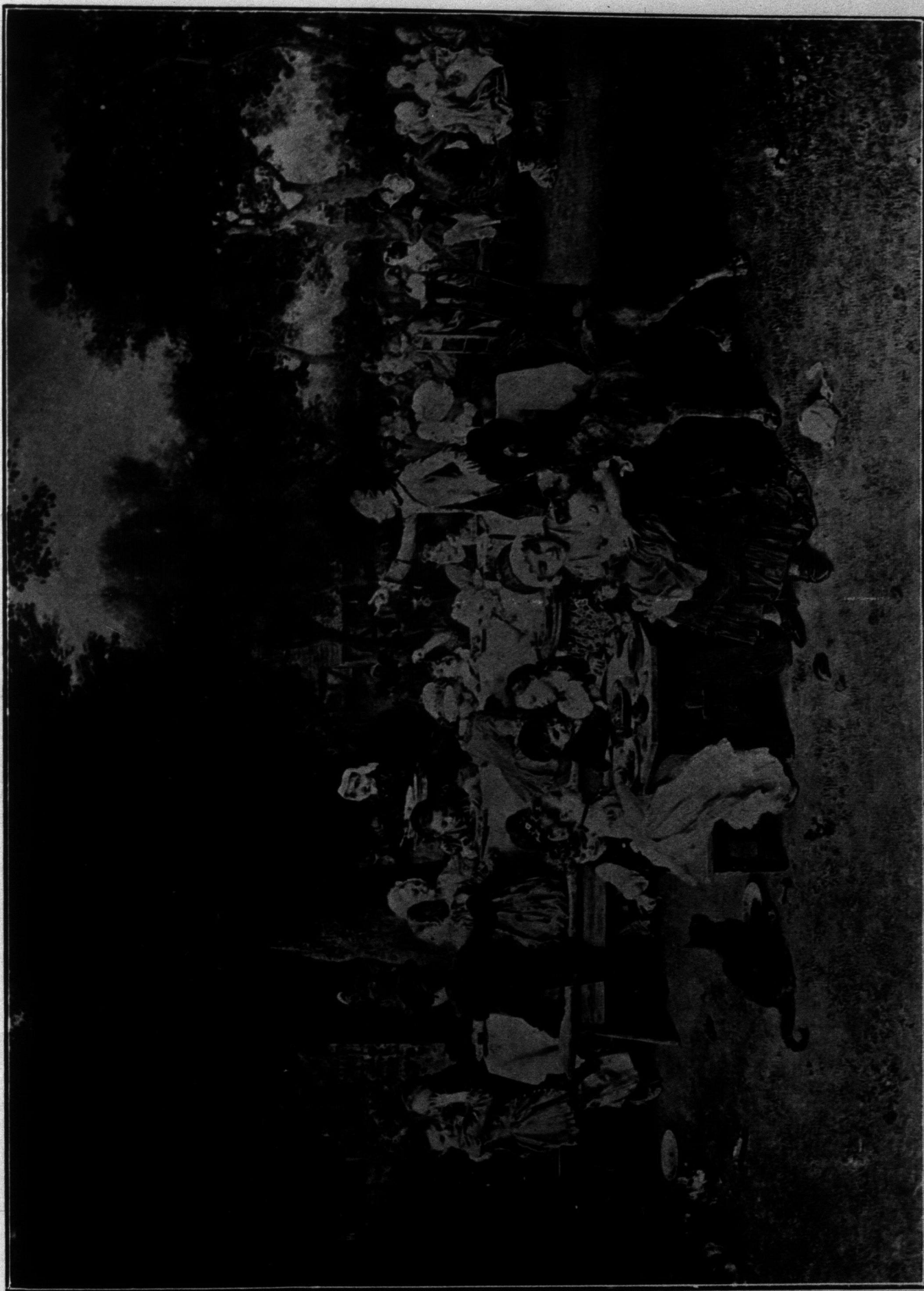
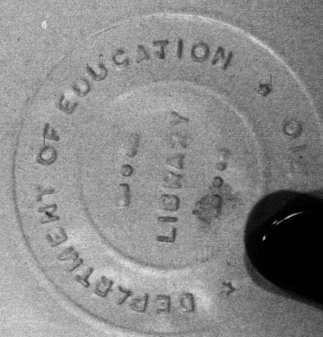


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THE CHILDREN'S FESTIVAL.



The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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St. John, N. B.

There were so many demands for the September number of the REVIEW that the supply is completely exhausted. Subscribers who may not make a practice of preserving their copies, or who by an error may have received two will oblige us by returning this REVIEW. If both August and September numbers are returned in good condition the sender's subscription will be extended three months.

Has the teacher planned to start a literary society or reading club in the community this winter? Make a beginning on these clear October days when all out-of-doors is beautiful, the walking good and the people glad to see you and to enter into your plans.

The approach of Thanksgiving Day should lead to talks in the schoolroom on the beautiful weather and the abundant harvests of the past season,—what the crops consist of, how they are harvested, where they are kept for the winter, how and where they are sold. All that we eat, drink or wear comes from the soil, and whether you are teaching in the country or city it is of supreme importance to honour the occupation of the farmer and to teach the nobility of labour. Above all it is seemly at this as at all other seasons to cultivate the spirit of thankfulness to the Giver of all Good for health, happiness, abundance, happy homes, and the joy of living.

Some teachers visit, especially at institute times, schoolrooms that are much better furnished than their own. Let them not be discouraged. The writer saw a teacher moving round and busily taking mental notes in the neat primary room of the Hampton Consolidated School, and guessed that she was planning changes for her own room. Since she has gone home she has probably talked the matter over with the children and formed the whole school into a committee of ways and means, to make the room prettier and more inviting. Then when the trustees and ratepayers see that the outside of the house does not agree with the inside they will do their part. And all because one bright teacher began to think!

Several articles intended for the October REVIEW were received too late. Contributors should remember that all correspondence intended for publication should reach the editor by the first of the month.



Summer Schools.

The two summer schools that have been in existence in these provinces for years have proved very effective organizations for helping schools. Many teachers have taken advantage of the instruction,—the drill exercises, the natural history field work and the advantages for social intercourse which these vacation courses have afforded. Above all is the inspiration which has come into the lives and work of hundreds of teachers who have been brought in contact with each other under exceptionally pleasant circumstances and with instructors animated with the single aim of helping forward their fellow teachers.

The Rural Science School which meets yearly at Truro was established by the Nova Scotia Government with a view of providing teachers with an opportunity to improve their knowledge of natural science (especially nature-study and agriculture), physical training, physics and manual training. Those who satisfactorily complete the course obtain the Rural Science Diploma, which entitles them to an extra provincial grant, payment of travelling expenses to and from the school, and two weeks extra holidays for attendance during any year. The instructors are drawn from the Normal and Agricultural colleges with usually a specialist for biology and nature-study.

The Summer School of Science is a more independent organization which enjoys the distinction of paying its own way. During its quarter century of existence it has met in nearly every centre of the Maritime Provinces. This has extended the horizon and enlarged the social intercourse of very many teachers. Among its faculty of instructors have been some of our most earnest and successful teachers. The school has shown extraordinary vitality and resourcefulness of management. Hundreds of dollars in scholarships are now given to successful students. Cities and towns have competed for the honour and advantage of having the school in their midst. Yarmouth, the place of meeting for 1912, will give a bonus of about \$1000 for this privilege, and probably not fewer than 500 or 600 teachers will attend.

The present is the time to decide about attending one or other of these schools and then to devote the leisure moments of the intervening months to preparation. The one gives a longer and more advanced course with no fees for instruction and travelling expenses paid. The other has a more flexible course with the chance of winning a scholarship to help meet expenses.

Continuing Schools.

One of the most pressing of our educational needs is a system of Continuing Schools, where children who either from necessity or choice have left school at fourteen years of age or even earlier may better qualify themselves for useful vocations and a higher class of citizenship. A just cause of complaint against our present system of education is that it makes no provision for such schools. The boys or girls who are compelled to leave school at ten, twelve or fourteen years of age with scarcely the rudiments of an education, soon lose what little they have learned and may lose altogether the taste and ability to study, so that at eighteen or twenty they are too old for school, and their earning power has in most cases increased but little. Is it not as wise for a country to look after the education of its youth from fourteen to eighteen as well as from six to fourteen years of age? It may be said that it does that now; but it is only for the fortunate few who are able to continue at school up to eighteen or longer. For the far greater number who have to leave school before that age the state does absolutely nothing in nearly all the provinces of Canada.

The necessity for Continuing Schools was very forcibly put before a public educational meeting at Hampton, N. B., a few evenings ago by Principal F. H. Sexton, the efficient head of the Halifax Technical College. The meeting was held under the auspices of the Kings County Teachers' Institute, and an excellent report of the leading points made by the speaker has since appeared in the daily press, and we hope has been thoughtfully read by the people of New Brunswick. Principal Sexton has been closely connected with the work of technical education all his life. He has had the opportunity during the past season of visiting the principal centres of Europe in company with the Royal Commission on Technical Education which has been investigating industrial and educational conditions at home and abroad for the past year. His clear statements as to what technical education and continuing schools are doing for the intelligence of Germany and for the increase of her commerce and manufactures awakened scarcely less the thoughtful attention of his audience than did his references to the educational advances already made in the mining and other industrial centres of Nova Scotia.

Wisconsin and Minnesota have discarded the system of teachers' institutes, substituting Summer Schools of six weeks.—*N. Y. School Bulletin.*

Notes on High School Literature.—II.

BY ELEANOR ROBINSON.

Tom Brown's School Days at Rugby.

It is not enough to say of "Tom Brown" that it is the best school story in the English language. It stands in a class by itself among school stories. It gives an interesting picture of life at a real and famous school, and a portrait under no disguise, and generally admitted to be true to life, of a great headmaster. But aside from this interest, it has positive merits as a story; merits of construction, of characterization, and of style. One of the aims in studying it should be to find out what these merits are.

