic. A local option law has been passed which may result in prohibition over a large part of the Empire. Any commune, village or township may prohibit all liquor selling within its limits by a majority vote. Women are to have a vote on this question.

After the first of July, the use of wines and spirits will be prohibited in the United States navy.

The arbitration treaty between Great Britain and the United States has been renewed for a period of five years.

SCHOOL AND COLLEGE.

Thursday, May 14, has been named as Encenia Day, for the University of New Brunswick. President A. S. Mackenzie of Dalhousie University will be the Alumni orator, and Professor R. B. Miller will deliver the address in praise of the founders.

The Senior Class have selected Mr. R. L. Simms to be valedictorian, and Miss Beatrice Jewett to be Ivy orator.

The technical schools in Nova Scotia are finishing their winter courses; great satisfaction has been expressed over the interest in the year's work. Amherst had an attendance of 170 students, and New Glasgow, of 250. In Sydney, also, there was an increase in numbers over the attendance in 1913. Professor Sexton was present at the closing of several of these schools and complimented the people of the different towns upon the public spirit they showed by donating prizes to encourage attendance and hard work at the technical classes.

On Friday evening, April 17, Dr. W. A. MacDonald, Professor of Literature and History in the U. N. B., gave an interesting lecture on the life and work of Edward Gibbon, before the St. John Teachers' Association.

Miss Josephine M. Latchy, of Moncton, who won a \$400 scholarship from Yale University for two successive years, has now secured a scholarship from the University of Chicago, and will spend her next year of study at that institution.

Teachers and students who are going to Europe this summer may be interested to know there has been published a list of forty-three holiday courses in modern languages. Eight of these courses are in German speaking countries; three in French Switzerland; four in Spain; one in Italy; five in Great Britain; and the rest in France. The list, giving full particulars of the different courses, and of expenses, addresses, etc., may be had from Wyman & Sons, Ltd., Teller Lane, London, E. C., postpaid, for 2½ d.

The Local Lectures Summer Meeting will be held this year at the University of Cambridge from July 31, to August 24. A full programme, giving all necessary information, can be obtained by sending 7d. to Rev. Dr. Cranage, Syndicate Buildings, Cambridge, England.

A wonderful story of pluck and determination is revealed by the announcement that Armand Mackenzie is one of the new Masters of Arts at Cambridge. Mr. Mackenzie is

STANDARD Floor Dressing

puts an end to the dust nuisance. It keeps the air pure and clean by holding down the dust that settles on the floor. It kills disease germs.

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deaf and dumb, and is the first individual so afflicted to take the degree of M.A. at an English University. He paid the fees out of his own earnings.—*Toronto Mail and Empire.*

The REVIEW has received copies of the Programmes of the British Columbia Provincial Teachers' Institute, of which a former New Brunswick man is President; and of a Convention of the Central Section of the California Teachers' Association. These programmes are so interesting and suggestive that we hope to comment on them in our June issue.

The Nova Scotia Agricultural College at Truro closed on Thursday, April 16th. Out of a senior class of forty-four, thirty-eight students were successful in the final examinations.

Eight ladies from St. John, N. B., were delegates to the Kindergarten Convention held in Springfield, Mass., April 21st-24th.

The Biennial Meeting of the Teachers of Inspectoral Division, No. 4, Nova Scotia, was held at Weymouth, on Wednesday and Thursday, April 8th and 9th. Inspector L. S. Morse presided, and Principal N. W. Hogg, of Digby, held the office of Secretary. Lessons were given on the following subjects:—Paper Folding, Nature Study, Primary Reading, Drawing, Arithmetic, History. A paper on Discipline was read by Principal Doucet. Major Outhit, the Organizer and Inspector of Cadet Corps, gave an interesting and instructive talk on Physical Education. All the lessons and papers gave practical illustrations of

the best methods of teaching. One hundred and fifteen teachers enrolled and enjoyed this most successful meeting of the Institute.

BOOK REVIEWS

Introduction to Botany by Bergen and Caldwell is recommended to all our teachers of Botany. It is a good elementary presentation of those features of plant life which are of educational and economic interest to all people. It is a recent book in both date, and treatment of the subject. Along with a clear presentation of Botany it gives a good deal of other knowledge which must remain as a valuable acquisition throughout a student's after life—correlated knowledge of forests, fields, rivers, streams, farms, orchards and gardens. Plant industries and weeds are also discussed. Most of the chapters are followed by a set of well arranged exercises or problems, which should prove valuable to the busy teacher. Lists of "collateral reading" material are also furnished. The work is well indexed, and is provided with a good glossary. The illustrations are numerous, clear, and well selected, and the full page pictures of Chas. Darwin, Asa Gray and Louis Pasteur, etc., add attraction. [368 pages, price \$1.15. Ginn & Co., 29 Beacon St., Boston.]—H. G. P.

