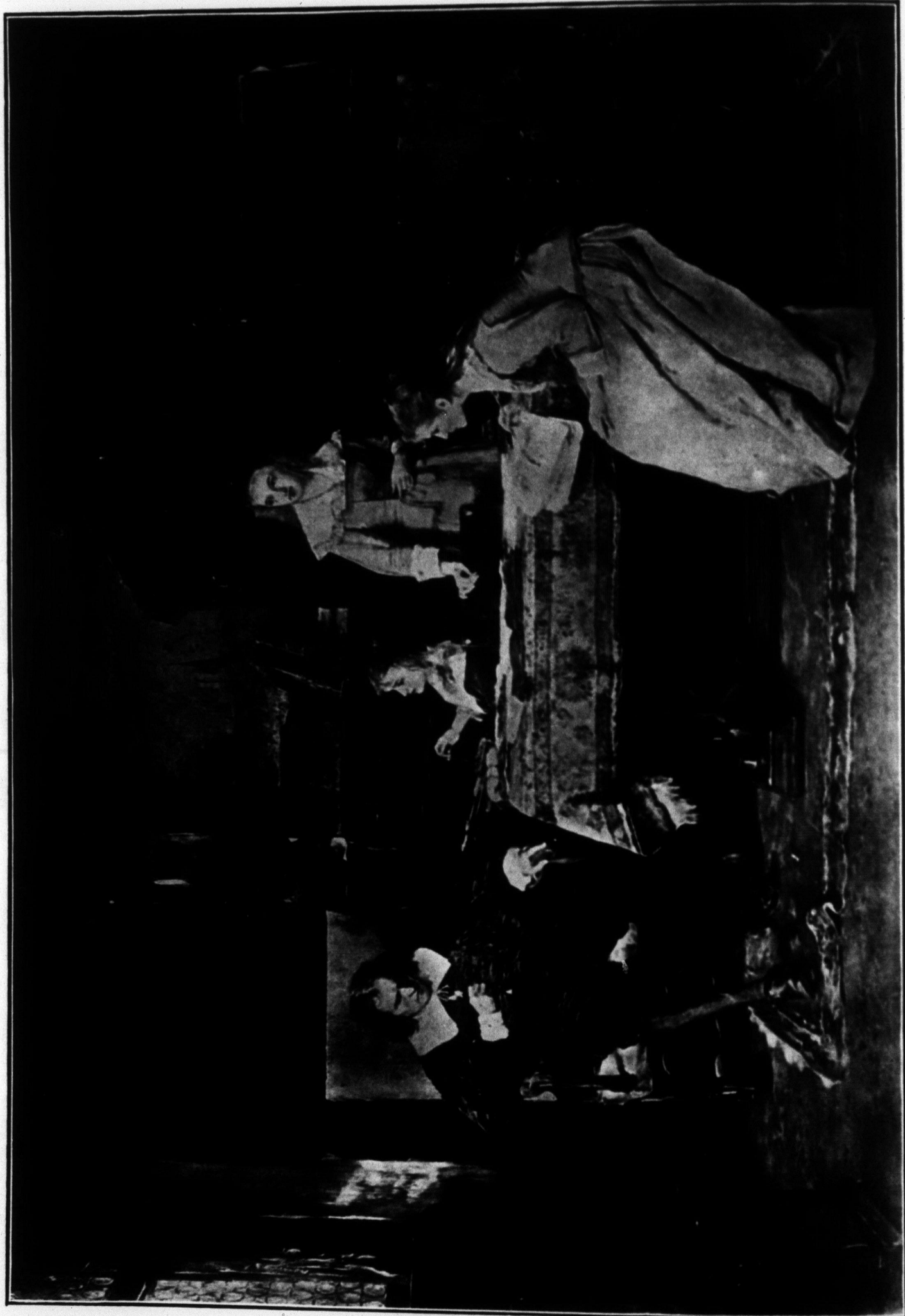


PAGES

MISSING



MILTON DICTATING PARADISE LOST TO HIS DAUGHTERS

From a Painting by M. Munkacsy.

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

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

The March REVIEW will be a Bird and Arbor Day number. The April will be an Empire Day number. These are published a month earlier than in former years so that the material may reach teachers in ample time to be made use of in preparing for these important school festivals.

About the 20th of January a large comet suddenly appeared unheralded in the evening sky in the neighborhood of the planet Venus. Some thought

it was Halley's comet, which, however, is not due until May; and this was more brilliant than Halley's. The clouded skies of the past two weeks have prevented a clear view of this remarkable visitor, except at intervals, and already its brilliance has begun to fade. It is known as the A 1910 comet, but very little information has been given by the astronomers regarding its sudden appearance, where it came or whither it is going.

The REVIEW is glad to learn that a paragraph published in its December number relative to a supposed case of cruelty to a pupil in a Queens County, N. B. school is contradicted. No names were published in the REVIEW, but the teacher who was represented as cruelly punishing a pupil declares that the charge was utterly without foundation.

By the death of Dr. Jas. Hannay, New Brunswick loses one of its most gifted authors. He was born at Richibucto, Kent County, in April, 1842. His literary ability was of a high order, and during his busy life time the products of his pen were varied and numerous. His History of Acadia, written thirty years ago, is a book that still finds many readers on account of its easy and fascinating style. His History of New Brunswick, published a few weeks before his death, is a very complete record of events from the earliest times down to the present. As a poet, Dr. Hannay will be best remembered by his Ballads of Acadia, written when he was quite young and recently published in book form. He was a contributor to many periodicals, and during his life time was connected with many leading newspapers, both as editor and leading writer. His many contributions to historical literature and his clear outspoken views on questions of the day gave him a prominent place among the writers of the Maritime Provinces.

The Canadian Forestry Association will meet at Fredericton, February 23 and 24, when lumbermen and forestry experts from different portions of the Dominion will confer upon the best means of preserving our forests and increasing this valuable asset of the country.

Dr. Cutten the new president of Acadia University assumed the duties of that office on February 1st. Scholar and athlete, he will insist that the college boys shall show a good average in their studies before they play on any college athletic team.

Pretty calendars have been received from Messrs. J. & A. McMillan, St. John, and from the Canadian Office and School Furniture Company, Preston, Ontario.

With seventeen scholarships as prizes and such an ideal location as Liverpool, N. S., for nature students, the session of the Summer School of Science for 1910 should be the best yet.

The University of New Brunswick.

Few colleges or universities can boast of a more beautiful site than that occupied by the University of New Brunswick. Adjoining the city of Fredericton, and situated on an eminence commanding a fine view of the broad valley of the St. John and the many picturesque natural features which distinguish that noble river, it is truly an ideal site for an educational institution; and there are few students who are not influenced by the natural beauty of their surroundings.

Because of its traditions and the measure of its accomplishment in the past the older graduates of the University hold it in affectionate remembrance. Its more recent graduates and those students now within its walls, a steadily increasing number, are proud of the progress it has made and look forward with hope to still greater improvements in the future.

It is a gratifying fact that the teachers of the Province are availing themselves to a far greater extent than in former years of the advantages offered by the University. This is a recognition that it is not only the head of the school system

of the province but is becoming every year in closer touch with its teachers. The Chief Superintendent of schools, the head of the Normal School, and the greater number of the leading teachers throughout the province, are graduates. So are many prominent teachers and those filling other responsible educational positions in Western Canada. Its graduates occupy chairs in the colleges and universities of the United States. The Chancellor of the University is a graduate and so are many of the teachers associated with him. In public life, also, and in industrial progress the University is a large factor in the development of the country.

Ambitious students, when they leave the normal school and begin their work in teaching, look to the University for that higher training and scholarship which will fit them for greater efficiency and a larger outlook on the world. It is an encouraging sign to see teachers eager for the fuller equipment and culture which the university can give. Such an influence on communities and on the boys and girls of our schools it is not easy to estimate.

The Teaching of History.

In the teaching of history much improvement might be made if teachers devoted more of their leisure moments to a study of this important subject. Not only is a wider reading than the ordinary text books afford desirable, but there should be better methods of presenting it. There is yet in many schools too much attention given to memorizing the matter of the text book. The pupils then recite the lesson instead of discussing it intelligently with the teacher; the obvious bearing of the history lesson on the life and conduct of the pupil himself is too often lost sight of; his interest in the subject is not aroused.

In a paper read a few weeks ago at a teachers' institute, Mr. H. H. Stuart, of Douglastown, N. B., outlined an excellent course, designed to show some of the purposes of history as a subject of training for life and citizenship. The child's interest, he thought, should be early aroused in the life and action about him. When he is five or six years of age he already knows much of himself, his family and other families in the neighborhood. With this as a foundation, his interest can be gradually extended, by story and oral description, to take in other places near him, and finally include a tolerably clear view of his own province, the aborigines,

early settlers, and present day people, with contrasts on the mode of life, customs, advantages and disadvantages of each. Thus history and geography may be correlated, and both should begin at home by keeping alive the interest that every child feels in his native place and whatever pertains to it. Then may come the wider outlook on Canada, on the home land and other countries of the world.

All teachers have it in their power to present broad, entertaining sketches of history and story like this. When the study of the text book is finally taken up, the children's interest has been aroused, and they have an insatiable desire to know more,—of themselves, of their country and of the world. It is well if the teacher can keep up the interest which the primary teacher has aroused and not stifle it with merely memorizing pages and dates.

Plan to Restore a Bird.

Readers of the REVIEW will be interested in the article on another page concerning a bird once very common in this part of America, and the efforts now being made to re-discover it. Great flocks of the Wild or Passenger Pigeon, about forty years ago, were to be seen in these provinces, and the wholesale destruction of this beautiful bird has made less the charms of our groves and woodlands. Mr. Lochhead clearly points out the cause of its wholesale and wanton destruction. So thoroughly has it disappeared that scarcely a trace has been seen in the last twenty years or more. If a few stragglers still come here to breed—for it is a migrating bird—they have eluded observation. The last authentic appearance in this region, so far as we are aware, is that recorded at Dexter, Maine, August 16, 1896, in Knight's "Birds of Maine." Dr. W. E. McIntyre of St. John, who was familiar with the birds in his boyhood, claims to have seen one last autumn in the neighborhood of Musquash, N. B.

The prize of \$300, with the supplementary local rewards that may be offered by those interested in the re-discovery of this bird, should stimulate a thorough search of our woods where it was formerly so abundant. Teachers can help along this good work by making known to the sharp-eyed boys and girls what is given in this month's REVIEW, and what may be gathered about the

appearance and habits of the bird from old residents. It should be remembered that, owing to persecution, the wild pigeons have changed their habits. They no longer breed in colonies but in isolated pairs.

A prize that will largely help to put a boy or girl through college or to make a start in life is worth trying for. If it is not won, there will remain the joy and excitement of quest, the rebounding health from long rambles through the woods, and the knowledge of some of nature's mysteries. These will remain as a life-long possession.

To help those interested in the search, the following description of the Passenger or Wild Pigeon (*Ectopistes migratorius*, Linn.) is taken from Knight's "The Birds of Maine:"

Plumage of adult male: above bluish slate colour with metallic reflections on the back and sides of the neck; middle of back tinged with olive brown; inner tail feathers fuscous, the outer blackish at base ranging into slaty blue outward, with broad whitish tips; lower belly white; rest of under parts delicate vinaceous. Plumage of adult female: differs from that of the male in the head being light drab, with scarcely any bluish tinge to the occiput; the upper parts more olive brown and far less metallic; breast pale, grayish brown. Immature plumage: differs from the female in the feathers of the head, neck, scapulars, wing coverts and chest being slightly tipped with whitish. Wing 8 to 8.5 inches.

The same author has the following about the nesting and other habits of the bird:

The birds formerly nested by hundreds in hardwood growth, placing their nests by scores in the trees. The nests were very fragile and composed of sticks arranged to make a mere platform through which the eggs could be seen from below. One or two pure white eggs were laid which measured 1.47x1.09 inches. Both birds were said to assist in building the nest and incubating and caring for the young. The old settlers said that their notes were a "coo-coo," similar to but shorter and quicker than the notes of the common Domestic Dove, while they also had a call-note much like "see-see-see."

Their food was largely beech-nuts and acorns (the so-called "mast"), also berries, cherries and insects. . . . Netted by the million, met by destructive men at every feeding and breeding place, is it any wonder that the countless millions of the past are with us no longer?

The Study of English.

A prominent teacher of a Maritime Province educational institution urges the REVIEW to emphasize the importance of right methods in teaching English, especially from grade eight onward. He says: "If the attainments of our students (and they are not dullards nor incapables) in the

knowledge of English, both in writing and appreciation of literature, is any illustration of public school work in this field then something needs to be done and quickly."

One feels there is some truth in the criticism of our correspondent. The study of English in our advanced and high schools is not sufficiently serious nor pursued with that thoroughness which the importance of the subject demands. Very few of the graduates of these schools go out with the ability to express themselves correctly either in speaking or writing their own language, and there is a lack of taste for and discernment of what is excellent in English literature. It is not wise to smooth over these imperfections. They exist. In the majority of our primary schools there is a fairly good attempt made to lay a foundation in English, but there is failure in the higher grades. Whether this is due to too many studies, to lack of interest, or to imperfect instruction cannot be fairly estimated without a thorough test. It is important that such a test be made.

The February Supplement.

In the picture this month, Milton in his blindness is represented dictating "Paradise Lost" to his daughters. Anxiety mingled with discomfort is plainly seen on the children's faces. Perhaps they are kept too long at such tasks, or they do not understand the meaning of what they are writing. There is an evident lack of sympathy between them. Milton although of a noble disposition, became severe and overbearing in his own household in later life. Perhaps there was some excuse for him. While his intellectual powers were at their highest, blindness and a suffering body made the task of composing his greatest work not a happy one for him or his children.

The painting is by Mihaly Munkacsy (Moon-kaat'-see), a distinguished Hungarian artist, and is one of the treasures of the Lenox Library, New York.

Wooden Bridges.

In a country where wood is abundant its employment in all possible utilities is a matter in which all classes are deeply concerned. Mr. T. B. Kidner, director of manual training in New Brunswick, has a suggestive article in a recent number of the *American Carpenter and Builder*, showing the

advantages of wood over steel for certain kinds of bridges, not of the largest size. He points out that many good examples of wooden bridges still remain in New Brunswick to attest the skill and ingenuity of the bridge carpenters of a generation or so ago. Then, all bridges were built of wood; but steel had largely taken its place, until within a few past years. Now government engineers have once more resorted to wood for all spans up to 180 feet.

Several reasons have led to the choice of wood for all but large bridges. Every third year a steel bridge requires a thorough painting, while a wooden one of modern construction, roofed in from end to end, needs no paint except an initial coat of hot tar applied to the joints when first put together. Such a bridge should last a century with a renewal of the cedar shingles of the roof every twenty-five years. The hardwood floor of a steel bridge rots long before it wears out, but in the case of a covered wooden bridge the reverse is the case; the hardwood flooring will wear to extreme thinness before showing any signs of rot. Finally the cost of transportation of steel is, in the case of long distances, excessive, while for the wooden bridge the adjacent forests supply all material and a portable sawmill the equipment necessary for carrying on the work.

Mr. Kidner's article is one of great interest to teachers and students, showing some of the possibilities open to this and other provinces of Canada where there is an abundance of wood, and the importance of husbanding and properly valuing our native material.

Winter Quarters.

Down in the marshes by the alder clump,
The muskrat seeks his mud-domed house;
Snug in the hollow of a poplar stump
Is curled the light-foot, white-foot mouse.

A boulder wall protects the home
Where chipmunk reigns, a drowsy king;
And five good feet beneath the loam
Old gaffer woodchuck waits the spring.

Rustling the brier and the frosted grass,
Complaining sparrows hunt for haws;
Low through the tassels of the hemlock pass
The heavy crows with hungry caws.

But one in all a world of white,
Brave-hearted, laughs in silver glee—
That stub-tailed, club-tailed, snub-tailed sprite,
Our winter-lover, chickadee.

—*Youth's Companion.*

The Beginning of Life in Acadia.

By L. W. BAILEY, LL.D.

In an article contained in the last number of the REVIEW an attempt was made to summarize what we know of the probable physical conditions which characterized what we now call Acadia at the very earliest periods of which we can obtain any knowledge. It was then stated that the amount of land included under this name was small in comparison with its present extent and showed little to suggest its present outlines and proportions. It was represented rather by a few scattered islands, bare and rocky, of which one, in New Brunswick, corresponded to the higher ridges which, especially in the vicinity of St. John and eastward, formed the hills which now border the northern side of the Bay of Fundy, while in Nova Scotia it was represented by the hills which, traversing the island of Cape Breton, now terminate in the bold and picturesque cliffs which form such striking scenery along its north-eastern shore. Possibly other small areas existed where are now our northern Highlands, about the headwaters of the Tobique, Miramichi and Nepisiquit rivers, but of this as yet there is no certain evidence, and there is some reason to believe that a land area, of unknown extent, lay off to the eastward of Nova Scotia, representing the fabled Atlantis, but this again is largely a matter of conjecture. Certain it is that at that time and for long after, the sea covered the larger part of both Provinces, as well as Prince Edward Island, and that Acadia was then a sort of diminutive archipelago, only the embryo of what it was yet to be.

Around the shores of these ancient islands, perhaps then as now often bathed in fog, the currents of the ocean swept, while the waves, battering ever against their rocky shores, piled up beds of gravel or sand, or mud, to form more or less extensive beaches. In accordance with an invitation which closed the last article, I wish my readers now to accompany me in a stroll on one of those ancient beaches, to see whether they afford any evidences of the existence of life at that time. I shall take that particular beach which is represented, in part at least, by the belt of Cambrian rocks which now underlie the city of St. John and which constitute so noticeable a feature in its streets.

I have already given the reasons for regarding

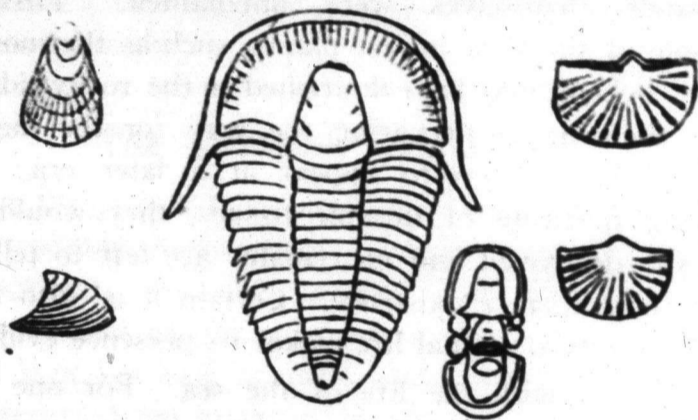
these as representing ancient shore deposits. True it is that their present attitude, considerably above sea level and inclined at comparatively steep angles, makes it difficult at first to realize this conception, but these features are simply the results of earth-movements which have since occurred—possibly at a period long after that of which we are speaking—and which in all parts of the world have determined similar results. In the Cambrian period they were lying horizontally around the already lifted and folded Pre-Cambrian ridges, and from the latter were receiving their supplies. Their very nature proves their shallow water origin, for such beds, composed of gravel, sand or mud, do not form in the deep sea. Neither are ripple-marks, rill-marks, rain drop impressions and mud-cracks, such as are found abundantly in these rocks, ever produced except in the neighborhood of shores. Was there life about these shores?

Well I think we may pretty safely say that the islands themselves were untenanted. Possibly some of the very lowest plants, such as the mosses and lichens, may have flourished on the rocky ridges, by their decay preparing the way for the higher plants which were to appear at a later era; but being destitute of durable tissues, they would be easily destroyed and no remains are left to tell us of their former existence. Certain it is, also that no terrestrial animal life makes its presence evident.

Not so with the life of the sea. For one has only, hammer in hand, to examine the exposed ledges to find evidences of an abundant and somewhat varied flora and fauna. First of all there were sea-weeds—long, branching cylindrical stems, much like those of the modern *fucus* or tangle-weed and like these often showing enlargements or bladders serving as floats to buoy them up in the moving waters. On account of their resemblance to the modern *Fucus* they are termed *Fucoids* or *fucus-like plants*, by geologists. They would appear to have been very abundant, and may have been so even in earlier Pre-Cambrian time, some authors believing that the great beds of graphite which distinguish the rocks of this period, and which are represented near St. John, may have owed their origin to accumulations of this sort. Necessarily plant life would precede animal life, for plants are the purveyors of the protoplasm which animals require.

Well, what is this which the hammer has revealed

to us? Evidently a shell, for not only has it a form resembling that of a mussel or clam, but one can readily distinguish the valves which as in a mussel or clam lie on either side of the soft bodied animal and protect it from danger. But the shell we have is neither mussel, clam or oyster. Close study shows it to belong to the group of lamp-shells, or brachiopods, as naturalists term them, still not uncommon on our shores. It owes its name to its resemblance to the form of an ancient Roman lamp. It was attached to the rocks by a sort of flexible worm-like stem and is regarded by naturalists as being more nearly allied to the worm than to the true Mollusca. There were ordinary sea-worms also; as shown not only by the vertical borings which marked their homes, but also by the numerous trails produced by their soft bodies as they dragged themselves here and there through the soft mud. And now we have a form quite different from either of these, much larger, with a broad



CHARACTERISTIC FORMS OF CAMBRIAN LIFE.

convex crab-like shell covering the back of the animal and with numerous segments behind something like the joints of a lobster's tail. Two lines, running lengthwise from front to rear, give to the form a somewhat three lobed appearance, and from this fact has led the animal to be called a trilobite. It is one of the commonest forms in these ancient rocks, and though most of the species are small, not exceeding a few inches, some have been found over a foot in length and nearly a foot broad. The shell was of course for protection, and its broad anterior portion, known as the "buckler," and which was strengthened by a stout rim along its margin, could be used as a sort of a mud plough, enabling the animal to push its way into the muddy bottom in its search for worms and other animals which constituted its food. On either side of the head can be seen the creature's eyes, compound as in the modern crab and lobster, but not usually as

with the latter raised on stalks. These trilobites are related to the king-crabs or horse-shoe crabs (*Limulus*) so common on the Atlantic coast south of Cape Cod, but especially recall the embryonic stages of the latter. They are very numerous in some of the beds about St. John and are characteristic of these early times. With them there were also other low forms of life, such as the pteropods or whale-food and cystids, related to the sea-lilies of later days, but an entire absence of forms of high grade, no fishes or other vertebrates, no crabs, lobsters or barnacles, no large-sized spiral shells, no squids or cuttles, no reef building corals, probably no sea urchins or star-fishes. Jelly fishes, related to those which are now to be seen in countless millions in the waters of the Bay of Fundy were probably also in existence, and forms have been observed which are probably of this nature, but naturally such soft bodied animals, made up as they are of little more than water, could hardly be expected to have their remains preserved. In all ages indeed the preservation of fossils, from which we read the life of the past, is mainly restricted to such animals or parts of animals as by the possession of hard parts would be able to endure the conditions of burial.

Both water and air on our Cambrian beach were probably warm, as indicated by facts to be hereafter detailed, and man, had he been there, could with perfect safety, except perhaps for the jelly-fishes, whose stinging properties are well known, have taken a dip in the sheltered bays or enjoyed the tumbling of the surf on more exposed points, for there were no sharks there, as later, to make such a luxury hazardous; and he could have dried himself in the warm sun, for the presence of eyes in the trilobites shows that there was a sun to shine, and neither black flies, mosquitoes or "Bite-em no-see-ems" had yet put in an appearance to make such exposure intolerable. But though there was little variety in the life, and thus wholly confined to the water, individuals representing that life were very abundant, and the shores must in places have been strewn with their remains, many strata, as we now find them, consisting of little else. Moreover, as indicated by their comparative complexity, we can hardly suppose that they were the very earliest forms of life to come into existence. All our knowledge of later times and the principles of evolution go to

indicate that there has been a constant advance from lower to higher types, and hence that forms of which these are descendants, had already been in existence. Traces, indeed of the latter are to be found in the earlier rocks, and under the influence of changing conditions, migrations, etc., were subject to the general law of development. Still the life of the era, as we find it displayed on our old Cambrian beach, was essentially *embryonic*, and only prophetic of what was yet to come. Of the development thus prophesied, both in the physiography and in the life of the globe, we shall speak in later articles.

A word with our boys—with those who think it is a manly thing to step up to a bar and take a drink,—with those who think their systems require a stimulant. Boys, it is a mistake. Drinking will not make a man out of you, but it will rob you of your manhood; it will rob you of your self-respect; it will rob you of your friends; it will rob you of the promotion in the world that might be your's; it will rob your family of the bread that should be their's; it will rob you of all that is beautiful and elevating in life, and will give you nothing in return except a wrecked career and an early, miserable grave. This is no fancy sketch; it is not intended as a temperance sermon, either. It is intended simply as a practical, every-day illustration of what indulgence in strong drink will do. It is published with a view to saving some boy or some young man from the awful consequences of a folly that too often is entered upon without consideration, and which leads to ruin in nine cases out of ten.—*The Beacon*.

Teachers who are not altogether sure of the value of cramming may derive some comfort from the following from the *London Teacher*: Cramming in the sense of loading the mind with a mass of words which have no clear and definite ideas to correspond with them is silly, but cramming in the sense of mastering a series of understood facts which an examiner may require is a sensible precaution.

Many of our teachers present incidentally the value of kindness to animals, but the teachers of the public schools of Chicago have been ordered to set aside half an hour in each week for that purpose.

The Passenger Pigeon.

BY W. LOCHHEAD.

Not many years ago the passenger pigeon was a very common bird, and great flocks, comprising hundreds of thousands, were often observed during their periods of flight. Its range extended along Eastern North America, as far west as the Mississippi valley and northward to Hudson Bay. It nested in the northern portions of its range. Now, however, it is so rare that there are doubts as to its very existence in America.

The cause of the disappearance of such useful, beautiful, tender-voiced birds in the course of a single generation is not far to seek. They were thoughtlessly slaughtered by the thousands, in order to provide sport and food for a few days. It is stated by a trustworthy eye-witness that "people would come from all parts of the country with wagons, axes, beds and cooking utensils, camping on the ground with their families for days, where they could plunder the nests of the roosts of the vast army of passenger pigeons." Accordingly, the passenger pigeon has gone the way of the buffalo which existed once in countless numbers on the prairies of the west,—awful examples of the work of destruction of people who had no thought of tomorrow.

An effort is now being made by persons interested in the preservation of such a fine bird to save it from utter extinction if there be any alive. At a recent meeting of the American Ornithologists' Union the matter was brought up by Prof. C. F. Hodge, of Clark University, Worcester, Mass., and as a result of the discussion that followed Colonel Kuser offered an award of \$300 for the first information of a nesting pair of wild passenger pigeons *undisturbed*. Before this award will be paid, such information, exclusive and confidential, must be furnished as will enable a committee of expert ornithologists to visit the nest and confirm the finding. If the nest and parent birds are found *undisturbed* the award will be promptly paid, through Prof. Hodge. The object of this generous award is to induce a search for nesting passenger pigeons throughout the length and breadth of Canada and the United States; and when they are found to organize adequate protective work through legislation and warden service, so that the birds may be permitted to feed in absolute safety

and be accorded the freedom of the American continent.

All lovers of birds, it is felt, will join heartily in the plan proposed for the preservation of this ill-fated pigeon. In order, however, that a wide-spread interest may be aroused in the effort to locate nesting pairs there should also be local volunteer awards for the first undisturbed nest in each province. And a call is here made to our liberal-minded citizens for such local awards. Teachers throughout Canada should call the attention of the boys and girls to the plan and ask them to join in the search. The first nest discovered will draw Colonel Kuser's award of \$300.00 and the local award as well. That first nest is likely to be found in Canada.

Nearly all teachers are acquainted with the little game "Who am I?" The teacher places her hands over the eyes of some child and nods to another who says "Who am I?" They soon learn to recognize one another's voices. This game may be varied by having the second child run swiftly and silently to one side of the room, where he not only inquires "Who am I?" but "Where am I?" The blindfolded child responds "You are in the north," or "You are in the east," as the case may be. In most games an opportunity can be found for introducing reading or other scholastic knowledge. The game itself will supply the motive. For instance, in preparation for the game just mentioned, a drill on the points of the compass is necessary. Probably, in appropriate places, the names of the different directions are written. The sentences, "Who am I?" "Where am I?" will be placed on the board "so you may know just what you are to say." Even the tiny tots readily read these necessary sentences before the game is over.—*Selected.*

Leah was having her first lessons in punctuation. On her return from school she explained to her brother that a period was a dot, and a comma was a period that had sprouted.—*The Delineator for January.*

From a subscriber who had ordered the REVIEW to be discontinued: I did not intend taking the REVIEW this year but I miss it so much, especially the Current Events, that I must have it.

H. L. S.

Nature Study Class.

By W. H. MOORE, Scotch Lake, N. B.

When Summer Birds become Winter Birds.

Our birds are remarkable creatures, and some more remarkable than others. As a rule we are inclined to believe that our birds all go south in the winter season. Ordinarily this rule holds true with nearly all the species that are migratory, but we occasionally have winter seasons that have many surprises in store for us. This winter of 1909-10 is one of the kind, that has ornithological mysteries. Are they really mysteries? Is there not some way for us to know beforehand the species of birds that will remain with us throughout the winter season? To a certain extent we may readily answer in the affirmative.

In a short walk this morning, (Jan. 24), several migratory species of sparrow-like birds were observed. They were species that ordinarily go south of us to spend the winter season. The goldfinch, or thistle-bird, that we generally associate with bright sunny summer days, with its plaintive call sounding to us as "by-bee by-bee;" the purple finch which carols so loud and sweetly when orchards and other early wild flowers are in bloom; the junco, that bicolored bird of slaty and white, a patrol of roadside shrubbery and fence rows in summer; and that so called black villain the crow, who is not so black as painted.

There were others, but so erratic in their wanderings that it is no surprise to find them. They were the crossbills, redpolls and pine finches; but one that we have looked for this season, the pine grosbeak, has so far not been with us except a single straggler, flying high in air and calling in vain for company of its own kind. Why the grosbeaks are not here is one of the mysteries.

Why the crows are here this winter is another mystery. They have not been here at this season in thirty years. (This will not apply to the crow in many parts of the Maritime Provinces).

Why the thistle-bird, purple finch and junco are with us is not such a mystery. They are in this northern latitude because there is an abundance of food here for them. Their food supply in winter is mainly vegetable matter, yet without doubt they glean many insect eggs and larva and probably also some mature insects. The coniferous trees as well as the birches and some of the maples and ash trees have an abundance of seeds this winter—

the crop of 1909. It is these seeds that the last three birds feed upon; so they are now birds of the forest instead of birds of the field.

To know of the presence of the junco it is quite necessary to recognize its weak metallic call, as it searches about among the thick foliage of the ever-greens. Thus we learn that climatic conditions do not entirely control the migratory movements of some of the migratory birds. If cold weather caused all the birds to go southward regardless of the food supply we would have fewer species with us this winter for there has been very cold weather.* Climatic conditions quite control the movements of the migratory insectivorous birds, for many of them are only fitted by nature to glean insects in an active condition upon the foliage of plants or while flying in the air. Of course our wood-peckers that remain through the winter are provided with strong bills which enable them to dig into bark and wood and feed upon the insect life within. Two of our wood-peckers go south in the autumn. Are their bills strong and straight for digging in hard frozen bark and wood, think you?

To me there is an unsolved problem regarding the supply of fruits of the forest trees. They do not bear fruits or seeds every year nor every other year. There does not seem to be any law in evidence controlling this state of things. Is it because the bearing of a crop of seeds so reduces the vitality of the trees that only occasionally are they able to produce seeds? This does not hold good, for at times crops of wild seeds of conifers come in successive years.

The solving and study of nature's mysteries are, to some of us, things that make up the little pleasures of this life, and lead us to know that to One, by Whom all things were made, there are no mysteries.

Obedience.

Obey and obedience are two great words. They are fundamental in church and state. They occur with remarkable frequency in the Bible. They must be written in the hearts of the people if the state is to be secure. They will get into the hearts of the people in the pedagogy of the teacher.—*Educator-Journal*.

* The weather in Southern New Brunswick and Nova Scotia has been rather mild.—EDITOR.

Hakluyt's Voyages.

BY ELEANOR ROBINSON.

The title of the book that heads this paper is more or less familiar to every reader, but the life and aims of its writer are not so well known as they deserve. For he was one of the inspirers and encouragers of those great deeds of adventure and exploration, for which his times are famous, and by which the foundation of the Colonial Empire of Britain was laid. "To Hakluyt," says the great historian, Robertson, in his *History of America*, "England is more indebted for its American possessions than to any man of that age."

Born in, or near, London, about the year 1553, and thus near of an age with Sir Walter Raleigh whose fellow-worker he was to be, Richard Hakluyt very early decided upon the chief interest and aim of his life. When a Queen's scholar at Westminster School, he was introduced by his cousin, another Richard Hakluyt, of the Middle Temple, to "certain books of Cosmography with an universal map." His cousin, seeing the boy's interest, gave him a little instruction in geography,

"Pointing with his wand to all the known Seas, Gulfs, Bays, Straights, Capes, Rivers, Empires, Kingdoms, Dukedoms and Territories; with declarations also of their special commodities and particular wants, which by the benefit of traffic and intercourse of merchants, are plentifully supplied. From the Map he brought me to the Bible, and turning to the 107 Psalm, directed me to the 23 and 24 verses, where I read, that they which go down to the sea in ships, and occupy by the great waters, they see the works of the Lord and his wonders in the deep," etc.

These words, and his cousin's discourse took such a hold upon the lad, that he instantly resolved to "by God's assistance, prosecute that knowledge and kind of literature, the doors of which whereof were so happily opened." At Oxford, accordingly, Hakluyt, while not neglecting his regular studies, which were to fit him for the church, gave all his spare time to the study of geography and navigation. In these sciences he made such progress, that when he was about twenty-four, and had taken his degree, he was chosen to give the first public lecture in geography at Oxford.

"I read," he says, "by degrees, whatsoever printed and written discoveries and voyages I found extant, whether in the Greek, Latin, Italian, Spanish, Portugal, French or English languages, and in my public lectures was the first that produced and shewed both the old and imperfectly composed, and the new and lately reformed Maps, Globes, Spheres, and other instruments of this Art."

In 1582, the geographer published his first book, *Divers Voyages touching the Discoveries of America*. It opens with a list of writers of geography, from 1300 to 1380, followed by a list of famous travellers, English and foreign, from 1178 to 1582. Then comes a note on the probability of the existence of the N. W. passage. The dedicatory epistle to Sir Philip Sidney contains arguments for English Colonization in America, and this is what Hakluyt had always close at heart. His studies of travels had impressed upon him the fact of the backwardness and neglect of England in following up the discoveries of the 15th century on the western continent, as well as the great advantages which would accrue to his country if she took her proper place among the other colonizing nations.

"I marvel not a little," he writes in this dedication, "that since the first discoverie of America (which is now full fourscore, and ten years) after so great conquests and plantings of the Spaniards and Portugales there that we of England could never have the grace to set footing in such fertile and temperate places as are left yet unpossessed of them. Surely if there were in us that desire to advance the honor of our country which ought to be in every good man, we would not all this while have foregone the possessing of those lands which of equitie and right appertains unto us, as by the discourses that follow shall appear more plainly."

Accordingly, the body of the book is filled with a collection of accounts of discoveries along the coast of North America, and documents having to do with this matter, and including the letters patent of King Henry VII to the Cabots, notes on the Cabot voyages, and reports and arguments of one Robert Thorne, a British merchant resident in Spain, urging King Henry VIII to "take in hande" the northern parts of America.

The next summer; 1583, saw the response to Hakluyt's appeal, in the expedition of Sir Humphrey Gilbert to Newfoundland, the first attempt of English people to settle a colony in the north of America. The unhappy fate of this expedition is but too well known. But this did not shake Hakluyt's opinions, nor hold his pen; for in 1584, being in Paris as chaplain to the English Ambassador, he made use of the information he had there amassed as to the movements of the French and Spanish in America, by presenting to the Queen and her chief advisers, a pamphlet called, *A particular Discourse concerning Western Discoveries written in the yeere 1584, by Richard Hackluyt of Oxforde. At the request and direction*

of the Right worshipfull Mr. Walter Raghly before the coming home of his twoo barkes. These "twoo barkes" had been sent out in April to explore the Atlantic coast above Florida. They returned in September, giving glowing accounts of the country, of which they had taken possession for Queen Elizabeth. The Queen allowed the district to be called Virginia; Raleigh was knighted; and in the following spring his first colonizing expedition sailed from Plymouth.

"From that time," says a modern American writer, "for twenty years, all that was done for American colonization by the English race was done under Raleigh's title, and with every step Hakluyt was contributing informing literature to keep aflame the now aroused spirit of adventure."

Hakluyt's most famous work was yet to come. This is *The Principall Navigations, Voyages, Traffiques and Discoveries of the English Nation made by Sea or over Land to the most remote and farthest distant quarters of the Earth at any time within the compass of these 1600 yeares*. One folio volume of this book was published in 1589, but in 1598 and the two following years, a revised and enlarged edition appeared, in three volumes. This work, which is the great storehouse of material for the history of early discoveries and voyages, contains no less than 517 separate narratives. Among the sources on which its compiler drew are the ancient chronicles, both English and Welsh; Foxe's *Book of Martyrs*; the *Travels of Marco Polo*; Italian, Spanish and Portugese narratives and letters; official documents and state papers; memorials and petitions; and oral accounts from sailors and adventurers. To get a true relation of a voyage made in 1536 in quest of the North East passage he travelled 200 miles on horseback to see the only survivor of the adventure and hear the story from his own mouth.

Hakluyt published several volumes of translations from French and Portuguese writers, the most important being brought out in 1609, to encourage and stimulate the colonizers of Virginia. This was an account of De Soto's exploration, with a description of Florida, and was called, *Virginia Richly Valued*. It was his last work, and he died in the same year as Shakespeare, 1616, leaving behind him the name of a true patriot, and a tireless scholar.

"What restless nights, what painful days, what heat, what cold, I have endured," he writes; "how many long and

costly journeys I travelled; how many famous libraries I have searched into; what variety of ancient and modern writers I have perused; what expenses I have not spared; and what fair opportunities of private gain, preferment, and ease I have neglected! Howbeit, the honour and benefit of this commonweal wherein I live and breathe hath made all difficulties seem easy, all pains and industry pleasant, and all expenses of light value and moment unto me."

Hakluyt is buried in Westminster Abbey, but his best monument is the Society which bears his name, and carries on his work. Founded in 1846 for the printing of rare and unpublished voyages and travels, it "aims at opening by this means an easier access to sources of a branch of knowledge which yields to none in importance, and is superior to most in agreeable variety."

Selections.

Thank God every morning when you get up that you have something to do that day which must be done, whether you like it or not. Being forced to work, and forced to do your best, will breed in you temperance and self-control, diligence and strength of will, cheerfulness and content, and a hundred virtues that the idle never know.—*Charles Kingsley.*

He has achieved success who has lived well, laughed often and loved much; who has gained the respect of intelligent men and the love of little children; who has filled his niche and accomplished his task; who has left the world better than he found it, whether by an improved poppy, a perfect poem, or a rescued soul; who has never lacked appreciation of earth's beauty or failed to express it; who has looked for the best in others, and has given the best he had; whose life was an inspiration—his memory a benediction.—*A. J. Stanley.*

Who are the most delightful and sympathetic people you know? The ones, I will warrant, who, when they meet you, are not so eager to tell you of their health and their affairs as they are eager to know about yours. And the most entertaining and charming conversationalists? They are those who tell you about other people, not those who tell you about themselves; they are those who interest you in things outside themselves and yourself. And the most beautiful lives? They are those who have forgotten themselves in love for others.—*Woman's Home Companion.*

For the REVIEW.]

Nature Rhymes for Children.

BY AMOS STEBBINS.

The Icicle Man.

Oh, the cold cold days,
Are the days for me;
It is then that I grow
So happy and free.

I cling to the roof
When the birdies are fled,—
The eves are my home,
The eves are my bed.

When the sun shines out
He makes me cry,
But the tears will do good
In the bye and bye.

Now, little folks, what
Do you think I am?
Jack Frost helps make me,—
I'm an icicle man!

The Game of the Snowflakes.

A little Snow Flake
And his half-brother Jake
Left White Cloud, their home in the skies,
Said little Snow Flake
To his half-brother Jake

"We'll give the old Earth a surprise."
Brothers, sisters and cousins,
Aunties, uncles by dozens,
All came quickly along on the run,—

"We will go to the Earth;
If they are the first,
We'll be there to join in the fun."

"But what will we do
When we get there, I rue
This starting in frolicksome play."

"Just never mind that,
Come on in my track,
All follow and I'll lead the way."

Thus spake little Snow Flake
To his half-brother Jake,
And for truth what did they all do?
They blocked all the roads,
They stopped all the trains
And gave mother Earth a white robe too.

Nature's Sympathy.

Brown, sear and shrivelled,—faded leaves
From their tree homes flutter down,
Unsought, unasked for, find a place,—
The cold and frozen ground.

Some tender plant bemoaned its life,
The lack of sun and summer's breeze;
Now sleeps it safe, secure and warm,
Wrapt in its coverlet of leaves.

Above, the mother tree lifts up
To heaven her arms, deserted, bare,
Beseeching that the wintry blast
Touch light these children of her care.

Nature Study for February.

Do your pupils know how the common garden seeds look? Don't laugh at the absurdity of the question—there are city bred boys in colleges to-day who don't know beans from corn! Why should they? It is interesting to examine and compare some of the common seeds obtained from a seed store, or from packages of garden seeds left over from last year at the children's homes. Take radish, onion, lettuce, melon, squash, corn, peas, cucumber and celery; after learning to recognize them by sight it is well to taste them. Have the seeds any of the flavor characteristic of the vegetable? Some seeds have more taste than the plants that produce them; mustard, for example. Do sage seeds taste like sage? Children will wonder that such tiny seeds produce such large plants in some cases.

Make bird houses now. If you wait till March you are almost sure to be too late. No better way can be devised to interest children in birds. No surer way has been discovered to bring the home-loving birds back to our door-yards than by providing nests for them. Get up a friendly competition amongst the bird house makers. Encourage the girls to use their ingenuity. Remember that fresh paint is not attractive to birds. Interest the parents in putting nests up in door-yards. What if "only a robin" builds in yours? There are several little things you haven't seen a robin do yet, in the matter of house-building and house-keeping. Write down six things you and your pupils want to see the robins actually do—then don't forget to watch. There's only one way to keep a "natural" boy from throwing stones at birds—and that is to get him to care for birds. One of the surest ways is to start the bird-house fashion. Purple martins are becoming more common than formerly, and bluebirds quite numerous.

Does the ground-hog (or woodchuck, or bear) really venture forth on Candlemas Day? What is the origin of that tale anyway, and is it a myth or a superstition?

Has the making of willow whistles gone out of vogue in this advanced age? Are you old-fashioned enough to know how to make one and new fashioned enough to know why the bark may slip to-morrow

although it wouldn't slip yesterday. Get someone to show you how to make a willow whistle. There is a bit of handicraft, something of sound science, and not a little botany to be learned from this homely pipe. What can you make of it, if not yet, then after the twigs of willow begin to turn yellow and the sap to run with first breath of real spring wind?—*Selected.*

Quotations for February.

Each morning sees some task begun,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

—*Longfellow.*

Don't say: "There are no chances."
When you're looking 'round for work.
A man of pluck advances,
But excuses mark the shirk.
Just you make a place and fill it,
Be certain you will win.
A hole is wanted? Drill it;
You'll—fit—in!

—*Leslie's Weekly.*

As quickly as they pass your hand,
Forget the favours that you do;
If you remember you'll demand
That they be done again for you.

—*Selected.*

Brace up, old man, never despair;
Life has some joys in it yet—
You may never be rich, you may never be great,
But carry your head like a ruler of state—
Don't sorrow, don't grumble, don't fret.

—*Arthur Gray.*

Pull away cheerily, work with a will!
Day after day every task should be done!
Idleness bringeth us trouble and ill,
Labor itself is some happiness won!
Work with the heart and work with the brain,
Work with the hands and work with the will,
Step after step we shall reach the high plain;
Then pull away cheerily, work with a will.

—*Lowell.*

In February it does seem
As if the grass were never green,
And then in June when roses blow,
It seems that there were never snow.

It is a good and safe rule to sojourn in every place as if you meant to spend your life there, never omitting an opportunity of doing a kindness, or speaking a true word, or making a friend.

—*Ruskin.*

To me there is no duty we so much underrate as the duty of being happy.

—Robert Louis Stevenson.

And things can never go badly wrong
If the heart be true and the love be strong.

No one is useless in the world who lightens the burden of it for anyone else.

—Chas. Dickens.

It's faith in something and enthusiasm for something that makes a life worth looking at.

—O. W. Holmes.

A sunny temper gilds the edges of life's blackest cloud.

—Guthrie.

Nothing makes a man so strong as a call on him for help.

—Geo. MacDonald.

The rainbow!—see how fair a thing God hath built up from tears.

What a man does for others, not what they do for him gives him immortality.

—Daniel Webster.

The February Robin.

A little robin came too soon
From summer land away;
He must have thought that it was June
When 'twas not even May.
O robin, press your scarlet vest
More closely to your throat,
Or of the songs we love the best
You cannot sing a note.
There is no other bird about,
And in their coats of fur,
The pussy-willows are not out—
They dare not even purr.
And you will freeze;—But as I spoke,
He hopped upon a tree
As if the cold were but a joke,
And sang his song to me.

—Selected.

February.

February,—fortnights two,—
Briefest of the months are you
Of the winter's children last.
Why do you go by so fast?
Is it not a little strange
Once in four years you should change,
That the sun should shine and give
You another day to live?
May be this is only done
Since you are the smallest one;
So I make the shortest rhyme
For you, as befits your time:
You're the baby of the year,
And to me you're very dear,
Just because you bring the line,
"Will you be my Valentine?"
—Frank Dempster Sherman.

A Floral Bouquet.

Answers to A Floral Bouquet in December REVIEW: 1, rose; 2, orange-blossoms; 3, lily; 4, pink; 5, poppy; 6, tulips; 7, Spanish bayonet; 8, lady's-slipper; 9, blackeyed susan; 10, heart's-ease; 11, night-blooming cereus; 12, forget-me-not; 13, foxglove; 14, coxcomb; 15, carnation; 16, dew-drops; 17, bluebells; 18, four-o'clock; 19, magnolia; 20, morning-glory; 21, jonquil; 22, prince's-feather; 23, moon-flower; 24, cattail; 25, trumpet; 26, arbutus; 27, snowballs; 28, honeysuckle; 29, phlox; 30, Jack-in-the-pulpit; 31, snowdrops; 32, dandelion; 33, bleeding-heart; 34, bachelor's-buttons; 35, shooting-stars; 36, goldenrod; 37, old-maids; 38, marigold; 39, mistletoe; 40, dogwood.—*Woman's Home Companion.*

The Chickadee.

The chickadee tilts
On a sycamore bough
In cute little kilts
The chickadee tilts,
Like a brownie on stilts
Near his sweet little frau,
The chickadee tilts
On a sycamore bough.

The chickadee wears
A cunning black cap,
In all his affairs
The chickadee wears,
Without any airs,
The dear little chap—
The chickadee wears
A cunning black cap.

The chickadee's song
Is "Chick-a-dee-dee."
It is not very long,
The chickadee's song;
Not much in a throng,
But it satisfies me.

The chickadee's song
Is "Chick-a-dee-dee."

The chickadee nests
In a hole in a tree.

The cats are not guests
Where the chickadee nests;
No robber molests
His little *tepee*.

The chickadee nests
In a hole in a tree.

The chickadee dines
On—What do you think?
Not ices and wines;
The chickadee dines

On lunches he finds
 In many a chink.
 The chickadee dines
 On—What do you think?

The chickadee stays
 All the year round.
 On cold winter days,
 The chickadee stays;
 The cat-bird delays
 Till daisies abound;
 The chickadee stays
 All the year round.

—St. Nicholas.

Some boys are pencils, some are pens,
 A clever friend once said:
 A pen, you know, has to be driven;
 A pencil must be lead.
 Which one are you?

If I make a face at Billy,
 He will make a face at me;
 That makes two ugly faces,
 And a quarrel don't you see?
 And then I double up my fist
 And hit him, and he'll pay
 Me back by giving me a kick,
 Unless I run away.

But if I smile at Billy,
 'Tis sure to make him laugh;
 You'd say, if you could see him,
 'Twas jollier by half
 Than kicks and ugly faces.
 I tell you all the while
 It's pleasanter for any boy
 (Or girl) to laugh and smile.

—The Religious Herald.

The Star Pupil.

Deane is a star-pupil. He is always in evidence, in a quiet, nice way. He knows all of his lessons all of the time. His hand is always in the air, during the recitation. — He wants to recite. He doesn't do it in a self-assertive way. His attitude is merely one of keen and intelligent interest in the lesson. Deane is the best pupil in the class. But he is also the worst enemy of the class. He is an agency of ruin.

Deane is always on his feet, reciting. If the principal steps into the room Miss Sperry calls on Deane. If visitors happen to be about, Deane does the reciting. The visitors go away, much impressed. That is certainly a bright class.

Miss Sperry is perfectly honest and well intentioned. She calls on Deane whether there is a visitor in the room or not. Deane compels her to, in a way. He is used to inevitably raising his hand — inevitably being called upon, inevitably reciting, and doing it well.

The other pupils do not often recite. The timid and self-conscious feel too crude, with Deane as a standard of measurement. The lazy ones, also, let him do the talking. They do not pay their fare, in this journey through the lesson. They let Deane pay it. Deane is willing to contribute for them all, and they are willing that he should. The timid become more timid, the diffident become more diffident, the lazy become more lazy.

There is a sprinkling of pupils in the room who would be pretty good talkers if Deane had never dropped into the class. As it is they contribute occasionally, and do indifferently well. But their tendency is more and more to sit and listen. They are steadily gravitating into an inert silence.

So here is a paradox: a pupil who is exemplary in all respects; clean and well groomed; civil spoken and without ostentation; single purposed and well intentioned; a splendid attitude toward study; and yet, withal, Deane is a hurtful influence in the class. He is impoverishing his class-mates in their habits of study, their social attitude, their very personality. And he is ruining his teacher's technique.

What is Miss Sperry going to do about it? What is she going to do for the silent pupils? How is she going to cure herself of this habit into which she has fallen? The remedy looks simple, but somehow the trouble is elusive. Here is certainly a leading question in class management.

Deane is Miss Sperry's Star Pupil. Who is yours?—Walter J. Kenyon.

We are now on the last half of the school year. This is the very best season for successful work. What the class accomplishes in the next ten weeks will decide the value of the year's work. Is every force and agency in operation that ought to be employed to give each pupil the best that this year's school work has for him? For a school that is not in fairly good condition at this time of year there is little hope except through a change of teachers.—The Western Teacher.

Hints for Rural School Teachers.

1. Make up your mind that you are going to like your school, your pupils and their parents. You will thus fortify yourself against getting homesick, as many rural teachers do, during the first month.
2. Be an example of cleanliness and neatness in dress, and expect the same from your pupils. Dress helps to determine the kind of teacher.
3. Be sure your schoolroom has the appearance of neatness and the atmosphere of study.
4. Make your daily programme and post it in the schoolroom; then follow the programme. It will help you to do more and better work in less time.
5. Keep the daily register neatly posted to date and ready for inspection by visitors and school officers. The manner in which the register is kept also indicates the kind of teacher.
6. Make all reports accurately, neatly and promptly. Know the course of study and follow it closely in all subjects. Many teachers have a tendency to slight the work in drawing and in nature study and agriculture.
7. Conduct the grade examinations based on the course of study fairly and mark the answer papers conservatively.
8. Correlate the subject matter taught with the actual life of the pupils. Make every subject a live subject.
9. Hold parents' meetings and thus develop a better understanding between parents and teacher, and stimulate a progressive school spirit in the community.
10. Become a member of teachers' associations and attend all of their meetings. This is one of the surest tests of a live, progressive teacher.
11. Hold conferences with your school board or trustees and make the needs of your school known. Don't be afraid to ask for the things needed to equip your schoolroom.
12. Take an educational paper and avail yourself of every possible means of becoming and continuing to be progressive.
13. Don't become discouraged but remember that "difficulties are but opportunities to test your ability."—*American Education*.

"Look at those branches," said little Mabel. "They are all trimmed with swansdown."
 "Yes," said mother, "the snowflakes were busy all night making that trimming."

Schoolroom Punishments.

There are some schoolroom punishments in very common use incompatible with the best physical interests of the pupils. The maintenance of discipline is, of course, essential to progress and to mental tranquillity. In some schools, however, "discipline" is worshiped, and for its maintenance some harmful punishments are inflicted. Nor is the offending culprit the only one to suffer. Not infrequently the whole class is punished for the misdeeds of a few.

A very common form of punishment is the keeping in at recess time. This is wrong. It ought not to be permitted. The recess hour is for the children; it is the recreation hour and surely the younger children can ill afford to lose it.

Another punishment, simple and inoffensive in itself, becomes harmful from too long infliction. The placing of the head on the desk and keeping it there until told to sit up seems a mild sort of thing. But when the unnatural position is kept for half an hour or longer, perhaps because the teacher has forgotten the child, it becomes a really severe and harmful practice. This form of punishment is limited to the younger classes and these are the very ones most harmed by it.

The possibility of harm should be eliminated from all punishments administered to school children.

Stanley told his aunt that Jack Frost had come to spend the winter with them.

Stanley had his sled and skates, and was all ready for a snowball fight.

Jack Frost and Stanley are good friends.

Winter is a funny fellow. He paints people's noses blue and their cheeks red and pinches their fingers and toes.

Johnny says winter is a cunning old fellow, too, for he peeps through cracks to see what the boys are doing. The boys love old Winter, even if he is pretty sharp with them.

"What, dull?" wrote Sir John Lubbock of a man who complained of dullness, "when earth, air and water are all mysteries alike to you, and when as you stretch out your hand, you do not touch anything the properties of which you have mastered! . . . Go away, man! Learn something, do something, and let me hear no more of your dullness."

CURRENT EVENTS.

Storm warnings are now sent to sea. As each ship equipped with the wireless telegraph apparatus receives the warning, it sends it farther out, and vessels hundreds of miles off the coast may thus pick up the message.

The Khedive of Egypt has gone on a pilgrimage to Mecca, making the land part of his journey in an automobile.

Artificial silk superior to natural silk is now made of wood pulp. A new glass has been produced which does not break when heated to the boiling point and plunged into freezing water. An artificial slate made from the waste slag of blast furnaces proves better for some purposes than the best natural slate, and can be sold at half the price. These are some of the latest things that seem to show how the cost of living in the future may be less than it is today.

Very valuable timber tracts have been explored in Papua, covering an area of three hundred thousand square miles. No less than seventy-nine useful woods are reported to be found in considerable quantities in these forests.

It has been shown that the poison of coal gas is not wholly due to carbon dioxide, though what other poisonous substance there may be in it has not yet been determined.

The newest and best photographs of Mars show no trace of the so-called canals, and there is no reason to believe that they have any existence. With the canals, of course, disappears the only supposed proof that the planet is inhabited.

There are half a million postage stamp collectors in England, and the value of rare stamps is constantly increasing.

The theory that malaria had much to do with the decline and fall of Greece and Rome, which was advanced last year, seems to be confirmed by later study; and it is thought to be pretty well shown that there was little malaria in Greece before 500 B. C.

Sir Ernest Shackleton has received special honours from the Emperor of Germany on a recent visit to that country. He will again go to the South Polar regions, following the expedition that is under the lead of Captain Scott. There is already a French expedition somewhere in the Antarctic seas, under Dr. Jean Charcot, and it is proposed to send out one from the United States, in the same vessel that carried Commander Peary northward. The latter will be under the auspices of the National Geographic Society of the United States.

The Royal Geographic Society of Copenhagen is fitting out an expedition to explore the countries around the Persian Gulf, some parts of which are uninhabited because of the intense heat.

In Crete there has again been a popular movement in favour of annexation to Greece.

The population of Brazil has greatly increased by immigration in the last ten years. More land is under cultivation, the yield per acre is doubled, and the railway mileage more than doubled; the great inland waterways are being opened up, and the merchant marine is growing. Because our own country offers better opportunities than

that immediately to the south of us, we sometimes forget that there are other American countries of magnificent possibilities farther south.

A writer in the Standard of Empire gives what purports to be a translation of a Runic inscription found in Labrador, proving that the place was discovered by a party of Danes and Saxons in the days of Alfred the Great. According to the story, they fought among themselves as to whether the new land should belong to King Alfred or to the Danes. The Saxons were defeated, and at last the Danes sailed away, leaving three of the Saxons behind them, by one of whom the story was recorded. It is one of those tales that are hard to prove true and harder to disprove; and serves to remind us that there may have been many unrecorded visits to these shores before the days of Cabot.

It is proposed to make a waterway from the Saskatchewan to Lake Superior, through Lake Winnipeg, the Winnipeg river, the Lake of the Woods and Rainy Lake; and a company is seeking incorporation for this purpose.

The customs returns show that the trade of Canada was greater in December than in any month of previous years; and that the customs revenue for the calendar year was greater than that of the preceding year by nearly ten million dollars.

At a recent meeting of the Canadian Commission for the Conservation of Natural Resources, it was stated that the water powers of Canada offered a possible development of seventeen million horse power, which would equal that produced by three hundred and sixty-seven million tons of coal annually.

In the last five years, half a million settlers have come to Canada from the United States, bringing with them two hundred million dollars. There is no other country in the world, it is said, where the new lands have been taken up by so good a class of settlers as in the Canadian West, and where churches, schools, and hospitals have been established so soon after the opening up of the new territory.

Scapa Flow, which has been selected by the British government for the new naval station in the Orkneys, has a landlocked harbour nine miles long, sheltered by the chief island of the group and the smaller islands to the south of it.

Already elections for provincial councils have been held in China, looking to the establishment of full representative government in 1917. The Chinese statesmen who are planning for the new order of things prefer the German constitution to ours, as it unites the popular element with a strong central administration.

Drome, a contraction of aerodrome, is the word which Prof. Alexander Graham Bell thinks we should use as a name for our flying machines.

The proclamation of the constitution in Turkey has had the effect of throwing open Palestine to the Jews. Four-fifths of the population of Jerusalem are now of the Jewish faith, and their prosperous colonies are spreading rapidly from one end of the country to the other. Thousands are fleeing from Persia and from Russia to find shelter and protection in the Holy Land.

Pumping by explosion is a novelty that may prove useful in some cases. An explosion beneath the surface of the water to be raised drives it up without the aid of a piston.

A driving wheel without friction is another new invention. The two wheels that work together do not actually touch at any point, but one works the other by electric attraction and repulsion, which effects a very great saving of power.

The election in England has sustained the government party by a small majority. If the result may be said to justify the House of Lords in forcing an appeal to the people, it is in that it shows no very general approval of the government policy. Ridicule of the House of Lords was freely used to influence the electors; but the people seem to have remembered that the upper house represents the wisdom of the country better than an elected chamber might be expected to represent it. A great soldier, a great statesman, a great student or a great financier does not cease to be great when he is rewarded with a title and made a member of the House of Lords. