

# THE EDUCATIONAL REVIEW

VOL. XIX. No. 10.

ST. JOHN, N. B., MARCH, 1906.

WHOLE NUMBER, 226.



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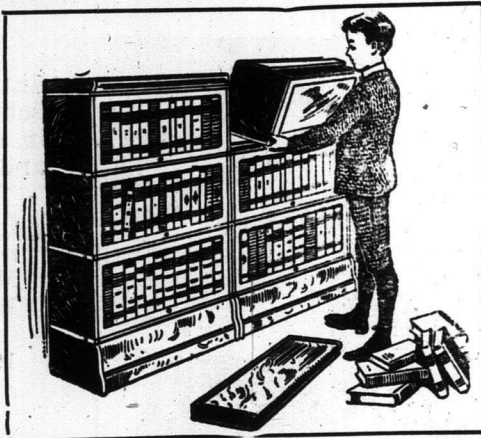


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A. MCKAY,  
Editor for Nova Scotia.

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

A reprint of Breton's beautiful picture, "The Song of the Lark," goes out with this number of the REVIEW.

Our readers who have sent in queries to be solved, and correspondents whose contributions do not appear in this number, will kindly exercise a little patience. They will be attended to next month.

A preliminary announcement is made on another page by Dr. Brittain, Secretary of the Provincial Educational Institute of New Brunswick, of the meeting at Chatham, in June next. This will be followed by a fuller statement and programme in a coming number.

The two prizes of booklets, offered by Rev. Mr. Boyd, on the best sets of questions on the picture, "Saved," in the February REVIEW, have been won by the schools of Miss Maud A. Williams, Harvey, York Co., and Miss Harriet S. Comben, St. John. For the benefit of other schools selections from these questions will be published in our next number.

The announcement is made of a summer school in French at McGill University, Montreal, during the approaching summer. Students who have attended this course since its establishment some years ago are very enthusiastic as to what can be accomplished in a few weeks, where "everybody talks and thinks, eats and drinks, dreams and sleeps in French."

The attractive courses of the Yale University Summer School are set forth on another page. Our readers would do well to consider the benefits of an advanced summer school such as at Yale or Harvard, or the more popular course at the Atlantic Provinces Summer School at Sydney. There are hundreds of our teachers who would be greatly benefitted if they got near enough to a summer school to feel the throbs of its fresh intellectual life.

The legislatures of Nova Scotia and New Brunswick are now in session, and several important amendments to the School Act of each province are before these bodies. In Nova Scotia a liberal grant is promised by the government to create a pension fund for teachers. In New Brunswick, Premier Tweedie has introduced a measure providing for compulsory education which, however, is to be optional in its working.

The New Brunswick Teachers' Association has petitioned the government, asking for compulsory education, the cessation of local and third-class licenses, the establishment of central graded schools with parish school boards, a system of pensions for teachers, and additions to teachers' incomes from



enlarged county funds and increased provincial grants. These requests are reasonable, and are in keeping with progressive educational legislation. One proposal requires careful consideration—the elimination of third-class licenses. Would it not be better to retain these and gradually increase the requirements? Others, such as the establishment of parish school boards, centralized schools, and larger county grants have already received the support of the Chief Superintendent.

Mr. Scott's views on courses of study and grading, as given on another page, are those of advanced educationists everywhere today. To make our grading system effective, there should be introduced into it a generous leaven of electives. The bright boy in a good ungraded school in the country has a tremendous advantage over many city boys. From the beginning his ambition is roused and his thoughts widened by the recitations of the larger scholars around him. The school course never becomes monotonous, and his interest is constantly quickened by the new things he hears, the fresh discoveries made day after day. When he gets into smaller advanced classes, where he receives but a small share of the teacher's attention, he is forced to rely upon himself and the stock of ideas he has been accumulating in the lower grades. That is why the lad trained in a good country school, has often a keener observation, a greater interest in books and a better preparation for life generally, than the lad trained in the hard and fast grades that Mr. Scott would like to reform.

It gives one a feeling of hope in a better future for education, when a man like Mr. Scott, finds time amid the duties of an absorbing profession, to study as closely as he appears to have done, the educational work of the community in which he lives. If more men and women could reason publicly about these things, in an amicable spirit, how many vexed problems would be happily solved? And Mr. Scott has set a good pace. He is too much of a tactician to give advice. He has only unstinted praise for the teacher and school official who are doing faithful service, but he would overlook no educational waste, or the lack of common-sense methods. Throughout he is frank and yet judicial; and his ready humour invokes much kindly sympathy on behalf of the reader.

### Report of N. B. Schools.

The report of Dr. J. R. Inch, Chief Superintendent of Schools for New Brunswick, is a detailed statement of the educational progress of the province for the year ending, June 30, 1905. He notes a decided increase, not only in the number of schools and pupils, but also in the percentage of attendance, over the figures of the two preceding years, although during these years the enrolment was less than in any year since 1893.

The number of schools in the first term of 1904-5 was 1,784, an increase of 37; the number of teachers was 1,851, an increase of 36; the number of pupils was 57,906, an increase of 1,708. In the term ending June, 1905, there was an increase, compared with the previous year, of 28 schools, 50 teachers, and 1,641 pupils. The proportion of population at school was 1 in 5.71 in the first term, and 1 in 5.48 in the second term.

The percentage of attendance has also improved; for the first term it was 66.27, where it was 65.60 for the year before; for the second term it was 59.60 with 58.50 for the year before.

Of the teachers, only 16 per cent. are men, less than 25 per cent. hold licenses above Class II, about 50 per cent. hold licenses of Class II, and about 25 per cent. hold the lowest class of licenses, which class has increased from 21 to 62 since 1900. The percentage of male teachers is annually becoming smaller. The average salary in Grammar schools is \$979.52; in superior schools, \$587.54; first class male, \$577.67, female, \$339.72; second class, male, \$316.09, female, \$248.23; third class, male, \$234.90, female, \$194.90. There has been a slight increase in the average, the largest being \$35 for first class male teachers, and the smallest \$2.73 for third class male. This small increase is encouraging, a sign of what is hoped for on a larger scale. The Superintendent, Principal Crocket of the Normal School, and others, have several important suggestions to offer in the matter of improved salaries.

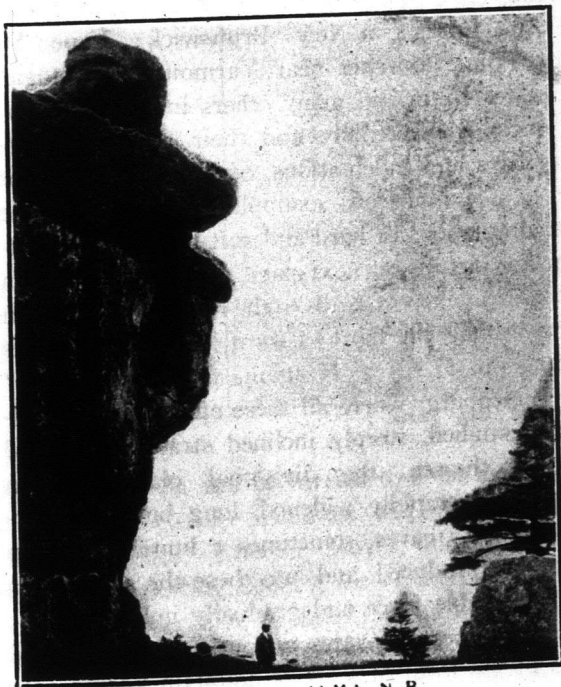
Commendable progress has been made in consolidated schools in many districts of the province; in manual training, the report of which by Supervisor Kidner is very instructive reading, as is that of Dr. John Brittain, the supervisor of school gardens and nature study. The inspectors' reports are also very interesting reading, giving much detailed information on local aspects of education.

**Our Coasts. II.—Their Character.**

PROFESSOR L. W. BAILEY, LL.D.

What are the lessons of the sea-coast? They are many and most interesting. To appreciate them, all that one needs is to *observe* and to *think*.

The most important lesson to be thus derived is, I fancy, the fact of *change*. Everywhere this feature is pressed upon one's attention, though more obviously of course at some points than at others. Let a student stand upon a seashore, such for instance as almost any part of the Bay of Fundy coasts, and after satisfying his sense of beauty or of grandeur, ask himself what fact forces itself most strongly upon his attention? Is it not the fact of *waste* and *wear*? If the coast be bold, like that of Hopewell Cape, illustrated in the last chapter, or that near Alma, N. B., of which a



CLIFF NEAR ALMA, N. B.

photograph is here given, he will find that all the striking and often grotesque details of the picture are the evident results of a carving process, whereby the sea is eating, or attempting to eat, its way into the land. Here there is a great battlemented wall of which, as in the photograph, the top overhangs the base, and below which the visitor treads with fear, as he sees great masses already disjointed and liable at any moment to fall, hanging threateningly above his head; here he sees great angular blocks, often many tons in weight, which have al-

ready fallen; at one point he sees a huge cave, sheltering perhaps some picnic party, but evidently owing its origin to the excavating action of the waves; at still another point he sees some huge mass of rock, wholly disconnected from the mainland of which it once formed a part, and now, though possibly eighty or a hundred feet in height, resting on so narrow and frail a base that one wonders how it can stand at all. Sometimes, with that tendency which Nature so often exhibits towards the ludicrous, the details of the sculpture suggests fanciful resemblances to familiar objects, or to the human form or countenance, and these explain the names they bear, such as Anvil Rock near Quaco, the Friar's Head on Campobello, the Southern Cross on Grand Manan, the Owl's Head on the coast of Albert county, N. B., the Devil's Dodging Hole, and the like.

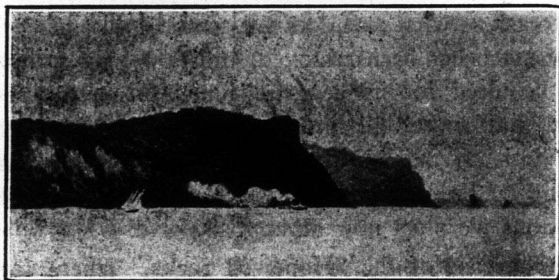
Evidently to produce such results a large amount of material must have been removed, and we are led to ask at what rate does the removal take place? How much has been removed, and how long a time was required for its accomplishment? Is the removal uniform at all times and places and is there any limit to its continuance? Finally what has become of the material removed? Some of these questions we must now attempt to solve.

In the case of the "Hopewell rocks," where for nearly half a mile there is a succession of bluffs and outstanding masses, carved with a degree of variety and grandeur probably not approached elsewhere along the whole Atlantic seaboard of America, the visitor must choose his time, for at high water passage along the base of the bluffs, except by boat, becomes impossible. The waters not only reach but sweep the face of the bluffs, being endlessly moved by wind and tide, while in periods of storm the waves are driven with fury against the rocks, reaching far above their ordinary level, and striking with a force which even the hardest materials cannot altogether resist. Water then is the tool by which all this work is being accomplished, and that work never ceases. Ever since there have been sea coasts upon which the restless waters of the sea could act, the wear of the shores, their waste and removal, have been continually in progress, and the results which we witness are at once the proof and the *measure* of the changes thus effected.

But obviously not all portions of the coast are equally susceptible to wear. Rocks are of various



degrees of hardness and compactness, and while some, like granite, are but slowly affected, others, like freestone or slate or shale, crumble easily and are therefore rapidly removed. In granite again there are few divisional planes. The rock is massive; and hence the waves are spread over broad surfaces and lose much of their power. In stratified rocks on the other hand, *i. e.*, in those in which the materials are arranged in beds or strata, there are numerous alternations of hard and soft material, or lines of bedding, joints and the like, which are like fissures in the rock and give the turbulent waters a chance to act. Yet again, in stratified rocks the strata may be horizontal or inclined, they may be tilted at high or low angles, they may slope towards or away from the point of attack, or they may stand, end on, as it were, to the fury of the sea. And all these differences tend to introduce variety into the results of sea sculpture. A few illustra-



CAPE BLOMIDON, N.S.

tions will serve to make the matter more intelligible.

In an earlier chapter reference has been made to the contrasts exhibited by the different shores of New Brunswick and Nova Scotia. Now review these characters in the light of what has been said above. Why is the "north shore" of New Brunswick generally low, with the adjacent waters shallow? Simply because the rocks which form it are soft and easily disintegrated, filled with planes which enable the waters easily to undermine them, and lying in nearly flat beds, which if not wholly worn down to fill up the adjacent waters, remain only here and there in the form of low bluffs. The character of the Bay of Fundy shores on the other hand, leaving out of view for the present the dyked marshes at its head, are bold and high, because the rocks of this coast are either hard and crystalline, or else form vertical or steeply sloping walls of rock, against which the waves may dash themselves with comparatively little result. So the Nova Scotia

side of the Bay, like the northern side of Grand Manan, composed in each case of volcanic rock, hard and crystalline, presents to the sea an almost unbroken front as from Blomidon to Briar Island—or from the Northern to the Southern Head of Grand Manan, while the shores east and west of Pictou, like those bordering the Gulf in New Brunswick are, like the latter, low, and for a like reason. The shores of the Southern or Atlantic sea-board are determined in a similar but more special way, which will presently be noticed.

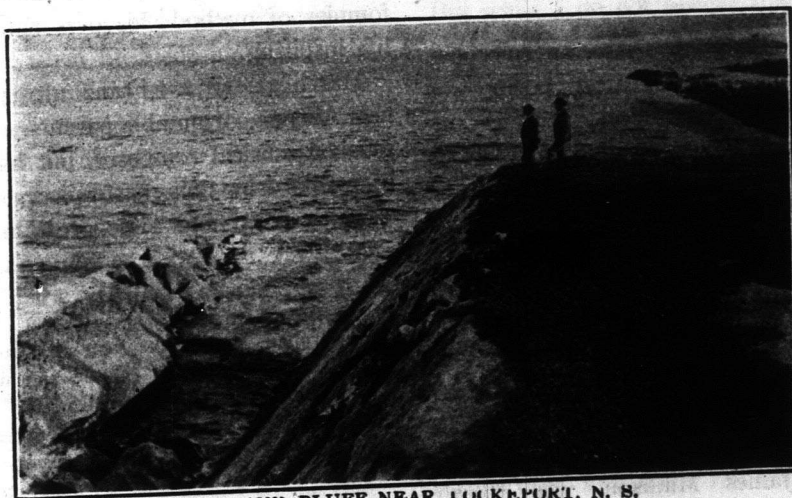
We have now to observe that as the general character of a sea-coast is determined by the general nature of the rocks which form it, so all the minor details are to be explained as the result of similarly acting causes. Hard rocks, resisting wear, stand out as headlands or promontories—such as Point Lepreau, Cape Spencer, Martin's Head, Point Wolf and Cape Enrage, in New Brunswick; Cape St. Mary, Point Fourcher near Yarmouth, Aspotogan in Chester Basin and many others in Nova Scotia; soft rocks yield readily and their removal determines bays and indentations, of which it would be easy to cite numerous examples. So at any one point alternations of hard and soft beds, as illustrated in the picture on next page of the Nova Scotia coast near Lockeport, leads to the removal of the soft strata, leaving the hard to form long parallel reefs running out to sea. If again, as at "the Ovens" near Lunenburg, where all these effects may be admirably studied, steeply inclined strata are turned end on to the sea, the divisional planes between the beds are rapidly widened, long but very narrow and lofty caves, sometimes a hundred feet in length, are produced, and into these the sea, driven with irresistible force and gradually uplifted to the roof, sometimes excavates an outlet for itself, and issues in the form of a jet or fountain known as a "Spouting-Horn." The well known "Churn" at Yarmouth and "The Cream-pots" near the same place are other good illustrations of the incessant conflict between sea and land.

But now we have to notice a second evidence of change, and with it to recognize a second lesson afforded by the study of the coast. It is this, *viz.*, that *destructive operations in Nature are always associated with and followed by constructive ones.* If the action of the sea upon the coast is one of wear and removal, the material removed must be disposed of. As the sculptor in the carving of his statue is

necessarily surrounded by his chips of marble, so in coast-sculpture chips accumulate, and the assemblage of these chips constitutes our *beaches*. One has only to examine the latter to see that this is the case. At any one point it is easy to see that the pebbles of the shore are largely made up of fragments, evidently derived from the bluffs near by; and if with these there are others that cannot be so identified, one must remember that the same agencies, waves, tides and currents, which are attacking the coast, are like the legions of an army, movable factors, and may not only loosen but *transport* the matter brought under their influence. Moreover, as the power to transport varies with the velocity of the moving water, fine material will be

a very good one occurs at Port Maitland near Yarmouth, and a still finer one a little west of the mouth of the La Have river in Queen's county. Of muddy deposits the most remarkable are those about the head of the Bay of Fundy, adjacent to the dyked marshes, the latter being themselves deposits of similar origin, now only kept from daily tidal submergence by artificial embankments.

The space at our command permits only of slight reference to some of the other "lessons of the coast." Another one of these is that *natural changes are none the less real because they are slow*. As we cannot recognize by the eye the movement of the hour hand of a clock, or the growth of a tree, yet after a certain interval, become aware that a change



REEF AND BLUFF NEAR LOCKEPORT, N. S.

readily removed and be carried to a distance, while heavier and coarser materials will be more easily dropped. Thus, whether waves, tides or currents be the transporting agency, the materials of the beach will be coarse or fine, just as the action of these agencies is powerful or weak. Thus, about exposed headlands and in exposed situations we commonly find the shore made up of large well rounded fragments, often too heavy for a man to lift, and making what are known as sea walls. In intervening bays the shore is more apt to be sandy or gravelly, forming "beaches" in a more restricted sense, while about the mouths of rivers or in off-shore shallow soundings the material is more commonly a fine mud. True "beaches," suitable for bathing, are found at many points around the shores of the Gulf of St. Lawrence, but are rare on those of the Bay of Fundy. So they are not common upon the Atlantic seaboard of Nova Scotia, though

has occurred, so upon a coast we may be able to observe very little alteration from one month or even one season to another, yet, by careful observation or measurement, extended over a period of years, we are led to recognize the fact that not only has there been a change, but that this may be very considerable. All coasts under the unceasing attacks of waves, and tides and currents are wearing away, and contributing of their substance to the Ocean floor.

The last lesson to be noted here is derived from a comparison between the materials of the beach and those of the shore from which they were derived. The beach deposits are pebble beds, sand beds or mud beds, according as the agents producing them have been powerful or weak, swift or slow; an examination of the cliffs near by will show that they are also composed of pebble-beds, sand-beds or clay-beds, only the latter are hardened into rock. Thus



they too represent old beach deposits, and must once have been at or below the sea-level. *The land has not always been as it is to-day.* How they became hardened into rock and were lifted to their present position, perhaps several hundred feet above the sea, we shall have to enquire in a later chapter.

### March Birthdays.

March 10, 1452.—Ferdinand King of Castile and Arragon, at seventeen, married Isabella, heir to the throne of Castile; conquered the Moors of Grenada which he annexed to his dominions; fitted out a fleet of three vessels, by which Columbus was enabled to discover America; conquered Naples and Navarre.

March 11, 1544.—Torquato Tasso, an epic poet, born at Sorrento, Italy. His greatest poem was "Jerusalem Delivered." His mind became unhinged in later life, and he was confined for periods in a lunatic asylum. He was invited to Rome to be crowned for his works by the Pope, but died before the ceremony could take place.

March 12, 1684.—Geo. Berkeley (bishop) born at Killerin, Ireland; a philosopher and writer of great merit, wrote the "Analyst" and "A Word to the Wise", came to America and preached two years at Newport; he was a great friend of Dean Swift.

March 16, 1751.—James Madison, was fourth president of the United States, and one of the framers of its constitution. Contrary to the views of the people of New England, he declared war against Great Britain, in 1812.

March 19, 1813.—Dr. David Livingstone, a famous missionary and explorer was born near Glasgow, Scotland; his parents were poor; he worked in the cotton mills while a boy, attending night school; studied with a view of becoming a missionary in Africa; explored the interior of that country, and discovered some of the sources of the Nile; died near Lake Tanganyika (1873) where he was found by Henry M. Stanley, in 1871. His books on Africa are accurate and of great value.

March 20, B. C. 43.—Ovid (Publius Ovidius Naso) a great Latin poet, was born at Sulmo, ninety miles from Rome. He received an elegant education, travelled, then spent his life at court, until he was banished. He died in exile. He wrote chiefly love elegies.

March 21, 1763.—Jean Paul Richter was born at Wunsiedel, Bavaria; a popular quaint and original German author and humorist; "Titan" was his masterpiece; "Quintus Fixlein," his principal novel.

March 22, 1797.—Emperor William I., born at Berlin; ascended the throne in 1861; appointed Bismarck minister of foreign affairs; united the German people into a nation.

March 28, 1592.—John Amos Comenius, an educational reformer and writer, born at Nivnitz in Moravia. Lost all his property on account of the Spanish wars; taught school in Poland; was invited to several foreign countries to reform methods of instruction; he may be rightly considered as the founder of method; his personality was noble; his life inspiring.

March 31, 1732.—Franz Joseph Haydn, born near Vienna, of humble parents. He was a distinguished musical composer, but his early life was a life of hardship; his masterpieces were the oratorios "The Seasons" and "The Creation."

### Winter.

Orphan Hours, the year is dead!  
Come and sigh! Come and weep!  
Merry Hours, smile instead  
For the year is but asleep.  
See! it smiles as it is sleeping,  
Mocking your untimely weeping.

As an earthquake rocks a corse  
In its coffin in the clay,  
So white Winter, that rough nurse,  
Rocks the dead-cold year to-day.  
Solemn Hours, wail aloud  
For your mother in her shroud.

As the mild air stirs and sways  
The tree-swung cradle of a child,  
So the breath of these rude Days  
Rocks the Year. Be calm and mild,  
Trembling Hours; she will arise  
With new love within her eyes.

The answer to the 3 nines' puzzle in the February REVIEW is:

$$\begin{array}{r} 9+9 = 20 \\ \quad .9 \end{array}$$

Correct solutions have been received from A. E. Barton, Moncton; C. E. Lund, Sackville; and by A. E. G., Belle Isle, Annapolis county. A. P. G., of the latter place, sends an ingenious solution, which, however, does not exactly meet the conditions.

**The School From a Parent's Standpoint.**

S. D. Scott, Editor of the "Sun," St. John.

(Begun in February.)

But here comes in another element which again presses more upon the city teacher and pupil than upon the teacher and pupil in the country school. No doubt there is an advantage in scientific grading. It must be a great saving of labor, and an escape from confusion. Doubtless the course of study is well devised and adapted to the powers of the average child. But I think there are many teachers in the town who would like to shake themselves free from the restraint and be in an ungraded country school, where they could have greater freedom to deal with the actual boy and girl according to their needs. It is possible that Procrustes took technical advice when he made his beds. He may have measured a hundred or a thousand prisoners, ascertained their average length, and reasoned that an individual adjustment to this standard would be a scientific proceeding. To stretch some individuals a few inches, to cut a fraction from the extremities of others might be a personal hardship but it would simplify the work of bed making and tend to discourage abnormal types, producing in the end a well graded and symmetrical corps of graduates, even though some should be crippled and some dead. A general course of study seems to be necessary for all schools, and grading is needful in schools of many teachers. But it seems to me that with us the system is too much and the individual too little.

There are marked differences of opinion in this town, and throughout the country, on the subject of the school course. Some of the parents complain that the schools try to teach too many things. Others would like to see manual training, household economy, type writing and commercial classes. Some contend that the schools cost too much, and that the free classes should close when the high school is reached. A few would like to see German added to the languages taught, as English would be in a high school in Germany. Ghastly stories are told of girls whose health has been broken by hard study in the common schools. Yet every June Dr. Bridges meets these accusations with a row of girl graduates in a shockingly robust condition. Many of us observe that boys and girls of average ability manage to cover the work of the year, in some sort of way, without altogether neglecting their amuse-

ments. The truth seems to be that the course of study offers work enough for the average child to make a creditable record with moderate diligence. To a dull child, or one with exacting outside duties and discouraging home surroundings, or feeble health, the full course may give hard work or more than can be done. Those who suffer most are probably the clever competitors for prizes and honors, who could pass the examination and take a fair place with half the study. This extra work is voluntary. The same amount of extra toil could be expended on three studies or on one, as is given to ten or twelve. It is certainly not fair to attribute to the number of studies any collapse from over work on the part of the competitors for medals.

But while I do not believe that the number of studies at present prescribed, even with manual training and domestic science added, is too large to have in the curriculum, it seems to me to be unwise to compel every pupil to take them all, or to take a particular list of them in one year. There is surely too little adaptation in our schools to the capacity, the requirement, and the time available for school work of the various students.

Here in St. John we have, say, 1200 children entering school every year. Of these one-half or less pass beyond the seventh grade. Their school training is completed at the grade which they are supposed to reach when they are twelve years old. Of the survivors, four-fifths fall out before they reach high school, and of those who go into the high school hardly more than one in four remains to graduate. That is to say out of a hundred St. John pupils who enter the schools, fifty have dropped out at the end of the seventh grade, fifteen are left to enter the high school and only five are in at the graduation.

Now this is a case where the authorities should not leave the ninety and five who fall out, and seek only after the five who go not astray. These fifty who stop at the halfway house, are as dear to themselves and as important to their families as the fifty who go farther. In the first place we parents ask that it be made easy for them to continue in school, and secondly that those who cannot continue should get as much as possible out of the years they stay. The less time they have at school the more precious that time is.

But, at this stage, speaking strictly as a parent, I object strongly to the contention that the high



school is here for the rich, that the poor are unfairly taxed to maintain it, and that in the interest of the oppressed working man free classes should stop where the high school begins. The exact opposite is the case. The high school is the poor man's college. It is the most democratic institution in the town. Any one who looks over the names will find that a large proportion, especially of the girls, are from families who could not afford a private school. Don't we know boys and girls in the honor list whose widowed mother supports them by manual labor? Have we not seen the sons of mechanics take the highest prizes these schools offer? Opu- lent citizens take their choice between sending their sons and daughters to boarding schools and making use of those free classes. They maintain Nether- wood, Rothesay, Mt. Allison, Edgemoor, Acadia, and schools in the upper provinces and the old country. For the poor there is one place where the youth can take advanced school work, and that is the high school of the place where his people live. My obser- vation is that the people who complain most of the cost of this school are not the poor but the large tax- payers, some of whom are sending their children away. I am sure that the most of us parents appreciate the high school and the work that it does, and that those who desire their children to have some glimpse of the world of scholarship and can- not afford them a college training are glad to know that they can be carried to the sophomore year in a free school at our doors.

As to the courses of study, let me say again as one parent, I would like to see them all continued, and more attention paid to nature-study, manual training, domestic science, and commercial classes. At the same time it seems to me that all the children have sufficient work cut out for them, and a large proportion of them too much. I would go in for more electives and begin them much earlier. There are now scarcely any. It is allowed in the high school to choose between French and Greek, and I believe between botany and something else. But practically everything in the bill of fare is compul- sory until the high school is reached. The pupil or his parents are not permitted to follow the example of the unaccustomed hotel guest who showed the menu to the waiter and asked whether he might "skip from here down to there." Not only is the child required to do all the classes, but he must make a certain progress in each one every year.

With some small reservation, it is, I believe, true that a child who fails in one or more subjects out of a lot cannot follow on with those subjects in which he succeeds, but must go back and take this familiar work over again, because there was something else assigned to him the same year that he could not do.

Now I speak with due deference that this seems to me to be stupid. I know that the teachers and the superintendent try their best to mitigate the evil, and that in the lower grades they do not stand wholly on technical markings, but grade the child who seems able to do the work of the next room. As the children grow older the system becomes more rigid, and many cases of hardship, even of cruelty, arise. For I take it that it is simply cruelty to take a boy who is under sentence to quit school at thirteen, and make him go again over work that he knows, shutting out from him forever all the advantages of one year of higher training. In such cases the child becomes listless, having no stimulus of curiosity and no charm of novelty, and as a student he is liable to be greatly demoralized through all the rest of his school days if he does not fall out altogether.

On the other hand if a point is strained and the child is advanced to a higher grade, while he does not understand some of the subjects below, he is liable to lose touch altogether with these subjects, and to waste the time he is compelled to give to them. It would seem possible to me to arrange a system which would grade a child in some subjects and to leave him to take the others over again with his old class. The grading might be to some extent, by subjects, and not by a level standard, covering the whole range. That is exactly what would hap- pen in an ungraded country school, where a pupil is carried along in each subject as fast as he can get ahead in it. And it is the same thing that would be done with an undergraduate or a postgraduate student in the University of Chicago or the greatest German universities. There is no educational rea- son why a child should be reading Cæsar at exactly the same time that he is working a particular book of Euclid, and there are many reasons why he should not be made to work over again the geometry that he knows because he does not know his Latin verbs. If we read two books and do not understand one, we do not read over the one we do understand. If we plant several apple trees, and one or two die we do not on that account replant the ones that grow.

It is not for me to say how the thing should be done, but since the school is for the child and not the child for the school I should say that the child should try again the work that he failed to accomplish and go on in that part in which he has succeeded.

There should be more accommodation to the powers of the child. It does not seem to be good economy that one who can do in eight years the work of the eleven grades, as now arranged, should be compelled to waste eleven years on it. You shorten the time by allowing him to take two years in one, but that may be too much. Why not have an adjustment by which he can take four years in three, fairly distributing the task? If this cannot be done these extra manual training, domestic science, commercial classes, and nature studies come in well as supplementaries.

But I am more concerned about the dull child, or the one who is handicapped and cannot do all the work in one year. It seems to me that instead of compelling that one to do one year's work in two, and then perhaps the next year in two, until the unfortunate is so much taller and older than his classmates that he falls out altogether, he might repeat one-third or one-fourth of his work, taking two years in three or three in four, and in the end getting along a great deal farther than he can now.

In every community there are feeble minded children, whose powers are small but capable of some slow development. Under our system they soon became hopelessly derelict. We should have a school on purpose for these. But for that much larger number of children of less than average intelligence, who cannot quite keep the pace, something better should be done than now seems possible in the city school. They might have a course selected for them, dropping out some of the work which seems beyond them, leaving them to go on with studies within their capacity, or with their prospective requirements. A child who can not learn mathematics may learn reading and writing, the elements of grammar, and be able to take a good course in history, geography, and nature studies. Manual training, or scientific training, or household economy or some of the fads might be the thing this child needs to introduce him to the world for which he was born. At all events I see in these studies something on which the brilliant book student and the child with certain other natural gifts

of eye, and hand, and mind, may meet on a level; where false and one-sided estimates of their relative values may be corrected, and where the child who has been almost a derelict in the school, may get back the proper respect that he had for himself when he was a baby.

In making the appeal against some features of the system that seem to me too severe I do not forget that the chief superintendent and the other authorities, must have surveyed carefully, as experts, the ground over which as an amateur I rush with the recklessness of those who go ahead of the angels. Dr. Inch has been a teacher, and a good one, from the common school to the head of a university. He knows his business and is sympathetic in his administration. Inspector Carter is progressive and somewhat radical. Superintendent Bridges is a thorough workman and a cause of thoroughness in others. I have hope in them all, that they have not done the last thing and said the last word in the regulation of studies. One does not like to think of a school course as of supernatural origin "which neither listlessness nor mad endeavor, nor man nor boy can utterly abolish or destroy."

I prefer to think that it is capable of modification and improvement, that the way may be adjusted to enable our children to pursue to the limit of their time and opportunity the studies suited to them,—not compelling them, for instance, to take up the study of a language in the last few months of school life, with no hope of progress in it, while they are shut out from advancement in the line of their aptitudes. It has been found possible in Halifax, where the schools cost about the same per head as here, to carry on manual training classes, and to give a three years' high school commercial course. This last is a modification of the regular high school work, dropping classics and perhaps some of the natural science subjects, adding the usual commercial studies, with more advanced and practical work in French and history and economy. With the exception of shorthand and typewriting, nearly all the work is done by regular members of the academic staff. We also can do these things in the high school, and to a certain extent in the lower classes, without reducing the value of the schools as a place of general training and discipline.

Yet, lastly, let me say I certainly would wish to guard well the part of the school work that makes for culture, and manhood, and womanhood, and not



entirely give over the schools to bread and butter studies. When a great number of people are wasting their good time trying to make millions, and a greater number of people are wasting their time scolding about them, it would be a good thing to try to bring up one generation to give attention to things that last longer.

### Lamb's The Adventures of Ulysses.

NOTES BY G. K. BUTLER, M. A.

Under his Greek name of Odysseus one of Homer's great epics the "Odyssey" tells at greater length this same story. There are many English translations of which that by Butcher and Lang is one of the best. Ulysses was a Greek who joined in the siege of Troy with the other famous heroes. The Trojan whose wanderings ended in Italy and who was regarded by the Romans as their progenitor was Æneas. Of him, too, and his wanderings, another famous poem was written, the "Æneid."

P. 97. 5. Ithaca was an island on the west coast of Greece. ls. 9, 10. Compare Howe's lines on his approach to the shores of Nova Scotia in winter, "Mantled in snow," etc. l. 11. Meaning of phrases "partake of her immortality" and of "enchantments" in l. 13. l. 15. Troy was on the northwest of Asia Minor not far from the Hellespont. It was known by the Greeks as Ilium, hence the title of Homer's other yet more famous poem the "Iliad." l. 16. The Cyclopes were a people who lived in what is now called Turkey, just north of the Ægean or Archipelago, a little to the east of the famous town of Philippi. l. 20. Study the word "store." How is it commonly mis-applied at the present time.

P. 98, l. 4. Meaning of "make good" as found in this line? l. 5. What part of speech is "something?" What is it usually? l. 6. Meaning of "having odds against them?" l. 9. "The third day," parse the word "day". l. 10. Malea the most eastern of the three capes in the extreme south of Greece; modern name St. Angelo. l. 12. Cythera is an island just southeast from Cape Malea.

From this point in the story on we are in the regions of myth, which like "Fairyland" are not found on the map. l. 16.

In the afternoon they came unto a land  
In which it seemed always afternoon.

These lines and the rest of Tennyson's "Lotus-Eaters" would interest the children. l. 20. Meaning

of "pernicious." l. 24. What part of speech is "needs"? Parse "eat" in the following line. l. 29. Give another word with the same meaning as "betwitched."

P. 99, l. 4. Meaning of "governed by his own caprice?" l. 7. What is our more common word for "artificers"? Look up derivation of each and find a further proof of the composite character of the language. l. 11. Look derivation of "hospitable" and also of "hospital" and see if there is any connection between them. l. 20. Meaning of word "artless?" Is it the opposite in meaning to "artful" as one might expect? l. 21. Is "tenant" here used in its more modern common meaning? l. 26. Here we have "store" again. Compare it with same word previously used. l. 27. et seq. The Greeks regarded as utter barbarians those who drank wine undiluted with water. Perhaps, too, in these lines we may get a hint of Lamb's own special weakness. l. 31. "A goat-skin flagon" may help those who don't already know to understand the saying about putting "new wine in old bottles." l. 35. Some people use goats' milk altogether, regarding cows' milk as unclean, and not fit for human food.

P. 100. l. 2. Meaning of "feeding his flock"? Why go to the mountains? Why not leave them out at night as we do here? l. 5. Meaning of "against" here? Of "uncouth" in l. 7? l. 9. Neptune, known to the Greeks as Poseidon (pron. Po-si'-don), was one of the three gods who divided the universe between them. The other two were Zeus (pron. Zūs) and Pluto or Hades. Neptune is generally spoken of as the god of the sea. l. 10. Meaning of "to a brutish body" etc.? l. 13. Instead of "massy" what word do we generally use? How heavy a stone could twenty oxen draw? l. 27. The name "Agamemnon" applied to a ship was made famous in later times by one of England's heroes. Who was he? l. 32. "Jove" was called by the Greeks "Zeus." It will be seen that Lamb takes the Latinized form of all the words when there are different forms. l. 36. Look up the story of Zeus in a classical dictionary if you can find one. It is too long to put in here. l. 37. Parse "bid."

P. 101. l. 2. "Wise caution" is characteristic of Ulysses who was the most crafty of all the heroes, and in later time his character was represented as being even worse than merely crafty. He is pictured by Sophocles as saying, in effect, "The end justifies the means." l. 10. What word means "man-

caters? Where are they found at the present day? 1. 15. Look up derivation of the word "distracted."

P. 102. 1. 5. Which one of the gods in particular took an interest in Ulysses? The answer can be found in the story. 1. 10. Meaning of "waxed;" what is its opposite? 1. 24. Study the word "plied". 1. 34. "Heartening"? 1. 36. Meaning of phrase "were used to heave"; do we use the word "used" as here?

P. 103. 1. 3. Difference in meaning between "auger" and "augur." 1. 30. Meaning of the word "ambiguous;" look up its derivation. 1. 31. Meaning of "gross wit"? and of "palpable" in the next line? 1. 35. Instead of "knots" we would more likely use some other word. What?

P. 104. 1. 6. Is there anything appropriate in the term "fools" as applied to sheep. 1. 13. Meaning of "rout" in this line. 1. 32. Meaning of "ebb"? 1. 36. Homer's epithet applied to Odysseus was "much-enduring." 1. 37. Meaning of "beat the old sea"?

P. 105. 1s. 6, 7. In what part of the Mediterranean are they now, judging by the wind which is to carry them home? 1. 21. The word "store" again.

P. 106. 1. 10. Study "have;" is it the auxiliary "have" or another word? 1. 32. Express "surpassing human" as one word.

P. 108. 1. 1. Meaning of "cast lots." How was it done: One way among the ancients was by drawing from an earthenware jar. 1. 20. "Prudentest" is scarcely formed as the grammars would have us do it. How would they? 1. 24. meaning of "train"?

P. 109. 1. 10. Embracing the knees was among the people of that time the favorable mode of making a supplication. We find it many times in classical literature. 1. 24. Mercury was the messenger of Zeus, called by the Greeks Hermes. 1. 26. Parse "thou," in "thou most erring," etc. 1. 36. Meaning of "sovereign" here. How is it connected with usual meaning of word?

P. 111. Styx was one of the rivers of Hades, 1. 20. "Massy" here again. 1. 21. "Regale" is commonly a verb. Here it is a noun, with what meaning?

P. 112 Teiresias, the seer, is one of the characters in the most famous of Greek plays, "Oedipus Tyrannus."

To be continued.

The Canadian Forestry Association meets at Ottawa, March 8.

### Art Notes.—No. IV.

By HUNTER BOYD, WAWEIG, N. B.

#### The Song of the Lark

The picture selected for this month, is a well-known work, by Jules Adolphe Breton (born 1827 —).

One would like to know what title it would be likely to receive if, the label being concealed, it were examined by persons, who had not previously met with it, in any form of reproduction. Such persons are happily now, more seldom met with in any walk of life, and yet we note that the lark occupies small space in the whole picture. Again let us suppose that the label is displayed, but the little bird concealed, and many persons will probably be of opinion that the singer is the peasant girl, who because she is an early riser, or for some other reason is called a lark. In order to justify the title given by Breton, that little speck in the heavens ought to dominate the whole picture, and we are confident it does. It is very singular that we have been introduced to three pictures in succession, that depend upon the *suggestion* of sound for their enjoyment, but unless the Barbizon artist can make us hear the lark as it soars, we shall fail to share the feelings of the girl, and her sympathetic painter. Most of us are at a disadvantage in one respect, for there are few in these provinces, who have either seen or heard the true skylark. Hence the study of this picture is a particularly good one for the strengthening of the imagination, not alone the visual, but largely the formation of vocal imagery. We have not only to follow up the hints here given of rural life in France, and particularly of Barbizon, from the aspect of the landscape, the dress of the girl, the prevalence of hard labor, but we have to reproduce the lark and its merry song, and by noting its effect upon this peasant we stand at the side of Breton and are enriched by his experience.

If our admiration of the picture presented with this copy of the REVIEW; leads to the purchase of others, by the same artist we shall soon become acquainted with his types, and learn how he regarded them. For this purpose, we specially commend his pictures, of Gleaners,—two pictures, quite unlike Millet's work of same title—also "A Sifter of Colza" and "The Reapers"?

We note the dress in the former, the head covering, and the bare-feet, and in the latter the sabots.



worn by the girls, and the recurrence of the sickle. It is said Breton's peasants have more poetry and less realism than those of Millet. That would be a good point to discuss in a picture study club, such as could easily be formed in grades above the seventh or eighth, and certainly a fruitful exercise in a teachers' association.

The features of the land are not important in our picture, but the artist shows his skill by passing over all elements which might otherwise destroy the *unity* of his picture. We have the round conical hay-stacks on the left, a portion of a house-roof is seen behind some trees, and the sun is not allowed to dominate the scene. Let the scholars discuss whether it is sun-rise or sun-set,—discuss not guess. Ask questions as to the shadows in the picture, the aspect of the sky, and chiefly in relation to the determination of the season agriculturally. For older scholars it may be permissible to enquire if Breton was as successful in treatment of landscape, clouds, etc., as persons.

To lovers of birds there is a good opportunity for a nature-study on larks—the sky-lark, horned-lark, and meadow-lark. Where possible procure pictures of the various kinds, and their nests, and eggs, and note the peculiarities of habits. It is said there are two kinds of meadow-lark in Canada. The typical form is found in more or less abundance in Ontario east of Manitoba, and the western meadow lark is abundant on the prairies. The western is the larger, somewhat lighter in colour, and a better songster. The sky lark some may have seen and heard in cages but otherwise we have chiefly to depend upon the accounts given in books upon birds, and upon allusions in the poets. Wordsworth gives two poems "To a Sky-lark." These may be learned by the scholars, and contrast what he says in his poem and sonnet "To the Cuckoo," only it must be borne in mind that cuckoos have been *seen*. The sky-lark is one of the best known British birds, and is a general favorite on account of its song. It rarely sings on the ground, but prefers to pour forth its music as it floats on the air.