The Bird Note Book No. 2, by Mrs. Anna Botsford Comstock, Assistant Professor of Nature Study, Cornell University is now ready, and will be found most interesting.

and helpful to all teachers and students of bird life. It is uniform in size and plan with Note Book, No. 1, a notice of which appeared in the EDUCATIONAL REVIEW for March. These two make up the series, and together give outline drawings of fifty-nine birds, on paper suitable for water colors, by the noted American bird artist, Louis Agassiz Fuertes. With three or four exceptions, all the birds pictured are found in the Maritime Provinces.

These note books are planned to combine school work with field observation. For each subject studied there is a set of seventeen questions with spaces for answers. The first twelve deal with a descriptive study of the bird,—comparative size, habits, and color marking. The last five call for more extended studies, and the student is recommended to answer them from observation if possible; "if not, the answers may be found by consulting bird books."

The following are the last five questions,—the importance of this kind of bird study is obvious:

"13. What is the food of the bird and how obtained?"

14. Where does the bird spend the winter?"

15. Describe the nest, where placed, how far from the ground, how supported, of what material is the inside made, how lined? The color and number of eggs.

16. How are the young fed and cared for? The colors of plumage of the young birds?"

17. Is the bird beneficial to us, and if so, how and why?"

These note books should be in all our schools. The Comstock Publishing Co., Ithaca, N. Y. Price 30c. per part, with liberal discount to schools using for class work.

High School teachers will welcome the new edition of Scott's *Lay of the Last Minstrel*, lately published by the University Tutorial Press. The little book contains an introduction giving a sketch of Scott's life, and short papers on the minstrel and his ballad. The origin and sources of the "Lay," its reception and critics, the border and its history. A good clear map of the Scott country is a great addition. The notes are interesting and suggestive and are preceded by a summary of the story. [London W. B. Clive. 120 pages. 1s. 6d.]

Among the many attractive geography readers the *Junior Regional Geographies* of Miss J. B. Reynolds take a leading place. The volume on *Asia* has just been issued. It has sixty-two illustrations, maps and diagrams. The text is mainly a description of the natural regions of which Asia is made up, and the influence of the structure and climate of these regions upon the life of the inhabitants is well illustrated. After each chapter there is a page or two of problems, questions and suggestions. [A. & C. Black. 182 pages. 1s. 4d.]

The books on the study of English published by D. C. Heath & Co., are generally to be recommended, and *Business English*, a little volume written by Rose Buhlig of The Lake High School, Chicago, is no exception to this rule. The author's object is to teach the act of using words in such a way as to make people think and act, and to do this, she has applied the principles of literary composition to the problems of business life. Part I deals with the study of words, and gives a great deal of practice in pronunciation, spelling, and the correct use of the different

parts of speech. Part II is devoted to simple composition, oral and written. The space given to punctuation seems to us much too large in proportion to the rest of the section. Part III has an admirable chapter on business letters, with many examples, and much material for practice. The book is full of valuable suggestions and exercises and we heartily recommend it to teachers of composition. [D. C. Heath & Co. 380 pages.]

The National Geographic Magazine, March, 1914, contains a good article, with thirty-six illustrations in "Encouraging Birds Around the Home." Price of Magazine 25c.; per copy. National Geographic Society, Hubbard Memorial Hall, Washington, D. C.

Joseph H. Dodson, 1214 Association Building, Chicago, Ill., will send a "Free Illustrated Book About Birds" upon application. His book is largely descriptive of bird houses that he has for sale, but contains some valuable information besides. Send for it.

Teachers should read Chapters XVIII and XIX of Hodges' "Nature Study and Life"—Ginn and Company, Boston. These Chapters give many valuable hints for the study of birds.

WITH THE MAGAZINES.

The *Canadian Magazine* steadily grows in interest and is becoming almost indispensable to the Canadian teacher. The May number has articles on the Senate of Canada, and the Beginnings of British Commerce at Montreal; a well-written critical study of the poetry and prose of Duncan Campbell Scott, and a biographical sketch of John Galt "founder of cities. The fiction is not up to the level of the solid articles and the illustrations, but their are some readable short stories, besides other interesting short contributions.

The May *Century* has a varied programme.

