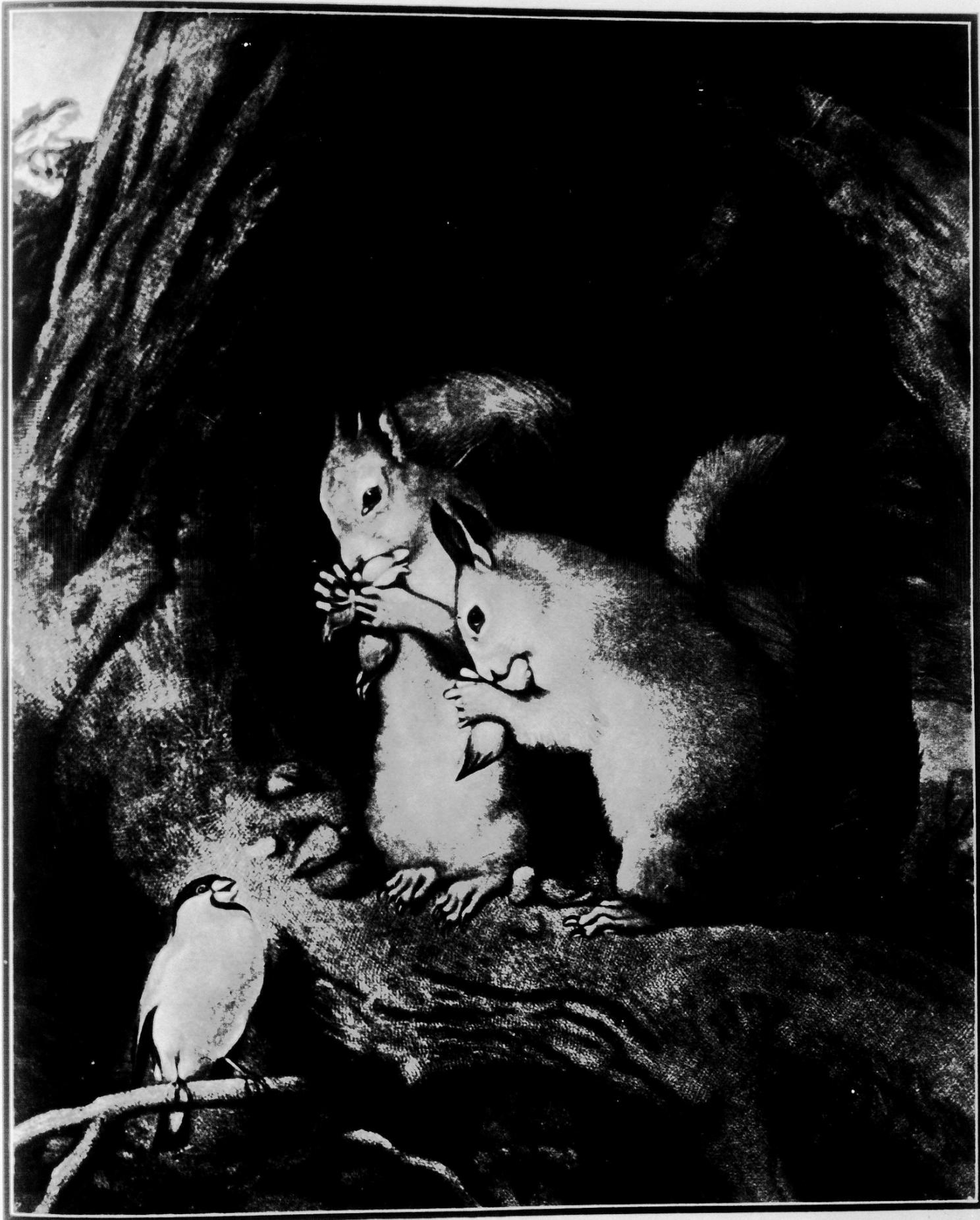


PAGES

MISSING



A CHRISTMAS DINNER—WITH ACCOMPANIMENT

—From a Painting by Sir Edwin Henry Landseer.

THIRTY-SIX PAGES.

CHRISTMAS NUMBER.

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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O. U. HAY,
Editor for New Brunswick.

A. MCKAY,
Editor for Nova Scotia.

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

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

WITH this number the REVIEW begins the second half year of its twenty-second volume. Twenty-one times it has wished its readers a Merry Christmas and a Happy New Year; and now, of full age and a trifle beyond, it again presents compliments to its ever-increasing number of readers, hoping that this season may have more joy for them than any before, and that the new year about to dawn will realize brighter hopes and a greater fulfilment than ever.

With twenty-one years of Christmas numbers, filled with bright thoughts and cheerful messages for the young, it is difficult to make a fresh Christmas number that shall not repeat many of the good things already said, and which our readers may find on turning back to the REVIEW of previous years. But we think that our oldest readers will find something new in this number.

"Pinehurst, or Glimpses of Nova Scotia Fairyland," is the title of an attractively illustrated pamphlet by R. R. McLeod, with photographs by A. Byron McLeod, of Dorchester, Mass. The text, from the well-known pen of the first named gentleman, is a series of pen pictures of the ancestral associations, natural beauties, geological formation, the flora and fauna of the central regions of Queens County, Nova Scotia. Pinehurst, in the midst of this romantic country, is the summer place of Mr. A. Byron McLeod, and has formed a portion of the ancestral home of the family for more than a hundred years. This interesting little book, with its pleasant pages and attractive illustrations, forms a most beautiful souvenir.

Some interesting information to New Brunswick teachers will be found in the Official Notices from Dr. Inch on another page.

Two prizes of books will be given to children under twelve who write the best stories on "What I See in the Picture" in this month's supplement of the REVIEW. The stories must be sent to the EDUCATIONAL REVIEW on or before December 20, 1908.

Mr. Dole's thesis in this number is instructive reading, as it is the effort made to collect and publish such data.

Halifax as an Educational Centre.

Few cities of its size in Canada or elsewhere can boast of greater variety and excellence in its educational institutions than Halifax. Simply to enumerate would make a long list; it will suffice to mention briefly a few.

Of colleges, there are Dalhousie and Pine Hill, while the Roman Catholics have several well endowed educational institutions for men and women, among which are two degree-conferring colleges, St. Mary's and the Holy Seminary of the Eudist Fathers.

Dalhousie has outgrown the college building erected about a score of years ago, and which then provided sufficient accommodation. Now it is totally inadequate to meet the growing needs of the various departments and the annually-increasing number of students who flock to this well-known seat of learning. The class-rooms and laboratories accommodate with difficulty the more than four hundred students in attendance this year. The need is great for extension, and for more comfortable quarters. Probably within the next few years Dalhousie's students will gather in noble college buildings, of which they and its distinguished graduates of the past will be proud—not one building only, but many, where its library, the museum, the various departments of arts, law, medicine, sciences, with well equipped laboratories, may be comfortably housed with plenty of room for the greater expansion of the next score or two of years and with fuller opportunities and fewer obstacles for the earnest and scholarly men who compose its faculty. One gathers that such enlargement has been planned, and that a progressive board of governors, aided by a liberal public, will quickly proceed with the work when once a proper site has been chosen—the main requirement at present.

Great hope centres in the new technical college which is rapidly approaching completion in the city of Halifax. It owes its foundation in the desire for a more complete industrial education through various portions of the maritime provinces. It will afford facilities for scientific research and instruction, and meet the growing demand for professional training. When one thinks of the slender equipment that correspondence schools give to their students, and the thousands and tens of thousands of dollars that have been expended in this way in past years, it is a wise policy in the Nova Scotia government to provide the college and seek to en-

courage the local technical schools and night classes which have sprung up as if by magic in the industrial centres of Nova Scotia. Professor F. H. Sexton, the director of technical education and principal of the college, is pushing forward his work with energy and that clearness of vision which distinguishes the vast possibilities in this movement for the improvement of the industrial classes.

Close to Dalhousie University is the fine new concrete building of the Maritime Business College, a description of which has already appeared in the REVIEW. The enterprise of the principals, Messrs. Kaulbach and Schurman, in erecting and furnishing such a fine college building, is rewarded in the increasing number of students who are seeking admission to their classes. Enterprise and business integrity are watchwords in this successful institution, and the consideration shown by its managers for the comfort and improvement of their students is evidently appreciated.

Not far away from this "educational centre" is the School for the Blind for the Maritime Provinces, one of the institutions of which Halifax is justly proud. Measured by its usefulness and what it has accomplished in making an unfortunate class happy, self-respecting, self-supporting, it is more than worthy of all that has been said and done in its behalf. It is not praise, it is simple justice to say that Professor C. F. Fraser, himself a blind man, deserves a place among the foremost benefactors of his time for the conspicuous ability and energy he has displayed in making this school the equal of any of its kind on the continent. Not only that—his active brain is constantly devising new plans to open up new avenues of usefulness to blind students. Practice in music and piano tuning have hitherto been the chief means of support of the graduates. Some are now being trained for business and professional pursuits, and even for journalism. To these typewriting and stenography are taught and practised with a rapidity and precision equal to those who have their eyesight. Think of a blind person constructing a figure and demonstrating a proposition in Euclid, or making rapid stenographic notes! and yet these are no more difficult of accomplishment in the School for the Blind than in other schools. Surely the people of the Maritime Provinces owe a debt of gratitude to Principal Fraser and his co-workers.

Evergreen Trees Should not be Wasted.

The destruction of young evergreens for Christmas trees has been going on in these provinces for some years, especially in the vicinity of towns and railway stations. Of course it is the most beautiful and shapely trees, and those having a growth of some eight or ten years that are selected for this purpose, and the practice, if continued, must result most disastrously, not only to the usefulness, but to the beauty of our forests. A young evergreen forest in the vicinity of a railway station, visited by the writer during the past summer, presented a scene of desolation and waste that was truly pitiable. If only a moderate number of trees for our homes were required, it would not be so bad, but thousands and hundreds of thousands of these beautiful and shapely trees are sent abroad every year to supply the Boston, New York and other markets. These are cut and delivered at the railway stations for the pittance of two cents each tree, so we are told—barely living wages. When we reflect that these Christmas trees are the most useful that our young forests produce, it will be seen how great is the loss. In a few years they would develop into valuable timber trees, increasing their value a thousand fold.

Should not some effort be made to check this wanton and mischievous waste? Do not land-owners themselves see that they are destroying what would make their woods increasingly valuable in the lapse of a few years? The Forest Fish and Game Association, or the local governments have here a matter for their earnest consideration.

The suggestion has been put forth by a writer on this subject, Mr. Jas. S. Whipple, of Albany, N. Y., that it is quite feasible to make artificial trees nearly as handsome as the trim evergreen trees of the forest. This is reasonable; and it would result in the formation of a new industry, developing capital and employing labour.

The report that Dr. John Brittain, professor of nature study at the Macdonald College, Quebec, has retired on a pension of \$1,500 from the Carnegie Fund, proves happily to be without foundation. While his old friends are glad to hear of any good luck that should fall to him, they are not prepared to see him "chloroformed" thus. In another decade or so the pension will still be good after the country has had the benefit of his mature skill and experience. The REVIEW reserves its congratulations.

The Death of Dr. Fletcher.

The death of Dr. James Fletcher, entomologist and botanist of the Central Experimental Farm, Ottawa, is sincerely mourned throughout the whole of Canada. In the midst of a useful career, at an age when life perhaps has its greatest promise of fulfilment, he suddenly passed away on Sunday, November 8th, at the Royal Victoria Hospital, Montreal, after undergoing an operation for an internal trouble. He had hosts of friends in every province of Canada, to whom he was endeared by his generous and kindly nature, his unfailing courtesy and desire to extend a helping hand to every one who sought his assistance, and by the wealth of his scientific knowledge on many subjects, more especially of plants and insects. On these, his chosen subjects, he was an acknowledged authority. His timely advice to students and others who sought it was promptly given, and his popular lectures always aroused interest and enthusiasm.

Dr. Fletcher was born March 28th, 1852. The position in the civil service of Canada, to which he was appointed in 1876, gave him leisure to study the natural history of Ottawa and vicinity in company with a devoted band of naturalists, among whom he was an acknowledged leader. The immediate outcome was the formation of the Ottawa Field Naturalists' Club, one of the most active societies on the continent, and a model for all similar associations in Canada. Dr. Fletcher's work aroused the attention of the government authorities, and when the Experimental Farms were established in 1887, he was appointed entomologist and botanist, and became the trusted assistant of the Director, Dr. Saunders, in the important work that has since been carried on for the improvement of agriculture.

Dr. Fletcher was at all times a teacher, and a devoted one. Whether before an audience of grown people or children—in the field or on the platform—he aroused their interest and enthusiasm in a wonderful degree. He was greatly loved by the children of Ottawa and of other parts of Canada where his visits were most frequent, and these will feel his loss as that of a dear friend.

A tender husband and father, an estimable citizen, a sincere friend, a devoted helper in every good work—the death of James Fletcher came as a personal loss to many outside of a bereaved family circle.

The Birds of Maine.

THE BIRDS OF MAINE, with key to and description of the various species known to occur, or to have occurred, in the State, an account of their distribution and migration, showing their relative abundance in the various counties of the State as well as other regions, and contributions to their life histories. By Ora Willis Knight, M. S., Member of Maine Ornithological Society, etc. Cloth, pages 693. Bangor, Maine, 1908.

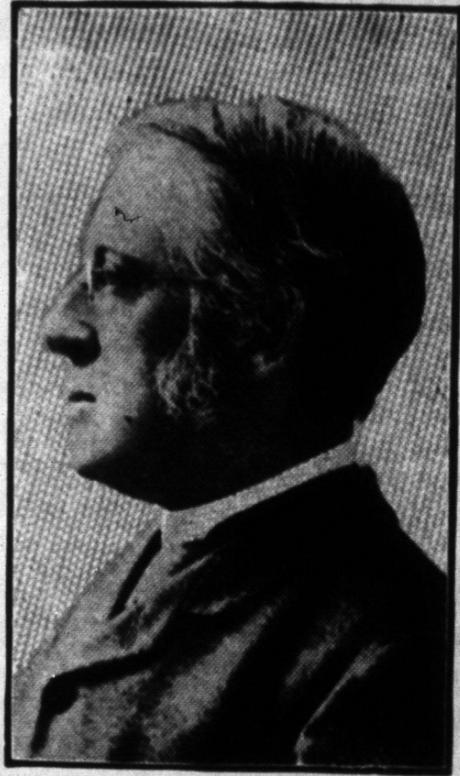
This book will be of great advantage to the bird students of these provinces, since at least four-fifths of the birds described in its pages are to be found in the neighbouring province of New Brunswick. It includes all material that is valuable for identification as found in Chapman's "Birds of North Eastern America," such as analytical keys, descriptions of plumage, nests, etc., and distribution and migration. In addition to these data, which are given with much more fullness than in Chapman, there are county records which refer in a few words to the occurrence of species in each county of Maine, with the name of the person responsible for such statement.

Following these records, which are a great stimulus to bird study in local centres, there are discussions of the status of each species, full descriptions of the nests, eggs, songs and call notes, number of eggs laid, periods of incubation, and other data, with a summary of conclusions, a chapter on faunal areas, a partial biography, and a complete index at the end of the work.

To take the Canadian ruffed grouse or partridge as an instance of the full measure of treatment accorded some of the most common birds. The scientific name is given with the common or local names by which the bird is known. Then follows the technical description, a photographic illustration showing the bird on her nest, also the eggs and nest uncovered, the geographical and county distribution, the woods in which found, its "drumming," the nesting and eggs, habits and food—the whole occupying five pages, and all told with a sympathy with other forms of nature that stamp the author as a true naturalist.

We are sure that the book will prove of great service to our bird students, to whom it is recommended for its interest, fullness and reliability.

Twenty-two children have handed in stories in answer to the REVIEW's invitation of April last to write on "Mother Autumn Calling in the Flowers." Teachers have written to say that the children were much interested in the competition, and were led to notice many things about the fall flowers that they had never noticed before; (that is nature study). The prizes, two illustrated books, have been awarded—the first to Muriel M. Mundle, age 12 years, Rexton, Kent County, N. B.; the second to Anna Creighton, age 10 years, Middle Musquodoboit, Halifax County, N. S. The two stories will be published in the January REVIEW.



CHARLES W. ELIOT, LL. D.

The president of Harvard University, Charles William Eliot, has resigned, the resignation to take effect in May, 1909, when he will have completed a little more than the 75th year of his age and thirty years as president of Harvard. President Eliot was born in Boston, March 20, 1834, was educated in Boston, and during the whole of his educational life has been connected with Harvard University, as tutor, professor and president. But his educational work has been by no means confined to Harvard, every school and college on the continent has felt the influence of his great gifts and his power to mould educational and public opinion. His opinions on higher education have been quoted throughout the English-speaking world, and his diction, always pure and simple, has enriched educational literature.

Lord Roberts, speaking in the House of Lords, has made the very serious statement that Germany could easily land an army of two hundred thousand men in Great Britain; and on his motion it was resolved that the defense of the country necessitates the immediate attention of the government to make provision for such a strong and efficient army that the most formidable foreign nation will hesitate before making an attempt at landing. He advocates a home army of a million men.

John Milton.

ELEANOR ROBINSON.

On the ninth of December we celebrate the three hundredth anniversary of the birth of John Milton, England's greatest epic poet. He who, next to Shakespeare, is the greatest glory of English poetry, was born in London on the 9th of December, 1608.

He is famous, not only among people of his own race, but throughout the world, and his great poem, "Paradise Lost," stands among the greatest epics in all languages. You remember that an epic poem is one that tells of great deeds done by great heroes. Milton's epic is the tale, not of the wars or adventures of mere men, but of that great struggle between good and evil, between God and Satan, when the rebel angels were cast out of heaven, and when they tempted man, and brought sin into the world. Every English-speaking boy and girl ought to learn by heart the opening lines of that great poem, in which Milton tells us what his subject is:

Of man's first disobedience and the fruit
Of that forbidden tree, whose mortal taste
Brought death into the world and all our woe,
With loss of Eden, till one greater man
Restore us, and regain the blissful seat
Sing, heavenly muse.

Let us consider how Milton has been celebrated in the verse of other great writers in all these three hundred years.

John Dryden, a great poet who lived in the same century, wrote these lines under a picture of Milton:

Three poets, in three distant ages born,
Greece, Italy and England did adorn.
The first in loftiness of thought surpassed;
The next in majesty; in both the last.
The force of nature could no further go;
To make a third, she joined the former two.

Wordsworth calls him:

That mighty orb of song, the divine Milton.

Longfellow compares the music of his verse to the sound of great waves rolling in on the beach:

So in majestic cadence rise and fall
The mighty undulations of thy song,
O sightless bard.

And Tennyson addresses him thus:

O mighty mouthed inventor of harmonies,
O skilled to sing of Time or Eternity,
God-gifted organ-voice of England,
Milton, a name to resound for ages.

You see that all these writers dwell upon the *grandeur* and *power* of Milton's verse; and that is where he is greater than other poets. No one who has not committed to memory passages from Milton can know, I think, what glorious music English words can make. The sweetest lines of other writers compared with his sound like the singing of a sweet voice compared with the harmonies of a mighty organ, or of a great orchestra. He was a musician himself, and he writes many beautiful things about music and its power. For instance, in the first book of *Paradise Lost*, he speaks of music:

Such as raised
To height of noblest temper heroes old
Arming to battle; and, instead of rage,
Deliberate valour breathed, firm and unmoved,
With dread of death to flight or foul retreat;
Nor wanting power to mitigate and swage
With solemn touches troubled thoughts, and chase
Anguish, and doubt, and fear, and sorrow, and pain
From mortal or immortal minds.

Milton's life was noble, too, as well as his poetry. He had his faults, like other men, but his life is one that we must honour and admire. He feared God and loved his country; he was brave and honourable, and patient in great trials, such as the loss of his sight, and poverty and loneliness. His most earnest desire was to use his genius and learning in God's service.

Wordsworth says of him:

Thy soul was like a star, and dwelt apart;
Thou hadst a voice whose sound was like the sea;
Pure as the naked heavens, majestic, free,
So didst thou travel on life's common way,
In cheerful godliness; and yet thy heart
The lowliest duties on herself did lay.

But it is of little use to know what other people think of Milton. You must learn to know him for yourselves, and be proud that you—

Speak the tongue

That Shakespeare spake; the truth and morals hold
Which Milton held.

THE CHIEF EVENTS OF MILTON'S LIFE.

- 1608. Born in Bread Street, London.
- 1623. Went to St. Paul's school.
- 1624. Went to Christ's College, Cambridge.
- 1632. Took his degree of M. A.
- 1632-1638. Lived at Horton, in Buckinghamshire, where he wrote probably) *L'Allegro*, *Il Penseroso*, *Arcades*, *Comus* and *Lycidas*.
- 1638, 1639. Visited France, Italy and Switzerland.

1643. Married Mary Powell, who died in 1652.
 1648-1660. Latin secretary under Cromwell.
 1652. Became blind.
 1656. Married Katherine Woodcock, who died in 1658.
 1662. Married Elizabeth Minshull.
 1667. Published "Paradise Lost."
 1671. Published "Paradise Regained" and "Samson Agonistes."
 Nov. 8, 1674. Died. Buried in St. Giles Church, Cripplegate.

PASSAGES SUITABLE FOR MEMORIZING.

Sonnets illustrating his life:

- VII.—"How soon hath time."
 XIX.—"When I consider how my light is spent."
 XXII.—"Cyriac, this three years day."

Sonnets on English history:

- XVI.—"Cromwell, our chief of men."
 XVIII.—"Avenge, O Lord, thy slaughtered saints,"
 At a Solemn Music.

Ode on the Morning of Christ's Nativity.

The Hymn, verses I-V, VIII-IX, XII-XIII.

L'Allegro, ll. 57-90.

Il Penseroso, ll. 61-84, 155-166.

Comus, ll. 244-264, 555-564, 890-900, 1018-1023.

Lycidas, 70-84, 165-185.

Paradise Lost: Book I. 1-26, 157-191, 249-258, 539-559,
 589-600, 732-751.

QUOTATIONS FROM MILTON.

The mind is its own place, and in itself
 Can make a heaven of hell, a hell of heaven.

Not to know at large of things remote
 From use, obscure and subtle, but to know
 That which before us lies in daily life
 Is the prime wisdom.

It was the winter wild,
 When the heaven-born child
 All meanly wrapt in the rude manger lies;
 Nature in awe to Him
 Had doft her gaudy trim,
 With her great Master so to sympathize.

But peaceful was the night
 Wherein the Prince of Light
 His reign of peace upon the earth began;
 The winds with wonder whist
 Smoothly the waters kist,
 Whispering new joys to the mild ocean,
 Who now hath quite forgot to rave,
 While birds of calm sit brooding on the charmed wave.
 Nor love thy life, nor hate; but what thou liv'st,
 Live well; how long or short permit to heaven.
 Virtue could see to do what virtue would
 By her own radiant light, though sun and moon
 Were in the flat sea sunk.

Truth is as impossible to be soiled by any outward touch
 as the sunbeam.

Who ever knew truth put to the worse in a free and
 open encounter?

Nature Study Class.—X.

WM. H. MOORE.

As this is to be our last meeting for 1908, we must try to look into some matters in nature study that have not thus far been touched upon.

We have referred briefly to some of the insects and mammals that become dormant during the cold winter season, yet we are likely not to notice that the shrubs and trees often under their covering of snow are also resting for a season. Take notice, if you will, how the buds are fashioned on different trees to protect the new growth of leaves and flowers for next season's growth. See the buds of the pines, how they are protected by their resinous covering, the sumach by its woolly coat, and the maples, beeches and others with tight waterproof layers of scales. So nutritious are the buds that many kinds are eaten by birds and other animals. Even the balsam buds of the fir trees are eaten by our pretty pine grosbeaks, and in spring-time, when the growing shoots have thrown off their winter covering, the tender growths are eaten by squirrels. Buds of the birches, beech and hazel form a goodly part of the diet of the ruffed grouse, commonly known as the birch partridge.

There are some folk-lore stories or traditions in connection with our ruffed grouse. First, as to the so-called snow-shoes worn in winter by partridges. Writers of some reputation have spoken of these as growths that come upon the toes to enable the birds to walk upon the snow without sinking as much as they otherwise would. One young writer in a bird-study magazine, says: "The curious tracks were found to be made by the snow-shoes of the ruffed grouse."

Now in winter there is a growth of scales upon the feet of this bird, but they add more to the depth than to the width of the toe, and, without a doubt, these enable the bird the better to cling to icy twigs and limbs of trees when feeding or when roosting. But those appendages are also present in summer! And not only are the same scales upon the young birds' toes in the month of August, but nestlings about a week old, and some that died in the shells, have been found to wear these same "snow-shoes." If such growths are to be called "snow-shoes," do not deceive young people with the idea that they are worn only in winter; the toes of the ruffed grouse, young and old, all the year are so ornamented.

This bird is worthy of our further attention.

We probably have no feathered haunter of our woods whose actions are so changed at different seasons. In the fall and early winter all but a few unsophisticated birds are "wild as hawks." Later in winter they become more sociable, and will allow a man to approach quite closely without taking flight. In springtime, during the nesting season, the female will allow a person to walk past her at a distance of only a yard without moving. One instance is worthy of mention—a man stepped over a log upon the female upon her nest, hurting the bird and breaking some of the eggs.

Again, a nest was found in the edge of a brush heap; one of the eggs was handled by the finder, and that egg, though uninjured in any visible way, was never afterwards allowed by the parent to remain with the others. Whenever the nest was visited for making observations, this egg was always found at a safe distance—an outcast from the family circle.

After the young are able to run about, what a change again comes over the female! How she will call upon the young to hide themselves while she ventures forth to meet the intruder! With apparently wings and legs broken, and ready to fall an easy prey, she will flutter before her supposed foes, and with piteous cries seek to entice them from the hiding places of her brood. Later—when the young are too large to be hidden conveniently—they must learn to save themselves by flight. If man should be so surrounded by enemies as to require him to be continually on the alert, there would undoubtedly be a great change in his habits.

The roosting habits of the partridge do not lack variety. Throughout the summer they roost upon the ground. In autumn and early winter they take to thick conifers; and in winter will dive from some tree into the light snow, and then crawl along until completely hidden. Again, when small conifers are so loaded with snow that the limbs droop in umbrella fashion, they roost in these, where they are hidden from their owl enemies.

Throughout the month of December the migration of birds is as nearly at a standstill as at any time throughout the year. The northern birds have put in their appearance, while those that make their winter home in the south are all gone, except occasional stragglers that have been injured, or for

some reason were unable to keep flight with their fellows.

A most striking case was noticed a few years ago, in connection with a pair of robins. The female was injured in such a way as to cripple her for long distance travelling. The male, true to his wounded mate, stayed with her, braving the storms of a northern winter rather than desert her in her hour of trial.

From the number of birds that have come to us from the north this fall, we may infer that there is little food for them up there. There has been a greater number of pine grosbeaks, pine siskins and redpolls flying past than for many years.

Shields for Canadian Schools.

Shields made from the copper of Nelson's old flagship, the "Victory," are to be presented to every school in Canada which desires them and is willing to carry out the conditions regarding their distribution. This is virtually Lord Strathcona's gift to the children of Canada, the aims being to inculcate feelings of patriotism and to assist in a practical way the Canadian Branch of the British and Foreign Sailors' Society, of which Lord Strathcona is president. The particulars regarding the distribution of these shields have not yet been completed, but Lord Strathcona hopes that annually a paper may be written on a sailor subject, which will be of educational and patriotic value to the youth of Canada; and that the shield will be presented on prize day, and held by the successful scholar for the year. It is composed of pure copper, and is a work of art. On the upper corners are the oak and maple leaf. In the upper centre is the bust of Nelson, on the side of which is his immortal flag signal, and on the other the date of that momentous day in the nation's history—the battle of Trafalgar. At the bottom, upon the scroll, are the following words: "Made of copper from H. M. ships 'Victory' and 'Foudroyant.' Presented by Lord Strathcona and Mount Royal, G. C. M. G., through the British and Foreign Sailors' Society, for Canadian Schools, 1907. E. R. VII."

Oil and natural gas are being found over a wide area in Alberta, and it is predicted that the province will yet furnish a large part of the world's supply. But the largest single oil well yet discovered in the world has been found this year in Mexico.

"Keeping-In."

TO THE EDITOR OF THE EDUCATIONAL REVIEW:

Dear Sir,—I would be glad to say a few words with reference to a paragraph which appeared in your November number if you will allow it. This paragraph recommended keeping children in before the opening of school, rather than after school, for the purpose of correcting failures in written work.

If it becomes the custom of the school to make up for such failures before the schools open in the morning, the pupils will soon discover a method of prevention. They will not be scrupulous to arrive fifteen minutes before the opening hour. They will be more careful to arrive at barely the hour, or, safer, a few minutes late. This method would tend to develop in pupils the habit of being unpunctual, a tendency in pupils which is very difficult for the teacher to overcome. If the pupil has not attempted the work, let him be retained after school. If the exercise is not done, through no fault on the pupil's part, but rather from ignorance how to do it, or if done, but not correctly, the correction ought to be made during school hours. Then the pupils would not be afraid to arrive early at school.

JANET W. SUTHERLAND.

Balmoral Mills, N. B., November, 1908.

[Very often time will not permit of corrections being made during school hours, and if pupils have an opportunity to look over the work at home, they will be able to make the corrections there or at the schoolroom before the next day's work begins. In the paragraph referred to by our correspondent, "keeping children in" was not used, the idea being to do away with this as much as possible by suggesting that failures are best overcome when teacher and pupils are less worried and fatigued than at the close of a day in school. If there is a good understanding between teacher and pupils, and the rule is inflexible that all failures in written work shall be made up, subject, of course, to the pupil's knowing how to do it, there should be no attempted evasion of a plain duty.—EDITOR.]

The time is coming, we are told, when household work will be done by business firms organized for the purpose. Trained persons in the employ of these firms will do all branches of house work as required, as trained nurses now care for the sick.

Culture the Product of Efficient Teaching.

TO THE EDITOR OF THE EDUCATIONAL REVIEW:

Dear Sir,—It is of first importance in a discussion to have our terms clearly defined. Are all your correspondents agreed upon a definition of "culture?" It may be useful to call to mind what has been said by some great men as to what culture is, what use it is to the world, and how it may best be attained.

The most famous definition of the word is that given by Matthew Arnold nearly forty years ago, and it should be remembered, in connection with this discussion, that Arnold was not only a great poet and critic, but also an authority on education. The son of the great teacher, Dr. Arnold, of Rugby, he served for more than thirty years as an inspector of schools, and three times was sent abroad to study and report on the schools of France, Germany and Italy. He says:

Culture is a pursuit of our total perfection by means of getting to know, on all the matters which most concern us, *the best which has been thought and said in the world*; and through this knowledge, turning a stream of fresh and free thoughts upon our stock notions and habits.

It (culture) seeks to do away with classes; to make the best that has been thought and known in the world current everywhere. * * * This is the *social idea*; and the men of culture are the true apostles of equality. The great men of culture are those who have had a passion for diffusing, for making prevail, for carrying from one end of society to the other, the best knowledge, the best ideas of their time.

Matthew Arnold, apparently, believed neither that "culture is a product only of efficient teaching, whatever the subject-matter may be," nor that "the few who are educated are to live on a plane of exclusive and isolated culture."

Still more definitely speaks the late N. S. Shaler, professor of geology in Harvard University, dean of the Lawrence Scientific School, a man not to be suspected of looking unfavourably on scientific studies, or their practical application:

The key to education is in developing the altruistic powers. We must train the mind to go out of itself, and stay out of the self as far as possible. This habit of projecting the mind beyond the inner realm can only be attained by taking the strongly inherited forms of sympathy, those that are most easily awakened, and through their exercise developing the general capacity for outgoing. The sympathy with the fellow being and the power to adore the Infinite thus become the first objects of our education. With these sympathies aroused, we may

hope to have a mind well fitted for all the forms of altruistic action. Therefore, I think that education should begin with what we may, with a new and better meaning, call the humanities; those lines of culture that lead the mind out on an easy way to sympathy and affection for one's fellow-men. From these inherited and therefore natural forms of altruism we may hope to win a place for that love of nature on which the man of science builds. *I feel compelled to resent the efforts of those educators who would undertake the training for the work of life with the study of physical science alone.* There may be minds that can be immediately awakened to life by physical science, for in the infinite variety of man almost any peculiarity may be found; but no observant teacher can feel it safe to begin the intellectual life of the child with things so remote from the old channels of the human mind. Man has had the world opened to him by the gateway of his sympathies, and by that portal he should always be led on his way into life.

The argument on which Professor Shaler bases this conclusion is lucidly and inspiringly presented in his book, "The Interpretation of Nature." The chapters called, respectively, "The Bond of the Generations" and "The Natural History of Sympathy," have special bearing on the subject under discussion.

A TEACHER.

CULTURE AND ANARCHY. Matthew Arnold. The Macmillan Co.

INTERPRETATION OF NATURE. N. S. Shaler. Houghton, Mifflin & Co. \$1.25.

Courtesy Rewarded.

An old lady who lived to the age of ninety-four years and was buried in the Grange cemetery, Edinburgh, told the following incident when quite a young girl: One day, while at a boarding school, she was taken with some others to hear a concert. She occupied a seat at the end next to the passage. The hall was full, and before the concert began an old gentleman with a limp took a position where she was sitting. The young girl did not like to see him standing, and rose and offered him her seat. Patting her on the shoulder, he said: "Never mind, my dear, keep your place." She did so for a little, but feeling uncomfortable and selfish in keeping it, she arose and pressed him to take the chair. With some reluctance he complied, and at the close of the concert cordially thanked her for her courtesy. The girl was quite unaware to whom she had extended the kindness that had earned her such gratitude. A lady came forward to her and said: "Do you know who that is you were speaking with? I wish I had been in your place; that is Sir Walter Scott." This old lady was the young girl.

Culture Needs a Wider Definition.

TO THE EDITOR OF THE EDUCATIONAL REVIEW:

Dear Sir,—In the October REVIEW I attempted to show that the so-called utility subjects may be useful for culture. Briefly my argument was this: Science is a cultural subject. Applied science, when well taught, is not less cultural, since the same general principles, laws or truths are dealt with, and the same method is followed as in pure science. If botany is a cultural subject, the study of farm crops and weeds properly carried on must also be cultural, and so must be the study of beneficial and injurious insects. But these are utility subjects. President Eliot, of Harvard, says:

This recognition of science as pure knowledge and the scientific method as the universal method of inquiry is the great addition made by the nineteenth century to the idea of culture. I need not say that within that century what we call science, pure and applied, has transformed the world as the scene of the human drama; and that it is this transformation which has compelled the recognition of natural science as a fundamental necessity in liberal education.

President Butler, of Columbia, says:

The scientific inheritance is one of the first elements of a liberal education. * * * The study of nature may be classed among the humanities as truly as the study of language itself. * * * The sciences and their applications are capable of use, even from the standpoint of the higher order of utilities, because of the reason they exhibit and reveal.

Dr. G. Stanley Hall says:

Training and culture can no longer be contrasted with, or even separated from, utility. Pure no longer stands over against applied sciences, and service is the supreme test of all cultural values. Only use-value is real.

The Massachusetts Commission on industrial education, the chairman of which is Paul Hanus, dean of the education department, Harvard, says:

The elements of industry, including agriculture and the mechanic and domestic arts, can give the highest cultural value along with the greatest industrial efficiency.

The fair-minded readers of the REVIEW will agree with me that this proposition needs no further argument.

The argument of "Farmer's Son" in the November REVIEW was based on two propositions—first, that Fagin's teaching was not cultural; second, his own opinion that the subject of agriculture cannot appeal to the highest in human nature. It is easy to see how a person with the training and point of view of "Farmer's Son" might consider that

Fagin's teaching was efficient. But he confuses expertness with education. From my point of view falsehood does not admit of efficient teaching. The aim rules it out. He remarks on the new definition of culture. Apparently it has never occurred to him that there could be a new definition, or any other definition than that current in the seventeenth century. President Eliot undertook to show before the N. E. A., Boston, in 1903, that "the idea of cultivation in the highly trained human being has undergone substantial changes during the nineteenth century."

Dr. Dewey says, in regard to the terms discipline and culture:

Every generation must re-define these terms for itself if they are to retain vitality.

Dr. J. W. Robertson says:

The man who keeps his face to the past stumbles and leads others astray. The less time we consume in merely imparting information in the schools about the dead past the more time we shall have for training into ability for the application of intelligent labour for the improvement of conditions of the present.

This is an age of applied science and of great industrial activity, and the definition of culture should have relation to the spirit of the age.

"Farmer's Son" says, in effect, that nature study and agriculture cannot appeal to the highest in human nature. His unsupported opinion on that point is contradicted by a host of writers, both ancient and modern.

President Eliot says:

A brook, a hedge-row, or a garden, is an inexhaustible teacher of wonder, reverence and love. The scientists insist to-day on nature study for children; but we teachers ought long ago to have learned from the poets the value of this element in education. They are the best advocates of nature study. If any here are not convinced of its worth, let them go to Theocritus, Virgil, Wordsworth, Tennyson, or Lowell.

I did not say that the study of Greek is not a proper means of education; but I did say, and wish to repeat, that the study of agriculture is not a less proper means.

Sir Joshua Fitch says:

A very large percentage of the scholars who go out from the universities have carried their studies far enough to acquire a knowledge of the grammar, and to read, by means of helps and commentaries, certain well-known and well-annotated authors; but they have stopped short at the point at which the learning of a language becomes a real instrument of literary culture.

Dr. G. Stanley Hall says:

The nature and needs of the adolescent mind demand bread and meat, while Latin rudiments are husks.

Professor McAndrew says:

Only a man who is a product of our education would call by the name of scholarship the paradigms, grammatical rules and lifeless drill that constitute so much of our high school courses now. To call it scholarship is cant of the most flagrant kind. The great majority of our children should not be ignored in favour of a traditional mediæval system.

When it is remembered that less than five per cent. of the pupils who enter the high school go through college, and of these only a small fraction, according to Sir Joshua Fitch, reach the cultural stage in a foreign language, it can be seen how insignificant is the number of high school pupils for whom the study of Latin or Greek has cultural value, probably less than one per cent., while the utility subjects would appeal to, and, when efficiently taught, would have cultural value for the remaining ninety-nine per cent.

If these subjects have not had cultural value in the past, what is the reason? Dr. Dewey tells us that there is nothing low or meanly practical in any one study or calling. It all depends on its isolation or setting. The occupations represented by the utility subjects are of the utmost importance to human life. They present man with his most perplexing problems, and stimulate him to the most strenuous putting forth of effort. He says:

To indict a whole nation were a grateful task compared with labeling such occupations as low or narrow—lacking in all that makes for training or culture. The professed and professional representative of "culture" may well hesitate to cast the first stone. It may be nothing in these pursuits themselves that gives them utilitarian and materialistic quality, but rather the exclusive selfishness with which he has endeavoured to hold on to and monopolize the fruits of the spirit.

What is needed, then, is to have these studies taught with their relation to the other studies, to science, mathematics, literature and history, and this, in part, is what we mean by efficient teaching. The same writer goes on to say:

To deny them a rightful place in the educational circle is to maintain within society that very cleft between so-called material and spiritual interests, which it is the business of education to strive to overcome. These studies root themselves in science; they have their trunk in human history, and they flower in the worthiest and fairest forms of human service.

One can well appreciate the impatience of "Farmer's Son" at hearing of the spiritualizing of agriculture, especially when one bears in mind the idea of culture held by the class to which he belongs, namely, that it is an indefinable something possible only to a few, and inseparable from the study of the ancient classics. But Dr. Hanus says:

General culture, through secondary education, means much more than classical scholarship; it may indeed mean something entirely different.

It is quite probable that "Farmer's Son" owes more, physically, mentally and morally, to his varied experiences in connection with farm life than he does to Plato or the calculus. He obtained his highest ideals rather from incidental nature study and English literature than from Greek or Latin paradigms.

It is well to notice that many of the best educationists to-day, like Dr. Dewey, Dr. Hanus, Dr. G. Stanley Hall, and others, claim that the utility subjects can be cultural, and that authorities in agricultural science, like Dr. Bailey, of Cornell, and President Butterfield, of the Massachusetts Agricultural College, and others, make this claim for agriculture. On the other hand, we have the opinion of "Farmer's Son" that agriculture cannot make an appeal to the highest in human nature. Before accepting this opinion in opposition to the opinions of authorities in education and agriculture, would it not be reasonable to ask, at least, that "Farmer's Son" show us either that he has some familiarity with the content of agricultural science or of the science of education?

PERCY J. SHAW.

Agricultural College, Truro, N. S.

[In the article by Mr. Shaw in the October REVIEW, the types made him say, "The farmer is more important than the farm." It should read, "The farmer is no more important," etc.]

When my beginners know about thirty sight words, chosen so as to comprise all the letters of the alphabet as near as possible, we become critical, and compare what different words say. For example: *nest* says an S just like *eggs*. It also says a T like *hat*, an N like *man*, and an E like *me*. The children delight in dissecting the words and know the alphabet in ten days or even less.—Selected.

Let Children have Their Fancies.

We forget, in this matter of Santa Claus, that the average child will be quite as willing to "play" that Santa Claus comes down the chimney as to "believe" that he actually does. Very few children actually believe in fairies, though fairies are very real to them, just as are all the creatures of their imaginings. In talking about Santa Claus to our children, we are not deceiving them unless we reiterate to them that Santa Claus is a real entity and actually comes down the chimney. The child-world does not demand human limitations and attributes for its heroes, and the parent who cannot adapt truth to the uses of an imaginative child, but must be constantly pulling him to the earth by leading-strings of dull fact, is sadly lacking in the vocation of teacher. Allow the child to imagine, if he chooses, that "any hillside may open upon fairy-land," but do not tell him so. Let him have his fancies, but it is indeed a grave question whether we want ever to give a child a chance to reproach us with having told him a falsehood. For it is a far more serious thing than we imagine to tell a child that Santa Claus will come down the chimney and fill his stocking if he is a good child. It is an injustice to the child, and very often the first seeds of unbelief and doubt are sown in the child's mind in exactly this way. It is even more important to teach our children how to believe than what to believe. Let us teach them how to accept ideals as such, and to preserve them safe and unharmed. In our earnest endeavor to keep our child's faith in us, let us have a care not to rob him of his fancies; let him keep them as fancies, for thoughts are things, and we do not know how many childish dreams come true when the soul comes at last into its own! —Selected.

Margaret was getting to be a big girl—she would be nine years old in February—and Mrs. Darby's heart was sad with the realization that her baby was a baby no longer.

"And what's more, I don't believe in Santa Claus," announced Margaret one afternoon in December, at the end of a declaration of independence during which she had renounced her allegiance to paper dolls and declared her conviction that her dresses should be increased in length by an inch at least. "I don't believe in any old man with a pack

on his back who goes around climbing down people's chimneys, and I'm not going to let on any more that I do. So there!"

"Very well," said Mrs. Darby, quietly, "you needn't believe in him if you don't want to. If I were you, though, I don't think I'd stand quite so near the fireplace. He might be listening up there, you know, and Christmas-time is nearly here now."

To this Margaret made no reply, but a moment later silently moved away from the fireplace to the window, where she took up a position to gaze out on the fast-falling snow and the few bundled-up hurrying pedestrians. For some time there was no sound in the room, save the click of Mrs. Darby's thimble and the cracking of the fire.

"Ma," suddenly came from the fireplace, and Mrs. Darby looked up, to find Margaret back in her old place, but with her head inclined over the grate as far as the heat would permit.

"Yes, daughter, I am listening."

"Ma," repeated Margaret, in a very loud voice, "you know what I said to you a while ago about not believing in Santa Claus?"

"Yes, what is it?"

"Well, ma, can't you take a joke?" This was fairly shouted up the chimney.

A moment later, as Margaret stood beside her mother, she asked anxiously: "I say, ma, do you think Santa Claus heard that?"

"Yes, darling," said Mrs. Darby. "I am almost certain he did."—*Chicago Record-Herald.*

The following malapropisms are selected and published from certain examination papers:

A diplomat is some one who puts true things in a better light, which changes them, and alters their sense.

A lake is a piece of water that the land has grown round.

The base of a triangle is the side we don't talk about.

A volcano is a burning mountain that has a creator and throws out melted rocks.

If the earth did not revolt, we should always have equal nights and days.

The lungs are organs of execration.

The blood in the body is taken by means of tubs to the heart, and there detained.

How did William I. put down the rebellions of the Saxons? He put them down in Doomsday Book.—*Albany Review.*

English in Schools.

In conversation recently with the principal of one of the leading business colleges in Canada, he said to the writer that one of the most difficult faults to deal with in their work with students was the use of incorrect expressions in English. This habit is difficult to overcome, more difficult, he declared, than bad spelling or looseness in arithmetical calculations. His opinion was that teachers could make a vast improvement in this respect if they attacked the problem thoroughly and persistently, from day to day, from the beginning to the end of a term, without ever letting go their hold. That, evidently, is the only possible means of reform, so far as the school is concerned.

Our attention has been called to a letter written to one of the Boston papers by Mr. S. A. Starratt, principal of one of the Roxbury schools, formerly of Yarmouth, N. S. His remarks are so pertinent to the case above cited that we take the liberty of reproducing the letter almost entire:

Take any dozen or two bright boys and girls from almost any of our schools for a walk or romp, and listen. Incorrect cases of pronouns, substitution of pronouns for adjectives, singulars for plural, wrong parts of verb, etc., are flung about with the most delightful abandon. And such words as *lay* for *lie*, *set* for *sit*, *bring* for *take*, *take* for *have*, *most* for *almost*, *I ain't got no*, etc., etc., seem to be the rule in the vernacular.

How to remedy the evil is the difficulty. The methods long in use are ineffectual. Many teachers believe that instruction in formal grammar will bring about the desired change. In an old grammar I find: "Grammar is the science which teaches us to speak and write correctly." But teachers who impart and drill on the rules of grammar every day make many mistakes in speech, while children who do not know that there is such a thing as grammar often speak very accurate English. Grammar has been ground into Boston children long enough in all conscience to have eradicated every appearance of incorrect expression, if that were the panacea, and the language as used is certainly no purer than it was thirty years ago. The rules of language will not do. They have been tried and have been found wanting. In an address, Professor Van Dyke is reported as saying that grammar would not do the work. The language itself must be dealt with.

A pertinent article appeared in a recent *Boston Record*. It gave the experience of the teachers handling foreign-born pupils. The article ended: "The foreign children who learn our language in the public schools speak, as a rule, a much purer English than the American-born children, who hear it spoken at home, the teachers say." That may well be true. They hear better English spoken at the beginning of their knowledge of the language. And they need not be taught grammar.

To get foreign-born children to speak good English is not so difficult as it is to teach children who have acquired incorrect speech to drop objectionable expression. What we learn in early childhood is hard to change. But the schools receive pupils at so early an age that, if a determined effort were made at the beginning of school life, a few years would produce great results in the desired direction.

How shall teachers grind out the old, grind in the new? Long ago Professor Adam S. Hill, of Harvard, published a book, in which he gave hundreds of incorrect expressions, taken mainly from compositions written by his students. He gives corrected forms with the incorrect. He has used this method of teaching for many years. There are teachers who urge that a child should never be allowed to see an incorrect form. If that be insisted on, children must never be permitted to write or to correct a composition, or to read the Lord's prayer, or many parts of the Bible, *e. g.*, John xii, 12 or 17, etc. Teachers, themselves having eyes, read, and having ears, hear, but do not understand. They may read correct English throughout their lives and yet not be conscious that their own language is faulty. They have not had their attention called to their errors—the danger signal has not been displayed over the thin ice. Among the remarks I overheard a teacher make while dogmatically declaring that no incorrect forms should be used before pupils, expressions came in close succession, "Take it off of," "We have got to," "Most everybody does." The speaker was in blissful innocence of either pleonasm or inaccuracy. Would teachers (or pupils) repeat such expressions if their attention were called to them? Surely these are not often found in good literature.

In 1902-03 there was a class of very bright boys in the Wells evening school. Many of them had been in the day schools for some years, and used the ordinary boy language. Nearly every evening their teacher wrote on the blackboard the incorrect expressions he heard them use, or those which he knew he used as a boy. At first he gave them a *choice* between a correct and an incorrect form, but soon gave them only incorrect forms. The boys corrected these errors both on paper and orally. At the end of one short term they made very few of the mistakes common in speaking; and I can testify that most of them use more than ordinarily good English now.

I believe that, if rigorous correction from the blackboard were carried on in every school in the country, a generation would give us the best English in the world. It would surely be worth the experiment of trying one school or class by one method, another by the other, and compare results.

The first of November has passed, and there is still no war between Holland and Venezuela, nor any sign of Venezuela yielding to the demands of Holland. Possibly the reported sailing of President Castro for Europe may have something to do with the situation.

The Professional Training of Canadian Teachers.

Abstract of a Thesis submitted in partial fulfilment of the requirements of the Degree of Master of Arts in Columbia University May, 1908.

By H. P. DOLE, RIVERSIDE, N. B.

An effort is made in this article to concretely present the Canadian Normal School situation, together with the distinctive features of the various provincial educational systems.

Owing to the fact that very few of the normal schools in question issue catalogues (the best of which are remarkable for the omitted rather than for their published facts), it was found necessary to resort to the questionnaire method of securing data.

The hitherto unpublished data contained in the following pages is, then, a compilation of the replies received from principals of normal schools and inspectors of the public schools throughout Canada.

The features of the various educational systems of the Canadian provinces have been collected largely from the reports of the provincial boards of education, and those sections of the law relating to schools.

The educational systems of the nine provinces of Canada differ largely in detail, yet in the main they agree upon the following essential points:

First. Direct control of every phase of education from the elementary school to the state university by the legislatures of the various provinces.

Second. Provision for the payment of teachers' salaries, either in whole or in part, direct from the provincial treasury.

Third. Direct supervision of all public schools by inspectors appointed by the provincial board of education.

Fourth. Absolute uniformity in the texts prescribed for use throughout the province.

From the above it follows that teachers become practically civil servants, and hence are required to secure a license to teach by attending the provincial normal school; otherwise they cannot participate in the annual grant made to teachers from the provincial treasury.

Local conditions in the various provinces practically determine the differences to be found in the various provinces. Thus in Ontario, where a large and comparatively wealthy population appreciate the benefits of education, academic and professional

standards for teachers are the rule, and salaries are relatively high. In New Brunswick or Nova Scotia, on the other hand, where the population is scattered, difficulty is experienced in securing trained teachers at the salaries the people are willing to pay. Similarly, we find no less than three first grade normal schools in Ontario, with four more to be established during the present year, while in each of the other provinces, except Quebec, there is but one.

The situation in Quebec is a peculiar one. Four-fifths of the people are French in language, customs and education. To prevent friction in their schools, a dual system has been organized, whereby the Catholics and Protestants each control their own schools, and provide their own normal schools. Of such schools, five are Roman Catholic and one is Protestant.

The grades of teachers which shall be trained in any province likewise depends on local needs. Thus under existing conditions in Eastern and Western Canada from three to five grades, and in Ontario but two grades are found necessary.

In the table given below, teachers of the same rank are similarly designated. Thus the academic or high school teacher, who in Ontario is trained at Toronto University, may attend normal school in the other provinces or not, as he prefers. In any case, he must undergo an examination in both professional and academic subjects before a teaching license is granted. These teachers are, for the most part, college graduates, and prefer to take their

psychology, history of education, etc., in connection with their arts course, thus relieving them of the necessity of normal school attendance.

The normal school is thus concerned in training the three remaining grades of teachers, viz., those of first, second and third class.

The academic examinations for admission to the normal school is roughly based on the first year's high school work for class III, second year's work for class II, and high school graduation for class I. Besides these, a provisional third class certificate is in extreme cases granted to a student who has had no professional training; but such certificate cannot be renewed after one year of teaching. All other classes, with rare exceptions, receive permanent certificates upon graduation from normal school.

A striking feature of the normal school courses is the difference in their length for the various classes of students. While no course requires more than one year for its completion, the lowest grade of teacher may graduate with from two to five months of training. In Eastern Canada this time is divided between academic and professional work; but in the West the course is almost strictly professional. The same length of course is usually prescribed for the second and first class teachers, the instruction given being graded in difficulty to suit the needs of each class.

The following table indicates the various classes of teachers trained in Canada, with details regarding the time devoted to the various subjects of the professional course.

Table I.—Condensed Statement of the Professional Courses Offered in Canadian Normal Schools.

Province.	Nova Scotia.				N. B.			Ontario.		Man.		Sask.			Alta.	
	A	I	II	III	I	II	III	A	I	II	III	I	II	III	I	II
Class of License																
Weeks in Course	40	40	21	21	40	40	15	38	38	18	13	17	17	8	17	17
1 Psychology	20-1 1/2	20-1	20-1	14-1	20-2	15-2	.....	30-2	38-2	20	.....	15-3	15-2	.....	9-3	9-3
2 Philosophy of Education	40-1	20-1	20-1	14-2	.....	.....	.....	30-2	*	20	.....	15-4	.....	.....	9-2	9-2
3 History of Education	40-2	40-1	.....	14-1/2	20-2	10-2	.....	30-2	38-1	25	15	.....	.....	.....	9-2	3-5
4 General Principles Education	40-2	40-1	20-1	.....	.....	.....	.....	.....	.....	.....	20	15-1	15-1	7-2	3-5	3-5
5 Methods and Management	40-6	40-6	20-7	14-6	40-5	35-5	15-6	20-17	38-6	240	210	15-7	15-7	7-8	9-26	9-26
6 Observation & Prac. Teaching	40-6	40-6	20-6	14-6	**	**	**	25-4	38-3	50	30	5-5	5-5	3-5	8-30	8-30
7 Per Cent. of Time Spent .....	.55	.47	.50	.50	.28	.23	.20	.75	.40	.60	.77	.45	.33	.45	.70	.70

*Included under Psychology.

**Included under Methods and Management.

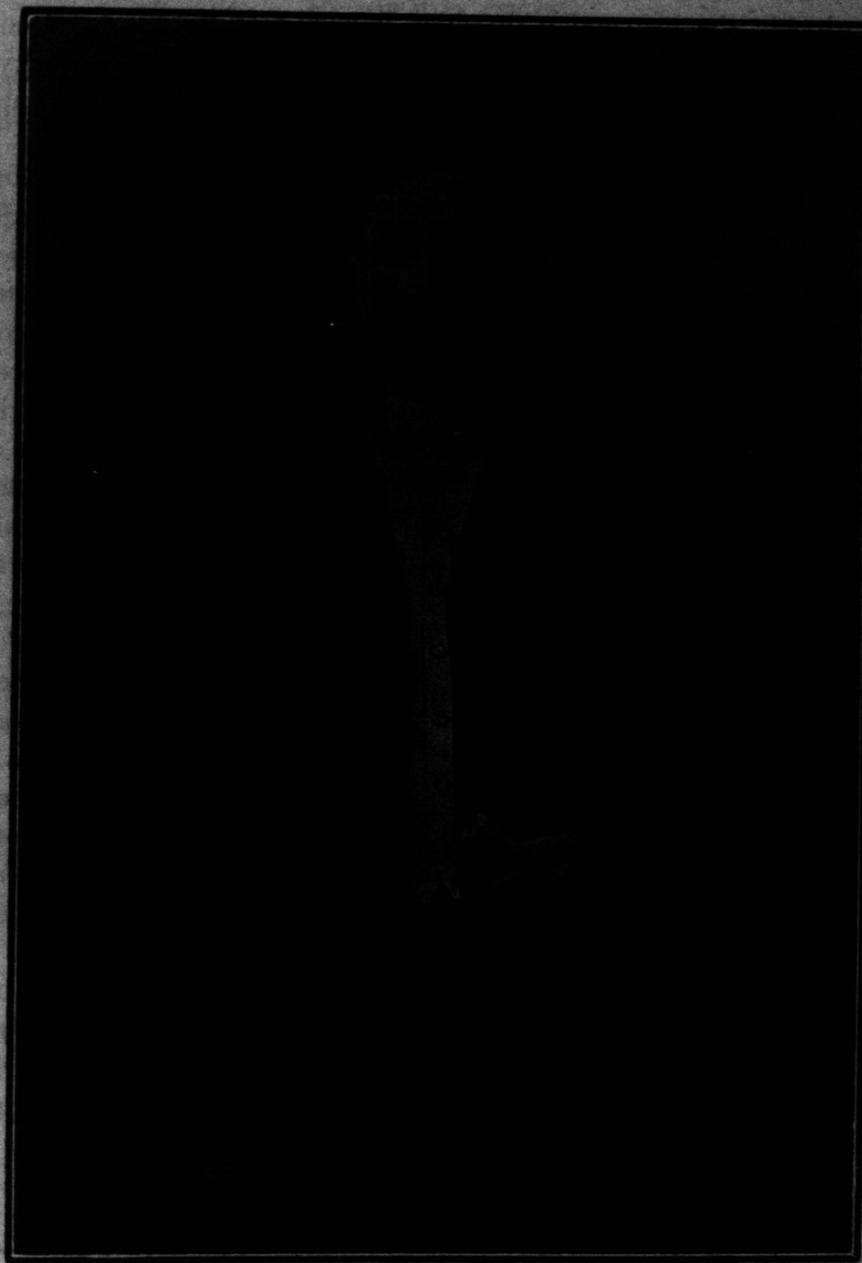
The Ontario system, as may be seen from the above, is unlike that of any other province. Up to the present year the teachers of this province were graded similarly to those of the rest of Canada—the county model schools furnished professional training for the third, the normal school for the second, and the normal college for the first grade teachers. The seven normal schools which will be in operation during this year will train teachers of the first class only, while the academic or high school teachers now have a course provided in Toronto University. Ontario enjoys the proud distinction of not only insisting upon the highest academic and professional standard for its teachers, but also has succeeded in supplying trained teachers for upwards of 90 per cent. of its schools. It is stated that not more than 10 per cent. of the teachers in the United States are professionally trained.

In Manitoba, any teacher of the second class may have his certificate raised to that of first class by writing a thesis on some department of educational work, or by passing an examination in mathematics or science.

The distinctive feature of the Alberta and Saskatchewan systems is that semi-annual sessions of their normal schools are necessary in order to keep the supply of teachers up to the demand. Even in this they fail, on account of the lack of normal school facilities, as well as the rapid immigration to the fertile wheat lands of these provinces. An attempt has been made to make up in quality what these normal school courses lack in quantity, by requiring the completion of non-professional training before entering the normal school, and by prescribing the best obtainable texts for the professional work of these schools; but the courses are so brief that it is doubtful if the teachers get a very clear notion of what they are to do, or how to accomplish it. Even with this drawback, we are led to believe that the courses provided in the Western schools rank next to those of Ontario.

The table given above will likewise enable us to compare the amount of time given to each subject of the professional course in the six provinces which have supplied this data.

Probably the most striking feature of this distribution is the emphasis laid on methods and school management. For example, class I receives instruction six periods per week throughout the course of 38 weeks, while in Toronto University no less than 17 periods per week are required on this subject for 20 weeks. Manitoba reports 240 periods, or two-thirds the entire course as being devoted to methods. These figures do not include the time devoted to semi-professional work of the nature of review of the academic subjects from the point of view of arrangement and method. If this be con-



H. P. DOLE, M. A.

Principal of Riverside, N. B., Consolidated School.

sidered as professional work, the percentages at the bottom of the table, which represent the time devoted to professional work, will be increased by at least 10 per cent.

Of the provinces not included in the above table, it may be well to mention that the data supplied by Prince Edward Island and the Protestant normal school at Ste. Anne de Bellevue, Quebec, did not admit of tabulation, and all attempts to elicit information from British Columbia and the Quebec Catholic schools were unsuccessful. Generally speaking, we may rank the British Columbia school with those of Manitoba and the West; Ste. Anne de Bellevue with the East, and Prince Edward Island and the Quebec Catholic schools as below the average for all Canada. The French Catholics provide a course which is nominally three years in length, but the instruction provided is such that it is doubtful if the graduates of these schools would rank with the lowest grade of teachers in the other provinces. Religious instruction is made very prominent, and it is said these schools have not advanced to any appreciable degree beyond mediæval times.

The Canadian situation can best be summed up by a comparison with similar schools in the United States and Germany. (The U. S. figures were obtained from a study of fifty representative American normal schools by Wm. C. Ruediger, of Columbia University, in 1907, and published in the *N. Y. Educational Review*).

Length of Course.	Canada.	U. S.	Germany.
	1 yr.	2 yrs.	3 yrs.
1 Psychology	4 p. c.	7.5 p. c.	8.1 p. c.
2 History of Education . .	3 p. c.	5 p. c.	.....
3 Sch. Mang't. Methods and Reviews	33 p. c.*	10.9 p. c.	5.5 p. c.
4 Observation and Practice Teaching	13 p. c.	12.8 p. c.	12.7 p. c.
Other courses	5.4 p. c.		
Total for Canada	58.4 p. c.		

* Approximate.

Comparison of these countries will be facilitated by reducing them all to a one-year basis and then comparing them.

It will thus be seen that the strongest feature of the Canadian system is the amount of time devoted to methods. A moment's reflection on this point, coupled with the fact that the training in psychology as a basis of method and in history of education as a determinant of present-day methods, convinces us that this unequal distribution is pedagogically un-

sound, and must result in superficial, and, hence, inadequately trained teachers.

Again, concerning the time devoted to observation and practice teaching, we find the ratio between the three countries to be 1:2:3. Nor would the case be so bad if the training in this department were of the proper sort. True, there is a practice school attached to nearly every normal school, but these practice schools are modelled after the city graded school, hence can be of little service in helping the young teacher to solve the many problems of school organization, discipline and method common to every rural school.

The Protestant normal school of Quebec has adopted a plan which we believe will go far toward solving a real problem. Two practice schools are provided, one for the higher grade teachers arranged on the plan of city schools, the other for the majority of the students who will work in rural districts, and arranged on the typical ungraded plan.

Aside from these, the changes which may reasonably be expected in the Canadian normal schools may be briefly stated as follows:

1. *Making the course purely professional.*—This would, of course, involve the completion of academic work before entering the normal school; and since this is practically accomplished in the West, where the supply of teachers is extremely limited, there can be little excuse for the Eastern provinces not adopting this principle.

2. *Extension of the course.*—As a direct result of this change, we might reasonably expect an increase in teachers' salaries and the elimination of the third class teacher. Needless to say, both these results will be productive of much good both to the profession and to the country in general.

From the above, it follows that a change in the personnel of the normal school staff would be necessary, since many of the instructors are not qualified to do professional work. We are led to believe that even under the prevailing system an occasional change would not be an unmitigated evil.

The college degrees held by these instructors compare favourably with those of the United States (from Mr. Ruediger's study):

Degree.	Canada.	U. S.
Bachelor	37	17
Master	6	18
Doctor	16	11
Total percentage	59	46

In quantity there is a fairly good comparison, but upon examination of the collegiate records of these instructors we rarely find, outside of Ontario, a man who has had special training along purely educational lines.

While none except the French Catholics expressed themselves as entirely satisfied with the prevailing conditions in Canada, all the inspectors who expressed any views on the situation agreed that progress was slowly, but surely, being made.

After all, in a country larger than the United States, with unlimited resources, even with a population less than twice that of New York city, we have every reason to believe that the cause of education must go forward in order to keep abreast of the industrial and commercial development which is bound to take place in the near future.

Christmas Selections.

The following extracts will do for readings or exercises on the Friday afternoons during December:

The Alphabet's Christmas Tree.

The Alphabet a meeting held,
As Christmas-tide drew near,
And voted each a gift to bring
To please the children dear.

"They tried so hard," the letters said,
"To learn us by their names;
We'll give them presents every one,
Of candy, balls and games."

A brought an apple, round and red,
And B a bouncing ball;
While C a bag of candy gave—
Enough to feed them all.

D carried in his arm a coil
With shining, golden hair;
And E a cotton elephant
Came bringing with great care.

F had a fan from far Japan,
And G a funny game;
H boldly rode a hobby-horse
A racer of great fame.

I held an inkstand in his hand,
"A useful thing," he said;
J waved on high a jumping-jack,
All painted black and red.

K thought a kit the proper thing;
A lamb L held aloft;
M's present was a little muff
Of fur so warm and soft.

N proudly bore a Noah's ark,
Filled up with creatures queer;

O felt that yellow oranges
Would bring the best of cheer.

"A purse," said P, "will look so well
Up there upon the tree;"

Q brought a quilt for dolly's crib—
A thoughtful Q was he.

R gave a pretty ruby ring
With sparkling deep-red glow;
S dragged along a brand-new sled
To coast upon the snow.

Loudly upon a trumpet blew
The valiant letter T;

U held a strange umbrella up,
Unfurled for all to see.

A dainty vase V's gift appeared,
Of crystal glass so clear;

"A whip," said lively W,
"Is handy to have near."

But X's present was so large
He sent it by express,
And what was in it no one knew,
Although they tried to guess.

Y had a gaily painted yacht
With every part complete;
Z bore a zither, "which," he said,
"Would furnish music sweet."

How merrily the children danced
Around the tree next day;
While safe within the primer all
The little letters lay!

—Selected.

Quotations for the Christmas Season.

Three good cheers for old December!
Month of Christmas trees and toys,
Hanging up a million stockings,
For a million girls and boys.
Oh, dear December, hurry on;
Oh, please—oh, please, come quick;
Bring snow so white,
Bring fires so bright,
And bring us good Saint Nick.

—Selected.

Ah, this is the merriest month of the year,
Filled with gladness and joy and with rousing good cheer,
'Tho' there's ice on the ponds and there's snow on the
ground,

Green holly and mistletoe ever abound.
To tell us of Christmas, of hope and of light,
When hearts are all merry and happy and bright.
So we laugh at the winds and we scoff at the snow,
And we chuckle the louder the harder they blow.

—Selected.

Down through the snow-drifts in the street
With blustering joy he steers;
His rubber boots are full of feet
And his tippet full of ears.

—Eugene Field.

Christmas Eve.

The children dreamed the whole night through
Of stockings hung the hearth beside;
And bound to make each dream come true
Went Santa Claus at Christmas-tide.

Black stockings, red, brown, white and gray—
Long, little, warm, or patched and thin—
The kindly saint found on his way,
And, smiling, popped his presents in.

But as he felt his hoard grow light,
A tear-drop glistened in his eye,
"More children on this earth to-night
Than stars are twinkling in the sky."

Upon the white and frozen snow
He knelt his empty bag beside—
Some little socks must empty go,
Alas!" said he, "this Christmas-tide."

"Though I their stockings may not heap
With gifts and joys and Christmas cheer,
These little ones from sorrow keep;
For each, dear Lord, to Thee is dear!

"Thou wert a little child like them,"
Prayed he, "for whom I would provide,
Long years ago in Bethlehem,
That first and blessed Christmas-tide.

"As soothed Thee, then, thy mother's kiss,
And all her comforts sweet and kind,
So give them love, lest they may miss
The gifts I know not where to find.

"That sweetest gift, dear Lord, bestow
On all the children far and wide;
And give them hearts as pure as snow,"
Prayed Santa Claus—at Christmas-tide.

—Marguerite Merington.

God bless the little stockings all over the land to-night
Hung in the choicest corners, in the glory of crimson light.
The tiny scarlet stockings, with a hole in the heel and toe,
Worn by the wonderful journeys that the darlings have
to go.

And heaven pity the children wherever their homes may
be,
Who wake at the first gray dawning, an empty stocking
to see.

—Anon.

Monday's child is fair of face,
Tuesday's child is full of grace,
Wednesday's child is full of woe,
Thursday's child has far to go,
Friday's child is loving and giving,
Saturday's child works hard for its living,
And a child that's born on the Sabbath day
Is fair and wise, and good and gay.

—Old Rhyme.

Christmas Book Marks.

Nothing is easier for little fingers to make than a book mark. Let the teacher rummage her piece bag and bring to school all the pieces of bright ribbon she can find. The ends may be fringed or scalloped and a little motto painted across one end. Some may be cut pennant-shaped and in the centre, done in ink or gilt lettering, written the words:

"The world is happy, the world is wide;
May joy be yours this Christmas-tide."

No doubt you have many odds and ends of coloured paper. If so, these may be cut into various shapes, stars, bells, hearts, and so on. In the centre of each one paint or colour with crayons a spray of holly or mistletoe, a Christmas stocking, a chain of bells, or simply a verse done in neat lettering.

December.

Some fellows go blowing for Springtime, and some will
hurrah for the Fall;

Some think that there's nothing like marbles, and some
that there's nothing like ball;

But if you want regular rackets with more fun than ever
was guessed,

With coasting and skating and sliding, and everything just
at its best—

The jolly old month of December is worth any two of
the rest.

For then there is ice on the river, and then there is snow
on the hill,

And the days are so short and so shining, and the nights
are so white and so still;

And then at the end there is Christmas, of which I have
no cause for complaint,

When your stockings get filled by your mother or some
other sort of a saint;

Now, if there is anything better, I'd just like to know—
but there ain't!

—Wide Awake.

The wind blew there and the wind blew here,
And brought from Somewhere the small New Year.

It tapped for him at each door and pane
And never once was a knock in vain!

All good folks waited the coming child,
Their doors they opened and on him smiled.

Inside he stepped, with a happy face,
And softly slipped in the Old Year's place.

Said he: "I bring you a Box of Days,
Tied round with tissue of rainbow rays;

I give it joyfully, for I know,

Though all days may not with gladness glow,

Each gift holds some precious bit of cheer

To win your thanks," said the sweet Child Year.

—Kindergarten Review.

Christmas in England.

The men roll the Yule Log into the centre of the living-room. It is the stump of an immense tree which has been set apart weeks before for this occasion. Old and young dance about it and sing Christmas carols until the rafters ring and then all hands help to roll it into the fire-place. It is lighted with a brand saved from the Yule Log of the year before, and then, as it begins to blaze and throw fantastic flickering shadows into the corners of the room, candles are lit, chestnuts and apples put to roast, and a great bowl of punch set upon the table. Old and young then join in blind-man's-buff and other games. Time passes merrily. It grows late. At last the family gathers about the hearth for quiet songs and stories, and then good-night is said. The house grows quiet. But presently soft music is heard. It is a band of choir boys singing a Christmas carol, under the window.

Sing high, sing low
Sing to and fro,
Go tell it out with speed,
Cry out and shout,
All round about,
That Christ is born indeed!

Receipts for a Christmas Pudding.

Three parts of fun
To four parts of nonsense—
Stir them well together;
Spice them next with jolly jokes
And crispy, frosty weather.
Take every bit of crossness out,
And every unkind thought;
Bake it in the oven of love,
And it shall lack for naught.

—Marie Golden, in *Scattered Seeds*.

A Christmas Tree.

For several years past I have put a Christmas tree on the board a week or so before Christmas time. I make the tree in green chalk, first only the tree with perhaps a coloured star or some top ornament, then each day add a few more things—coloured candles, strings of balls and rings, drums, and all sorts of toys. The children enjoy spying what new things have been put on since the day before. Occasionally I allow the children to put on one or two things themselves. I thought some teachers might like this idea.—*Exchange*.

Poor Santa Clause.

I saved my cake for Santa Claus
One Christmas eve at tea;
For if riding makes one hungry,
How hungry he must be!

I put it on the chimney shelf,
Where he'd be sure to go—
I think it does a person good
To be remembered so.

When every one was fast asleep
(Every one but me),
I tiptoed into mamma's room—
O! just as still—to see

If he had been yet. Dearie me!
It made my feelings ache—
There sat a mizzable little mouse
Eating Santa's cake!

—*Selected*.

Christmas.

(Each child has a card with letter on it).

C is for Chimney, Santa Claus comes that way;
H is for Holly, with berries so gay;
R is for Reindeer, how fast they can go!
I is for Ice, which makes skating, you know.
S is for Santa Claus, jolly old man;
T is for Turkey—I'll eat all I can.
M is for Mince Pie with many a plum;
A is for Apples, we all shall have some;
S is for Sled, just the thing to please me,
And we all spell Christmas, as you perhaps see.

—*Primary Teacher*.

Christmas Poems and Stories.

- Christmas Hymn.—Phillips Brooks.
Christmas.—Walter Scott.
Christmas.—Alfred Tennyson.
The Night Before Christmas.—Whittier's *Child Life*.
A Christmas Carol.—Margaret E. Sangster.
Christmas Eve.—Mrs. Dodge's *When Life Is Young*.
The Holly.—Eliza Cook.
The Little Christmas Tree.—Susan Coolidge.
Piccola.—Celia Thaxter.
Santa Claus and the Mouse.—Emile Poulsson.
The Story of Christmas (The Story Hour).—Kate Douglas Wiggin.
Tiny Tim, Christmas Carol.—Dickens.
The Fir Tree.—Hans Christian Andersen.
Christmas (The Sketch Book).—Irving.

The Robin at Church.

It was the night before Christmas in England, and snow was falling. A little robin, cold and hungry, hopped about wearily, seeking shelter and food. Our robins fly away south before snow comes, but this was across the sea, where the robin stays all the year.

After a while an old man came along in the path that led up to the village church. Robin hopped behind him, and when he opened the door birdie was close by and went in without being noticed.

The Sunday-school children had been there with their teachers, trimming the church with holly and mistletoe, and singing Christmas carols. The fire was to be kept all night, so that the church might be warm for the Christmas service. The old man put on fresh coal and went home.

Birdie hopped about in the firelight, picking up some crumbs he found on the floor. Some cakes had been given to the children. How welcome their little supper was to the hungry robin you can guess. Then he perched on the railings of the stair, tucked his head under his wing—a very sleepy and happy bird. In the morning his bright eyes espied, first thing, the scarlet berries. There was, indeed, a royal feast in the robin's eyes—enough to last for many weeks of wintry weather.

The hours flew on, and the happy children came and sang their Christmas carols.

Just as the first verse was finished, a clear, rich, joyous song burst from birdie's little throat, high above, among the green branches—a true Christmas carol.—*Selected.*

A Christmas Question.

What can you give for Christmas?
It is not the gift that is bought,
But the love that goes with the giving
The remembrance and the thought,
That fills the life with gladness
And the eyes with happy tears,
That warms the coldest winter
Of the heart along the years.

What can you give for Christmas?
Just keep your tired hands still,
For a gift that is wearisome doing
Its message does not fulfill;
But a simple memory token
Of love you can always send,
That will breathe a silent greeting
From the heart of friend to friend.

—*Selected.*

Being all fashioned of the self-same dust,
Let us be merciful, as well as just. —*Selected.*

Santa Claus's Petition.