Shakespeare in *Romeo and Juliet*, III. 5, says,

"The lark, whose notes do beat  
The vaulty heaven so high above our heads."

In "Birds and All Nature" magazine for March, 1900, page 101, there is a poem by Ada M.

Griggs, probably based on our picture, and entitled "The Song of the Lark."

Those scholars who have the good fortune to be acquainted with musicians may induce them to play "Little Birds" by Edward Grieg, and in some of the musical and other magazines there are articles on "Voices of Nature."

In a musical party, it would be possible to have one of the number play over the bird-notes, and then invite the company to name the bird.

But for the less fortunate teacher or scholar there is still the possibility of recalling the most cheerful notes, or songs yet heard, and observation for fuller acquaintance may be promoted.

In the N. B. school readers there is a story of a man who heard the lark sing in Australia, and his feelings are described; and Alfred East has told us how he felt under a similar experience in Japan.

Breton's Peasant hears the song and it thrills her. She desires no pity because of her arduous lot. She marches forth with her sickle like a conqueror, and one could imagine her exclaiming with Emerson; "Give me health and a day, and I will make the pomp of emperors ridiculous."

#### Picture-Study Queries.

S. McF.—I cannot say what has become of the Revolutionary battleship *Constitution*. Some British battleships have been preserved as relics but "*The Old Temeraire*" was not.

R. G.—Send for a copy of "*Our Dumb Animals*," a 16 page magazine. Teachers can have it for 25c. published by Geo. T. Angell, 19 Milk St., Boston.

Julia S.—The fullest illustrated account of Land-seer is published by Houghton, Mifflin Co., Cambridge, Mass., in the *Riverside Art Series*.

Beginner.—Blashfield's work has been chiefly decorative. *Christmas Chimes* is his best known oil painting.

Primary Teacher.—A true picture is something more than form and color. It is representation plus the individuality of the artist.

Violet.—It is not well to set pictures of anguish before young scholars. Do you think the expression of the dog in "*Saved*" is too painful?

Riverside.—There is an excellent illustrated account of J. M. W. Turner, R. A., in "*The Canadian Magazine*," August, 1905. It is brief but contains four good pictures.

W. E. R.—Always try to get pictures similar in conception. It calls for close observation and discrimination.

Lexicon.—See THE EDUCATIONAL REVIEW, July-Aug., 1905, for treatment of "The Function of Art in Public Schools." and as to choice of subjects for Rural Schools see p. 278 in April, 1904.  
Waweig, N. B. H. B.

### The Lark by Lake Bewa, Japan.

ALFRED EAST.

(His first published poem.)

The motive of this little story  
Told in the land of the rising sun  
Is a tribute from me,—and a feeling  
Of thanks for a sentiment won  
Back from the scenes of my childhood,  
A reflection of earliest days,  
A rush over time and distance  
Through the cranks of life's rough ways.  
A vision of home and my mother  
Flashes out like a light in the dark  
As I hear on this sweet May morning  
In Japan, the voice of the lark!

The breeze brings songs of the boatmen  
Which ebbs with the rustle of the weeds,  
The water is laughing and flashing  
To the mill through its bamboo leads,  
While the hills across the water  
Are changing from gold to dun  
As the fitful shadows wander  
O'er the land of the rising sun.  
But beyond the changing hills,  
**To my English home and birthplace,**  
I am borne by those wild thrills,  
And the road and the wild green rice fields  
And the grey roofed cottages there,  
Melt into an English meadow  
And an English homestead fair.  
I lie again 'mid the daisies,  
Which bend in the soft-toned breeze  
That wafts the scent of the rich ripe flowers  
Through the branches of blooming trees.

That's my dream while the lark was singing  
But his song was, alas, soon done  
Yet the dream was fair and pleasant  
In the land of the rising sun.

January grey is here,

Like a sexton by a grave;  
February bears the bier;

March with grief doth howl and rave;  
And April weeps; but, O! ye Hours!

Follow with May's fairest flowers.

—Percy Bysshe Shelley.

### Reproduction of Stories.

MIRIAM L. DYZART, Kent County, N. B.

The object of training pupils to reproduce stories is to help them understand what they read, and express what they understand. Simple stories should be used first.

What is the central idea, what are the attendant circumstances of the leading features, and how these bear upon the former, should be clearly seen by the pupil before any attempt is made at reproduction. If necessary, a system of questions should be proposed by the teacher which will urge the children along the lines of comprehension; which will, by the subtle suggestions, expose the secrets concealed in the language employed in the story before them. Well planned questioning has, in this manner, produced results quite wonderful—opening up new vistas to the view of the pupils, enlarging the use of their powers, and engaging these young minds in what is to them a novel and interesting work.

The questioning method should be continued only until the child can see clearly into the substance of the story and can distinguish main from subsidiary features. When he has arrived at this stage of development he can probably think with some system and arrange his ideas and thoughts into fairly intelligible order. He is now able to interweave his own thoughts into the thread of the story as he reproduces it, and so is in a fair way to begin to criticize, to approve or to condemn.

All this while, of course, our young friend has been exercising his powers of expression, has been turning into his own words ideas collected from the stories. Facility follows exercise.

Progress is at first slow, but assiduous practice begets ease of accomplishment, avoidance of tautology necessitates variety of expression and thus is acquired the invaluable quality of style.

The good results of reproduction will early be seen in letter-writing. Here the child may have early opportunity to express original ideas—ideas prompted and suggested by association of friends, family and familiar topics. Letter-writing is a large part of the writing of most people, and the only writing of many. Next to correct speaking, children should be taught letter-writing, and no better preparation can be made for this than reproduction.

Almost equally important with the paraphrasing of printed stories, is the reproduction of picture



stories. These stories of pictures may be reproduced in the same manner as other stories. Give the child a picture and by the questioning method, help him to interpret the drawing, and to describe it and discuss it,—in other words have him translate a picture into a letter.

All this training makes the pupil more observant of what passes under his notice, teaches him to look into the heart of things, to get at the gist of matters. It will, if resolutely adhered to, bring pupils to such a stage of excellence in composition, in the art of grasping, grouping and displaying of ideas, as will brighten the material prospects of every young person who goes out into the world.

### Problems in Arithmetic—Grade VIII.

G. K. BUTLER, M. A.

1. If 500 lbs. avoirdupois be bought at 75c., a lb., and 20 per cent duty be paid, and if they sell at 8c. an oz. apothecary's; find gain.

2. 1,000 kilograms cost 20 cts. a kilogram and after paying 20 per cent duty sell for 15 cts. a lb. apothecary's; find gain.

3. How long a rope will allow a horse to feed off half an acre if he be tied in the centre of a large field?

4. If 500 gallons cost 10 cts. a gallon, and if the freight is 5 cts. a gallon, the duty 30 per cent, the gain 25 per cent, find selling price per liter.

5. How many gallons will a cylinder hold if it is 40 inches in diameter and 15 inches high?

6. Find area of the larger of two concentric circles when the radius of the inner is 25 feet and the width of the ring between 5 feet.

7. Find the area of a right-angled triangle whose base is 17 feet and hypotenuse 25 feet.

8. If a book is sold for \$2.50 at a gain of 20 per cent, what would have been the gain per cent had it sold for \$2.25?

9. Slates cost 50 cts. a dozen and after paying 20 per cent duty, are marked at such a price that the gain is 75 per cent. after giving 12 1-2 per cent. discount; find marked price of each.

10. Find in. ac. sq. rds. sq. yds. sq. ft. sq. in. the area of a trapezoid whose parallel sides are 300 yards and 400 yards each and whose altitude is 125 yards.

11. In what time will the interest on any sum of money amount to 2-3 of that sum at 4 per cent per year?

12. \$800 is divided among A, B, and C, so that A. gets as much as B and C together and C one third as much as B; find what each gets.

13. An agent buys flour for a retailer at \$5 a bbl. on 2 per cent commission. The freight is 25 cts. a bbl. and the gain 12 per cent; find selling price per bbl.

Answers: (1.) \$133 1-3; (2.) \$161.87 1-2; (3.) 83.26 feet; (4.) \$.049; (5.) 67.98 gallons; (6.) 2827.44 sq. feet; (7.) 155.8 sq. feet; (8.) 8 per cent; (9.) 10 cents each; (10.) 9 ac.; 6 sq. rds.; 8 sq. yds.; 4 sq. ft.; 72 sq. in.; (11.) 16 2-3 years; (12.) A. gets \$400; B. \$300, and C. \$100; (13.) \$5.99 per bbl.

### Mental Arithmetic.

F. H. SPINNEY, OXFORD, N. S.

#### Areas.

Problems relating to areas are very suitable for mental arithmetic, and are appropriate for children of nearly every grade.

The first lesson in the lower grades should be accompanied by drawings on the board to represent the practical application of the principle involved. Let the teacher draw an oblong 8 inches by 6 inches, and divide it into square inches. Then draw another one 4 inches by 3 inches, and divide it in the same way. Now ask the pupils to count the little squares and give them a name. They are square (?)

After counting the little squares contained in several rectangles, ask the pupils to tell how many there are without actually counting them.

Now they are ready for some questions like the following:

Length.	Width.	Areas.
10 in.	6 in.	?
30 ft.	12 ft.	?
20 in.	?	100 sq. in.
?	9 ft.	108 sq. ft.

A great number of such questions can be done in a few moments. Ask for "hands up" to answer each question as it is put down. After 12 or more questions are down, erase all the numbers under length or width and have them replaced as quickly as possible.

The next step is to ask the pupils how many of the smaller oblongs will exactly cover the large one. This some of them will readily observe. Then make some more small ones of different sizes until all in the class clearly see how such a problem is

solved. Then ask what large oblongs can be represented by figures like those on the board. The answer will quickly come,—black-boards, ceilings, floors, etc. Now if our large oblong is a floor, what is the smaller one? Of course, a mat.

Now we are ready for more advanced work:

Floor.	Mats.	Number of Mats.
12x10	4x3	?
20x15	5x2	?
360 sq. ft.	?	30 mats
?	12 sq. ft.	20 mats
40x(?)	10x8	10 mats

From such problems as these the teacher can proceed to carpeting floors, papering, etc. In carpeting questions it is well at first to consider pieces of carpet 3 feet long and of various widths:

Floor.	Pieces of Carpet.	No. of Pieces.
30x20	3x2	?
21x12	3x3	?

After twelve or more such questions are placed on the board any one of the above columns can be erased, and the numbers supplied.

Thus:

Floor.	Pieces of Carpet.	No. of Pieces.
30 x 20	3 x (?)	100 pieces.
21 x ?	3 x 3	28 pieces.

Pupils from grade IV to grade VIII will profit by a long drill in such problems as the above. They prove far more interesting to pupils of grade IV than such problems as to find the divisor when the dividend, quotient and remainder are given, which questions, by the way, are about as useless and monotonous as anything that could be imagined. In the above problems it is often required to find the divisor in a much more practical and interesting way.

A writer in the *Springfield Republican* recommends the following parts of the Bible as specially fitted for reading when one is in a pessimistic mood:

If you have the "blues," read the 27th psalm.

If your pocket-book is empty, read the 37th psalm.

If people seem unkind, read the 15th chapter of John.

If you are discouraged about your work, read the 126th psalm.

If you are all out of sorts, read the 12th chapter of Hebrews.

If you are losing confidence in men, read the 13th chapter of I Corinthians.

If you can't have your own way in everything, keep silent, and read the third chapter of James.

### Boyle's Law.

JOHN WADDELL, Ph.D., School of Mining, Kingston

Last summer by far the greater number of the papers at the examination in Physics of Grade XI. in Nova Scotia contained an answer to the question on Boyle's Law and I think I am within the mark in saying that in fully ninety per cent there were two errors. For one of these errors the textbook might be held responsible because the textbook is not perfectly clear; for the other error the textbook was in no way to blame. I shall consider the latter error first.

The proof of the law usually given consists in showing that when the pressure on a quantity of air is doubled the volume of the air is halved. The air is enclosed in the short arm of a bent tube the long arm of which is open to the atmosphere. Mercury is poured in at the open end and is adjusted so that the level is the same in both arms, thus ensuring that the pressure on the air in the short arm is exactly that of the atmosphere. If mercury be now poured into the open end its weight will exert a pressure and compress the air in the short arm; hence the mercury will rise in the short arm but not so rapidly as in the long arm because of the resisting air. If sufficient mercury be poured in a time will arrive when the mercury in the long arm is thirty inches higher than in the short arm. The pressure in the short arm is now greater than it was before by a pressure due to a height of thirty inches of mercury. But the pressure of thirty inches of mercury is the pressure exerted by the atmosphere; hence the enclosed air now has the pressure due to the atmosphere and the pressure of the mercury which is equal to the atmospheric pressure, therefore the pressure is equal to two atmospheres. It will be noted that *the level in the long arm is thirty inches higher than in the short arm but as the level in the short arm is higher than it was at the beginning the level in the long arm will be, by the same amount, more than thirty inches higher than it was at the beginning.*

Now this is just where the error came in. By far the greater number of examinees after making the first adjustment said to pour in thirty inches of mercury, or to pour in mercury till the level is 30 inches higher than before not realizing that it is the *difference of height in the two arms* that must be thirty inches.

The textbook after giving the proof correctly as



regards pressure says: "From this experiment we learn that at twice the pressure there is half the volume while the density and elastic force are doubled. Hence the law:—The volume of a body of gas at a constant temperature varies inversely as the pressure, density, and elastic force." In the proof nothing was said about destiny and elastic force; doubtless their relation to pressure is discussed elsewhere in the book. Of course what is meant is, that the volume varies inversely as the pressure; or, what is the same thing, it varies inversely as the elastic force. The almost universal opinion among the examinees was, however, that the volume varied as each of these factors, and those whose knowledge of mathematics was rather more extended than usual made the natural deduction that the volume varied as the product of the three factors and wrote an equation.

#### Why Some Birds Hop and Others Walk.

(Sent by Miss G. F. Crawford, Riley Brook, N. B.)

A little bird sat on a twig of a tree,  
A swinging and singing as glad as could be,  
And shaking his tail, and smoothing his dress,  
And having such fun as you never could guess.  
And when he had finished his gay little song  
He flew down in the street and went hopping along,  
This way and that way with both little feet,  
While his sharp little eyes looked for something to eat.  
A little boy said to him: "Little bird, stop,  
And tell me the reason you go with a hop,  
Why don't you walk, as boys do and men,  
One foot at a time, like a dove or a hen?"  
And the little bird went with a hop, hop, hop;  
And he laughed and he laughed as he never would stop,  
And he said: "Little boy, there are some birds that talk  
And some birds that hop and some birds that walk.  
Use your eyes, little boy; watch closely and see  
What little birds hop, both feet just like me,  
And what little birds walk like the duck and the hen,  
And when you know you'll know more than some men.  
Every bird that can scratch in the dirt can walk;  
Every bird that can wade in the water can walk;  
Every bird that has claws to catch prey can walk;  
One foot at a time—that is why they can walk.  
"But most little birds who can sing you a song  
Are so small that their legs are not very strong  
To scratch with or wade with, or catch things—that's why  
They hop with both feet. Little boy, good by."

[The exceptions to this rule are rare. The rule is generally correct, and so simple as easily to be remembered.]

—Selected.

Reputation is what men and women think of us; character is what God and the angels know of us.—Paine.

#### Old-Fashioned Things.

(Sent by Miss Glendine Brewster, Albert Co., N. B.)

Old-fashioned things! How tenderly we love them!  
Old-fashioned haunts, so distant and so near!  
How gently, fondly, Memory speaks of them;

How wholesome, sweet and restful they appear.  
Within this age of bustle, fret and hurry,  
How grateful it would be if we had wings  
To fly to boyhood and forget our worry  
Amid old-fashioned things.

Old-fashioned, from modern sins untainted;  
Old-fashioned chambers, roomy, cool and high;  
Old-fashioned paintings with their faces sainted;  
Old-fashioned downy beds on which to lie;  
Old-fashioned wares, with no cheap imitations;  
Old-fashioned folks that practise what they preach;  
And, free from all our slangy innovations,  
Old-fashioned forms of speech.

Old-fashioned love that knows no turn or changing,  
But to its plighted word is ever true;  
That does not over all the world go ranging  
In search of victims and sensations new.  
Old-fashioned brides with roses in their faces;  
Old-fashioned modesty in womanhood;  
Old-fashioned firesides that are sacred places;  
Old-fashioned love of good.

Old-fashioned honesty, forever spurning  
What bears the stigma of unhallowed gain;  
Old-fashioned justice that will brook no turning  
And on whose robe there can exist no stain;  
Old-fashioned frugal, plain and simple living,  
And, though they seem just now a trifle odd.  
Old-fashioned prayer and worship and thanksgiving—  
Old-fashioned faith in God.

I welcome progress. Let the world move onward  
Until the human cycle is complete,  
But while we keep our minds and faces downward,  
Let us not lose the wholesome and the sweet.  
There is so much of loyalty to duty  
Within the past, that all my spirit sings  
The sterling worth, simplicity and beauty  
Of good, old-fashioned things.

Constable—And the prisoner said, washup, as how somebody had blown the gaff. His Worship—What does that mean? Constable—Why, given him away; your washup. His Worship—And what may that mean. Constable—Why, rounded on him sir. His Worship—I am still ignorant of your meaning, my man. Constable—Why, yer washup, he meant as how somebody had peached on him; squealed, yer washup. His Worship—What language are you speaking, constable? Constable—Brixton 'Ill., your washup.—*London Telegraph*.

**The Tale of Twelve.**

We are twelve sisters gay!  
 Our number isn't small,  
 But in our ample home  
 There's room enough for all!  
     In temper and in taste,  
     We do not all agree,  
 So we have been arranged  
 In companies of *three*.

D., J. and F. lead off,  
 In wild and merry sport;  
 They skate and slide and coast,  
 And build the snowy fort!  
     Two Ms. and A. come next,  
     They scold and sulk and smile!  
 And when they've done their work  
 They play a little while!

Then come two Js. and A.—  
 A sunny happy crew!  
 Warm-tempered to be sure,  
 But loving, kind and true!  
     Then S. and O. and N.—  
     Most favored ones of all!  
 They play when nuts are ripe,  
 And when the apples fall!

Now, children, who are we?  
 Can anybody say?  
 We've danced and played with you  
 Full many a happy day.

—Selected.

**Punctuality.**

The most obvious method of teaching Punctuality is sometimes ignored. That is, let the teacher set the example by being punctual herself. We do not mean that she should come to school at the proper time—of course, she does that—but that every recitation begins exactly on time, that change of classes be managed quickly and promptly, that time from one recitation be not stolen for another. When the programme for the day has once been arranged, see that the work begins promptly, not five or six minutes after the schedule time. Let each recitation begin on the minute, insist upon instant obedience to signals, and do not take time from the intermission for recitations or reproving the class. You will soon find that your pupils are unconsciously growing more prompt and attentive, and also that there is time for everything to the teacher who knows how to economize the minutes.—*Exchange*.

**A Birthday Party.**

Jean lived in the country near some big woods. She was the only child in the house. And there were no other little girls for miles around.

When Jean was seven years old she had a birthday party. She had so many guests she couldn't count them. She set the table out of doors on the crust. There were fresh bread-crumbs, from her big birthday cake. The guests came and helped themselves. They were very noisy. They chattered and scolded. Can you guess who they were?

First came some blackbirds. Then up hopped a dozen hungry chick-a-dees. Next, down flew five pretty bluebirds just back from the south. When she saw her last guest, Jean clapped her hands. He was a round, bright-eyed Robin Redbreast—the very first one she had seen that spring!

The birds ate up every single crumb. Then they chirped their gay little "Thank you" and flew away. Jean said it had been the best birthday party anyone ever had.—Primary Education.

Probably a great hymn never had a more humble origin than Onward Christian Soldiers, which is one of the most popular of our modern hymns. In the *Delineator* Allan Sutherland writes: "A great school festival was to be held in a Yorkshire village on Whit-Monday, 1865, and the scholars of Torbury Bridge school over which the Rev. Sabine Baring-Gould was curate, were invited to attend. As the place of the celebration was some distance away the minister thought it would be an excellent plan to have his scholars march to the singing of an appropriate and stirring hymn. Fortunately for our hymnology, he could find nothing in his song books suitable for such an occasion, so from sheer necessity he sat down the Saturday evening preceding the celebration and composed the great processional hymn, little dreaming that he had produced that which would be world-wide in its usefulness and make his name a household word. Baring-Gould is an authority on many subjects, and is a voluminous writer, having published nearly one hundred volumes. The few lines hurriedly composed on a Saturday evening as a marching song for a band of little children will doubtless give to his name greater fame than all the books he has ever written.