A story of this length cannot, like a Shakspeare play, be read through in class, and I suppose the method adopted by most teachers is to have certain chapters read aloud in school, to assign others to be read at home, and to set questions, suggestions and subjects for composition writing. As in the study of "As You Like It" recommended in the last REVIEW, the members of the class can be grouped, and the questions, etc., adapted in difficulty and kinds of interest, to each group. An attempt should be made to give all pupils some grasp of the principles of the construction of a story, so that they will be able to apply them in their own reading. They should be led to find out for themselves that what the author gives us is not a mere string of more or less connected incidents, each interesting in itself, but incidents carefully selected and arranged to bring out the point he wants to make *i. e.*, Dr. Arnold's influence on the individual boy. Here are some points which will repay study:

What proportion of the book is given to Tom's life before he goes to Rugby? What do we learn about him from these chapters? Are all the incidents in them of importance to the story? Do any passages in them suggest that Hughes was dwelling on the scenes and characters because of his own love for them, or indulging in his favourite occupation of preaching? Get clearly in mind all the incidents of Rugby life, all Tom's experiences, *in order*, and all the people who influence him in any way, up to the end of Part I. Note the effect upon him of each incident. Is he getting better or worse, or standing still?

Part II begins with a definite statement that here is the turning point. Notice the chapter headings. Is it usual for the turning point, or crisis, of a story to come so near the middle? Does the interest fall off after this, or does it keep up to the end? Are there any incidents that might be left out? Note what Hughes says about his reasons for putting in Ch. V., "The Fight." Is there

any other reason why it should be there? Does it throw any light on Tom's character? And does it make any difference in his life. Where do you place the climax of the story?

Some of the more striking narrative passages had better be read aloud by the teacher, or by some very good reader (if there be such a one) in the class; *e. g.*, Tom's Journey to Rugby; The Football Match; The Singing in the School House Hall; Hare and Hounds. These are excellent examples of narration, though the first falls off at the end. Note how from "Anything for us, Bob?" (p. 51) to "as the town clock strikes eight" moves rapidly on, and then how the guard's stories about the Rugby boys interrupt the movement. Also, how at the end of the chapter, we are taken away from the coach altogether, to go back to it in Ch. V. The other passages are more closely knit; compare them. And with the account of the journey compare David Copperfield's stage coach journey, and Tom Pinch's in "Martin Chuzzlewit."

Make a careful character study of Dr. Arnold. Do we see any other side of him than the head master? Pick out all the different scenes in which he appears. What does each tell us about him? Collect all the things that are said about him by other characters in the story. All the passages in which Hughes describes him. Is he represented as a *perfect* character? Study the growth, or development, of character in Tom, East, and Arthur. Note all the steps in Tom's education from babyhood. Compare the ways in which he was treated by his father and by the Doctor? (Do they try to repress or to stimulate him?) Do you think that Tom's treatment of Arthur is quite natural? Study this carefully before answering. What incident in Tom's early school life would, perhaps, give him sympathy for Arthur? Does Hughes show his belief in heredity? Collect illustrations of Tom's sense of honour, beginning with his sticking to Jacob Doodlecalf in trouble. What theories of education had Squire Brown? How many women are there in the story, and what parts do they play? Does Hughes describe the personal appearance of his characters? Give examples of the author's direct preaching, and see what he says about it in his preface. (Introduction, p. xxviii. McMillan's Pocket Classics.) What is his definition of "boyishness"? What does he say is the worst sin to a boy's mind?

Besides the character studies suggested above, the following subjects might be set for compositions:

Tom's amusements: (a) As a child; (b) At his first school. Rugby games. Fagging at Rugby. A Jingling match. Back swording. The Doctor's sermons. The story of the Duck. Changes in the school made by Dr. Arnold.

The quotations which head the chapters. "Our own Rugby poet." Rugby heroes. Lessons at Rugby. Hughes' opinion of fights. The "triste tupus" episode. Tom's friends at home and at school. Rugby slang. Tom's interviews with the Doctor.

[Most teachers probably find it profitable to read school stories, but good ones are rare. H. A. Vachell's "The Hill," may be recommended. It is said to give as good a picture of Harrow as "Tom Brown" does of Rugby. The school

part of "Brothers," by the same author, is also good. So are the early chapters of "Pip," by Ian Hay, and the excellent account of Pip's first cricket match might well be read aloud to a class reading "Tom Brown." Kipling's "Stalky & Co.," should be read together with the criticism of it by A. C. Benson, in the "Upton Letters." Mr. Benson, who was for years a master at Eton, has an interesting chapter on the difficulties of writing a school story that shall be true to life. "A Scout's Son," a story of a Canadian boy's school life in England, is very much praised, but I have not read it. "Emmy Lou," is an admirable story of a girl's life at an American public school, and "What Katy Did at School," a good picture of a rather old-fashioned type of boarding school.]

Botany for Public Schools.—III.

L. A. DEWOLFE.

At the season when fruits mature, a study of this phase of plant life should be profitable. And since fruits grow from flowers, it will be convenient to speak of the two interchangeably. One can take no better exercise on a clear October day than to walk through the fields and groves, and observe Nature's preparation for the next year's growth.

Merely to notice the presence of fruit or seed is not sufficient. Far more interesting is it to observe the modifications of certain vegetable organs which brought about the formation of fruit. Doubtless, everyone knows that a plant does not fruit freely while it is growing rapidly. In early summer, its buds expand into leaf-bearing branches. Later, growth becomes slower; and flower-bearing branches appear. Can it be possible that flower branches (that is, flower-clusters or single flowers) are simply stunted and modified leaf-branches?

Let us observe. If we look on willow shrubs we may find "cones" that look somewhat like cultivated hops, or like the pistillate flower-clusters of the hop-hornbeam. These are not natural to the shrub. They show a diseased condition. On examination they prove to be enlarged buds. A gall-fly lays eggs in the bud of the willow. These eggs hatch to small maggots, whose activities modify the growing bud—even make it a house fit for them to live in. Thus, the twig that should have grown a foot long, with lanceolate leaves arranged in five ranks, grows only about an inch long, and with broad scale-like leaves. The dwarfing effect of the maggot therefore produced the "cone," the central axis of which is the dwarfed twig, and the scales of which are dwarfed and modified willow leaves.

If a maggot, sapping the strength of the twig,

produces a "cone," why could not growing fruit or seed produce a similar effect? We know that seeds do grow at the expense of the stem.

There is practically no difference in structure between this growth on the willow and the real cone on the pine, spruce, fir or hemlock. [This willow growth is known as pine-cone willow gall, because it resembles a pine-cone, grows on the willow, and is caused by a gall-fly.] Since the willow gall is plainly a dwarfed branch, doubtless the pine cone is the same. The scales on the pine cone are arranged on the central axis just as the green leaves (bundles of "needles") are arranged on the branch. Having a different work to perform, they are of a different shape and colour. As their work is not the production of food, they are not green. Since they are to cover the seed, they are broad instead of needle-shaped.

But, though we may believe a cone is a modified branch, that does not prove that all flower clusters or fruit clusters are such. It is not, however, a very great step in complexity from the cone to the catkin. Birch, alder and willow seeds are enclosed in an ovary, and spruce seeds are not. But the willow catkin is as plainly a modified branch as is the spruce cone. Below each flower on the central axis of the catkin is a small bract. The flower grows in the axil of this bract. By the spiral arrangement, we know the bracts are stunted leaves.

From catkins to spikes, and from spikes to racemes are very short and very natural steps.

With any of our familiar plants, a glance is sufficient to tell us a flower or flower cluster is a branch. Where do branches grow? They are either at the apex of the plant or in axils of the leaves. (Are they also in the axils of leaflets?) Flowers grow in the same locations. They come from buds. Therefore, they, also, must be branches. Examine a golden-rod or aster. Its leaves are in five ranks. In the axils of the lower leaves we find leafy branches. In the axils of the upper leaves, or near the end of the lateral branches, you find flowering branches. That is, early in the season, the plant produced green leaves with which to feed itself. Later, when its life is nearing an end, it produces small coloured leaves—flower leaves—which are to serve a purpose in reproduction. The individual dies; but the race is well provided for.

I have spoken of certain plants bearing leaves in five ranks. This is not the only arrangement, but

it is a very common one. The sepals and petals of flowers are, also, very often in fives. Is this only a coincidence? Was it a coincidence that the scales on a pine cone should be arranged the same as the green leaves?

All leaves are arranged spirally. If we wind a wire in a loose spiral round a lead-pencil, and then tie pieces of thread at equiangular distances along this wire such that the sixth is vertically above the first, the seventh above the second, and so on, we should have a five-ranked arrangement—already stated to be a common leaf-arrangement. Now, if we draw the pencil out of the spiral and flatten the latter in the direction lengthwise to itself, we find our pieces of thread arranged in a few concentric circles. There will be five pieces to each circle. The outer circle is likely to be considerably larger than the diameter of the pencil.

Similarly, could not flowers whose parts are in fives be the result of the shortening of a stem until the five-ranked spiral arrangement became a circular one? Are there any definite cases to support this theory? I shall mention a few. I have said the aster and golden-rod have their leaves in five ranks. Their flowers also have five petals. But as these flowers are difficult to study, let me refer to such a simple one as the wild red cherry. Its leaves, sepals and petals are all in fives.

But five is not the only number botanically. Four is a common one. Bluets and Partridge-berry have their leaves in four ranks. The parts of their flowers are also in fours. Several mints have a four-parted corolla. Their leaves are always four-ranked. One common Bedstraw has its leaves in whorls of four. (A whorl is a very short spiral.) Its flower adheres to the same number. Dogwoods have not only their foliage-leaves four-ranked; but there is also a four-leaved involucre surrounding the cluster of florets. Furthermore, each individual floret has its parts in fours.

The Trillium has three leaves. It also has three sepals and three petals.

These examples do not prove any rule. They suggest, however, a subject for careful observation and reflection. The rule does not always work. The same is true of branch-arrangement. If branches come from buds, which are always symmetrically arranged in the axils of leaves of deciduous trees, the branches themselves should be symmetrically arranged. But they are not. All buds do not develop. Hence we get an irregular arrange-

ment. The arrangement is much more regular on fir, spruce and pine.

Could it not be the same with flowers? Many are arranged as we should expect. Others, for some reason or purpose, do not follow the rule we lay down for them. The reason for their agreement or non-agreement with any rule could be read if we knew all the changes and adaptations their ancestors have gone through since higher plant-life began on the earth.

QUESTIONS.

1. Pruning apple-trees gives better crops of fruit. Driving nails into fruit-trees is said to have a simliar effect. Why?
2. Do apples grow from terminal buds or axillary buds? Do they grow on old or young wood?
3. Do beechnuts grow on old or young wood?
4. Garden weeds grow several weeks in early summer before they fruit. If we cut them off in August, they often come up and fruit in a week. How can this be explained?

ANSWERS TO LAST MONTH'S QUESTIONS.

