

PAGES

MISSING

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

During the last two months we have had many kind and encouraging letters and messages from teachers who find the REVIEW a help in their work. We are grateful for them all, and especially for those that tell us which particular part of the paper has been useful. This knowledge is of great help to us in making our plans for another year.

The Nature Study articles bring a great deal of commendation, and the Notes on School Readers have proved useful to many. Our readers should bear in mind that questions about

birds, plants, or any division of Nature Study, are always welcome, as are also requests for notes on special reading lessons.

No one department of the REVIEW has called forth as much favourable comment as the Current Events, and readers may be interested to know the aim with which this page is edited, especially in relation to the war news. We follow the war news anxiously in the daily press, but always with a feeling of uncertainty. The telegrams of one day are often contradicted by those of the next day. Telegrams from one source are at variance with those from another. This has been so since the beginning of the war, and is to be expected. But, as the war spreads to new fields, and rumours and guesses and deliberate misstatements multiply, it becomes more than ever difficult to learn just what is taking place from day to day. News censors and newspaper editors, for good reasons or bad, sometimes make the truth misleading by emphasizing minor events to hide those of more importance. We must be content to wait for facts, and often to wait still longer for their meaning. One advantage of a monthly survey of the news, perhaps, lies in the possibility of discerning how much of the current news of the preceding month is really reliable and of permanent interest, and how much is sensational and unimportant. The aim of the REVIEW has never been to give all the news that is fit to read; but rather to give what is worth recording and promises to be worth reading ten years later. At times it is not easy to keep this aim in view. We are so much in the dark about the war news, and so deeply interested, that guesses and predictions might be pardoned. But yet the REVIEW would rather have its summaries meagre than wrong. They are given in condensed form, with the hope that teachers who use them in their classes will enlarge upon them as occasion requires. It is a satisfaction to know that they are very generally approved by the readers.

NOTES ON SCHOOL READERS.

BY THE EDITOR.

THE SOLITUDE OF ALEXANDER SELKIRK.

N. B. Reader III.

The proper title of this poem is, Verses: supposed to be written by Alexander Selkirk, during his solitary abode on the Island of Juan Fernandez.

Alexander Selkirk, a Scottish sailor, quarrelled with the captain of his ship when in the South Pacific Ocean, off the coast of South America, and was left upon the uninhabited Island of Juan Fernandez. He remained there for five years, 1704-1709, when he was taken off by an English ship. The story of his adventures was told in different books of the time, and is supposed to have suggested to De Foe the story of *Robinson Crusoe*, published 1720, though the two stories are not alike in details. One writer says that Selkirk, after returning home, "pined for his island, and would see no one, only going out of doors after dark."

The teacher, in studying the poem, should read and compare the story of Enoch Arden's sojourn upon his island, *Enoch Arden*, from "The mountains wooded to the peak" to "Surely the man had died of solitude." Tennyson's elaborate description brings out by contrast the simplicity of Cowper's verses. Compare especially with the lines,

When I think of my own native land,
In a moment I seem to be there.
the picture with full details of Enoch's home,
The babes, their babble. Annie, the small house,
The climbing street, the mill, the leafy lanes;
and with the four lines beginning,
There's mercy in every place,
read Tennyson's

Had not his poor heart
Spoken with That, which being everywhere,
Lets none, who speaks with Him, seem all alone,
Surely the man had died of solitude.

Cowper led a quiet, retired life, but he depended very much upon the society of a few dear and intimate friends. With the passage "O Solitude! where are the charms" it is interesting to compare the following words in his poem *Retirement*:

I praise the Frenchman — his remark was shrewd,
How sweet, how passing sweet is solitude!
But grant me still a friend in my retreat,
Whom I may whisper — Solitude is sweet.

The Frenchman was La Bruyere, a writer of the seventeenth century, and he may be one of the "sages" of line six.

In another poem, *The Needless Alarm*, Cowper tells us that "the man to solitude accustomed long" understands the ways of birds and beasts, of herbs and flowers, and "Perceives in everything that lives a tongue."

These comparisons will suggest questions and points of interest that will help the children to read intelligently. What are the advantages of solitude? What were the sorrows of Alexander Selkirk? When he thinks of his "own native land," what does he see? What will he do before he goes to rest that will make him feel less lonely? Has he given up all hope of seeing his home again? Explain: "Ye winds that have made me your sport." If the children have never noticed the rhyme scheme of a poem, this is a good one to begin with. They will find instances of faulty rhymes in verses two, three and six. (Do not let them pronounce "thought" to rhyme with "lot.") They will think that "survey" and "sea" do not rhyme, but tell them that the pronunciation of words sometimes changes and that Shakespere makes "sea" rhyme with "play."

RURAL SCIENCE.

The *Agricultural Gazette of Canada* contains much that is of interest to the Rural teacher. The February issue gives a section to illustrated reports of school gardens in the different provinces. The Director of Rural Science in Nova Scotia reports a great increase in the number of home gardens cared for by school children. The Director for Manitoba submits a plan for grading school garden work.

The March number has reports of the same kind on "The Beautifying of School Grounds," and the announcement by the Department of Agriculture for New Brunswick of Competitions for boys and girls in raising swine and poultry. Particulars of these contests are to be obtained from the Live Stock Division, Department of Agriculture, Fredericton.

The last number of the *Rural Science Bulletin* of Nova Scotia is a school garden number, and has many helpful directions and suggestions for planting.

A LEGISLATIVE HISTORY OF NEW BRUNSWICK EDUCATION.

1802—1847.

JOSEPHINE H. McLATCHY.

[Continued.]

Such certificates were necessary before each half-yearly apportionment was made.¹ The final section of this Act affirmed that the trustees were accountable to the legislature.

An amendment of this Act was passed in 1823,² which increased the yearly apportionment to £175. The method of half-yearly certificates and payments was still continued. In the Act 9 and 10 Geo. IV, Cap. XXIX, (1829), sixteen sections were concerned with making "new provisions for the establishment and support of Grammar Schools throughout the Province." This Act repealed the Act of 1816, but retained many of its provisions. Only two new measures appeared in this Act. The first required that the counties should raise £50 before they were eligible to receive the Provincial grant which had again dropped to £100. This was to be paid as previously, upon receiving the half-yearly certificate of the trustees. This Act affirmed that no part of the £50 to be raised by the inhabitants of any county "in aid and support of any Grammar School shall be borne or paid by the Master and Ushers of such School."³ The second measure enacted by this Law was that "from and after January 1, 1830, no beneficed clergyman of the Established Church, or ministers of any other sect, or denomination of Christians, having spiritual charge of any Parish or Congregation, shall be eligible or be appointed Master or Usher of any Grammar School in any of the said last mentioned Counties."⁴

These county grammar schools do not seem to have given entire satisfaction. In the report of the School Investigating Committee of 1828, we read that it appeared to them "from facts which had come under their own observation and from the information they had received from respectable persons residing in different parts of this province, that the very liberal grants of money appropriated and paid by the legislature in support of grammar schools in this province had not produced that beneficial effect which was expected to result from these establishments."⁵

¹4 G. IV, Cap. II. (1823)

²Ibid., sec. 8.

³Secs. 15, 16, Ibid.

⁴Ibid., sec. 17.

⁵Jour. of the House of Assembly, 1828, p. 89.

In the "Debates of the House" for 1837-8, a great discussion ensued when the "usual appropriation for grammar schools" was moved. One member, during the discussion, said that "the Parish School grants were always almost unanimously made and those for grammar schools were passed with much difficulty." He gave as the reason that "the former had given almost universal satisfaction and the latter had not."¹ With the feeling of their inefficiency was voiced, as well, the old criticism that the grammar school "offered facilities to the rich and wealthy only."² These schools were considered only as stepping-stones to the college. The necessity of more complete method of reports from grammar schools was the paramount idea of this discussion.

Despite all this feeling of dissatisfaction no new general provision was passed until 1846. It was then enacted "that it shall be the duty of the master of every such grammar school to keep a true and correct register of the names and ages of the several scholars, and to daily mark therein the presence or absence of each scholar, as the same may be, and furnish the trustees of such a grammar school, semi-annually, with a true copy of the same, and also with a return pointing out the number and daily attendance with the several branches of education taught to each scholar."³ The trustees were also required "to examine and inspect the grammar schools at least once in every six months and to make a report "which shall set forth the master's name, age, religious profession and whether married or single; the books and apparatus used in the school; branches of education actually taught; the size, fitness and condition of the school building and mode of discipline; the manner of teaching the several branches of education; the general state and condition of such school with other such information as may be necessary and proper."⁴ The trustees were also required "to submit semi-annually to the office of the Provincial Secretary all such registers, returns and reports for the information of the government and for inspection and examination of the General Assembly."⁵ This section continued, "If it shall at any time appear from such

¹Debates of the House of Assembly, 1837-38, p. 27.