A very strong article on President Wilson's first year, contributed by Maurice Low, will interest many. "He is the most masterful figure American politics has known, as determined as Jackson, but with the persuasion and tact that were foreign to Jackson's nature."

In a comparison between Shakspeare and Balzac, Mr. George Moore airily runs a tilt with all the great Shakspeare scholars on the subject of the dramatist's women. According to the author of *Esther Waters*, Shakspeare, in creating his women, let himself be limited by the powers of boy actors, and drew no portraits, "only a few delicious feminine silhouettes." The critic who ignores Shakspeare's Cleopatra, and says of Portia, that "she interests us only when disguised as a barrister" is either writing insincerely for effect, or has yet much to learn. "The Rise of Meniac Tarbell" is a delightful little burlesque of modern crazes in art. In "the Winged Armageddon" we have a most interesting account of the war against the gypsy and the brown-tailed moths.

Littell's *Living Age* always offers timely information and opinions. To name only three of the principal articles in the April numbers, "The Overtaxed Melting Pot" deals with restriction of immigration in the United States; the

New Brunswick Summer Rural Science School

WOODSTOCK, N. B.

July 8th—August 5th inclusive

The Summer Rural Science School is open to teachers engaged in the Public Schools of the Province. Accommodation for only ninety is provided for. Applications should be made before June 1st.

The Course of Study includes:

1. School Gardening and Horticulture.
2. Animal Life.
3. Soil Physics and Chemistry.
4. Farm Mechanics.
5. Rural Domestic Science.

Calenders with full particulars may be obtained on application.

R. P. STEEVES, *Director Elementary Agricultural Education*

Sussex, N. B., April 1914

NOVA SCOTIA SCHOOL CALENDAR. 1914.

- May 8. Arbor Day.
- May 22. Empire Day.
- May 24. Victoria Day. Applications for Provincial Exams. due.
- June 1. Applications, Cadet Instructor and Musketry, due.
- June 3. King's Birthday (holiday.)
- June 22. Normal College Closes.
- June 24. All Provincial Examinations begin.
- June 25. County Academy entrance examinations begin.
- June 29. Regular Annual meeting of School sections.
- June 30. Last teaching day of school year.
- July 1. Dominion Day. Applications for Rural Science course due.
- July 7. Rural Science Training School course begins.

Interprovincial Teachers' Institute

N. S., N. B., and P. E. I,
To Meet in the Technical College, Halifax
Aug. 26, 27 and 28th, 1914

N. B. Teachers are requested to note, that there will be no Provincial Institute held this year, but that all are urged to attend the Interprovincial Meeting at Halifax. There are many matters of importance and mutual interest to discuss. For all Teachers who attend the Halifax Meeting the public schools will reopen after the summer vacation Aug. 31. For all other teachers, schools will reopen Aug. 26. A full programme with necessary information will be published.

Make your plans early to attend.

GEO. A. INCH,
Sec'y N. B. Prov. Teachers' Inst.

"Tyranny of Labour" offers an explanation why "no English need apply" at American and Canadian factories and workshops; and "Vocationalism" treats of the improvement necessary to prepare the pupils in elementary schools for vocational training.

The March number of "The Round Table," a quarterly review of the politics of the British Empire, in a timely discussion of "The Irish Crisis," concludes that the only permanent solution of the Home Rule problem lies in a federation of the United Kingdom, in which England, Scotland and Wales, as well as Ireland, shall each have a local parliament of its own. In this way both Canada and South Africa have overcome the difficulties arising from differences of race and formed stable constitutions based upon national consent; and this, it is argued, is the only way that offers hope of final success. An article on "The South African Strike" shows the extreme gravity of the crisis in that country in January last, which the government met by the proclamation of martial law,

followed by an illegal or extra-legal deportation of nine of the leaders of the strike, or of the revolution, as it may more fittingly be called. The article closes by showing the need of some general readjustment of the powers and responsibilities of the Dominion Governments in their relation to the Imperial Government and to each other—the need of an organic union of the British Empire. A very convincing article on "The New Autocracy in China" seems to show that the republic has ceased to exist, and has given place to a military dictatorship which will be permanent; and argues that such a form of government is the only one by which the unity of China can be maintained. Articles on "The Education of the Working-Class," "The Kikuyu Controversy," and local matters of pressing moment in Canada, Australia, South Africa and New Zealand, make up a most interesting number. The June number will contain an article on "Naval Policy and the Pacific Question." [Macmillan & Co., Ltd., London; price, 2s. 6d.]

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