Dear children—I write in great haste just to say I've met with an accident coming this way. As Christmas is near, and I've so much to do, I really must beg a slight favour of you; And, unless I mistake, the small folks of this nation Will spare poor old Santa great mortification By setting about with their might and their main To see that the accident's righted again. You know, I suppose, that the distance is great I travel each year; and for fear I'll be late, I whip up my reindeer, and make each good steed Go prancing along at the top of his speed. This year my big sleigh was as full as't could hold; I wrapped me up warm—for the weather was cold— And started once more on my gay Christmas tour With lightest of hearts, you may be very sure, Hi! how the bells jingled and mingled in tune! I bowed to the stars and winked to the moon. I found myself crossing the great open sea, With dolphins and merchildren gazing at me; I bent a bit over the side of my sleigh To wave them a hand, when—ah me lackaday!— A stocking crammed full to the very small toe Fell over the back of the sea down below, And there the merchildren made merry ado With toys I had meant for some dear one of you. So this is my accident, and I would ask— I know you won't deem it a troublesome task— That if you should see some poor child with no toys Upon Christmas morning, dear girls and dear boys, You'll know the fat stocking he was to have had —Is deep in the sea and poor Santa is sad, And see that the accident's righted, because 'Twill be a great favor to

Yours,

SANTA CLAUS.
—*Julie M. Lippmann.*

To choose an appropriate gift—one to be received with genuine pleasure—is truly an accomplishment. Perhaps a suggestion will be of assistance to you before making your purchases for the holiday season. Have you ever considered that an up-to-date unabridged dictionary is a gift to be longer enjoyed, longer treasured, and of more constant service to the recipient than any other selection you may make? The One Great Standard Authority is Webster's International Dictionary, published by G. & C. Merriam Co., Springfield, Mass. It is recognized by the courts, the schools, and the press, not only in this country, but throughout the English-speaking world as the highest triumph in dictionary making. It is the most choice gift.

To Improve Spelling.

While teaching in a country school several years ago, I had so many recitations that there was no time for the usual spelling classes—in fact, the teacher the year before had omitted them half the year on that account. But the children were very poor spellers, which proved a drawback in all their work.

I found the following way of remedying the matter required but little time, while the improvement was gratifying. At the end of each recitation I took a minute or two—as many as I could spare at the time—for oral spelling of words found in the lesson. I kept a list of the misspelled words, and the pupils took turns copying the list on a small blackboard kept for the purpose. After the last recitation at night each class used their list of words to—in district school vernacular—"spell to the head."

They soon became very observing, as I frequently requested them to spell some word during general recitation, and the length of the lists noticeably diminished. It soon became a habit with them to notice how a new or unusual word was spelled, and our serious spelling troubles were at an end. I have found that poor spelling is more often the result of inattention than of poor memory, and when the habit of observation can be formed, no matter what plan is employed, the difficulty is solved.—*Teachers' Magazine.*

Variety in Education.

The "cut and dried" way in which some teachers conduct their recitations is enough to put to death any enthusiasm their pupils may have; the best method in the world will pall if used repeatedly, day after day.

When the children come to their class listlessly or with impertinent bravado, according to their respective temperaments, it usually signifies a change in the recitation programme to the far-seeing teacher; and I have always found it wisest to introduce variety before such signs appeared.

Take, for example, a class in number work. They come to the recitation not knowing what is before them, and so occupied are they in preserving their own position that there is no time for listlessness or impertinence.

One day they are seated; the unsolved problems are discovered, given out to some one who can work

them, and placed on the board for explanation. Or, all remain standing and take turns solving mental problems, the one missing to be seated; there is always great interest to see who can remain standing longest. Another good idea is to ask them a definition pertaining to their work; if they answer correctly, they may be seated at once; if not, they must remain standing until all are through, and then read the correct definition from the book.

A very excellent way is to ask pupils to exchange work after the problems have been placed on the board, and explain the work thus obtained; this teaches them to be clear and exact in their written statements.

When new work is to be explained, particularly to children in the grades, I have usually found it advantageous to send them to the board to do the necessary work instead of doing the board work myself; they comprehend more readily when they are doing the actual work, and it keeps their attention fixed.

Variety in the method of conducting recitations should hold true in every subject. This should, of course, be planned before calling the class and not done haphazardly or in rotation. The method of recitation must conform to the nature of the lesson for the day, but some carefully planned change should be arranged for each time.

It required a little planning and forethought, but I have never found anything that has helped more in keeping the children interested and busy, while it has proved an almost sure cure for the little dishonest propensities that frequently annoy and puzzle the teacher.—*Teachers' Magazine.*

Dr. Goodwin, assistant commissioner of education, is reported to have said in an address before the high school teachers' association of Brooklyn, that the village school and the village schoolboy and girl were superior to the city school and the city schoolboy and girl. The country pupil was better born, better trained and better fed than his city cousin. It was harder to get the country boy's attention in an address and harder to lose it when obtained. It was easy to attract the attention of the superficial boy and girl of the city, but very hard to hold it.—*School Bulletin.*

Have you in your schools Canadian History leaflets for supplementary reading? Do not omit the chance to get them, which is referred to on another page.

The death of Mr. I. T. Richardson, principal of the Queen street school, St. John, N. B., occurred on the 6th of November. Though Mr. Richardson had been a sufferer for years, death came unexpectedly at the close of a day spent in school. His kindly and courteous disposition endeared him to a wide circle of friends, who sympathize with his family in their affliction. Mr. Richardson had been principal of the Queen street school for a period of thirty years, and was highly respected by his fellow teachers.

Teachers at this season frequently consult the REVIEW about a choice of reading matter for the next year. There is no doubt about the excellence of the following periodicals: *Littell's Living Age*, Boston, a weekly, contains re-prints of the best articles appearing in British magazines; *World Wide*, published by John Dougall & Son, Montreal, for one dollar a year, contains weekly re-prints of articles from leading journals and reviews; the *University Magazine*, Montreal, published four times a year, subscription one dollar, is valuable for its educated opinion on questions touching Canada.

Among the school buildings of Halifax, that of the St. Mary's high school, which has recently been completed, is a model of architectural beauty and finish. The halls and rooms are large, well lighted and airy, and the whole atmosphere is suggestive of a happy school life under conditions which one could wish were more generally realized.

The Quinpool Road schoolhouse, another of the recently erected school buildings of Halifax, is in a beautiful situation overlooking the Northwest Arm. It has commodious and cheerful rooms, abundance of pure air from the large open space surrounding it, and a fine outlook—wholesome conditions in the training of boys and girls.

If you'll sing a song as you plod along,
You'll find that the busy rushing throng
Will catch the strain of the glad refrain;
That the sun will follow the blinding rain;
That the clouds will fly from the blackened sky;
That the stars will come out by and by,
And you'll make new friends, till hope descends
From where the placid rainbow bends.
And all because of a little song—
If you'll sing the song as you plod along!

—Selected.

CURRENT EVENTS.

In Alaska, on the Yentna river, about half way between Mount McKinley and the sea, according to the report of a recent explorer, there is a canyon surpassing in grandeur even the Grand Canyon of the Colorado. While the latter may be visited by railway, Yentna Canyon is almost inaccessible because of the difficulties of travel, not the least of which is the incessant attacks of the mosquitoes that abound in arctic regions during the short summer.

An expedition has left New York for Peru to work an ancient gold mine in the Andes, from which the Incas got a part of their abundant supply of gold.

A German geographer, who has recently returned from a visit to British East Africa, is greatly impressed with the effect of the Uganda railway upon the natives along the line. He scarcely recognized them as the same men he met there eleven years before, when he would not have risked his life among them. Now he has wandered through their country for weeks undisturbed by any fear of violence.

Since the introduction of the sleeping sickness in Uganda, some seven years ago, two-thirds of the native population have died of that disease. Both natives and visitors now take precautions to avoid the bites of the flies by which the disease is conveyed, protecting themselves by thick clothing and veils wherever there is danger from exposure.

The existence of the plague in California is regarded as a more serious matter since it is found that native squirrels have caught the infection. So long as it exists among rats and squirrels, there is great danger of its getting beyond control. When it swept western Europe, in the middle of the seventeenth century, it was noticed that rats had been dying in great numbers; but it remained for a Japanese scientist in our own day to discover that this was more than a coincidence, as the disease is communicated from rats to men by fleas. Not only in our fields and orchards, but also in the matter of public health, our struggle for better conditions to a large extent resolves itself into a war against harmful insects, and he is the greatest public benefactor who can best direct our efforts.

In the new Finnish parliament, which is the second diet of the grand duchy, there are twenty-six women. In three instances, husband and wife have been elected members. Laws passed by the diet and agreed to by the senate of Finland, require the assent of the Czar of Russia, as Grand Duke of Finland.

No disturbance of the peace has followed the recent changes of government in the Balkan provinces. The independence of Bulgaria seems assured, though not yet fully acknowledged by Turkey; and the annexation of Bosnia and Herze-

govina to the Austrian Empire is, no doubt, far more acceptable to the people than a restoration of the Turkish rule, which seems to have been the alternative. Thirty years of Austrian government has changed these two provinces from a lawless region to one of the most orderly and progressive parts of the Austrian dominions. It was not to be expected, therefore, that the people would willingly go back to the rule of the Sultan, though the adoption of Western methods of popular government in Turkey may have made that rule more tolerable than it was thirty years ago. Their dissatisfaction with the new situation is because they are Serbs, and had looked for a restoration of the old Servian monarchy, of which, racially and territorially, the present kingdom of Servia is but the smaller part. Representative government will be extended to them as soon as they are recognized by Turkey as a permanent part of the Austrian Empire.

As in the United States, so in Germany, the ruler calls to his councils whom he will, and his advisers are responsible only to him, not to the representatives of the people in parliament assembled. In one respect the German system is more like our own—the prime minister, or chancellor, appears in parliament to discuss affairs of state. A late utterance of the German Emperor, disclosing certain things which, as they affect international relations, should have remained state secrets, has greatly angered the German people. The chancellor not only disclaimed responsibility for the Emperor's indiscretion, by some thought to have been an intentional indiscretion, but, complying with the request of parliament warned the Kaiser that he must be more guarded in future, and obtained from him a promise to leave such disclosures hereafter to his ministers of state. This is a long step towards responsible government in Germany.

Amundsen, the Norwegian explorer who took the first ship through the Northwest passage, is planning a drift voyage through the Polar sea. He will enter the sea through Bering Strait and fasten his ship in the ice northwest of Point Barrow; and will be prepared to drift for five or six years, expecting to be carried over or quite close to the North Pole.

Plans for the federation or the unification of South Africa are still under discussion. One of the most serious questions for consideration is the enfranchisement of the blacks, subject to severe education and property tests. In some districts, particularly in Natal, they form a vast majority of the population.

India has just been celebrating the fiftieth anniversary of direct British rule. In 1858 the territories of the East India Company were taken over by the Crown, and the late Queen's Indian subjects were given assurances of religious liberty and political rights. The King's message on the occasion of the jubilee promises a larger share in the govern-

ment of the country than the natives have heretofore enjoyed, though there has been a recognition of the rights of Indian princes during the time, and the educated Indian subject has had some share in the government of his country. Full representative institutions are not yet promised, but that would seem to be the next step in advance.

The Japanese have discovered a new island two hundred and eighty miles east of Formosa, and have named it Nishigawa. It is, of course, of small size, or it would not have remained so long unknown; but it is said to be rich in natural resources.

Among recent discoveries in Egypt is a record of the circumnavigation of Africa by the Egyptians, about 599 B. C. Unfortunately, the name of the leader of the expedition is not given.

The newest and most powerful of British battle-ships is the "Collingwood." She is the sixth vessel of the "Dreadnaught" class.

The death of the Emperor of China, and the death of the Dowager Empress a few hours later, have placed a new Emperor on the throne and a new regent in authority. Pu-Yi, the new Emperor, who shortly before the death of the late Emperor was chosen as his successor, is but three years old. The virtual ruler is his father, Prince Chun, a brother of the late Emperor Kwang-Hsu. It was feared that there might be a movement to displace the Manchu dynasty, and place a Chinese leader on the throne; but the statesmen who compose the Grand Council of State, some of whom are Chinese and some Manchus, are bringing their government safely through the crisis, and will probably remain in power. Prince Chun, the new regent, must not be confounded with the Prince of Ching, president of the Board of Foreign Affairs, and one of the most powerful members of the Grand Council. The late Emperor, who for the last ten years had been suffering from an incurable disease, was the actual ruler of China for a very short time; but during that time he showed his sympathy for the reformers who wished to bring the ancient empire into closer relations with the Western world. Possibly it was owing to this fact quite as much as to his failing health that the Grand Council in 1898 caused his retirement and replaced the Empress Dowager in power. His measures were considered dangerous, his advisers were obliged to leave the country, and he was virtually a prisoner for a time. That his aunt, the Empress Dowager, compelled his resignation to satisfy her own ambition, there is no reason to believe.

A great woman passed away from earth when Tze-Hsi, the Dowager Empress of China, died. Stories of her low birth, and of her having been sold as a slave, are untrue; as are also most of the stories of her fiery temper and her arbitrary rule. One of the wives of the Emperor Hien-Fung, she

became a regent of the Empire when her son succeeded to the throne as an infant of five years of age. On his death, her nephew, the late Emperor Kwang-Hsu, succeeded, and she remained in control. Highly educated, and of very attractive personality, she seems to have been well fitted for her position; and though on several occasions she offered her resignation to the Council of State, it was not accepted. She is described by those who have seen her closely as a charming little woman with a winning smile, very gentle in manner, and passionately fond of flowers. She had a great regard for Queen Victoria, whose portrait she kept near her, and whose life she thought was so much like her own. Her death was very sudden, and seems to have been directly caused by tidings of the Emperor's death. She held the confidence of her statesmen to the end. Possibly she was more subservient to their wishes than even the timid Kwang-Hsu; but it is generally believed that she took her own share of the responsibilities of statecraft, and was a wise, if not a powerful ruler. One of her latest edicts was to provide that in the forty-third year of Kwang-Hsu, nine years hence, China should have a parliament. This was a renewal of the Emperor's plans in safer form. The forty-third year of Kwang-Hsu will not come, and Tze-Hsi will not see her great country under constitutional government; but the new regent has already decreed that the plans shall be carried out, and there is little doubt that China will have a parliamentary rule in 1917.

The Japan logs are kept in brackish ponds for several years before being worked up. This soaking of the wood is said to prevent warping.

A revolutionary movement in Venezuela, and another in Hayti, are again reminding us that some of the best parts of America need a better government than they have at present.

There is a dispute between China and Portugal over the boundaries of the little Portuguese colony of Macao, at the mouth of the Canton river.

Emigrants from Europe, in large numbers, are now going to the Argentine Republic. In climate and resources the country is more like Canada than any other south of the Equator.

The women of Australia have the right of suffrage in both Commonwealth and State elections.

The Dalai Lama, on his recent visit to Peking as a guest of the Emperor and Empress Dowager, was attended by a great retinue. He is said to have brought with him eight hundred camels for the conveyance of his followers and their belongings from his far distant home in Thibet; but he arrived at the Chinese capital by railway, having taken the train when he reached a point where such a modern way of travel was available.

A general election in Newfoundland has returned equal numbers of the government supporters and the opposition. The government is expected to resign.

Manual Training Department.

The circulating magazine of the New Brunswick Association is now well on its way amongst the members. The covers are an interesting example of school hand-work, and were designed and made in the manual training department of the normal school. They are arranged for the "loose-leaf" system of binding, and are somewhat similar to those made by the general students of the school to hold their nature-study notes and specimens, but are of more elaborate material than the latter.

At the Gloucester County Institute, held at Shippegan recently, one of the most interesting sessions was that devoted to manual training. After the briefest of introductions from the provincial director, each member of the institute, from Inspector Doucet to the youngest teacher, was given a small problem to work out in coloured raffia. The greatest interest was evinced in the lesson, and by general agreement it was welcomed as a pleasing innovation. As a result, several of the teachers present have since introduced raffia work in their schools; Principal Dixon, of Bathurst, being a leader in this.

A paragraph in the November REVIEW with respect to the possibility of the towns of Campbellton and Dalhousie combining to employ a manual training teacher, may have led to the inference that the subject had not been taken up in either of those places. Campbellton has had a fully-equipped department for some years, and had the honour of being the first town in the province to take up the subject after the opening of the Macdonald school in Fredericton. Recently a suggestion has been made that it might be possible to arrange for the Campbellton instructor to spend a portion of each week in Dalhousie if a department were opened there. Similar arrangements have been in force for some years in St. Stephen and Milltown, and have recently been adopted in Hampton and Sussex.

Mainly because of the tremendous amount of attention now being given to industrial education in the Eastern States, a great impetus is being given there to manual training. While the preliminary report of the Massachusetts Commission on Industrial Education found fault with some of the manual training in vogue in that state, yet the greatest emphasis was placed on the necessity for broadening the scope of the course of study in the common schools by the inclusion of industrial drawing and

manual training, and instruction in elementary agriculture and household science. The following clippings from an American paper are interesting in this connection.

NEW YORK CITY AND STATE

With the opening of the public schools this month, the Board of Education entered upon another year of activity, which gives great promise of producing more important results than any of its predecessors. Many innovations, involving the expenditure of thousands of dollars, will be introduced into the educational system, and, as experiments in public instruction, will be watched with keen interest in public instruction, will be watched with keen interest by the educator and the public that pays the bills.

Undoubtedly the greatest of these will be the extension of the system of industrial training. "Teach the boy a trade"—that slogan of the reformer, which has swept invincibly eastward across the continent—has focused public attention upon the alarming situation, which has arisen, of graduates from the public schools entering upon their life's work with no better equipment than theoretical knowledge. And, bowing to the demand of the age, the Board of Education has planned an unprecedented and costly campaign.

These plans include the rapid installation of work shops in schools without them, where there are boys in the seventh and eighth grades; the opening of special schools for the boys in the secondary ninth and tenth years, which shall give two years' training for particular vocations and industries; the establishment of additional evening trade schools, intended primarily for young men, already engaged as apprentices in trades, and the opening of a separate vocational school for girls, between the ages of fourteen and sixteen years.

Governor Hughes has signed the Wainwright amendment to the consolidated school law, giving State aid to cities and union free school districts establishing industrial schools. This permits any city or union free school district in the country to establish schools for the instruction of pupils in the industrial trades. All such schools maintaining a course of forty weeks and employing a teacher and having twenty-five pupils will be entitled to receive \$500 a year from the State school moneys and \$200 for each additional teacher employed exclusively in such school for forty weeks.

Five hundred children in twenty-five elementary schools of New York City are said to be working after school hours in various art industries. The work is being done under the direction of skilled teachers, and the standard set is that the products must be "good enough to sell." The industries include book-binding, metal work, carving, joinery, stenciling, etc. The movement has the approval of the school authorities and will be watched with interest. It is along the line of the best educational thought, and ought to succeed and be widely imitated. The time of children between the ages of twelve and fourteen ought to be so utilized as to prepare them for useful and profitable employment.—Contributor.

SCHOOL AND COLLEGE.

Mr. James Bingay has resigned his position in the Yarmouth schools to accept that of principal and supervisor of the Glace Bay schools at a salary of \$1,200 a year.

Mr. T. B. Kidner, director of manual training and household science in New Brunswick, says that at Bloomfield Station there is one of the best examples in the province of manual training in a small school. Boys and girls alike take the work which is so popular that the trustees plan to increase the equipment almost immediately.

The teachers of Carleton and Victoria Counties, N. B., will hold a united institute at Woodstock on the 17th and 18th of December.

More than fifty teachers were in attendance at the Kent, N. B., Teachers' Institute at Harcourt, October 29th and 30th. Inspector Hebert presided. Papers on History were presented by Principal L. R. Hetherington and A. E. Pearson. Miss Florence Bourque read a paper on First Steps in Reading, Mr. Starrak one on Botany, Mr. Robertson on Oral Geography, Mr. C. M. McCann on Fractions. On the second day the institute divided into French and English sections, and discussed questions peculiar to each. Rexton was chosen as the next place of meeting, and the following officers were elected: Miss Caulie McInerney, president; Miss Amanda Bourque, vice-president; C. M. McCann, secretary; Miss Wright, additional member of executive committee.

Mr. C. J. Mersereau, late principal of the Horton Collegiate Academy, Wolfville, the son of Inspector Mersereau, of Doaktown, N. B., is now pursuing the course at Harvard University leading to the Ph. D. degree. The faculty of arts and sciences have nominated him university scholar for this year with \$150. Mr. Mersereau's previous studies have well adapted him for some interesting original problems on which he is now engaged, including the causes and results of certain mental operations.

Dr. Magill has resigned his position of president of Pine Hill Presbyterian College, Halifax, N. S., the resignation to take effect in 1909. In the meantime Dr. Magill has been appointed to give lectures on psychology and education in Dalhousie University, in the room of Professor Walter C. Murray, recently appointed president of the Saskatchewan University. He is a most eloquent speaker, a popular teacher, a great educationist, and an exceptionally man of affairs, as shown in his business management of Pine Hill College.

Miss Agnes Spencer, of Great Village, trained in nature study at the Macdonald College, is now teaching in the Joseph Howe school, Halifax. She is attempting with much success the very difficult problem of getting city pupils to see and appreciate the beauties of nature. The other teachers of the city are becoming much interested in her work.

Professor George H. Locke, dean of Macdonald College, Quebec, has resigned to become librarian of the Carnegie library at Toronto. His salary will be \$4,000 a year.

A school official who recently visited the Kentville Academy informs us that it is in a most prosperous condition. Mr. E. E. Fairweather, B. A., formerly of New Brunswick, is the efficient principal. He is ably assisted by Miss W. M. Webster, B. A., who took a course at Teachers' College, Columbia University, N. Y., and by Miss Bertha G. Oxner, Class A. The reputation acquired by the school, on account of the success of the pupils in the provincial examinations at the end of last year, has attracted this year no less than sixty-eight outside pupils from different parts of the country. It would be difficult to find anywhere more earnest and devoted students, or better order and teaching.

An interesting flag-raising ceremony took place at St. Peter's school, St. John North, of which Mr. M. D. Coll is the principal, on the afternoon of November 24th. The flag, a fine large Union Jack, was the gift of St. Peter's parish, and was presented in its behalf to the school by the rector, Rev. Father Duke, in the presence of representative school officials, and many interested spectators. Addresses were made by Father Duke, Chairman Emerson of the school board, Mayor Bullock, Supt. Bridges and Dr. McInerney, M. P. P.

BOOK REVIEWS.

A few excellent German texts await our reviewer this month. Chief among these is Goethe's *Hermann und Dorothea*, that classic idyl of German home life, on which the great poet spent his wonderful art. No story is more attractive to the student than this, nor is there any which surpasses it in educative value. The concise notes and vocabulary, the scholarly introduction which deals with the history of the poem and its literary form are a valuable equipment for the reader and an evident labour of love by the editor, Waterman T. Hewett, Ph. D., professor of the German Language and Literature, Cornell University. (Cloth, 325 pages, price 60 cents).

A bright, wholesome story of a boy's visit to a staid bachelor's household in the country is told in Arnold's *Fritz auf Ferien* (Fritz on his Holidays). The contrast between the sedate habits of the lonely old judge and the sunny temper and boyish pranks of the lad give constant opportunity for humorous situations which make the story very human, while at the same time characteristically German. It is told in simple colloquial language. The text is provided with full notes, simple composition exercises, and a complete vocabulary. (Cloth, 112 pages, price 30 cents).

Another short story in which the life-like characters, spirited action and patriotic tone make a combination of

unusual interest is Heyse's *Er Soll dein Herr Sein* (He shall be your Master). The scene is laid in a small Bavarian town, not far from Munich, where Heyse spent his most productive years. Accompanying the text are an introduction, notes, exercises, and vocabulary. (Cloth, pages 116, price 30 cents).

The three texts above named are well printed and beautifully bound in red. (American Book Company, New York. Morang Educational Company, Toronto).

To one who would like to make an easy, pleasant and stay-at-home acquaintance with Spanish, there is no better opportunity than to obtain a copy of Turrell's *Spanish Reader*. Beginners will find in it all the necessary help, even though they are unfamiliar with any other language than English. The first selections are simple; progression is made gradually to short stories of sufficient difficulty to furnish an introduction to longer novels and plays. The selections have been made with a view to giving the student as many common words and idioms as possible. The vocabulary is complete, both in forms and in definitions, and explains adequately everything that a beginner would not be likely to understand. In the appendix are tables giving a concise summary of the Spanish verb. (Cloth, pages 256, price 80 cents).

Although Spanish dramatic literature was chiefly confined to the sixteenth and seventeenth centuries, there have been notable contributions to it in the two later centuries. The Biblical drama of *Baltasar*, by Signora Avellaneda, is one of great literary merit, and at the same time adapted to the needs of students of Spanish. Though it is written in poetry which not infrequently reaches the sublime, its language is simple and natural, and therefore, easy to understand. All the assistance required is given in the notes and vocabulary. (Cloth, 224 pages, price 65 cents).

The above named texts may be had from The American Book Company, N. Y. Morang Educational Company, Toronto.

Some excellent courses in music have been published during the fall months by the American Book Company. Chief among these is the Eleanor Smith graded *Music Course*, consisting of four books attractively printed and bound in red cloth. The music of this course is culled from all the sources which yield beautiful songs for children, including folk songs of many nations and selections from the works of eminent American and foreign composers. The poetry which serves as song texts gives evidence of careful choosing and grading. The first steps are taken by means of short melodies, which, though simple, are not lacking in vitality or charm. Words and music are such as correlate with the general work of the school, thereby adding interest and variety to other studies. (Book One, 112 pages, price 25 cents; Book Two, 145 pages, price 30 cents; Book Three, 192 pages, price 40 cents; Book Four, 255 pages, price 50 cents).