²Ibid., p. 58.

³9 Vic., Cap. LX., sec. 3. See Part II, No. III, (2).

⁴Ibid., sec. 4. ⁵Ibid., sec. 5.

register, report and return, that any grammar school is in any respect deficient and short of the hereinbefore prescribed requirements, that it shall be lawful for the Lieutenant-Governor . . . by and with the advice of His Majesty's Executive Council to reduce the annual allowance of such grammar school in their discretion, so that the same shall in no case be less than £50 per annum to any one school."¹

The preamble of this Act stated that "it appears that the benefits derived from some of the grammar schools are not commensurate with the large sums of money annually granted for their support," so the curriculum of the grammar school was extended to include "orthography, reading, writing, and arithmetic."² which was the curriculum of the parish schools.³ The law makes a condition that in every grammar school there must be at least "an average of fifteen children over ten years of age in daily attendance, who are taught English grammar, English composition, ancient and modern history, natural history, natural philosophy, arithmetic, geography, the use of globes, Latin and Greek languages, and the practical branches of mathematics."⁴

The various provisions for the grammar schools remained comparatively uniform throughout this period. Two main developments appear. The first is in the matter of reporting, the means whereby the government was able to determine the schools deserving grants. The earliest legislation regarding grammar schools, indeed, until the Law 1846, simply stated that the trustees shall be accountable to the legislature." The development of the principle of reporting which had reached such an extent in the administration of parish schools was now applied to grammar schools. The necessary content of these reports was explicitly stated. The second change which appeared in these enactments was the extension of the curriculum. In 1846, English composition, ancient and modern history, natural philosophy, arithmetic and geography were included in the curriculum for the students of the grammar schools.

Throughout this legislation, it seemed that the law-makers felt more confident. They did not limit their enactments by years, but closed with such clauses as "this Act shall be deemed and

taken to be a public act and shall be judiciously taken notice of as such."¹ This may be explained by the fact that there was more precedent in the organization and administration of grammar schools of this type in the legislation of the older British colonies and England than for parish schools. The various states of the United States and the provinces of Canada were during this early period working out their systems of parish schools. The grammar school and academy had been worked out during an earlier period. The grammar school of New Brunswick seems to be a combination of these two ideas.

CHAPTER V.

CONCLUSIONS.

We have reviewed hastily those general acts of the Provincial Legislature of New Brunswick, regarding the establishment and administration of parish and grammar schools, passed within the years 1802 and 1847. During that time forty acts were passed, of which seventeen were concerned with parish schools; twelve with grammar schools; five were concerned with matters of administration connected with land grants and buildings; six acts dealt with the College of New Brunswick or King's College; and one act confirmed the Charter of the Madras School Board of New Brunswick.

The legislation dealing with parish schools had a development quite distinct from that of grammar schools. There seem to be no evidences of borrowing suggestions from the Grammar School Legislation and applying them to parish schools. But there seem to be two cases of borrowed ideas in grammar school enactments. The Board of Administration for St. John and St. Andrews grammar schools were composed of nine members, who were called directors. The Act of 1816,¹ which provided for the establishment of grammar schools in each of the remaining counties of the province detailed the administration of these schools to a committee of three or more trustees or directors appointed by the Lieutenant-Governor. This small committee resembles in the number and character of members the parish school committees provided by 56 Geo. III, Cap. XXIII, (1816).

¹Ibid., sec. 5.

²Pre., sec. 1.

³56 G. III, Cap. XXIII, sec. 10.

⁴9 Vic., Cap. IX, sec. 2.

¹9 & 10 G. IV, Cap. XXIX, sec. 31.

ANIMAL STUDIES.

Fish

H. G. PERRY.

Fish are familiar animals to most pupils. Our brooks, rivers, lakes and coast waters are frequented by a great variety of forms, most of which are familiar objects in the localities where they are found.

All boys prize the "trout brooks" and regard the return of the smelt as a harbinger of spring, but few possess more than a general knowledge of fish. They know that fish live in the water, have a backbone, are mostly covered with scales, and breathe by means of gills, and this is the sum total of their knowledge, save for some economic considerations, such as the names of some forms used for food, etc., a few that take bait and some that do not, and the time of the return of some of the migratory forms to our coasts and rivers.

For effective class work some dead specimens are needed, also some living specimens in glass aquaria are quite indispensable. Battery jars or large fruit jars make good aquaria, and gold-fish or small specimens from the brook are good subjects. Field and aquarium trips may be made to form an important part of this study, and will add interest to the work, and place the pupils in close touch with these animals in their natural conditions, a point of great value in all nature study.

With the lower grades the first study should be with the form and parts of the fish, and this should be followed, if time permits, with an account of their habits, and economic uses. For the intermediate grades extend the work by taking up such subjects as, their life history, food, migrations, etc. Advanced grades should take up some of the following topics — structure, respiration, blood circulation, nervous system, etc. In all cases make comparisons with the higher animals.

The Dominion Fisheries Reports will show the value of our fisheries. Note the kinds that are most abundant, which possess the greatest value, and the value of the fisheries per province.

Make a fish-map of the Dominion using distinctive markings for the different kinds taken, also map the Atlantic coast from Florida to the Arctic circle, and mark in the same way. Make a list of the fresh and preserved fish sold in your locality, find out where each kind comes from (the label on

the tin, in preserved forms, will help you in determining this point), and locate the places on a map. Note the lines of transportation over which they have passed.

For correlation with history call attention to the fishery disputes between Canada and other countries, particularly with the United States. Read accounts of those disputes and note how each was settled, and list the treaties with their dates.

Examine the fish in the aquaria. Note that the body is long and narrow, and that it is joined to the head without the intervention of a neck. Note that the scales overlap in a backward direction, and that the color of the body is darker above than on the underside. There are many little cells in the skin that secrete mucus or slime which aids in the rapid movement of the fish through the water.

The fins are of two kinds, those that are placed along the middle line of the body, the median fins; and those that are paired. Of the latter there are but two pairs, the pectoral fins situated next the head and the pelvic fins farther back. The paired fins correspond in position and structure to the paired limbs of the higher animals. Which pair corresponds to the wings of a bird, and to the arms of man? The median fins along the back are called dorsal fins. How many dorsal fins in the perch, trout, and the different specimens in your aquaria? The large fin at the end of the body is the tail or caudal fin, and that on the underside of the body, just posterior to the vent, the anal fin.

Note the position and shape of the mouth, the large eyes, and the hard plates covering the gills, *opercula* (sing. *operculum*).

Have outline drawings of the fish made from aquaria specimens. Mark in and name the parts of the fish, and also sketch the scale arrangement for a short section of its body.

Watch the fish as they swim in the aquaria, and note how the flattened muscular body and caudal fin propel them through the water. The other fins are useful in directing their course, and in keeping balanced.

The eyes are large and round, and unprotected by eye-lids. The structure of the eye is such as to render them very near-sighted. Feeding experiments show that fish become aware of the presence of their food by smelling as well as by seeing it. The nostrils are small openings in front of the eyes, they have no communication

with the mouth. The barbules or horns of the cat-fish are said to receive sensations of smell and taste.

Along each side of most fish is a line of small pits provided with sense organs. This area, called the lateral line, is said to be sensitive to mechanical jars of low rate of frequency, so that as a sense it stands between touch and hearing. This lateral line is innervated by the 10th cranial nerve. What is the office of the 10th cranial nerve in man?

The ear is just back of the eye, imbedded in the side of the head, with no opening or thin area for receiving sound waves. This ear is not fitted for hearing, but serves as a balancing organ.

Watch the fish at rest or when it is swimming slowly, what motion does it make with its mouth and the operculum plates? It seems to be biting the water, taking it in by mouthfuls, and then sending it out through the gills.

The gills, or organs of respiration, are composed of numerous delicate filaments attached to rib-like structures called gill arches. There are several of these arches; the number varies somewhat with different kinds of fish, and the spaces between them are called the gill clefts.

All vertebrates possess gill arches and gill clefts at some period of their life. In fish they are permanent organs, i. e., remain functional throughout life. In amphibia they may be permanent as in some of the lower forms of the class, or as in some of the salamanders we may find them associated with lungs in adult life. In many others as frogs, toads, etc., the functional gills of early life are replaced by lungs towards the close of the larval period.

Among the reptilia, birds and mammals we never find functional gills though all possess gill arches and gill clefts for a longer or shorter period of embryonic life.

And what is even more strange, in all the classes above the fish, parts of the old gill arches and clefts are worked over by nature into various permanent adult structures. The lower jaw (the upper jaw is developed from the lower jaw), the small bones in the middle ear, the hyoid apparatus, and thyroid cartilage are all formed from old gill arches, while the Eustachian tube is the remnant of an old gill cleft.

The gill filaments are colored from the blood they contain. They are covered with a very thin membrane or skin, through which impurities from

the blood pass into the water, and at the same time oxygen from the air dissolved in the water passes into the blood. This in brief is the respiration of the fish. Compare this water respiration with air respiration? Why must fish in an aquarium be frequently supplied with fresh water?

Compare the respiration of plants and animals.

Oxygen is necessary for the life of all living substance, protoplasm, whether it is in the form of plants or animals.

Explain why a sprig of growing water plant in an aquarium will keep the water in good condition for the respiration of fish. Do animals give off a similar supply of oxygen?

Examine the mouth of a fish, and note the position of the gill arches, and note also the projecting teeth — like structures along their inner side. These structures are the gill rakers and serve to strain out small organisms and particles of food from the water taken in for respiration. Many fish feed chiefly on very small organisms, and in such forms we find the gill rakers well developed. Explain why?

Make a sketch of a dorsal view and a ventral view of a fish. Label all the parts we have mentioned. From a dead specimen cut away with a pair of scissors the operculum so as to expose the gill. Sketch the gills in the side view mentioned earlier, showing the arches, clefts and gill filaments.

The internal organs are studied from dead specimens, by cutting away one side of the body wall carefully, so as not to disturb the organs within. Push a blunt probe down the gullet to the sac-like stomach. From this organ the intestine is easily traced to the external opening vent. In front of the stomach and partly covering it is the liver, a large lobed gland, of a reddish color. Above the stomach and filling the upper half of the body cavity is a glistening white thin-walled sac filled with gases, the air bladder. Between the air bladder and the stomach and intestine are the reproductive organs. The kidneys are slender elongated dark red organs, that lie close against the body wall on each side of the vertebral column.

The air or swim bladder is an organ of considerable importance, and deserves more than a passing mention. It arises from the dorsal wall of the pharynx, and in the young fish of many species is seen to be connected with it by a tube. This connecting tube remains open throughout life in

many species, e. g., the trout and cat-fish, but in others like the perch it becomes closed, remaining only as a thin fibrous cord.

In the lining of the air bladder, small blood vessels are grouped in gland-like red bodies. The absorption and formation of gas by these bodies enables the fish to maintain its weight about equal to that of the water it displaces. Experiments seem to indicate that it is also useful as a reservoir for air; if a fish be suffocated in stagnant water the oxygen of the air bladder, which normally amounts to about one-fifth of its volume, is found to be entirely absorbed and to be replaced by carbon dioxide and nitrogen. In some fish, e. g., the dipnoi, the air bladder is used as a lung.

Correlate this phase of the work with exercises in specific gravity, and discussions on swimming and the weight of the human body in water. Which is heavier, salt or fresh water? In which can one swim the easier? Explain why.

The heart is situated on the ventral side in the region of the pectoral fins, and is a two-chambered muscular organ — one auricle and one ventricle. The blood is pumped from the heart to the gills, entering them from below, and leaving them above as pure blood. The arch tubes now unite on each side, to form the dorsal aortae, and these in turn unite to form the dorsal aorta proper, which carrying the blood towards the caudal end practically loses itself in distributing branches (arteries) along the way.

Compare this fish circulation with the circulation among the higher vertebrates. It may be interesting to know that all vertebrates have a fish-circulation at some period in their lives, for most of them during the embryonic period, while they have gill arches and gill clefts. Fish and a few other forms with permanent gills retain that circulation throughout life.

The nervous system is much like that of the higher animals, and is usually well described in elementary works in zoology.

The skeleton system presents some new features, i. e., features not present in the skeletons of the higher vertebrates, which we will reserve for some future period.

In taking up the story of the life history of these animals present some facts regarding the size, structure and number of eggs per season for each female. Make comparisons with the eggs of the chick as to size, structure and number per year, and also with those of the frog and toad. Gather

the eggs of the latter and hatch in dishes of water in the school. Watch the development of the young tadpoles.* Outline their life history and compare it with that of the fish. Why are frogs and toads considered higher in the scale of creation (development) than fish? Explain fully.

The number of eggs per year among fish varies according to the different kinds, but the eggs in all are considered numerous, and in case of some of the larger species of cod are said to reach as many as nine or ten million.

In all this work, among the higher grades, the concept of structural adaptation should ever be kept to the front. It is a difficult concept for those just beginning nature study, so considerable drill should be given before attempting to fasten it. But it is worth while, for it is perhaps the most important concept in all biological study.

Birds.

In my article on Nature Study in the EDUCATIONAL REVIEW, April, 1913, is the following — "Mr. Harrison F. Lewis reports that he discovered three evening grosbeaks at Truro, March 17, Professor Harlow, Truro Normal School, also saw the birds and agreed with Mr. Lewis's determination. As this bird is said to be fairly common from Lake Superior to the Rocky Mountains, and rather rare in Ontario and Quebec, with no records as far as I can learn from the Maritime Provinces, this report is of more than ordinary interest."

A similar account of this record appeared later in Bird Lore, and stands as the first, and as far as I am aware, the only record for these birds in Nova Scotia. During the last few months, however, interest has been aroused again in this species by newspaper reports of their appearance in the southern countries of New Brunswick — Charlotte, York, Kings, St. John, and Westmorland. I shall be pleased to receive exact reports from persons who have seen them.

I wish also to ask the teachers and others interested to be kind enough to send me reports of the arrival of the spring migrants. I will tabulate their reports and publish in the REVIEW. It takes but a few minutes of your time to make out and to send me your data, and yet the concerted action, in this particular line of work, of our interested teachers could be made of great interest and value in our nature study work.

Please send all data on postal cards.

* For development of the frog see illustrations in REVIEW, May, 1915.

FOR THE SCHOOLS IN CHARLOTTE COUNTY, N. B.

STUDYING BIRDS FOR PLEASURE.

An article under this heading, written by Dr. J. F. Worrell, of St. Andrews, N. B., appeared last September in the *St. Andrews Beacon*. Dr. Worrell is anxious to awaken an interest in bird study throughout his own county, and to that end he is offering a prize to be competed for by the school children of Charlotte County, for the best composition on birds, based on the writer's own observation.

"The easiest time to study birds," says Dr. Worrell, "is in the spring, because at that time their plumage is fresh and the markings distinct, while later in the season the bird may look altogether different. There are no immature birds to confuse you in the spring—their plumage being different from that of grown birds—and there are no leaves on the trees to hide your view. Moreover, this is the season of song and nesting. The student must not make the mistake of thinking it is necessary to kill the birds or rob their nests in order to be able to classify them. One who is only trying to learn a little about birds during his spare time, and simply for the pleasure of it, need only be concerned about the classification and habits of the birds which visit the locality in which he lives."

The bird guide recommended is one by Chester A. Reed, published by the Musson Book Co., Toronto, at \$1.25. If field glasses, which are useful but not indispensable, are to be bought, a pair that will magnify only three or four diameters is to be preferred to more powerful glasses.

"The ability to identify a bird quickly will be acquired only by constant study in the field, and you may meet a bird many times before you can be sure of its identity. The colors and even the size will appear different in different lights. It is a good plan to carry a note-book and pencil and try to get down the following points: 'Length (point of bill to tip of tail); length, shape and color of bill; length of tail; color of back, wings, tail above and below, head, throat, breast, and underparts; where seen—dry or swampy ground, on tree or ground; whether quick or slow in action, etc.' With the bird before you and your book in hand you might decide on a certain species; but by taking notes and going through your guide more carefully at home you might conclude it to be something else."

How many of our readers have any idea of the number of species that visit New Brunswick? The writer of this article says:

"From studying the range of the complete list of the birds of Eastern North America, I have figured out that

there are one hundred and seventeen land birds that might, possibly, be seen in New Brunswick, and one hundred and five water birds. Out of this number, I personally, during spare time, have identified sixty-two land birds and twenty-three water birds. Of course a great many of these birds do not nest in New Brunswick, but can only be seen while passing through during their spring and fall migrations. I feel quite sure that many of the water birds which I have listed would never be seen in our Bay, but as their range in migrating makes it possible, I shall keep watching for them."

To the boy or girl sending the best composition, a pair of special Bird Study Field Glasses will be given. Papers should be written during the month of May and sent by the teacher, not later than June 1st, to Dr. J. F. Worrell, St. Andrews. The name and address of both pupil and teacher must be given.

The prize-winning composition will be printed in the *Beacon*.

THE RHODES SCHOLARSHIPS.

The statement of the Rhodes Scholarships for 1914-1915, published in January last, says: "The war has continued to interfere seriously with the normal operation of the Scholarship System, as it has with university life generally throughout the Empire.

Nearly all the Colonial Undergraduate Scholars have entered the Imperial Service for the period of the war. In all cases the trustees have granted leave of absence to such scholars, reserving to them the right to resume their scholarships when they are set free from Military Service. Permission to postpone entrance at Oxford has also been granted to Colonial Scholars elected for 1916, so as to leave them free to respond to the call of national duty."

Up to January, 1916, 167 scholars and ex-scholars were known to have taken commissions or enlisted. Of these Canada contributed forty-two, Australia forty-three, South Africa fifty-three. This list is steadily increasing.

Six scholars or ex-scholars have lost their lives; several have been wounded and some are prisoners. One, an Australian, has been awarded the Distinguished Service Order, and four, one of whom is a Canadian, the Military Cross.

The next election of scholars for the Dominions and Colonies of the Empire will take place towards the end of 1916.

FOR THE RED CROSS.

A Dialogue For Girls.

BY ALICE LUCILLA FAIRWEATHER.

SCENE.—A Village Red Cross Circle.

CHARACTERS.—The President, dressed to look older than the others; The Secretary, Miss Smith; Treasurer, Miss Jones; 1st Vice-President, Mrs. Robinson; 2nd Vice-President, Mrs. Thomson; A Red Cross Nurse, and a St. John's Ambulance Nurse, in uniform. Five to eight members of the circle.

The C. R. C. S. outdoor uniform is a light weight grey serge coat suit with the St. John's and Red Cross badges, and a medium sized white sailor hat with black band: the indoor uniform is a dark blue dress, basque waist and gathered skirt, with white linen collars and cuffs, and the yard square army cap.

The St. John's Ambulance Nurse wears for outdoor uniform a black full cape with a gathered shoulder cape. Black bonnet (tiny) with flat black velvet bow. Indoor uniform, grayish blue dress, white apron, white collars and cuffs. White military veil cap. Badge on arm.

The scene opens with the President, Secretary and Treasurer, seated at a table. The Secretary has papers, notebook and pencil, and the Treasurer a large cash-box as well. Members seated in a semi-circle facing audience. All have Red Cross sewing or knitting and are chatting and getting ready to work.

PRESIDENT (rising and ringing a small bell).—The meeting is called to order. (*Members stop talking and look towards her*). We will begin by hearing the minutes of the last meeting.

SECRETARY (rising, reads from paper).—The regular weekly meeting of the Florence Nightingale Circle of the Red Cross was held on Thursday afternoon, at Mrs. Thomson's house, 100 Hospital Street.

Two hundred pairs of socks, 299 field shirts, 500 hot-water bottle covers, and 1001 surgical kits were handed in. (*Sits down*).

President.—Thank you, Miss Smith, that is very satisfactory. We will now call upon the Treasurer for her report.

Treasurer (rising).—Balance on hand from the last tea held, \$0.05. Receipts were \$200.05, of which we voted \$200.00 to No. 1 Canadian General Hospital.

A Member.—But where will our funds come from to buy new material?

Another Member.—On my way here today Mr. Williams told me that his firm had decided to give \$100.00 worth of material to our Red Cross Circle.

Applause from all, one member saying "The Lord will provide."

President.—If there are no objections, the minutes stand as read. (*Pause*). Now ladies, at this meeting we have planned to improve our minds while we sew, and our Secretary has prepared a little paper on the famous nurse for whom we named this circle.

(All begin sewing except Miss Smith, who steps forward and reads from paper).

Born of English parents at Florence, Italy, for which city she was named, Florence Nightingale always loved to nurse the sick, and care for the helpless. She bandaged

her dolls, and her first real patient was a shepherd's dog. Her parents did not want her to be a nurse, but at last they allowed her to study nursing abroad. She learned everything she could, and worked hard to make herself a good nurse.

In 1854 the Crimean War broke out, and Miss Nightingale at once offered her services. She started off with thirty-four nurses and they tended the wounded from Balaklava and Inkerman at Scutari. She never spared herself. She has been known to stand for twenty hours at a stretch; but the story I like best is how she broke open a storeroom door, and got the supplies she knew were there and which soldiers needed, but which the officers had not received orders to give out.

After the war, with the £50,000 raised as a gift to her, she founded the Nightingale Home for training nurses. In 1907 King Edward gave her the Order of Merit, and the whole British nation honours her. She died in 1910. Her statue stands in London and is the first statue of a woman, outside of Royalty, to be put up there. Our Canadian nurses love to go and look at it. (*Turning to Miss Jones*) Miss Jones has an afterword for my paper. (*Sits down*).

Miss Jones comes forward and recites all or part of Longfellow's "Santa Filomena."

President.—Our thanks are due Miss Smith for her delightful paper, and to Miss Jones for the lovely recitation. Mrs. Robinson, will you tell us about Clara Barton.

Mrs Robinson (comes forward and reads).—We surely should all know about Clara Barton and the Red Cross and I am glad to tell you what I have learned. She was an American school teacher who gave great help by collecting and distributing supplies during the American Civil War. She set up an office in Washington, where they made inquiries about wounded men just as the Red Cross Society does today.

In 1869 she went to Switzerland for her health. The Red Cross Society had been founded in 1864 by people from France, Great Britain and nearly all the countries in Europe, who met at Geneva. They took for its sign the flag of Switzerland with the colors reversed, that is, a red cross on a white ground. The United States had not joined in this, but while Miss Barton was in Switzerland, some of the Red Cross people asked her to join them, and when war broke out between France and Germany she went with the Red Cross to work in the military hospitals. When she went home, she did not rest until she had persuaded the people of the United States to form their own Red Cross Society. This was done in 1880, and Miss Barton was the first President. Later she was president of the National First Aid Society. She did much noble work, and we must honour her memory also. (*Takes her seat*).

President.—Thank you, too, Mrs. Robinson, for your instructive paper.

A Member.—What noble women they were!

Another Member.—But when was our own Red Cross Society founded—the Canadian Red Cross, I mean?

Another.—It must have been before the South African War, for I have heard mother talk about working for it when my uncle was in South Africa.

Another.—Perhaps our Secretary can tell us.

Miss Smith.—I am not sure about the date, but I have it here somewhere. (*Searches among her papers, and finally turns over the leaves of a pamphlet.*) Oh yes. Here it is. "The Canadian Red Cross Society was first established in 1896, and acted throughout the Boer War. It was afterwards incorporated, in 1909, by an Act of the Canadian Parliament."

President.—Thank you, Miss Smith.

Another Member (speaking from her seat).—It is so interesting to me to think that all over the world Red Cross Members are making comforts for soldiers. And I like to follow in thought our own boxes from this circle to the Provincial Branch, then across the sea to England, then to the Depot and from there to the hospitals, carrying our love and good wishes with every article sent.

Another Member.—Do you know that Japan has a most perfectly organized Red Cross Society?

Another Member.—And I love to read of the Red Cross dogs trained to bring water to the wounded and to return for help to save the soldiers.

President.—Mrs. Thomson has a letter to read to us.

Mrs. Thomson (rising).—This is part of a letter from my nephew who has been in hospital. He writes to his mother, "I shall never forget how good and kind the nurses have been to me, and I must tell you how highly they speak of the Red Cross boxes from Canada. I was proud to tell them how hard my mother was working, and about the circle in my home town. Please, mother dear, write and thank my kind nurse for all she has done for me."

A Member.—Yes, indeed, those nurses deserve our thanks and all we can do to help and encourage them.

A Member.—And Nurse Cavell—how wonderful she was!

A Member.—I am so glad that we are to have a mountain named for her.

A Member.—Yes, and that Mrs. MacDonald wrote such a beautiful poem about her. Have you all read it?

The President.—Miss Brown knows it, and I am sure she will recite it for us.

Miss Brown (rises and recites).—

EDITH CAVELL.

(By Elizabeth Roberts MacDonald.)

By the kind permission of the Author.

Skilled were those hands that nursed your wounded brothers,
Tender that heart and true;
This was a woman slain for saving others,
Blindly they slew!
Honor her! Love her! Set your hearts to serve her
Who served so well,
Who faced the guns—with who knows what of anguish!—
Edith Cavell!

Bear in your souls her name, for pity pleading
When foemen yield;
She lived for mercy; hear her interceding
In trench and field;

Strong, true and dear, her name is ours for guarding,

Her story, Fame's to tell;

Sister of heroes, in our love we hold her,

Edith Cavell!

President.—Canada honoured herself in honouring Edith Cavell, and Mount Cavell will be a reminder of her sacrifice for all time.