1. The lower leaves of buttercups, shepherd's purse, and many other plants have petioles to reach out beyond the shade of the upper ones for light. The upper leaves do not need to reach out. Therefore, they are sessile.
2. There are six or seven terminal buds at the top of a fir trees (though only the central one of these is really terminal), and only three or four at the ends of lateral branches. The top has more buds because they can spread in all directions without being shaded. Notice the arrangement of twigs at the top and on side branches.
3. When trees lose their leaves, no others will ever grow at the same places. New leaves always grow on new twigs—never on old ones. Find buds on trees now. Those buds will develop branches next year; and on those branches only will new leaves grow.
4. Leaves remain on our common white pine two years. They fall during the third summer. They remain on fir and spruce three, four, five, and even six years. Can you find any that have remained on seven years?
5. Leaves are arranged the same on horizontal as on vertical twigs of fir and maple. They do not point the same way; but this is due to a twisting of the petiole for good light, and not to a difference in arrangement. If we rub the leaves off a fir twig, the scars have a spiral arrangement, no matter where the twig grew.

He—"Can you tell me the difference between King George and the Coronation year?"

She—"No; what is it?"

He—"A penny."

She—"However do you make that out?"

He—"Well, you see, the King is a sovereign, but this year is only 19 and 11."

For The Educational Review.]

The Primary Department.

INTRODUCTION.

"It is vinegar to the eyes to have to do with persons of loose and imperfect perception. Dr. Johnson is reported to have said: 'If the child says he looked out of this window when he looked out of that, whip him.'"—Emerson.

How much of the inefficiency and failure in and out of the school room is due to "loose and imperfect perception." Have you ever had the nerve-wearing experience of trying to work with persons who could not be relied upon to get a correct impression of things heard, seen or read, or to give their own mind accurate expression, either because of a slovenly mental habit or because they do not grasp the definiteness and value of words?

When I was a child, just admitted to the high school, we were addressed by the head of the educational system of the province, and, though I remembered little or nothing of what was said, I have never forgotten the speaker's sincerity in emphasizing the importance of his text and slogan—"absolute accuracy."

Here, then, are experienced educators preaching the importance and bemoaning the absence of accuracy; philosophers decrying persons of loose and imperfect perception;—and you are saying, "I thought you were going to talk about Primary Work; you are a long way off!" No, I am at what seems to me the heart of the matter. Read again the quotation with which I began. You see where the American sage puts the 'heart of the matter;' but before I knew that he had covered the ground in one stride, I had found from my dealings with pupils that it is almost useless to strike in anywhere beyond the primary grades to teach accurate perception—I mean that in a public school, trying to *create* this vitally important habit in individuals beyond primary work is weary labor with small chance of good results. Doubtless the habit has been won by the pupil's own effort at high school and college where it is necessary for the work's sake, but the time to begin is when the child begins to have perceptions and express them. The average parent would think: "What earthly difference can it make which window he looked out of!" Probably none whatever. Windows don't matter. But the child does. And—although modern ideas of child-training differ from those of Dr. Johnson's day, it matters so much to the child, that he should

be made to feel that it is not good for him to "say he looked out of this window if he looked out of that."

I have had to try your patience to this extent while you have been waiting for lesson-suggestions and wishing that I would just be practical and definite, because, with this live principle of psychology to illuminate all your work and give every detail its clean-cut value, you will not be worried about the materials, you will see that it is not the window that matters but the child's mind. Whether you teach certain facts about leaves, nuts, letters, animals, numbers, space and time is not the most important point—in primary work. It is a good thing to know what one is doing and why one is doing it exactly as one does; it is a better thing to love the "why" and to know its bigness; there one's ingenuity and enthusiasm suggest material and method in wonderful variety.

From now on I will be "practical and definite" if you will make a crusade against "loose and imperfect perception."

LESSONS.

Material.—The best possible material for first lessons is coloured wooden beads. They are used not only for form and colour observation, but in many ways for number, language and "busy work;" and they delight the children. They cost forty cents a gross, assorted, of the standard colours and three forms, sphere, cube and cylinder. A dozen shoe-laces for stringing them may be had for ten cents.

You will also find many interesting uses for the little sticks, plain and coloured, used in the kindergarten for stick-laying. Besides copying your designs from the board with sticks carefully arranged as to colour, length, angle, etc., all of which means a real effort of observation, the children can make little figures from them by inserting the ends in soaked peas.

You will, of course, need coloured blackboard crayons. Perhaps a fifteen cent box will be enough. Ask for standard colours, if for use in these primary lessons.

Clay-flour comes at twenty-five cents for five pounds. You soak it yourself. And the little tools for clay-modelling cost twenty-five cents a dozen.

If you take up paper-cutting and folding, you will need the coloured paper squares which come

at from twelve to twenty-five cents per hundred, and blunt-pointed kindergarten scissors costing a dollar a dozen. But probably the children will bring their own scissors. It is well to know exactly how much or rather how little the materials for up-to-date primary work cost. If you do not know just where to send for them, consult the REVIEW's advertising pages. Try your own stationer. Let the local stationers know that there is a demand for these things. It is best to have a catalogue of kindergarten supplies—it can, I suppose, be got at any agency for their distribution.

There is one more thing needful—it should be in every school where there is a primary class—a low table at which from six to twelve children may sit, on low chairs, to take special instruction from the teacher. No matter how large or small the class, satisfactory work cannot be done with a group much larger than this. A home-made table, tightly covered with white oilcloth and having folding legs so that it can be stood aside if space is limited is even better than the expensive kindergarten table. And low chairs may be borrowed or cut down from old large chairs. Where there's a will there's a way. And as for "where the money is to come from," I'd rather go without my winter hat or even give a pie-social than "suffer the old things" in my primary work.

Method.—For a first lesson in form, colour and language, use only green and yellow beads of the three shapes which the children will call round, square and long. Each child has a handful and they are asked what they are, what they are made of, etc. When they find that they are beads, shoe-laces are given upon which to string them. Something like the following is said:

Everyone take a bead in your hand.

"Mary, what have you in your hand?"

"A bead."

"But I asked you something about yourself and expected you to tell me about yourself. If you just say 'a bead,' you don't tell anything, do you? If I say to you, 'a stone,' am I telling you anything? Am I telling who has it, or who wants it, or who threw it, or where it is, etc?"

"No."

"If I want to tell what I have, I say, 'I have such a thing.' If I want to tell what I see, I begin, 'I see—' Now, what were you going to tell me—what did I ask you?"

By and by you get "I have a bead."

You hold up a yellow one, "Is yours like this?"

"No, mine is green."

You write on the board, "I have a green bead."

And from another, "I have a yellow bead."

Whether they have learned to write or not—these lessons are properly intended for less advanced pupils than you are likely to have at this time in the year—you can later use these sentences for drill in the sounds of letters and build up a study of words in -een.

But for the present you are just getting such statements as "I have a round, green bead." "I see Tom's yellow bead." At next lesson they have violet and orange in addition. And you will begin to realize the value of this apparently simple work when you see a five-year-old chap concentrating all his mental powers upon, "I have a long violet bead. I have a square, orange bead, and Tom has a round, yellow bead." At next lesson let them have blue and red. As soon as you like afterward introduce number. "I have six beads; two yellow and four blue." "I have two red beads and three green beads. That makes five beads on my string." "I have five green beads and take off two. I have three left." But the time when careful observation and thought are needed to get the two descriptive adjectives correct should be made the most of and not hurried over.

Always preface a question with the name of the child who is to answer it, or point plainly to his work.

A lesson should not last over fifteen or twenty minutes. Then let them relax attention by stringing beads at random while you indicate on the board, with little coloured squares, circles and flattened cylinders the order and number of beads they are to string later. Here is room for spoiling much of the good habit of observation, if you, finding on examining their strings, that Mary has three yellow where there ought to be four, or that Tom has his five orange ones round instead of long, stand and point to the beads and say, "You ought to have another bead here, Mary." "Put long beads here where these round ones are, Tom." Remember it is not their sense of hearing that needs correction, it is their perception. Go to the board. Point to the exact place where the faulty observation was made. Get Mary to look again at the crayon marks and at her beads. Get Tom and

her to find each other's mistake—anything rather than tell, yourself. But beware of wearying the child's patience. When you have to insist beyond his understanding of any wherefore, do it pleasantly. Give him frequent rests and chances for physical exercise. Turn him out of doors for a few moments in the middle of each session.

It is beyond the scope of a magazine department to deal adequately and fully with clay-modelling and paper-cutting and folding. But both ought to have a place in the primary programme. As soon as the child observes form, he wants to reproduce it, and clay-modelling is the earliest natural mode of expression. It is nature that sends the child to the sand-pile and mud-puddle. Suggestions there will likely be here from time to time,—for modelling is a part of so many lessons; for instance, after the bead lesson a bit of clay would be given the child to model a round, a square and a long bead—but there are two excellent little books, "Clay Modelling in the School Room," and "Paper and Scissors in the School Room," to be had at twenty-five cents each. And the paper work is the primary "manual training."

Be sure to get a good collection of nuts and leaves from the woods, beechnuts or hazelnuts, keep in the burr until needed. Leaves, green, yellow, brown, red, shiny, smooth, rough, etc., will provide lessons somewhat similar to the bead-lesson given, and many others of your own devising. J. W. M.

A teacher recently wrote this letter:

"After I had taught three years, I at last got the idea of true preparation. It seemed to me that those years have been wasted. I used to sit down at my table in the evening, skim hastily over the text-book passages of the lesson for the next day so I would not be tripped up by the pupils. I used to think that was enough. All at once it came to me that I was not doing the right thing. Now, preparation for the recitation is a more serious business. I study the needs of the boys and girls. I try to find how to make the lessons interesting. I never begin a recitation now without feeling that I have a message for my pupils."

Is not this the true way of preparation?

Teach your pupils to write paragraphs and not compositions. They will do it better, and it will do them more good.

Moving South—A Bird Story.

BY J. W. BANKS.

One day during the last week in August four young redstarts were enjoying themselves since early morning playing hide and seek through the leaves of a white birch tree, at times refreshing themselves with tidbits,—small white worms, hung from the limbs by almost invisible threads of silk. They were quite full grown and very becomingly dressed for redstarts of their age. As the sun's rays slanted more and more from the westward they tired of their play, anxiously waiting for their absent mother. Soon she came with a joyful flutter of wings, pleased to find them safe. Well, birdies, it seems such a short time since you were wee fluffy things in the bottom of the nest with barely strength to hold up your heads; now you are quite full grown, and yet not three months old!

Soon we will have to leave this beautiful summer home. It seems a long time ago; the nights were getting long as they are now, when my father and mother, brothers and sisters went on a long journey. It was a beautiful morning. We started just at peep of day. We travelled leisurely, flying from tree to tree, but always in one direction and guided by an unseen pilot. Soon we were joined by others; all day long the numbers kept increasing. At sundown the trees and bushes were alive with birds of many different colors. I did not know we had so many relations. In the dusk of the evening we waited for a signal from the leaders for an all night's flight. Thus day and night, sometimes over great stretches of water, we kept on our journey, pausing only in stormy weather, when we could make little headway. Days before our journey ended our army grew smaller, numbers halting by the wayside, wherever food and warmth invited them to tarry.

Since early morning I have been calling on our friends to know when they will be ready to start.

Now I must tell you about the little families around us so that you may know how like ourselves they are, yet how different.

My first visit was to the Myrtles who live among the evergreen trees. They were very pleased to see me. They have four of a family, about two weeks older than you. The children showed me the pretty nest that their mother built for them in a small tamarack tree. Tiny spruce twigs were very neatly woven together, and the nest lined

with long slim feathers all of the same pattern, the quill ends placed in the centre, and the outer ends extending upward and bent over so as to give the appearance of a half open flower. They will be ready to go with us in the morning.

Now you must remember that quite a number of our relations are dressed in colors different in the autumn and winter, than in the spring and summer. The colors of the Myrtle warblers in the early season are:—back slaty-blue, streaked with black; below white; the breast and sides heavily streaked with black; crown, sides of breast, patch on back, bright yellow; wings with two white cross-bars. In the autumn the slaty-blue is almost completely replaced by pale dull brown, with slight traces of yellow on the sides and crown, but the patch on the rump is always yellow.

The next I visited were the black and white Warblers, those active little fellows we see scrambling about the trunks of trees, often head downwards, or clinging to the underside of limbs pecking and digging into every little hole and crevice. Their nest, built of moss and lined with fern-down, was very neat and cosy. They were all dressed alike; striped pure black and white; and the color is not changed winter or summer.

Next I went to the home of the Oven-birds—five of a family, very prettily dressed. They were anxious to show me the wonderful nest their father and mother had made for them, built in the side of a mossy knoll roofed over so that all would be quite dry in rainy weather; so like an old fashioned oven, that they call themselves oven-birds. One told me the reason why they walk rather than hop as most other small birds do,—because it is much easier to draw near sharp-eyed insects by warily placing one foot before the other. The color of their back and wings is clear olive-green, breasts and sides pure white, thickly covered with dark spots.

On my way home, I called to see the black-throated Greens. I was met by the father, a gaily dressed fellow he was in the spring and summer, with back and crown a clear yellow olive, forehead rich yellow, and throat, breast and sides jet-black. Now the black is rusty and spotted with yellow; the same as the spring suit of his mate. Their four young ones are dressed so much like the father and mother that it would be hard to tell one from the other. They will be pleased to go with us and will be the first to join us in the morning.

The Swallows have already gone, and so have the

Nighthawks, and that doleful little fellow with his night-long cry of "Whip-poor-will;" and well he deserves it, for keeping us awake at nights.

On my way home, I stopped at the edge of the meadow to chat with our cousins, the Yellowthroats. I found them as usual amongst the alders and willows. The father has taken off his black mask which, to one not knowing his friendly disposition, made him look like a highwayman. Now, father, mother and the little ones have all olive-green coats, and rich yellow throats. They are ready for the journey and will meet us on the way.

Out on the meadow, I saw that rollicking noisy fellow, who wished to tell all who would listen, that he was the important "Robert of Lincoln." But he has put off his black and buff satin coat for one of linen, edged with black, and is now quite as plain as his mate with not a wink to tip to his former boon companions. They are ready, waiting for the first clear dark night; so let us all snuggle close together, and keep our ears open for the last three notes of the Bobolink's song—"clink, alink, link."

Birds that Pass in the Night.

By J. A. MACMAHON, in *Outdoor Life*.

In the philosophy of migrant birds there is an intrusion on the silence of the night which students of bird life have not yet been able to understand; and, though we peer with persistent stare into the pierceless upper world in an attempt to enjoy a view of the passing feathered throng, which the peculiar sounds that come down to us tell us of, yet all is nebulous, save the occasional passing athwart the moon's face of the distended wings and strained necks of a stray feathered migrant.

The twice-a-year movement—north, then south—of countless millions of birds that come to us from the warmth of the tropics are reminders of the everlasting train of the seasons and of the mysterious instinct that prompts the lengthy flights of the silent aerial passengers of the night.

The unfailing regularity with which the winged nocturnal travellers go south each year, at the time they do, over so many thousands of miles through the half-lit nights is suggestive of a knowledge of the game laws, and of an understanding that the "open" season would soon be on and then they might be compelled to run the gauntlet of destruction.

The guiding instinct by which the little migrants cover wonderful distances—with a peculiar confidence—in their lofty and long-sustained flights between the twilight of dusk and the dawning of another day seems to be unsolvable by man's comparatively obtuse senses.

The life and stamina of the north country, which stragglers from passing flocks reveal while on their southward trek, are indicative of the contented and felicitous life

passed by these wanderers during the months whiled away by them in their near-Arctic temporary domestic dwelling-places while rearing their varied broods, and their plump condition is clear evidence that the food problem has been satisfactorily met by them.

The strong feeling of unrest affected by all birds and animals during what is commonly regarded as the migratory season is undoubtedly inherited, and, though man, also, impatiently feels the luring call of the faraway land, yet neither man's own knowledge of himself, the hooting of the owl, the soft cooing of the dove nor the sweet call or song floating to earth from among the invisible flutter of wings that pass in the night leads him to any human discernment of the why or the wherefore of this gregarious and migratory instinct. In this, man's limitation is notable.

The southward fleeing of birds in general and the coming later on of other birds are all weather-wise messengers announcing the passing of another summer and the near approach of fall.

The crimson clinging vines, glorifying the life of autumnal days are early notified by indolent stragglers making their way to the land of constant summer that the hushed and dreamy days are at hand, and the first dropping leaves will soon rustle in the woodlands, and after that will come the "phantom frosts" with the nights cool and still and naught but a tender dream left of the gay summer of but yesterday.

The few south-bound transients that carelessly linger seem to forget that the fall equinox is past, and that where were grassy meads, nurtured by wimpling streams, providing abundance, will rise sedges sere and drear and the woods and meadows will be given up to hardier races such as the sparrows, the cheery bob-white and the graceful, handsomely garnished pheasants.

The over-abundance of energy so conspicuous in the migratory birds in their spring flight from zone to zone is largely absent in their south-bound passage, and a more subdued activity seems to be their inclination as they pass on to the land of summer.

The departure, whether affectionate or indifferent, to the always summer land for a few months of indolence, is concealed by the darkness of the night, and only by the morrow's knowledge of their absence do we become aware they have gone south to spend the winter and enjoy a habitat more congenial than is afforded by the frosty mornings of the bracing North.

The northern and then southern wanderings of birds of passage is very beautifully expressed by that fine nature-lover, William Cullen Bryant, in his "Ode to a Waterfowl," in which he says:

"Thou'rt gone, the abyss of heaven
Hath swallowed up thy form; yet, on my heart
Deeply hath sunk the lesson thou hast given,
And shall not soon depart.

He who, from zone to zone,
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone
Will lead my steps aright."

An Illustrated Nature Lesson.

In the work at the recent session of the Rural Science School, Truro, N. S., the following question was submitted to the students to obtain an outline lesson for schools: "Taking the Cecropia Moth as material and any grade in the common school you choose, outline the nature-work you would try to have the pupils do."

The answer of Miss Shipley has been sent to the REVIEW by Professor Shaw, who says: "I think it good because of the freedom it allows the pupils and the fact that Miss Shipley did not make it a formal nature lesson to be done in a given period. She allows the pupils to take their time, ask their own questions and as many as they please. In these respects the answer illustrates the true method in nature teaching,—in fact in nearly all good teaching."

In the EDUCATIONAL REVIEW, Vol. I, No. 1, there appeared a lesson on the Cecropia or Emperor Moth by Dr. A. H. MacKay, in the Ferndale series of lessons. This is well worth reviewing in connection with Miss Shipley's outline.

Outline of Nature Work.

MARY HELEN SHIPLEY.

Taking the Cecropia moth and selecting Grade VI to show the nature work one would endeavour to do:

The aim of all true nature study is to interest the child in any nature object, in its natural surroundings, that it will study and find out many things for itself.

Then, if nature study is based on the real interest and observation of the scholar, let us hope that for this lesson, some one of Grade VI, (without special request from the teacher) has brought to the school room shortly after the opening of school, the large green caterpillar or larva form of the moth, with the question, What is it? and many more to follow as to what it will do or what it lives on.

If these scholars have had their attention directed to and interest aroused in nature study from the earlier grades, the name may be familiar, probably the more common one of Giant Silk Worm.

If the teacher should be the first to have tried to interest these pupils in all living things around them, she will reward the finder of this caterpillar by showing delight in thus having a nature object in the school room, which both teacher and pupils will carefully observe and study.

The caterpillar should be made to feel at home by placing it in a glass globe (or large bottle) set on a dish of moist soil into which one can stick twigs of maple, apple, etc., as these leaves are its natural food. (After having had the children find this out for themselves.)

Ask questions of the children to call attention to the breathing spiracles on each segment except the second

and third. But let the children have time to ask all the questions they wish without telling them too much. They will observe the spiny, warted covering, the different colours of the warts, etc. Let one measure and weigh the larva. Ask another to notice how many leaves it will eat in a day.

Soon the larva (or larvae, for I would try to have several, so one could be sure of having both male and female moths emerge,) will spin the cocoon, attaching it to a twig. The cocoon is of tough, papery texture, brown, and from two and a half to four inches long. Children who have never watched an insect pupate, nor have known what a cocoon is, will soon be interested. Dozens of questions will come from them. I would gratify the curiosity of these older pupils in every way possible. They will undoubtedly be far ahead of their observations now in their questions, and wish to know what will come from the cocoon.

Let one pupil have the care of the globe containing the cocoon throughout the winter.

Drawings of the larvae may be made, and of the cocoon, as practice work. Compositions may also describe each one of the stages so far.

The words, larva, pupa, pupate, and the names of parts of the larva may be given to the children of this grade and explained so they will easily remember their meanings when used again.

In late May or early June, the pupils will be interested in the moth emerging. This being the most conspicuous form, the children will observe every point for themselves. A written composition from each without any help from the teacher, may be called for to compare the correctness of their observations, and the way in which they express their own ideas. Many children pass through grade after grade without really ever trying to write on any subject without first hearing the ideas expressed by the teacher.

The stage where the moth lays eggs and the larvae are produced may not be reached during the school year, but some child will now be interested enough to wish to see the completion of the life history of this moth, and will care for the specimens to study it in vacation. Late in the term drawings of larva, cocoon and moth would be placed on the board by the teacher, and all that had been learned discussed orally. Then the drawings copied by the pupils, and a concise, careful composition written.

Many would object to this last named work as being too arduous, and by tiring the children, perhaps defeat the true aim of nature study. Yet I believe that scholars in fairly good standing in Grade VI, who have really become interested and enjoyed the study of this nature object, will take great pride in a nature study note book, and will, with the greatest care, copy the drawings, and observe neatness of writing, expression of ideas, punctuation, paragraphing, etc., in fact all points so important in a good composition, and of help in all written work.

When a number of moths have emerged from cocoons, there is almost sure to be one scholar, who will have the museum idea, and wish to mount one, especially if they are to be set free. This scholar would, probably,

take great pains on learning to mount the specimen, and show pride in exhibiting it to visitors. If this were the case, and the specimens were carefully preserved, I should encourage this form of a child's interest.

Teachers' Institutes.

Gloucester County.

Les 29 et 30 juin dernier eut lieu à la Grande Anse, la réunion annuelle des instituteurs et des institutrices du comté de Gloucester sous le présidence de M. l'inspecteur J.-F. Doucet. M. Charles C. Poirier, instituteur à Caraquet, agissait comme secrétaire. M. l'inspecteur en termes très appropriés souhaite la bienvenue aux membres présents puis les engage à entrer sans crainte dans la discussion des différentes matières qui leur seront soumises au cours de l'institut. Il présentait M. H.-G. Harrison, M. A., principal de l'école de Bathurst, qui lut en Anglais une intéressante conférence sur les relations devant exister entre les parents et les instituteurs.

Les idées si utiles et si bien énoncées par le conférencier, ont été discutées par M. l'inspecteur, M. Poirier les demoiselles Josephine Dumas et Lottie Foley et par MM. Jos. Delagarde, J.-E. DeGrace et Jas. McIntosh. Ajournement jusqu'à 2 heures, P. M.

A la séance de l'après-midi Mlle Lucia Thériault donna une leçon de lecture à une classe de Grade III qui lui valut les félicitations de tout le monde. Ensuite M. H.-H. Hagerman, M. A., professeur de l'école normale, nous parla tout près de deux heures de l'enseignement du dessin.

Le soir eut lieu une assemblée publique dans le sous-bassement de l'église, à laquelle ont adressé la parole M. le Surintendant, l'inspecteur, M. le curé Doucet et la Père Travert, Supérieur du collège de Caraquet, MM Hagerman et Harrison.

La première séance de vendredi commença à 9 heures. Le Surintendant tel qu'on nous l'avait annoncé était avec nous. Deux adresses lui furent présentées, en français par Mlle Hedwidge Dumas et en anglais par Mlle Laura Eddy, Le Surintendant en donnant sa réponse exprima le plaisir, qu'il éprouvait de se trouver pour la première fois dans ce comté en visite officielle. Il remercia chaleureusement les membres de l'institut pour les bons sentiments à son égard exprimés dans leurs adresses.

Après les beau et intéressant discours du

Surintendant, M. J. Edouard DeGrace, Principal de l'école supérieure de Petit Rocher, donna lecture d'une étude sur l'usage du Tableau Noir. M. James McIntosh, Principal de l'école supérieure du Village de Bathurst, donna ensuite une leçon très instructive sur la Botanique.

Dans l'après-midi, M. le curé Doucet nous donna une conférence sur le système solaire qu'il illustra au moyen d'un planétaire de son invention. M. Jos. C. DelaGarde, B. A., vint ensuite et illustra avec habileté sa méthode d'enseigner la lecture française aux commençants.

M. le Surintendant nous fit encore un joli discours. Il nous engagea surtout de ne jamais manquer d'assister aux instituts et d'encourager tous nos confrères d'en faire autant.

M. J.-E. DeGrace fit quelques remarques touchant l'enseignement du français à l'école normale. Il pense que la Grammaire Française devrait y être enseignée, et que le temps est arrivé d'avoir un texte d'Histoire Canadienne en français.

L'élection des officiers donne le résultat suivant: Président, Jas. McIntosh; Vice-présidente, Mademoiselle Brigitte Dumas; Secrétaire, M. J. Edouard DeGrace; Membres additionnels du Comité exécutif, Mlles Lucia Thériault et Lottie Foley.

La prochaine réunion aura lieu à Bathurst.—
"Un Instituteur" en L'Évangéline.

Northumberland County, N. B.

Over one hundred teachers attended the Northumberland County Teachers' Institute, held at Chatham, September 14th and 15th. There was a very creditable display of pupils' work in drawing, penmanship and mounted specimens of plants, chiefly from the Chatham schools. Principal C. J. Mersereau presided, and gave a very interesting opening address. He was followed by Inspector G. W. Mersereau and Inspector R. P. Steeves. The latter gave some useful hints in regard to the teaching of nature-study in the schools. Chancellor Jones, of the University of New Brunswick, gave a very valuable paper on the Teaching of Geometry, before the advanced section; and Miss Mabel M. MacGregor on the Teaching of Composition, to the primary section. There was also a trustees' section, where some important matters relating to the duties of trustees were discussed,

Inspector Mersereau giving a very practical address on that subject.

Dr. D. W. Hamilton, of the Provincial Normal School, gave an address on School Gardening, recommending that every district in New Brunswick should have a school garden. Mr. Norman D. Cass gave an illustrative lesson on physical training; Mr. Jas. A. Starrak, the director of manual training recently appointed for the schools of Chatham, one on paper folding and cardboard cutting, and Mr. H. H. Stuart a paper on the course of study. He urged that compulsory attendance should be enforced and that agriculture, school gardening and manual training should be taught in all schools.

The following officers were elected: President, L. R. Hetherington, Newcastle; Vice-President Miss Tessie A. Gallivan, Chatham; Secretary-Treasurer, H. H. Stuart, Douglstown. Additional members of Executive, W. S. Daly, Newcastle; and Miss Stella Flaherty, Loggieville. The next meeting will be held in Newcastle.

Kings and Queens Counties, N. B.

Probably no institute has been held in Kings County to surpass in value and interest that held at the Consolidated School, Hampton, September 28th and 29th. In the absence of the president and vice-president N. S. Fraser, B. A., of the Sussex Grammar School, was called to the chair. The programme embraced addresses, papers, lessons to classes, and vocal and instrumental music, all carried out with spirit and effectiveness. A class on School Gardening was conducted to the excellent school garden at Hampton, and led by Miss Hannah Shamper, of the Kingston Consolidated School, was taught the nature of soils and causes of growth. A lesson to a class of girls on physical drill, conducted by Miss Muriel DeMille, was distinguished by accuracy and simplicity. A trustees' section, presided over by Mr. E. A. Schofield, discussed for nearly three hours subjects relating to trustees, teachers and children in a manner that showed the value of these sections as a part of the teachers' institute. The regret was that the teachers themselves, who were then engaged in other sections, could not listen to and take part in the discussions. The views of the chairman, of Messrs. R. C. Williams, J. E. McAuley and others who took part, and their evident

sympathy with the work of the teachers and schools would have had a wholesome and stimulating effect on trustees and ratepayers everywhere. The meeting demonstrated very clearly the importance of such gatherings at an institute.

In other sections of the institute, primary and advanced, subjects appropriate to each were discussed and lessons given. At the public educational meeting, Principal Sexton, of the Nova Scotia Technical College spoke of the importance of continuing schools, and gave an outline of the work done in Nova Scotia and in Germany, which country he had recently visited in company with the Royal Commission. The address was an inspiring one and the report of the address as printed in the daily papers should be widely read in New Brunswick.

The Domestic Science department of the Hampton school, under the direction of Miss Jean B. Peacock, served dainty refreshments to the visitors at the close of the first day's proceedings. The following are the officers for 1911 and 1912: President, Mr. Chas. T. Wetmore; Vice-President, Mr. J. A. Brooks; Secretary-Treasurer, Mr. N. W. Biggar. Additional members of Executive Committee, Mr. Norman McL. Patterson and Miss Emily Alward.

Westmorland County, N. B.

The thirty-fourth annual meeting of the Westmorland County Teachers' Institute was held at Dorchester, N. B., September 28th and 29th. There was a large attendance, upward of one hundred teachers being present.

After enrolment Mr. Pincock gave his presidential address. Teachers, he said, should be leaders in educational reforms, and if they impress others with the knowledge of their profession it will raise it to a higher place in the minds of the people. Inspector O'Blenes, Messrs. Oulton, Cowperthwaite and Jonah discussed the paper. At the second session Miss Ethel Murphy, B. A., read a practical paper on Canadian Civics. This paper was discussed by Mr. F. Peacock, B. A., director of manual training in the province. Mr. F. A. Dixon, B. A., of Sackville, gave an interesting address on Agriculture in Schools. A public educational meeting was held on Thursday evening addressed by Inspector O'Blenes and John T. Hawke, Esq.

At the third session an interesting paper was

read by Mr. G. J. Oulton, of Moncton, on "Duty and Discipline;" following this paper Mr. Cowperthwaite gave a paper on English Composition, showing the necessity of more efficient work in this subject.

The Institute then divided into four sections.

At the fourth session excellent papers were read by Miss Ryan and Miss Thompson on the subject of Arithmetic in the intermediate grades.

The officers elected for the ensuing year are: S. B. Anderson, president; Miss Agnes M. Alward, vice-president; W. A. Cowperthwaite, secretary-treasurer; Miss Avard and Mrs. Lawson additional members of the executive.

Charlotte County, N. B.

The twenty-eighth session of the Charlotte County Teachers' Institute was held at St. Andrews, on the 28th and 29th of September. There were eighty-five members enrolled, and the sessions were interesting and profitable. The president, Miss Annie L. Richardson, of St. Andrews, was unable to preside because of the recent death of her father; and the vice-president, Mr. J. Vroom, secretary of the St. Stephen School Board, took the chair. Mr. F. O. Sullivan, of St. Stephen, was the efficient secretary.

Miss Richardson's address was an admirable paper, dealing with matters of interest to teachers, especially the teachers of New Brunswick. A brief address by Inspector McLean, and a few words of welcome from Mayor Armstrong, with the appointment of committees and other matters of routine, completed the work of the morning session.

In the afternoon, a very practical paper on the teaching of English Composition was read by Miss Mary E. Caswell, of Milltown, followed by two papers on Agriculture, by Mr. Stanley Wilson, of Rolling Dam, and by Mr. J. R. Oastler, foreman of Sir William Van Horne's stock farm, both graduates of the Guelph College of Agriculture. Dr. Carter, Chief Superintendent of Education, was present at this session, and joined in the discussion of the papers.

A public meeting was held in the evening, Judge Cockburn, chairman of the St. Andrews School Board, presiding. The Chief Superintendent, Inspector McLean and others spoke; the Inspector making the announcement that prizes had been offered by Mr. J. Sutton Clark, of Letang; and by

Dr. H. I. Taylor, of St. George, the former for school essays on Letang and its claims for development as a winter port; and the latter for the best two essays on the subject of Tuberculosis.

Friday morning's work included papers on Physical Culture, by Principal McFarlane, of St. Stephen High School; on Arithmetic, by Mr. H. Murray Lambert, of Grand Harbour; and on Geometry, by Principal Morrow, of the County Grammar School; which were well received and followed by profitable discussions. At its close, carriages were waiting to take the members of the institute to Sir William Van Horne's beautiful summer home on Minister's Island, where they were hospitably entertained at lunch by Sir William and Lady Van Horne, allowed to see his valuable collection of paintings, and to wander about the grounds at pleasure.

At the closing session, Miss Catherine C. Robinson, of St. John, illustrated with a class of boys and girls her method of giving instruction in vocal music; and Miss Sara McCaffrey, of Letete, read an excellent paper on Spelling, each followed by a lively discussion of the subject presented.

Miss Emma Veazey, of St. Stephen, was chosen president for next meeting; Mr. H. M. Lambert, Grand Harbour, vice-president; Mr. F. O. Sullivan, St. Stephen, secretary; Miss Ina Harvey, Grand Manan, Miss McCaffrey, Letete, and Principal Hayward, Milltown, additional members of the executive. The next meeting will probably be at North Head, Grand Manan.

Baddeck, C. B.

A very successful institute of the teachers of Antigonish, Guysboro, and the four counties of Cape Breton took place at Baddeck during the last week in September. This was a normal institute, the object being to conduct a series of model lessons for the benefit of the teachers attending. The meetings have been held every two years, alternately with the meetings of the Provincial Association. Much benefit has resulted, especially to teachers of little experience. Inspector A. G. Macdonald, of Antigonish, the president of the Institute, and Inspectors Macneil, Phalen and McKinnon have taken a warm interest in the movement and have given their time and efforts unstintingly to its success. Owing to the lack of co-operation on the part of school boards generally,

says the *Sydney Post*, it is possible that this may be the last of these highly instructive gatherings. The school board of Sydney, which took an active part in the meeting held in that city two years ago did not co-operate in the work this year, and only gave permission to its supervisor to attend and two of the teachers who had classes to instruct at the Institute.

It seems a somewhat narrow policy that a city with the educational advantages of Sydney should not be willing to let its light shine into remoter districts, and do all in its power to build up a higher educational standard in country and village communities.

There were about 175 teachers enrolled at Baddeck. Sixteen model lessons were given, and every day there were practical lessons for four hours, given by specialists in grades one to eight. These specialists were selected from the professors in the Normal College at Truro, supplemented by some of the best teachers in eastern Nova Scotia.

"What is the longest word in the English language?" asked Uncle Tom. "Valetudinarianism," replied James, who had taken a prize in spelling. "No," spoke up Susie; "it's 'smiles'; because there is a mile between the first and last letters." "I know one," said Jack, "that has over three miles between its first and last letters." "What word is that?" asked Uncle Tom. "Beleaguered," cried Jack, triumphantly. "I know one," said Philip, "that is longer than that. 'Transcontinental' has a whole continent between its beginning and ending." "'Interoceanic' beats them all," exclaimed Elsie, "for it contains an ocean; and an ocean is larger than any continent."

Doubtless the new teacher started well on the first week of the term. Has she kept on starting well every week since? Have the "little things" that require constant attention been looked after, — a clean schoolroom, interest in lessons, punctuality of attendance, skill in leading pupils, devotion to work, controlling temper and leading pupils to control theirs, creating a mutual respect and forbearance? If so, things have gone on well. If not start over again. It is never too late to mend.

Little Stories for Little Folk.

The Butterfly's Fad.

I happened one night in my travels
To stray into Butterfly Vale,
Where my wondering eyes beheld butterflies
With wings that were wide as a sail.
They lived in such houses of grandeur—
Their days were successions of joys,
And the very last fad these butterflies had
Was making collections of boys.

There were boys of all sizes and ages
Pinned up on their walls. When I said,
'Twas a terrible sight to see boys in that plight,
I was answered, "Oh, well, they are dead.
We catch them alive, but we kill them
With ether, a very nice way;
Just look at this fellow, his hair is so yellow,
And his eyes such a beautiful gray.

"Then here is a little droll darkey,
As black as the clay at your feet.
He sets off that blond that is pinned just beyond
In a way most artistic and neat;
And now let me show you the latest,
A specimen really select,
A boy with a head that is carrot red,
And a face that is funnily specked.

"We cannot decide where to place him—
Those spots bar him out of each class;
We think him a treasure to study at leisure,
And analyze under a glass."
I seemed to grow cold as I listened
To the words that those butterflies spoke,
With fear overcome, I was speechless and dumb,
And then, with a start,—I awoke.

—Ella Wheeler Wilcox.

What's in a Name?

Her parents named her "Marguerite,"
And friends and kinsfolk said, "How sweet!"
But here I will relate to you
What happened as she upward grew.

Her older sister called her "Meg;"
Her teasing brother called her "Peg;"
Her girlish chums to "Daisy" took;
Plain "Maggie" satisfied the cook.

And "Madge" she was to her papa;
And "Margie" to her fond mamma;
And "Peggie" in her grandma's voice;
And "Magpie" as her grandpa's choice.

With "Margery," her teacher's word,
While "Rita" she herself preferred—
Now, in this list with names replete,
Pray, what became of "Marguerite?"

—American Motherhood.

Jack Frost Comes.

One night in October Jack Frost came to the farm, and tip-toed around to see if everything was ready for him.

The few plants that had not been carried into the house were covered over with a large cloth to keep them warm, and in the vegetable garden there was nothing left but great bundles of cornstalks standing like Indian tents. He knew the pumpkins and squashes must be in the barn, so he scampered there as fast as he could to see if the doors and windows were shut fast. Indeed they were, for Tommy and his father had been expecting Jack Frost any night now, and had worked hard for ever so many days so that nothing should be left in his way.

But it seems they had forgotten something after all, for way down in the orchard behind the garden, under the very last apple tree of all, what did Jack Frost find but a great heap of red apples!

He knew the farmer must have forgotten them, so he flew to the house as fast as the wind, and tried to get in and tell someone about the apples; but the doors and windows were shut fast. He could look in and see the family sitting there as cozy and warm as toast; not one of them had any idea how cold it was outside, nor who was peeping in the window at them, trying to tell them about that pile of red apples in the orchard.

After a while Tommy put on his cap, and ran out into the yard, and the minute the door opened, in flew Jack Frost as fast as the wind, and jumped right on to the farmer's ear trying to tell him what he had forgotten. But it was of no use, for the farmer only clapped his hand to his ear, and said: "Whew! It is a frosty night. I am glad everything is in out of the cold."

So Jack Frost had to get out again the best way he could and find Tommy. It was not hard to find him, but it was hard to make him stand still and listen; they had a regular race all over the lawn, and round and round the barn; then into the garden, and finally away out past the garden into the orchard.

How they did scamper in and out among the apple trees, until they came to the last tree of all! Then Tommy stood still and listened to Jack Frost, for there, right in front of him was the heap of red apples.

It did not take long for him to run to the house and tell his father, and you may be sure that in a very short time every red apple was in the barn and the door shut fast.

Then Jack Frost laughed softly to himself and started in for a good night's fun.—Selected.

Bedtime for the Leaves.

The leaves had a very happy, busy time all summer. Sometimes they had company. Birds, squirrels and insects all came to visit them so they weren't the least bit lonesome.

By and by autumn came. Then the leaves found it so hard to stay on the old tree. "Something is the matter," cried one. "I'm getting loose." "So am I," cried another. "I can hardly hold on." "There is a little round thing crowding me off," cried a third. "Can you tell us what is the matter, Mother Tree?" said a fourth.

"Yes," said the old tree, "I can tell you." "The little

round things are my buds." "They must have your places now and you must go out into the world and find a resting place."

Then the old tree helped them change their dresses and get ready to leave. I wish you could have seen them. Such a mass of gay colours! Orange, crimson, green and yellow were flashing about in the sunshine, making the tree look like a great bouquet.

One morning they heard a rustling sound. Along came the wind. He snatched them up and away they went, dancing and whirling in the air. The wind played with them all day then went away and the little leaves came dropping, dropping down through the fading light until they were all on the ground. The sun sank slowly out of sight, the darkness came softly up and covered the little leaves and left them alone with the night.

The great bare tree looked down and smiled;
"Good night, dear little leaves," she said,
And from below each sleepy child
Replied, "Good night," and murmured,
"It is so nice to go to bed." —Selected.

Hallowe'en.

As I walked in the fields one October night,
I heard a soft rustling behind me;
'Twas old Mrs. Pumpkin, I'm quite sure I'm right,
Saying, "Now, children, all mind me!

"It is growing quite near now to gay Hallowe'en,
All the boys will be coming around
To find some fat pumpkins all orange and green,
And to pick them as soon as they're found.

"Hold your chins up, look pleasant; ah! now, that is fine,
They'll be sure to take pumpkins so sweet,
You do not all want to be left on the vine
For Thanksgiving pies boys will eat." —Selected.

"Little by little," an acorn said,
As it slowly sank in its mossy bed,
"I am improving every day,
Hidden deep in the earth away."

Little by little each day it grew;
Little by little it sipped the dew;
Downward it sent out a thread-like root,
Up in the air sprang a tiny shoot.

Day after day and year after year,
Little by little the leaves appear;
And the slender branches spread far and wide,
Till the mighty oak is the forest's pride.

The Squirrel.

Young Master Squirrel sits up in a tree,
Happy and young and gay is he.
He looks to the east, and then to the west,
Saying, "Where, O where will the nuts be best?"

"For winter is coming, the days grow cold;
The sheep and the lambs are all in the fold.
I'll new line and carpet my snug little nest
With mosses and leaves, ere I take my long rest.

"The children with soft steps come creeping around
When they spy me at work—but I'm off with a bound;
They come for the nuts; so I'll work with a will,
And, with both cheeks as baskets, my storehouse I'll fill." —Selected.

A Reading Lesson and Riddle.

I am something that you know.
I came last night at twelve o'clock.
I shall stay thirty-one days.
Oh, I shall be very busy.
The grapes must be painted purple.
The nuts must be turned brown.
How hard you will try to spell my name.
But I'm sure you can't do it.
You can't even guess who I am.
Try, try harder.
I'll tell you, I am——

A Foolish Little Dandelion.

A foolish little dandelion ('twas long ago they say)
Was very cross and naughty to her fairy nurse one day;
She cried and squirmed and scolded, while the fairy combed
her hair,
And said, "I wish I didn't have a single lock to wear!"
Thus she scolded and she wriggled, and said naughty
things to her—
Which astonished the good fairy so that she could hardly
stir!
But she did her task—and patiently—as all good fairies do,
And when it was completed, away she sadly flew.
Imagine now what happened! On that very self-same
night—
The golden locks of Dandelion suddenly turned white!
And next day the winds while playing (said the people
who were there),
Remembering her fretful wish, just blew off all her hair!
So be careful little people; take the warning given you—
For one can never tell, you see, the harm *cross words may*
do!

—A. F. Caldwell, in *Woman's Home Companion*.

Marie Shedlock, London: The essentials of story-telling are:

First—Make a mental picture.

Second—It must be about something that is unusual.

Third—It must cultivate a sense of mystery.

Fourth—There must be common sense and—fun.

Fifth—Never tell a moral.

Sixth—Never lower the standard of a story to cater to the taste of a child.

For Friday Afternoons.

Riddle.

There's a queer little house—
And it sits in the sun;
When the good mother calls
The children all run;
While under her roof
It is cosy and warm,
Though the cold winds may whistle
And bluster and storm.

In the daytime that queer
Little house moves away;
And the children run after
So happy and gay.
But it comes back at night,
And the children are fed
And tucked up to sleep
In their warm cozy bed.

This queer little house
Has no windows or doors;
The roof has no chimneys,
The rooms have no floors;
No fireplaces, chimneys,
Nor stoves can you see,
Yet the children are cozy
And warm as can be.

(Answer—Hen and chickens.)

Go On and Complete Them.

An interesting exercise is for the teacher to begin familiar quotations, as those given below, and allow the pupils to finish them and give the author.

Full many a gem—*Gray*.
A thing of beauty—*Keats*.
To thine own self—*Shakespeare*.
Tell me not in—*Longfellow*.
We live in deeds, not—*Bailey*.
To be, or not—*Shakespeare*.
Vice is a monster of—*Pope*.
The day is cold and—*Longfellow*.
Oh, that some power—*Burns*.
'Twas ever thus from—*Moore*.
Truth crushed to earth—*Bryant*.
Remember now thy Creator—*Solomon*.
And the cares that—*Longfellow*.
The man who seeks one—*Owen Meredith*.
God made the country—*Cowper*.
O woman! in our hours—*Scott*.
A little learning—*Pope*.
Break, break, break—*Tennyson*.
Go wing thy flight from—*Moore*.
Know then this truth—*Pope*.
But pleasures are like poppies—*Burns*.
Procrastination is—*Young*.
Honour and shame—*Pope*.
Toiling, rejoicing, sorrowing—*Longfellow*.

A Game of Croquet.

This is a game played at the blackboard. Arches are drawn in regular order as in a set of croquet. Stakes are indicated at their proper places, and a pupil takes the pointer and begins the game. The rules of this word game are the same as those of any croquet game. Words that have proven themselves hard ones for the children are placed, one at each stake, and one in front of every arch.

The first pupil to take the pointer begins with the word at the first stake, and, if he gives it correctly, is allowed to go to the first arch, and from there to the second, if the word is correctly pronounced. If he fails, he must give up his place to a second pupil who begins again at the first stake, and proceeds in the same order as number one. The first pupil in the mean time has had a figure 1 mark placed where his mistake was made, the pupils being numbered 1, 2, 3, etc. This indicates the place where he is to begin when his turn arrives. The one who returns to the first stake first, having pronounced every word correctly, wins. The game goes on until all have returned to the first stake. The children enjoy the game immensely, and it is excellent drill as well.—*School Education*.

Fly away, little bird! Southern skies are aglow,
And our winter is coming in silence and snow;
Take the words that you taught me on summer days fleet,
And the music you brought me, so tender, so sweet,
But leave me this wee nest, so lonely and gray!
Fly away, fly away, fly away!

"Who will rent my house?" a blue bird cried.
"It's snugly finished and warm inside.
I'm going south for a few winter weeks,
But the sparrow is my agent, if anyone seeks."

—*Kindergarten Magazine*.

The children should be constantly urged to cut out of newspapers and magazines all pictures, anecdotes, descriptions of countries and peoples, etc., for use in the geography, history and composition classes. Ordinarily a scrapbook—home made or other—is used for such extracts, but they can be preserved in loose form in an ordinary letterfile. But in whatever way they are kept, the main thing is that they be made a part of the recitations in the classes named. If in any school no beginning has been made, the teacher should set the machinery in motion at once.—*Western School Journal*.

"Bruddahs en sistahs," said old Parson Sparks, "ef de church bell attracted people lak de dinneh bell, de pews would be filled in two minutes after de fus' ringing'."—*Chicago Daily News*.

In a hotel in Montana is the following notice: Boarders are taken by the day, week, or month. Those who do not pay promptly are taken by the neck.—*Lippincott's*.

Quotations.

Doing is the great thing. For if, resolutely, people do what is right, in time they will come to like doing it.

—John Ruskin.

Govern the lips

As they were palace doors, the king within;
Tranquil and fair and courteous be all words
Which from that presence win. —Edwin Arnold.

Heaven is not reached at a single bound,
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit, round by round.

—J. G. Holland.

Small kindnesses, small courtesies, small considerations, habitually practised in our social intercourse, give a greater charm to the character than a great display of talents and accomplishments.

—M. A. Kelly.

Hath any wronged thee? be bravely revenged; slight it, and the work is begun; forgive it, and it is finished. He is below himself that is not above an injury.

—Quarles.

Blest be the tongue that speaks no ill,
Whose words are always true,
That keeps the "law of kindness" still,
Whatever others do. —Marion Bernstein.

An agreeable behaving is better than a beautiful form; it gives a higher pleasure than statues or pictures.

—R. W. Emerson.

A merry heart doeth good like a medicine.—Bible.

It is a comely fashion to be glad,
Joy is the grace we say to God.—Jean Ingelow.

The habit of looking at the best side of any event is worth more than a thousand pounds a year.—Dr. Johnson.

The little cares that fretted me,
I lost them yesterday
Among the clover-scented grass;
Among the new-mown hay;
Among the husking of the corn
Where drowsy poppies nod,
Where ill thoughts die and good are born,
Out in the fields with God.

—Elizabeth Barrett Browning.

"I have told you," says Southey, in one of his letters, "of the Spaniard who always put on his spectacles when about to eat cherries, that they might look bigger and more tempting. In like manner, I make the most of my enjoyments, and pack away my troubles in as small a compass as I can."

Opening Exercises.

The country teacher, whose room contains many classes, can often vary her work more than her sisters in the city. One country teacher used her numerous classes to great effect in the matter of morning exercises. She assigned one day in the week to each class and the members were to be entirely responsible for the opening exercises on their day. Fridays she reserved for herself, when she gave little talks on some subject connected with the school work, or on topics connected with events of the day. The classes were at liberty to vary the exercises as much as they wished with songs, recitations, dialogues, essays, quotations, current events, and so on. The children took a keen interest in their own days and a scarcely less keen one in that of their mates, because only the class responsible had any idea what the exercises were to be.—*Popular Educator.*

Maples.

Maples are trees that have primeval fire in their souls. It glows out a little in their early youth, before the leaves open, in the redness and rose-yellowness of their blossoms, but in summer it is carefully hidden under a demure, silver-lined greenness. Then, when autumn comes, the maples give up trying to be sober and flame out in all the barbaric splendour and gorgeousness of their real nature, making of the ancient wood a thing out of an Arabian nights dream in the golden prime of good *Haroun Alraschid*.

You never may know what scarlet and crimson really are until you see them in their perfection on an October hillside under the infathomable blue of an autumn sky. All the glow and radiance and joy at earth's heart seem to have broken loose in a determination itself for once before the frost of winter chills her beating pulses. It is the year's carnival ere the dull lenten days of leafless valleys and penitential mists come.

The maples are the best vehicle for this hidden, immemorial fire of the earth and the woods, but the other trees bear their part valiantly. The sumacs are almost as gorgeous as the maples; the wild cherry trees are, indeed, more subdued, as if they are rather too reserved and modest to go to the length the maples do, and prefer to let their crimson and gold burn more dully through overtints of bronzy green.—*Miss L. M. Montgomery, in October Canadian Magazine.*

Do You Keep Children After School?

Do you keep first-grade children after school? If so, for how long? Second-grade? For how long? Third-grade? For how long? Fourth-grade? For how long?

Do you keep them as a punishment or to help them?

Do you enjoy staying after school with children? Do you think it is good for your health? For their health? Is it good for your disposition? For their disposition?

For what offence do you keep children after school?

What percentage of the children are never kept after school? What per cent. but once?

Does keeping a child after school usually cure him of the "error" for which he is detained?

If he is in no wise benefited by three or four detentions, would you continue to keep him after school?—*American Primary Teacher.*

What is the Answer?

My first is in Quebec.

My second is in Ontario.

My third is in Manitoba.

My fourth is in Alberta.

My fifth is in Prince Edward Island.

My sixth is in British Columbia.

My seventh is in New Brunswick.

My eighth is in Saskatchewan.

My ninth is in Montreal.

My tenth is in Nova Scotia.

My eleventh is in Yukon.

My twelfth is in Ottawa.

My thirteenth is in London.

My whole is the attitude of Canada to England.

ALFRED MACDONALD.

Belyea's Cove, Queens Co., N. B.

Answer next month.

A rough and ready dominie in Auld Scotia was examining his boys in the catechism and asked if God had a beginning. "No," said the boy. "Will he have an end?" "Yes," he replied. This was followed instantly by a buffet on the side of the head. "Will he have an end noo?" "No," said the boy, and the master was satisfied.

If People Would Only Heed These Lines.

"Do you wish the world were better, 3
Let me tell you what to do;
Set a watch upon your actions,
Keep them always straight and true.
Rid your mind of selfish motives,
Let your thought be clean and high,
You can make a little Eden
Of the sphere you occupy.

Do you wish the world were happy?
Then remember, day by day,
Just to scatter seeds of kindness
As you pass along the way:
For the pleasures of the many
May be oftimes traced to one,
As the hand that plants an acorn
Shelters armies from the sun."

The late William James, Harvard's famous psychologist, would often illuminate a misty subject with an appropriate anecdote. Discussing motherhood in a lecture on psychology, Professor James once said:

"A teacher asked a boy this question in fractions:
"Suppose that your mother baked an apple pie and there were seven of you—the parents and five children. What part of the pie would you get for your portion?"
"A sixth, ma'am," the boy answered.
"But there are seven of you," said the teacher. "Don't you know anything about fractions?"
"Yes, ma'am," said the boy, "I know all about fractions, but I know all about mother too. 'Mother'd say she didn't want no pie.'"

The REVIEW is a welcome visitor and though I am not teaching I do not want to do without it. Wishing it a continuation of success. F. B. H.
Portland, Me.

Kindly change the address of my REVIEW from _____, N. B., to _____ Manitoba. My appreciation of your paper has not lessened since leaving the province. N. E. M.

"Ellen, has George come home from school yet?" called Mrs. Smith to her servant.
"Yes, ma'am, but I haven't seen him."
"How do you know that he is home, then?"
"Because the cat's a-hidin' under the dresser, ma'am."

A Good Way to Dismiss School.

Five minutes before intermission the bell taps. This is a signal for pupils to put books in order and pass wraps.

When pupils are ready, each room marches out to a designated stopping place in the yard, while their teacher marks time, either by counting or with a call bell.

The pupils of different rooms file in rows side by side. When all are in position the principal gives the order, "Face!" They then face in a body. He then gives the command, "Dismissed," and they run to their play.

This is fine discipline and can be carried on successfully and with pleasure in country schools and in small graded schools.—*Popular Educator.*

October Questions.

"O, where are you going?" the little boy said,
To the bird on the branch of a tree.

"I am going to fly to the South, by and by,
Where the winter is summer, you see."

"O, where are you going?" the little boy said,
To the squirrel so nimble and shy.

"When it's late in the fall, I'll roll up like a ball,
In our hollow tree home that's nearby."

"O, where are you going?" the little boy said,
To the fish in the ponds and the streams,

"O, it's warm and quite nice, deep down under the ice,
And not half so dark as it seems."

"O, where are you going?" the little boy said,
To the caterpillar on the ground.

"I expect very soon I shall spin a cocoon,
And in it I lie snugly wound."

"O, where are you going?" the little boy said,
To the wild hare whose fur coat was gray.

"When the winter winds blow I turn white like the
snow,
But think in my burrow I'll stay."

—*Primary Education.*

Dr. Francis C. Walker, A. M. (U. N. B.), Ph. D. (Harv.), of St. John, N. B., has been appointed an instructor in Washington University, St. Louis.

Dr. D. Soloan, principal of the Nova Scotia Normal College has been elected a member of the Simplified Spelling Board of America.

Monday, the 30th of October, has been chosen as Thanksgiving Day.

How to Make Spelling a Delight.

In order to procure interest in spelling I find no other device so valuable as the following: Words are pronounced by the teacher in the usual way, but the children are given to understand that there is to be no "next" if a word is misspelled.

Let us suppose in a class of twenty-five, three words are missed and no one takes them up until No. 15 is reached; No. 15 spells the second word that was missed and goes ahead of No. 3 who missed it. No. 17 takes up the third word, instead of spelling the word pronounced by the teacher for him to spell, and goes ahead of No. 6 who missed it. No one notices that there is still a misspelled word afloat until No. 25 is reached when he, or she, spells the word that No. 1 missed and goes to the head of the class rejoicing while an exclamation of surprise is heard all along the line.

This method never grows old. I have used it myself for almost a score of years and have never had a class admit that they liked any other plan so well; however, I do not allow our favorite method to interfere with the very necessary written work in spelling. Needless to add that the pleasure derived from a walk from foot to head of the class is a sufficient inducement to obtain lessons thoroughly prepared.—*Primary Education.*

The Lord's Prayer and Grade Four.

The principal of one of our schools sends the REVIEW the following versions of the Lord's Prayer as it was written in a certain Grade IV. The pupils were asked to write the first sentence and here are some of the results, which are somewhat startling:

1. Our Father dart in Heaven Halowin our name.
2. Our Father chark in heaven hallow be thy name.
3. Our Father which dart in Heaven Hallow be thy name.
4. Our Father who are in heaven hallow way be thy name.
5. Our father wich ark in heaven halled by thy name.
6. Our father whach art in henven helib thy name.
7. Our father which art in heven, hello be thy name.
8. Our Father westark in heven haller be thy name.
9. Our father we chart in heaven hallow be thy name.

Over sixty-five thousand immigrants from the United States came to Canada last year, and this year the number is nearly sixty-seven thousand. They bring with them on an average about one thousand dollars each.

CURRENT EVENTS.

By a decisive vote in the general election, the people of Canada have refused to sanction the reciprocity agreement with the United States, and the government of Sir Wilfrid Laurier has been defeated at the polls. Mr. R. L. Borden, leader of the opposition, will, therefore, be called upon to form a government and carry out the wishes of the people. In this, one important difference between our form of government and that of the United States is clearly shown. The government which is now taking office, as a result of the elections of the 21st of September, begins its work at once. A change of party was made in the United States House of Representatives last November, yet President Taft and his cabinet, who belong to the defeated party, are still in power, and cannot be displaced until a year from next March, or four months after the next presidential election. Furthermore, the people of the United States may be as much opposed to the reciprocity agreement as we have shown ourselves to be, yet they have no constitutional means of saying so. In their country there is no such thing as an appeal to the people.

Our recent census shows, of course, large gains in all the western provinces. The large increase in the Province of Quebec will raise the basis of representation in the House of Commons, in which Quebec is entitled to sixty-five members. This will result in Nova Scotia and New Brunswick each losing two seats, and Prince Edward Island losing one, Ontario may also lose one or two, while the provinces west of Lake Superior will gain about twenty-seven members.

The census of South Africa shows a population of about six millions, of whom about four millions are blacks, and over half a million belong to other coloured races.

The Canadian government steamer Arctic, with Capt. Bernier in command, has arrived in Quebec after fifteen months in the far northern waters. About three hundred miles of coastline was surveyed.

The New York naturalists who have returned from the the Arctic coast of Canada, report having explored the Horton River for four hundred miles of its course, finding it far larger and longer than the Coppermine River. They also found an unknown river emptying in Langton Bay.

The premier of New Zealand has asked the British government to place the Tolga Islands under the control of the Dominion of New Zealand.

Italy has declared war against Turkey, and has sent a fleet and an army to take possession of Tripoli. However slight the provocation, if it be slight, most of those who recall the long history of the pirates of the Barbary coast will be satisfied to see the last of Turkish rule in Northern Africa, if it can be brought about without a great war. There is fear, however, that hostilities cannot be confined to Tripoli, and that other nations may be involved. Tripoli is about four times the size of Italy, and has a much larger Italian than Turkish population. Before the Mohammedan conquest it was a rich and prosperous province of the Roman Empire.

It is believed that France and Germany have come to an agreement on the Morocco question, and that a large

strip of French Congo territory will be ceded to Germany in exchange for the German recognition of French claims.

Social and political unrest are dangerously prevalent in other European countries which have no immediate interest in either Morocco or Tripoli. Spain is under martial law. Great strikes in different quarters of the kingdom, and a well developed revolutionary movement in Barcelona, threaten a civil war. The formal adoption of the constitution of the new Portuguese Republic and the election of its first president were followed by the recognition of the Republic on the part of Great Britain, France and other powers; but the Royalists are seeking to overthrow the Republicans, and the latter are so divided amongst themselves that the situation is serious. In Russia, the assassination of the premier has brought a renewal of the political disturbance which may at any time result in civil strife. Labour troubles in France and food riots in Austria help to show how widespread is the feeling of popular discontent.

China has had another terrific flood of the Yangtze River, with the loss of many thousands of lives, and the wide destruction of crops. Added to this is a serious insurrection in the province of Sze-Chuan, the cause of which is said to be the granting of railway concessions to foreigners—a cause, by the way, which is said to have much to do with the recent revolution in Mexico.

The attempt of the former Shah of Persia to regain his power has apparently ended in complete failure. His forces have been defeated in several battles, and their military leader taken prisoner.

Seven thousand miles of railway have been constructed in China within the last six years, and a hundred thousand miles of postal service established.

A Harvard chemist claims to have discovered an explosive three times as powerful as dynamite, yet safe to store and handle. It will stand 275 degrees of heat without igniting, and can be hammered on an anvil without explosion.

A new vessel which is to run between Montreal and Lake Erie has neither steam nor sails. Her motive power is an oil combustion engine, or two sets of such engines; and, as she shows no funnel and has but two very small masts, she is a strange looking ship.

Under the terms of the International Fisheries Treaty concluded with the United States in 1908, regulations governing the fisheries in international waters were drawn up, to become effective after concurrent proclamations by the Governor-General of Canada and the President of the United States. The necessary legislation was passed last year by the Dominion Parliament. The United States authorities, however, have failed to pass the legislation required to put the treaty into effect.

The International Waterways Commission, the new body formed to determine disputed questions between the United States and Canada is now complete. The commission will take up questions relating to the development and use of the waterways between the two nations.

His Royal Highness the Duke of Connaught, the new Governor-General of Canada, is expected to arrive at Quebec on Friday, the 15th of this month, and there take the oath of office.

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