### The Way to be Happy.

A hermit there was, and he lived in a grot,  
 And the way to be happy, folks said, he had got;  
 As I wanted to learn it, I went to his cell,  
 And when I came there, the old hermit said: "Well,  
 Young man, by your looks you want something, I see;  
 Now tell me the business that brings you to me."  
 "The way to be happy, folks say, you have got;  
 And wishing to learn it, I've come to your grot.  
 Now, I beg and entreat, if you have such a plan,  
 That you write it me down as plain as you can."  
 Upon which the old hermit, he went to his pen,  
 And brought this note when he came back again:  
 "'Tis being and doing and having that make  
 All the pleasures and pains of which mankind partake;  
 To be what God pleases, to do a man's best,  
 And to have a good heart, is the way to be blest."

—Lord Byron.

### The Purpose of Manual Training.

Manual Training should be rational from beginning to the end, like the theorems in geometry. In geometry the main end sought is not a collection of mathematical facts, no matter how important these facts are; the most valuable thing for the student is an absolute comprehension of the methods of geometrical reasoning. It is so in educational tool-work. The form of model to be executed does not represent the value of the training; the valuable thing remains in the boy's head and hand; the exercise and tools are indispensable means by which that valuable training is secured.

The object of manual training is mastery—mastery of the external world, mastery of tools, mastery of materials, mastery of processes. Many mistakes have been made, arising from the wrong notion of the object of manual training. Hence in one locality manual training has a strong tendency to run into trade training; in another it runs into art work; in another it runs into the factory idea and aims at production rather than education. Some people fancy that manual labor is the same as manual training.

The teacher of manual training should be expert. Not merely an expert carpenter, or machinist, or a finished draughtsman, but he must be well educated and an accomplished teacher, and he must be skilful in the use of his tools; above all he must understand exactly what he is there for, what manual training is, and what he is expected to accomplish. If possible he ought to have had a thorough course in a first-class manual training school supplemented by a college or technical course. In this way, by the selection of a good teacher, by the

payment of a good salary, and by due recognition of the work of the programme of the school, manual training will have the same dignity that other subjects have and the school will succeed.—*Calvin M. Woodward in N. Y. Outlook.*

### Lines in Season.

To lay up lasting treasure  
 Of perfect service rendered, duties done  
 In charity, soft speech, and stainless days:  
 These riches shall not fade away in life,  
 Nor any death dispraise.

—Edwin Arnold.

A laugh is worth a thousand groans in any market.

—Charles Lamb.

But words are things, and a small drop of ink,  
 Falling like dew upon a thought, produces  
 That which makes thousands, perhaps millions, think.

—Byron.

The Golden Rule is not always the rule of gold.

It is better to trust and be cheated than never to trust.

That I spent, that I had;  
 That I kept, that I lost;  
 That I gave that I have.

One today is worth two tomorrows.

Talk and tattle make blows and battle.

Big things are done by help of little things.

Remember, three things come not back: the sped arrow,  
 the spoken word, and the lost opportunity.

The year's at the spring  
 And day's at the morn;  
 Morning's at seven;  
 The hillside's dew-pearled;  
 The lark's on the wing;  
 The snail's on the throne  
 God's in His heaven—

All's right with the world!

—BROWNING, *Pippa Passes.*

Better pat an animal than slap it.

The workshop of character is everyday life.—*Babcock.*

It is not what stays in our memories, but what has passed into our characters that is the possession of our lives.—*Phillips Brooks.*

Good character is property. It is the noblest of all possessions.—*Samuel Smiles.*

If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest.—*Benjamin Franklin.*

A good name is rather to be chosen than great riches,  
 and loving favor than silver and gold.—*Bible.*

**Who Loves the Trees Best?**

Who loves the trees best?

"I," said the Spring.

"Their leaves so beautiful

To them I bring."

Who loves the trees best?

"I," Summer said.

"I give them blossoms,

White, yellow, red."

Who loves the trees best?

"I," said the Fall.

"I give luscious fruits,

Bright tints to all."

Who loves the trees best?

"I love them best,"

Harsh Winter answered,

"I give them rest."

**National Hymn.**

The report that Switzerland has decided to change her national anthem, owing to the identity of its melody with that of the national anthems of Prussia and of Great Britain, reminds me that, although the words of the French national anthem, "La Marseillaise," are by Rouget de l'Isle, very few people are aware that the melody is German, and that, as shown by the late Castil Blaze, the most eminent musical critic of the nineteenth century, the air was borrowed by Rouget de l'Isle from a collection of German religious melodies. The Austrian national hymn was composed toward the latter end of the eighteenth century by Francis Joseph Haydn, though whether on his own initiative or by imperial order is not quite certain. These national anthems, contrary to general belief, are a relatively modern institution, for until the eighteenth century no country possessed a national anthem of any kind. One of the first nations to adopt a national anthem was Great Britain, and considerable pains were taken to emphasize the fact that it was King George I., and not the Jacobite Pretender who was meant. A preposterous attempt has been made to prove that the melody of "God Save the King" was a composition of Lord Halifax's illegitimate son, Henry Carey, but the air is a very much older one, of a religious order, and was adopted almost immediately afterwards by Prussia and by Russia, Switzerland and America following suit later.

At the end of the eighteenth century there were at least five countries—Great Britain, Prussia, the

United States, Russia and Switzerland—using identically the same melody for their national anthem. Emperor Nicholas I., at the time of the Crimean War, decided to cast aside a national anthem borrowed and imported from the enemy, and to substitute for it a genuine national anthem of native composition. The present national anthem of Russia is probably the only one that was ever adopted as a result of an open competition—like the legendary tournaments of the bards of the Court of Thuringia, of the mastersingers of Nuremberg, and the violin makers of Cremona. The musical committee of selections rejected all the anthems sent in but two, the respective merits of which were left for the Emperor to determine. One was by Glinka, the renowned composer of "Life for the Czar." The other was by Lyoff. Glinka's hymn was thoroughly Russian in character, and in the form of a march. Lyoff's was more solemn, but much less original. He knew, however, that a high military style of instrumentation would appeal to the Imperial ear, and his drums and trumpets decided Nicholas against all claims to recognition on the part of the more artistic Glinka. Nicholas, however, cannot be said to have made a bad choice. Both works were good, and if he preferred the more demonstrative of the two it was probably because he knew so well the tastes of his people.—*McCall's Magazine.*

**Guess the Names of the Rivers.**

Guess the name of the river that serves to hold fast.

The river that grows on a tree.

The river where Oxford and Cambridge compete.

The river that's found in the sea.

The river that actress and soldier both use.

The river that crawls on the ground.

The river that puppies and kittens imbibe.

The river where breezes abound.

The river up which Fulton's steamboat first sailed.

The river that makes the heart glad.

The river whose current drains five mighty lakes.

The river with which you catch shad.

The river that's fried with a juicy beefsteak.

The river Rome's bravest once swam.

The river whose name is a light-hearted Scot.

The river upheld by a ram.

Back of the loaf is the snowy flour,

And back of the flour the mill,

And back of the mill in the wheat and the shower.

And the sun and the Father's will.

—M. D. Babcock.



**A Tale of a Bonnet***Part I. The Bonnet.*

A big foundation as big as your hand;  
 Bows of ribbon and lace;  
 Wire sufficient to make them stand;  
 A handful of roses, a velvet band—  
 It lacks but one crowning grace.

*Part II. The Bird*

A chirp, a twitter, a flash of wings,  
 Four wide-open mouths in a nest;  
 From morning till night she brings and brings,  
 For growing birds they are hungry things—  
 Ay! hungry things at the best.

The crack of a rifle, a shot well sped;  
 A crimson stain on the grass;  
 Four hungry birds in a nest unfed—  
 Ah! well, we will leave the rest unsaid;  
 Some things it were better to pass.

—Our Dumb Animals.

**Current Events.**

H. M. S. Dreadnaught, which has just been launched at Portsmouth, England, is the largest and most powerful battleship afloat. Work upon this ship was begun in October last, and she will probably be ready for service by the end of this year, the rapidity of the work being not the least remarkable feature of her construction.

Sir Frederick Treeves is quoted as saying that of the British soldiers who went to the relief of Ladysmith, during the South African war, those first to fall out from fatigue were not the fat or the thin, the young or the old, the short or the tall, but those who drank. So well marked was this fact that the drinkers could not have been more clearly distinguishable if they had worn placards on their backs.

The Shah of Persia has yielded to the demand for a national assembly. The mullahs, or Mohammedan priests, were at the head of the movement for this reform.

The statement that the Danish explorer, Mikkelson, who is planning to sail to the west of the Perry Islands in search of unknown land, will plant there, when he finds it, the flag of the United States, reminds us of the fact that the United States territory of Alaska is nearer to the North Pole than any part of our mainland west of the peninsula of Boothia.

King Christian IX., of Denmark, died on the 29th of January; and his body has been laid in the old cathedral at Roskild, the ancient capital, where Kings of Denmark have been buried for nearly a thousand years. He is succeeded by his eldest son, who takes the title of Frederick VIII. King Frederick is a brother of our Queen, of the Dowager Empress of Russia, and of the King of Greece, and father of the new King of Norway. His eldest son is now the Crown Prince Christian. The names of Christian and Frederick have been borne by the Danish sovereigns alternately for the last four hundred years.

It is not generally known that King Edward holds a diploma in forestry, a science which, by the special wish of his father, he studied in the forestry school at Nancy, France, and also in Germany.

The most elaborate celebrations in honor of the Prince and Princess of Wales have marked their progress in India. In Burma, the railway to Mandalay was lined by a double row of men sixty feet apart for a distance of ninety-two miles. As the train passed through in the night, each man held up a lighted paper lantern at its approach, making a continuous illumination of the way. Trifling in themselves, these celebrations tend to show the feeling of the Indian peoples toward their future Emperor.

It is announced that the elections to the Russian national assembly will take place April 7th; and that the assembly will meet at St. Petersburg April 28th. In the meantime, the disorders throughout the empire have in a measure ceased; and, by the time the duma assembles, the people may be somewhat prepared for parliamentary government.

The conference on Morocco has not yet reached the end of its labors, and there seems to be an irreconcilable difference between the French and German demands. France wants the Moroccan police placed under the control of French and Spanish officers. To this Germany objects, and France may possibly withdraw from the conference. The Sultan of Morocco, as might be expected, objects to any foreign control; but, as his authority just now extends to but a small area of the vast territory over which he claims to rule, his wishes may not be greatly regarded. Germany and France are also unable to agree upon the question of financial control, the latter claiming that French interests should be recognized as of most importance, as British interests have been recognized in Egypt.

A treaty providing for the commercial union of Servia and Bulgaria has aroused the displeasure of Austria, and non-intercourse between Austria and Servia is threatened. This, with a serious political crisis in Austria-Hungary, has made the Danube and Balkan region again the scene of movements that threaten the peace of Europe.

Rumors that the withdrawal of Russian troops from Manchuria, under the terms of the treaty of Portland, is not being carried out in good faith, and that Russia is occupying Mongolia, together with renewed reports of anti-foreign uprisings in China, throw doubts upon the probability of continued peace in the Far East. The United States is openly strengthening its position in the Philippines in preparation for a war with China.

That the news of the day should be warlike, while all the great nations of the world are nominally at peace, is a sad commentary upon our twentieth century civilization. It is pleasant to turn to other matters, less exciting, but not less important. The new respect for China, not as a fighting power, but as a civilized country, is worthy of note. Her great antiquity, her immense population, her remarkable morality, and her love of peace; the vigor of her people as a race, their toleration and self-restraint; even the wisdom of her rulers and the worth of a system

of government which has brought all this about, are beginning to be recognized as elements of greatness that entitle her to a high place among the nations of the world. That China should have sent statesmen to the United States in the interest of peace, while the latter country is preparing for war over trade restrictions, is much to her credit. Let us hope that they will carry home with them both peace and honor.

The new President of the French Republic, M. Fallieres, has entered upon the duties of his office. His position in the scheme of government is more like that of the British King than it is like that of the President of the United States, in that his official acts are controlled by responsible ministers of state. There is a French saying that "the King of Great Britain reigns, but does not govern; the President of the United States governs, but does not reign; the President of the French Republic neither reigns nor governs." Nevertheless, the French presidency, like the crown in a parliamentary monarchy, maintains the legal continuity of the administration through all ministerial changes, and so tends to stability and security in times of popular excitement, when other forms of government may fail.

Capt. Bernier is still bent upon adding the North Pole to our Dominion, if there is land there to occupy. He wishes to have the government steamer Arctic placed at his disposal for that purpose; his plan being to go north through Behring Strait, and drift across the pole to the shores of Greenland.

More than a million people are suffering from the famine in the northern provinces of Japan. Relief is being sent to them from different parts of the world, while their own government is doing all it can do for them. From Canada, \$25,000 worth of wheat flour will be sent as the gift of the Canadian government.

King Edward's nephew, Prince Arthur of Connaught, acting as the King's special representative, has invested the Japanese Emperor with the insignia of the Order of the Garter. The prince will return from Japan by way of Canada.

It has been decided to construct a railway across British North Borneo, to connect sea ports on the east and west coasts.

### School and College

A social was held in the hall at Riverport, Lunenburg Co., N. S., under the auspices of the teachers, Miss L. A. Fancy, Miss G. E. Strum and Miss A. B. Parnell. The amount realized was \$63.79, which will be donated to school purposes, among which may be mentioned chemicals and a library.

A school supper was held at Oxford, N. S., on Saturday evening, February 17, and the handsome sum of \$64.50 was realized, to be devoted to library purposes. The school has had the nucleus of a library for some years, but it is quite inadequate to meet the demands made on it by the pupils and the public. The Oxford people are deeply interested in school matters and always give material en-

couragement when a call is made on them, such as is recorded above, to help the teachers and pupils in a good work.

Prince Edward Island is the smallest and least populous of the provinces. Yet it will have next year four Rhodes scholars at Oxford University. Mr. McLeod, who has been chosen by McGill University, is the second Island man elected this year.

The death of Mr. George A. Coates, a veteran teacher of Kent County, took place recently at the home of his son, Dr. Coates, at Rexton. Mr. Coates taught for many years the Superior school at Buctouche. Many of the business and professional men of Kent County owe their training to him and all cherish pleasant memories of the interest he always took in their welfare and progress.

The compulsory attendance law in Missouri is a success. Fully 60,000 more children are enrolled in the schools of the state than were enrolled the first month last year. The average daily attendance last year was about a half million. This year it will be 600,000.

### Book Reviews

FIRST LESSONS IN BOTANY. By C. A. Cooper, L.L.A. Flexible Cloth. Pages 40. Price 6d.

Gives the few prominent features and outlines of plant-study in a clear and interesting manner.

THE FIRST SCIENCE BOOK. By Lothrop D. Higgins. Cloth. Pages 237. Illustrated. Mailing price 75 cents.

Although this book professes to treat of the leading principles of physics and chemistry, it does it in a different way from the usual beginner's text books on these subjects. The pupil is led to become an investigator at once by a process of simple experimenting with common phenomena and a reference to familiar facts and happenings. The illustrations are many and are admirably chosen.

BLACKBOARD AND FREE ARM DRAWING. By Herbert H. Stephens, A.C.P. Cloth. Pages 127. Price 4s. 3d. Blackie & Son, London.

This work exhibits directions for blackboard sketches by the teacher; the analysis of figures containing straight and curved lines; miscellaneous sketches of animals, including birds, reptiles and fish, shells and butterflies; trees, leaves, flowers and fruit; specimens of ships; maps and historical illustrations. The work is well executed and the examples skilfully selected.

SUMMARY OF ENGLISH HISTORY. By Norman L. Frazer, B.A. Cloth. Pages 216. Price 2s. Adam and Charles Black, London.

This is a very different summary from a mere rehash of chronological events. It is a coherent method of fixing the main facts and principles of British history, derived from contemporary writers and documents, illustrated with maps and engravings. A literary finish is given by the discussion of special topics and the biographies of eminent men.



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THE CAPTIVI of Plautus. With Introduction, Notes and Vocabulary, by Rev. J. Hinson, M.A. Pages 128. Cloth. FRO LEGE MANILIA of Cicero. With introduction, Notes and Vocabulary, by W. J. Woodhouse, M.A. Pages 136. Cloth. Price 2s. each. Blackie & Son, London.

The textual features and illustrations of these two excellent classics are all that could be desired. The historical introduction and notes will prove of great assistance to the student.

A FIRST YEAR'S FRENCH BOOK on the Oral Method. By A. H. Smith, M.A. (London). Cloth. Pages 139. Price 1s. 6d. Blackie & Son, London.

We are glad to see a text book for beginners in French, written entirely in that language. The author has succeeded in making the book interesting. It trains the ear as well as the eye; and with a good teacher the acquirement of an accurate working knowledge of the

French Language should proceed pleasantly and expeditiously.

STORIES FROM GRIMM. Edited by A. R. Hope Moncrieff. Cloth. Pages 122. Price 1s. 6d. Blackie & Son, London.

This is a neat volume containing twelve "fireside" tales of the Brothers Grimm. They are well adapted for elementary students in German. The book is provided with vocabulary and notes.

In Blackie's English school texts, some of which we have referred to before, we have received the following: Prescott's Conquest of Peru, Mottile-Fouque's Sintram and His Companions, Sir Thomas Roe's An Embassy to the Great Mogul, Josephus's The Siege of Jerusalem, The Adventures of Montluc, Adventures of Capt. John Smith, De Quincey's English Mail Coach, A Sojourn at Lha-ssa, Travels in Thibet, The Voyage of Capt. James. These are all convenient pocket editions, chiefly of interesting travels and exploration, bound in flexible cloth, of good paper and clearly printed, more than one hundred pages of matter to each volume, and sold at the low price of 6d. each. Blackie & Son, London.

Blackie's Story book Readers contain "The Lost Fairy," and "The Sheep of the Mountain," price 1d. each, "Sasha the Serf," price 2d., "Do your Duty," price 3d. The books are in paper covers, illustrated, and contain excellent and bright stories for little people. Blackie & Son, London.

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## THE EDUCATIONAL INSTITUTE OF NEW BRUNSWICK.

The Executive Committee of the Educational Institute met at Fredericton during the Christmas vacation and arranged an interesting programme for the next meeting of the Institute. A number of the leading teachers of the Province will read papers or deliver addresses upon live educational questions. Prof. Jas. W. Robertson, who has taken so much interest in public education in this Province, has promised to speak before the Institute or to send a representative from Macdonald College, St. Anne de Bellevue, of which institution he is manager.

### The Institute will meet at Chatham on June 27th.

Dr. Cox, who is chairman of the local committee, will see that all necessary arrangements are made for the entertainment of the members of the Institute.

A committee has been appointed to arrange with the authorities of the Intercolonial Railway for the transportation of teachers at the most favorable rates.

**JOHN BRITAIN, Secretary Institute.**

#### Recent Magazines.

The March *Atlantic* opens with a discriminating article on The Love of Wealth and the Public Service, by F. W. Taussig, in which an impartial survey is made of financial and economic conditions in the United States, with a hopeful outlook for the future. There are other excellent articles on topics of interest, poems, several stories, and other entertaining contributions in lighter vein.

The March *Chautauquan* has begun a series of articles on Classical Influences in Modern Life, which presents history in a new light and promises to be of considerable interest. There are other classical themes discussed in this number, which is one of unusual interest.

No student should miss reading the series of articles now appearing in *Littell's Living Age*, republished from the *Cornhill Magazine*, entitled From a College Window. No. IX of the series, which appears in the *Age* of February 24, deals with the failure of the Ancient Classics to secure educational results in the present day. The writer thinks that the staples of education should be English, French, easy mathematics, history, geography and popular science. Boys only with special aptitudes should be allowed

to take the classics. In the number for February 17 is an interesting article on Some School-boys of Fiction.

In the March number *The Delineator* has fallen under the spell of romance which the marriage of the President's daughter has evoked, and presents as its leading feature an article on The Brides of the White House, illustrated with a handsome portrait of Miss Roosevelt never before published. The fiction of the number includes a short story by Mary Stewart Cutting, and a clever study of child life by Virginia Woodward Cloud. Dr. Murry concludes her series on The Rights of a Child, with a paper on growth and development.

The leading literary contribution in the *Canadian Magazine* for February, is an article by Professor Goldwin Smith on English Poetry and English History, showing how the poetry of the various periods has conformed to the contemporaneous phases of national life. Professor Keys contributes a valuable essay, entitled Canadian Monography on English Literature, reviewing the work of Crozier, Anderson, Schofield, Fairchild and Wallace—names none too well-known, yet those of Canadian scholars who have won recognition abroad.



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**OMISSION**

In the Journal of Education of Nova Scotia,  
October, 1905, page 187, Prescription.  
for Grade XI.

By the printer's mistake there has been omitted from the prescriptions for Grade XI in the October JOURNAL OF EDUCATION for 1905, on page 187, the following prescription which is correct as published in the April edition preceding:

**"PHYSICS.--11: As in Gage's Introduction to Physical Science."**

Practical Mathematics should be numbered respectively 12 and 13.

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