Now I have a great treat for you. Two Red Cross nurses are passing through our town today and they have promised to come here at five. (*Knock heard.*) I think I hear them now. (*A member opens the door.*)

Two nurses enter. The President greets them, and they sit down.

President.—It gives us much pleasure to have you with us. You were kind enough to promise to tell us a little about your work.

1st Nurse.—I belong to the St. John's Ambulance Association and I served in France. We had a handsome chateau for a hospital. We got the men from twelve to twenty hours after they were wounded. We were well within sound of the guns. Our head nurse and doctor made an operating theatre out of what was the laundry of the chateau. Our ambulance drivers worked so hard, and we blessed those who had donated the ambulances and cars to us.

2nd Nurse.—Malta was where I was sent by the Canadian Red Cross Society, and here I helped to nurse the wounded from the Dardanelles. One hospital ship brought 115 patients and every bed was full. That meant hard work. I went on duty at eleven a. m., worked till five that afternoon, rested a few hours, then went back for night duty. The poor boys were so brave and patient. Though we were often tired we were always happy and thankful to feel we were doing our share in helping these brave soldiers.

President.—Thank you both. I feel we shall go on now working harder than ever for the Red Cross.

A Member (recites).—

"FOR THE RED CROSS."

Ye that have gentle hearts, and fain

To succor men in need,

There is no voice could ask in vain

With such a cause to plead—

The cause of those that to your care,

Who know the debt to honor due,

Confide the wounds they proudly wear,

The wounds they took for you.

And yonder where the battle's waves

Broke yesterday o'erhead,

Where now the swift and shallow graves

Cover our British dead,

Think how your sisters play their part,

Who serve as in a holy shrine,

Tender of hand and brave of heart,

Under the Red Cross sign.

Ah, by that symbol, worshipped still,

Of life-blood sacrifice,

That lonely cross on Calvary's hill

Red with the wounds of Christ;

By that free gift to none denied,
Let Pity pierce you like a sword,
And Love go out to open wide
The gate of life restored.—*Sir Owen Seaman.*

National Anthem.

[It will readily be seen how this little programme may be varied and made more locally interesting by the introduction of actual details from reports of local circles or branches, and of extracts from genuine letters from nurses or soldiers. The papers read may be written by the children themselves.

A common fault is speaking too fast, and beginning to answer too soon. To correct this, tell each speaker to count five to herself before she begins to answer the preceding speech, and where longer pauses are effective drill the children to count the requisite number. This steadies them, besides preventing haste. The President must be particularly deliberate in her speeches, and plenty of time should be taken for rising, coming forward, and entering. Members speaking from their seats should address the President and look at her, but the seats should be arranged so that they do not turn quite away from the audience.]

The St. John's Ambulance badge is a white cross of eight points (the Maltese Cross proper) on a black disc with a very narrow white rim.

AN ARBOR DAY SPELLING LESSON.

"Oak — Ash — Maple — Hickory — Willow — Pine — Hemlock — Elm — Spruce — Apple — Cherry — Peach."

Miss Davis had a paper with these words written upon it. It was April and she had been telling her fifth grade pupils about the trees and Arbor Day.

Now she stood at the blackboard and wrote down every letter (but in irregular order) contained in the words on her paper.

"Now, boys and girls," said she, "there are the names of twelve well-known trees contained in this mass of letters. Take your tablets, copy all the letters, and when you discover one of the tree names, write down the name and cancel all the letters you have used in spelling it. Let us see how many can get all the names. Remember they are the names of trees, and well-known trees at that."

(This is a good exercise, as it rouses the interest, makes a good spelling lesson, and the names of the trees, when discovered, furnish abundant material for a fine oral language lesson.)—*Primary Education.*

The REVIEW has been of much value to me as a teacher, and I do not know what I should have done without it when teaching.—M. M. M.

OBITUARY.

Leander S. Morse, Esq., M. A., Inspector of Schools for the counties of Annapolis and Digby, passed away after a short illness at his home in the "Waverley Hotel," Digby, on the 20th February last, in his seventy-second year. Although suffering somewhat from infirmities due to his advanced age, he continued in the administration of his inspectorial work until two or three days before his demise. He was born at Nictaux on the 22nd November, 1843, and completed his education at Horton Academy and Acadia, graduating in 1866 with honors in Classics, and at the head of his class. He selected the profession of law instead of teaching, and was a member of the law firm of Morse & Parker until the end of 1879.

In 1871 he was appointed Inspector of Schools for the County of Annapolis, and although handicapped by his lack of experience as a teacher in the public schools, his knowledge of law and his judicial temperament enabled him to render specially valuable service to the schools and the education system.

In 1880 the school inspectorates of the province were reduced in number and enlarged in size so as to require the full time of the inspector with a correspondingly improved salary. Inspector Morse was then appointed to the new inspectorate consisting of the counties of Annapolis and Digby. His legal training was not only useful in smoothing down difficulties in connection with the administration of his schools for nearly forty-five years, but was of service in advising the central Education Department. He always took his due share in the public duties of his town and county as well as in provincial affairs, and will be missed in these capacities as well as in the educational service where his long experience and professional qualifications won for him the highest esteem of his fellow inspectors and the educational authorities.

To the teacher: If you have sent every child out from your school with a love for good reading you have put him or her far on the way to a liberal education.—*Exchange.*

THE QUESTION BOX.

On page 214 of the March issue it was stated that the answer to Example 4, Examination Paper No. 45, Academic Arithmetic, should be 144 trees. It has since been brought to our notice that the result given in the book may be obtained by placing the trees as follows:

The first five rows, with the end trees 5 feet from the fence, allowing 12 trees to a row.

Tree one of row six is placed so as to be 10 feet from trees 1 and 2 of row five, thus forming an equilateral triangle with them. Row seven so that trees 1 and 2 will again be 10 feet from tree one of row six. The rest of the field is filled in the same way alternating the trees. These rows will be $\sqrt{10^2 - 5^2} = 8.66$ feet apart.

In this way we shall have nine rows of 12 trees and 4 rows of 11 trees, or 152 trees.

It is our opinion however, that the practical and teaching value of such a problem is not commensurate with the time which must be spent in its solution.

[Other correspondents agree with our contributor in this opinion. We thank those readers who have written us and sent solutions of the problem.—*Editor.*]

L. R.—1. The notes on Alexander Selkirk are given on another page.

2. In the sentence "What should (or would) we do without railways," is the meaning, "What would be our wish or determination," or, "What course would be likely or possible? The second meaning is the obvious one, and "What should we do?" is correct.

3. In the sentence "Men must work" the idea is not of future time. It = Men are under the necessity of working. The tense of the verb is present.

A. T. C.—There is no important difference between (1) "We arrived safe" and (2) "We arrived safely." 1 = We were safe when we arrived. 2 = We performed the action of arriving, in safety. It is the condition of the person who arrives, and not the manner of performing the action, that is emphasized, so perhaps the use of the adjective is more logical.

M. E. M.—Asks for the particular analysis of the sentence,

1. I thought of a mound in sweet Auburn.

1. (a) I.....subject
- (b) thought.....predicate
- (c) of a mound.....Extension of predicate, (prepositional phrase, adverbial adjunct)

(d) in sweet Auburn..Extension of predicate, (prepositional phrase, attributive adjunct to c.)
or

- (a) I.....subject
- (b) thought of.....predicate
(=recalled)
- (c) a mound.....direct object
- (d) in sweet Auburn..Enlargement of object.

Grammarians differ as to what are sometimes called prepositional verbs. Nesfield says:

"An intransitive verb can be made transitive by having a preposition added to it, provided that the verb may be used in the passive voice." e. g. A mound in sweet Auburn was thought of.

Mason strongly objects to this view, and says, "The Direct Object of a verb is not indicated by prepositions. A substantive preceded by a preposition always constitutes either an attributive adjunct or an adverbial adjunct. . . . When it denotes the relation of an attribute or action of a thing to some other thing we get an adverbial adjunct. This statement is not invalidated by the remarkable freedom of English in the use of the Passive Voice."

M. E. M. 2.—THE SCALES OF MAPS.

The scale of a map is the relation between the map and the actual surface it represents. Thus an ordinary sized map of England in a school atlas has a scale of perhaps 40 miles to an inch. That is to say, a linear inch on the map represents 40 linear miles of country, and a square inch on the map represents 1600 square miles of country. In atlases the scale of each map is usually shown by a line divided in such a way as to show how long a line on the map represents 10, 20, 50 or 100 miles of country.

Most children find it an interesting task to measure distances on a map. The length of a river or an irregular coastline is best measured by using a bit of thread or soft twine which can be made to follow the windings and curves. A straight line is best measured with a piece of paper. Measurements made on a map of a large area such as a continent will be less accurate than those made on a map of a country or province, because the distortion caused by trying to represent a curved surface by a flat map is naturally more serious when big areas are represented. This distortion varies very much on different kinds of maps. No measurements should ever be made on a Mercator Map of the world, (the rectangular form of map usually employed to show the British Empire) because here the distortion is so great that the

measurement is of no value at all except along the Equator, where it is correct. This is why on most Mercator Maps of the World no scale of miles is given.

In measuring a river on a school map it should be remembered that its lesser curves and windings cannot be shown on so small a scale, and so the measurement made will be shorter than the true measurement. Thus on a school map of Central Africa on a scale of 316 miles to the inch I measure the Congo river carefully with a piece of thread. I find it is 2700 miles long. I measure it on a general map of Africa on a scale of 790 miles to an inch, and I find it is 2600 miles long. A book of reference tells me that the Congo is 2880 miles long, so that on the larger map I was 180 miles out, and on the smaller map the error was 280 miles. But a child who has measured the Congo on a map for himself will remember that it is about two and a half thousand miles long. If he learns from a text-book the figure 2880 how long will he remember it?

WHO, WHAT AND WHERE.

QUESTIONS FOR MARCH.

(All from the poetical works of one author.)

1. What "gleam through Spenser's elfin dream.
And mix in Milton's heavenly theme?"
2. Where was a lowly woodsman buried by mistake
in a "proud Baron's tomb?"
3. Who madly planned his own ruin and that of his
country, for the sake of a queen who sent him a glove
and a turquoise ring?
4. To match with whom must a maiden be
"Lovely and constant and kind,
Holy and pure and humble of mind,
Blithe of cheer and gentle of mood,
Courteous and generous and noble of blood,
Lovely as the sun's first ray?"
5. What castle "seemed all on fire" whenever disaster
threatened its owners?
6. Who loved Shakespeare, but preferred to read of
Jaques, Hamlet and Desdemona rather than of Falstaff
and Percy?

ANSWERS TO MARCH QUESTIONS.

(All from the poetical works of Sir Walter Scott.)

1. Legends of King Arthur and his Knights.—*Marmion*. Introduction to Canto 1.
2. In Lichfield Cathedral.—*Marmion*. Canto VI, 36.
3. King James IV of Scotland.—*Marmion*. Canto V, 10.

4. With the Baron of Triermain.—*The Bridal of Triermain*. Canto I, 1.
5. Roslin Castle.—*The Lay of the Last Minstrel*. Canto VI, 23.
6. Wilfred Wycliffe.—*Rokeby*. Canto I, 24.

Six sets of answers came in this month, and every one got full marks. It is a pleasure to see that "The Great Magician" is so well known.

Marks allowed, 12.

M. L. L. Club, Alert, Jill, Limbo, Dick, Waterloo, 12.

This closes the competition for this year. The prize is again won by the M. L. L. Club of St. Stephen, who out of a possible total of 95, got 86. "Alert," comes close behind with 82.

QUESTIONS ON PARADISE LOST. BOOK I.

1. At what point in the story of the fall of man does "Paradise Lost" begin? What is Satan's ruling passion? Where does he find the sole motive of action? With what feelings does he (a) recognize his overthrow? (b) look upon his assembled followers?
 2. "A mind not to be changed." Find other expressions of this.
 3. How does Milton express the following? The length of time that Satan and "his horrid crew lay vanquished;" the distance between Heaven and Hell; the size of Satan's spear; the numbers of Satan's host?
 4. Where was Satan's capital built? Describe it, and give the meaning of its name. Quote the story told of its architect, beginning "how he fell."
 5. In Zion also *not unsung*. *Him* the Almighty Power. Quote similar constructions.
 6. Milton takes some comparisons from Nature, some from the Bible. Collect instances.
 7. What references are there to (a) Italy; (b) Greece; (c) other parts of Europe?
 8. What are the following called? King Arthur, Jeroboam, a telescope, Moses, Galileo, a flagship, the Israelites, the Rhine, the Dead Sea, the Adriatic?
 9. The following words are used in senses taken directly from the Latin: abject, admire, advance, afflict. Add to this list and give the exact meaning of each word.
 10. Tell a story from the Old Testament in which appears either Dagon or Rimmon.
 11. Quote (a) A passage containing proper names.
(b) One that you particularly like.
 12. Quote and scan any six lines of more than ten syllables.
- N. B. These questions are not intended as typical examination questions, but rather to suggest lines of study.

WOMEN'S INSTITUTES AND PATRIOTIC WORK.

The report in our school and college notes for March of the Course at Sussex given by the Women's Institute Division of the New Brunswick Department of Agriculture gives the impression that \$1,200 was the total sum raised by the Women's Institutes during the year, for patriotic purposes. This is far from just to the generous and untiring industry of the members of these organizations, as the following report shows. The amount of \$1,200 stands to the credit of the Sussex Institute alone.

From August, 1914, to December, 1915, the New Brunswick Women's Institutes contributed towards patriotic work, in the following manner:

| | |
|---|----------------|
| To the Patriotic, Belgian Relief and Hospital Ship Funds..... | \$4,085 28 |
| Motor-Ambulance, Machine Gun and Soldiers' Disability Funds..... | 2,554 03 |
| Patriotic Societies (Red Cross, etc.)..... | 1,138 50 |
| Hospital Beds and Surgical Supplies..... | 1,033 92 |
| Total..... | \$8,811 73 |

Money was also raised in various ways to carry on Red Cross and Soldiers' Comfort work. Altogether 10,694 articles were made for the soldiers and hospitals, and 4,641 pairs of socks knitted and forwarded. Besides the money given to the Belgian Relief Fund, 114 boxes of food and clothing were sent to these unfortunate people.

BIBLE READINGS FOR OPENING EXERCISES.

1. Genesis xlvi, 1-7, 28-30.
2. Genesis xlvii, 1-12, 27-31.
3. Genesis xlviii, 1-13.
4. Genesis xlviii, 14-22.
5. Genesis xlix, 1, 2, 29-33.
6. St. Matthew xix, 16-22.
7. St. Matthew xix, 29; xx, 16.
8. St. Matthew xx, 25-34.
9. St. Matthew xxi, 1-11.
10. St. Matthew xxi, 12-19.
11. Genesis 1, -7-26.
12. Exodus i, 1-14, 22.
13. Exodus ii, 1-10.
14. Exodus ii, 11-25.
15. Exodus iii, 1-10.
16. St. Matthew xxi, 33-42.
17. St. Matthew xxii, 1-14.
18. St. Matthew xxii, 15-22, 35-40.
19. St. Matthew xxv, 1-13.
20. St. Matthew xxv, 14-30.

THE CURRENT HISTORY CLASS.

1. How many nations are now engaged in the War? Name them. What was the occasion of Germany's declaring war against Portugal? Turn to the list of declarations of war in the November REVIEW and bring it up to date.

2. What new territory has lately come under the control of the United States? What is the past history of this country?

3. Discuss the reasons why Turkey might be willing to ask for a separate peace.

4. When did wireless telegraphy begin to be used for practical purposes? Give instances of the use of recent electrical inventions or discoveries in the present war.

5. A traveller from England to Ceylon in January, writes, "At Malta it was reported that we must return and go round by the Cape." It was only a report; what conditions probably gave rise to it?

FOR SCHOOL AND OTHER GARDENS IN ROCKY PLACES.

For school grounds that are too rocky to be plowed, a very simple treatment will improve them wonderfully. Such grounds usually have generous patches of earth among the rocks. Early this spring (since it was not done last fall), have the ground dug with a pick or a spade. Then it can be levelled with a garden rake. About May 24, mix the seeds of Shirley Poppies, Bachelor's Buttons and Sweet William, and scatter them broad-cast over the ground; and gently rake the ground to cover them. They must not be covered deeply. Unless the soil is naturally wet, immediately before a rain is the best time to plant them. — *Rural Science Bulletin*.

THE TREES.

Time is never wasted listening to the trees;
If to heaven as grandly we arose as these,
Holding towards each other half their kindly
grace,
Haply we were worthier of our human place.

Every tree gives answer to some different mood;
This one helps you, climbing; that for rest is
good;
Beckoning friends, companions, sentinels they are;
Good to live and die with, good to greet afar.

—Lucy Larcom.

CURRENT EVENTS.

Those who recall the half forgotten controversy over the discoveries of Dr. Cook and Admiral Peary, as to whether either, both or neither of them reached the North Pole, will remember the names of Crocker Land and Bradley Land. Crocker Land, which Peary thought he saw to the westward, and to which he gave the name, has been proved to have no existence. The MacMillan expedition settled that point, and it is not the only one of Peary's reported discoveries now discredited. Cook, who said there was no land where Crocker Land was supposed to be, and whose story is thus far corroborated by MacMillan, reported other land far to the west, which he called Bradley Land. It still remains to be seen whether this is nonexistent. Little notice has been taken of Capt. Bernier's last Arctic expedition, which left Quebec in July, 1914, just before the commencement of the war, carrying two German explorers who went in search of Bradley Land. They failed to reach their destination. One of them, Arthur Haack, perished in a blizzard; the other, Rudolph Franke, returned to Quebec with Capt. Bernier and was made a prisoner of war.

There are grave fears for the safety of the Shackleton expedition, which set out, just after the war began, to cross the Antarctic continent. If all has gone well with them on land, they should now have completed the crossing, and should be ready to embark for home; but the steamer "Aurora," which was waiting for them at Ross Sea, broke from her moorings and has reached Australia in a disabled condition, leaving the explorers and most of the relief party behind, where they may have to remain for another year.

United States forces have crossed the Mexican border, and are pursuing Villa and his followers in the mountains of northern Mexico. The immediate provocation for this invasion was a raid by Villa's men upon the town of Columbus, New Mexico; and it is considered a punitive expedition to deal with lawless forces over which the Carranza government has no control. The Carranza forces are co-operating with those of the United States, apparently in perfect harmony; and there is an understanding between the two governments that the United States soldiers will be withdrawn as soon as Villa is taken or killed. This does not mean, however, that Carranza would then be the undisputed ruler of Mexico; for it is said that Diaz has landed in the south to lead a new rebellion.

It is expected that the Panama Canal will be open for traffic again before the end of this month.

The ice in the White Sea is melting, and maritime traffic at Archangel will probably be re-opened by the middle of April.

After six weeks of fierce and almost incessant attack, the Germans have not yet succeeded in taking Verdun. The capture of this French stronghold must be a matter of great importance in the German plans. The men they have lost are numbered by hundreds of thousands, and their gains are small; yet they are steadily drawing nearer to the city, and may win it in the end. Why they should think it worth the cost is not quite clear.

The British lines have been extended since the struggle at Verdun began, and they now occupy a front of at least eighty miles.

The number of unarmed merchant ships torpedoed by the German submarines has been greater in March than ever before, and many of them were neutrals. Spain, Holland and Norway have protested; and at least one of them, Holland, seems very much in earnest. The United States is still considering what it is best to do.

Because of the seizure of German ships in Portuguese ports, Germany declared war on Portugal on the 9th of March. Portugal is, therefore, the thirteenth nation involved in the war; or the fourteenth, if we count the little republic of San Marino, which is said to have declared war on Austria in June last. The entrance of Portugal into the war will make a considerable difference to the British in one thing. It will enable British armed vessels to make free use of the Portuguese colonial ports.

Why does not Germany declare war against Italy? Certainly it is not for want of sufficient excuse. Among the reasons that have been suggested are these: (1) that she knows such a declaration would bring Roumania into the war as an ally of Italy; (2) that she still hopes to detach Italy from the Entente Allies, and induce her to make a separate peace; and (3) that there are large German investments in Italy which would be lost in case of a declaration of war, but would be very valuable after the war is over if they can be retained. On the other hand, a declaration of war by Italy against Germany might add Switzerland to our enemies, as more than two-thirds of the inhabitants of Switzerland are German Swiss.

The announcement that the small British army in Mesopotamia, besieged at Kut-el-Amara, had been relieved, proved to be incorrect. Later news tells of the advance of the relieving party to a point only a few miles away. Meanwhile the Russians are also advancing from the north towards Bagdad, and there are rumours that Turkish resistance is almost at an end.

Captain the Hon. Alfred T. Shaughnessy, second son of Baron Shaughnessy, is among the Canadians who have fallen in the fight somewhere in France.

The 22nd of this month will be the first anniversary of the battle of Ypres, in which the Canadian soldiers were said to have saved the day. It will be officially celebrated at Ottawa, and the people everywhere in Canada will be asked to raise their flags on that day. Although it comes on Saturday, it is an occasion on which the school flag should be raised.

Yuan Shih-kai, after consenting to assume the throne as Emperor of China, has now declined the dignity, and has once more proclaimed himself president of the Chinese Republic. He explains, in Chinese fashion, that he had accepted the throne with great reluctance, believing it to be the will of the people; and that he is now convinced that the people were not unanimous in the choice of a monarchical form of government, and that it is better to return to the republican form. It is suspected that German influence may have had something to do with his elevation to the throne, in defiance of the wishes of Japan, and also with the insurrection which followed. If this be true, his resumption of the title of president

does not necessarily mean that the German plot has failed. The rebellion has spread through a large part of the southern provinces; and Kwang-Tung, the province of which Canton is the capital, has declared its independence. German interests are served by a disturbance in China, sufficient to keep Japanese forces at home, if there is any possibility of their being needed in western Asia.

From Germany there comes a report of very severe fighting in the Riga district, in which the Russians have been defeated. The Russians had taken the defensive here, as they did at the beginning of the war, to draw off a portion of the German forces from the French front. They are also advancing against the Austrians in Bukovina.

It is said that there are more German regiments in Flanders, facing the British forces, than there are at Verdun. This means that a great battle may be looked for at that point soon, if it has not already begun.

I like the REVIEW very much, but the parts from which I get the most help are those dealing with the teaching of Botany, Literature and Current Events. In fact, I find the Current Events almost indispensable.—W. M. C.

SCHOOL AND COLLEGE.

The annual convention of the Y. M. C. A. and Y. W. C. A. of Maritime Province Colleges met in Sackville, March 3rd, with over fifty delegates, in all, in attendance. Plans were made to establish a Maritime Intercollegiate Y. M. C. A. Council which will maintain a Y. M. C. A. Secretary to carry on the work of the Association in the colleges of the Maritime Provinces. The institutions represented at the convention were Acadia, University of New Brunswick, Dalhousie, Mount Allison, Truro Agricultural College, New Brunswick Normal School, and Acadia Seminary. The next convention will be held in Truro.

The Y. M. C. A. of the New Brunswick Normal School has been formed quite lately, under the direction of Mr. Clarke, Dominion Secretary. Mr. A. S. MacFarlane is the Honorary President.

Dr. G. B. Cutten, President of Acadia University, has received leave of absence to command a company of the 219th Battalion in the Nova Scotia Highland Brigade. Dr. Clarence MacKinnon, President of Pine Hill College, has been accepted for service in the same battalion. Both these officers are now doing active recruiting work.

D. G. Davis, Principal of Colchester Academy, Truro, has joined the 193rd Battalion and it has been proposed to form a platoon under Lieutenant Davis, of former Colchester Academy students.

Rev. W. W. Judd, Headmaster of the Collegiate School, Windsor, N. S., has volunteered for overseas service, and has been appointed a captain.

Mr. R. T. Mack, Principal of Schools at Bridgewater, N. S., has joined the 185th Battalion.

Mr. W. L. Bonnell, of St. Stephen, Principal of the Superior School at Blackville, N. B., has enlisted with the

132nd. He was presented with a purse and sum of money by his pupils and fellow teachers.

Mr. E. D. MacPhee, Latin Master at Acadia Academy, and formerly Principal of the Sackville, N. B., High School, has enlisted.

The Rev. G. M. Campbell, of Mount Allison, has been appointed a Military Chaplain, and has been engaged in recruiting work.

Mr. Eldon Merrithew, a member of the office staff of the Board of Education, Fredericton, has joined the 140th Battalion.

The Board of School Trustees of St. John, at their March meeting, declared themselves unanimously in favor of the introduction of some form of military training in the schools, and forwarded to Ottawa a copy of a resolution bringing the matter to the attention of the Minister of Militia.

Lieutenant Colonel Birdwhistle, Secretary of the Canadian Branch of the St. John's Ambulance Society, in an address before the Women's Canadian Club of St. John, strongly advocated the introduction of first aid work as a course in Normal Schools.

The Commission on Canadian Military Hospitals are giving attention to the vocational training of returned soldiers and have secured the services, as Vocational Secretary, of Mr. T. B. Kidner, formerly Director of Manual Training at Truro, later at Fredericton, and recently Director of Vocational Education at Calgary.

Mr. H. V. Hayes, Manual Training teacher in the St. John schools, with the approval of the Superintendent and Trustees, has offered to give instruction in wood working to convalescent soldiers.

We regret to record the death, on March 12th, of Miss Katherine Alicia McCarron, a member of the teaching staff of St. Peter's School, St. John.

Miss Mabel L. Marvin, head of the Domestic Science department of the Woodstock, N. B., Schools, has resigned to take a position in a New York school. Miss Jonah, of Sussex, will succeed her at Woodstock.

Miss Helen McDougall is in charge of the school at South Knowlesville, N. B.

Mr. E. Chesley Allen has resigned the Principalship of the South End School, Yarmouth, N. S., to be Principal of Colchester Academy and Supervisor of Schools, Truro, in place of Mr. D. G. Davis, who has joined the colours. Mr. Allen's loss will be felt in Yarmouth, where he was known as an efficient teacher and an enthusiastic naturalist. He was presented with a gold watch chain and fob, by the teachers of the South End School. Mr. G. H. Churchill, Vice-Principal of the school, has been appointed as Principal in Mr. Allen's place, and Miss Mary Spinney received the appointment of Vice-Principal.

On Tuesday evening, March 14th, the High School pupils and teachers of the Consolidated School, Hampton, N. B., entertained the pupils and teachers of the Kingston Consolidated School. The exchange of visits between the two schools has become an annual custom.

At a meeting of the Board of Education for New Brunswick on November 3rd, 1915, a Committee consisting of the Bishop of Fredericton, the Dean of the Cathedral, and the Reverend F. S. Porter, presented a memorial asking for the introduction of Bible teaching in the public schools.

This memorial expressed the petition of the Conference on Religious Education, representing the Anglicans, Baptists, Presbyterians, Methodists and Congregationalists, of the province. It requested that the government should make obligatory the reading of selected passages of Holy Scripture at the opening of every morning session, and the memorizing of selected passages — examination to be held upon the passages memorized.

The Committee submitted a syllabus of suitable readings for daily use, and offered to select the passages to be memorized.

The Roman Catholic Bishops of St. John and Chatham declined to give their adhesion to the proposal.

The official reply to the memorial, given in February, is as follows:

"That the present regulations have been in force for upwards of forty years, and on the whole have worked out in a manner which is fairly satisfactory to the people of the province, and the Board of Education is of the opinion that the change requested by the memorialists might afford excuses for requests looking for further departures from the spirit of the law, and eventually result in a violation of the principle of non-sectarian education which is the basic feature of existing legislation."

RECENT BOOKS.

Outlines of Scripture History, by H. Clive Barnard, M. A., B. Litt., is intended for children from eleven to thirteen, and aims at giving the bare essentials of the record of the Bible, from the Creation to the death of St. Paul. It is written in simple and reverent language and seems well designed to link together events which are too often known only as isolated units. At the end of each chapter is a list of references to passages from the Bible for the study of details, and also one of passages to be memorized. The little book is made attractive by good print and clear illustrations, and we commend it to parents and Sunday School teachers. [120 pages. 1s. 4d. Adam and Charles Black, Soho Square, London.]

The Best Private Schools is a handbook of the best private schools in the United States and Canada, and the 1915 edition is believed to be the first book attempting a critical description of such schools on this continent. It fulfills its purpose very thoroughly, and is far from being a mere directory. There are interesting historical sketches of the private school for boys and for girls and of the summer camp. Chapters are given to special classes of institutions, as schools of art, music, household science, kindergarten training schools and others.

Seventy-nine Canadian schools are described, as well as several summer camps located in Canada. The very

careful arrangement and indexing of the book make it admirably easy to refer to. As an annual publication it is of great value to parents and educational people, and should be found in every public library. [514 pages. Sargent's Handbook Series. Porter E. Sargent, 50 Congress Street, Boston, U. S. A.]

WITH THE MAGAZINES.

"The German War Woman," an intensely interesting article by Eva Madden, is the first item in the April number of *The Canadian Magazine*. It is followed by a fine north country story by Judith Kingdon, an historical article suggested by the Parliament Buildings at Ottawa, by H. O. Hammond; "Prehistoric Remains in Canada," by Day Allen Willey; "Richard Hakluyt: The Spirit of Our Race," by Prof. W. P. H. Kennedy; "A Woman's Heart," a short play, by Arthur L. Phelps; "Historic Cap Rouge," by Q. Fairchild; a sketch of Mrs. Lally Fitzgibbon, by Ethel Cody Stoddard, besides several good short stories. The illustrations are even better than usual.

The March number of *The Round Table*, (Macmillan & Co., Ltd.), contains the usual able review of the politics of the British Empire, and the usual strong and sober discussion of the war and its results. The contrast between democratic government and the autocratic rule of Germany is clearly shown in the leading article, "The War for Public Right;" and it is argued that the fundamental difference of thought upon which these two forms of government are based is the real cause of the war. Which shall prevail, the policy of government by the people, or that of submission to arbitrary rulers who believe that they were born to rule? The future of the world, the writer says, depends not only on the Allies. It really depends no less upon the neutrals. And the conclusion is that where a war is a struggle between right and wrong neutrality is a neglect of duty towards humanity. If a quarrel arises in which there is no great principle at stake, all nations should combine to insist on its being settled by judicial means. In principle, then, there should either be no neutrals or no war. Another article deals at length with "America's Reaction to the War." Following the same line of argument, it holds that the United States missed its opportunity and failed in its duty by remaining neutral when questions of good faith and international law were at issue; and it closes by quoting the opinion of the American Rights Committee that the time has come when the people of that country ought to take some definite stand on the great issue of civilization versus inhumanity now being decided on the European battle-fields.

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FOR THE WELFARE OF OUR SCHOOLS.

The Chief Superintendent of Education for New Brunswick, has sent out the following circular letter to organizations throughout the Province:

EDUCATION OFFICE,
FREDERICTON, N. B.
To PARENTS AND TEACHERS
OF NEW BRUNSWICK: March 9, 1916.

LADIES AND GENTLEMEN:

There is a very widespread movement at the present time to interest parents more generally in the work and welfare of our schools.

Associations of parents and teachers in the past have not succeeded, because of the usually short tenure of office by the teachers.

It is therefore suggested that if the different organizations embraced by Canadian Clubs, Women's Institutes, Daughters of the Empire and others, would in addition to the present very important work they are doing, undertake school welfare work, they would provide a nucleus, around which permanent Parent-Teachers' Associations might flourish.

I am taking the liberty of sending to you a marked copy of the Annual School Report for this Province, containing a history and constitution with by-laws of the Parent-Teachers' Association of Calais, Me., which has been in existence for five years, and which has accomplished much for the school there. It has a large membership and embraces the best citizens, both men and women, of that City.

Such an Association should embrace the parents and teachers of a city, town or parish.

There are many ways by which such an Association could promote the welfare of our schools and children, e. g.:

Improved School sanitation.

Cleanliness.

Medical inspection.

Precautions regarding contagious diseases.

Better school buildings.

Improvement of school grounds, roadsides and public places.

More attractive school rooms, pictures, etc.

The use of school rooms as social and cultural centres.

Better music in the schools and communities.

Improved lighting, heating and ventilation.

Better school libraries and supplementary reading.
Preserving the local history and traditions of the place.
Patriotic observations.

Conservation of our natural resources, the protection of birds, plants and animals.

Reading clubs.

The formation of boys' and girls' clubs for work outside the school room.

Inducing school districts to send delegates to Teachers' and Trustees' Institutes.

May I ask that you bring this matter to the notice of your Association.

In the hope of your valued co-operation in this important work, in such manner as may seem best to your Association.

I am, Yours faithfully,

W. S. CARTER,
Chief Superintendent of Education.

"Education is the chief business of a state."

—Old Roman Maxim.

Dr. Carter has also drawn the attention of school trustees to the amendment last year, of Section 45 of the Schools Act, by which the following sub-section was added:

"(2) The school district may elect annually and provide for the payment of the expenses of one or more representative of the district to County or Provincial Teachers' or Trustees' Institutes; in cities or incorporated towns to which Section 105 applies, such delegates may be appointed annually and their expenses provided for by the Trustees at any regular monthly meeting."

In certain sections of New Brunswick where the schools are most efficient and where the pride and interest of the community have been enlisted, the meeting of trustees and rate-payers is already an important part of every Teachers' Institute. The Chief Superintendent urges that every school district should send representatives to the next County or Provincial Institute.

In connection with these recommendations, and also with the article on "Civic Pride and the Rural School Section," our readers are referred to an interesting report in the "Youth's Companion" of April 6, 1916, on the work in the United States of the Junior Civic Leagues. These leagues are "organizations of children, usually centred about the school, that are designed to overcome indifference to municipal cleanliness, beauty and efficiency." Teachers who would like to do some work along the lines suggested by Miss Cossitt,—work which in our opinion, is needed as much in towns as in the country districts, are advised to send to "The Youth's Companion, Boston, Massachusetts, enclosing ten cents for a copy of this issue.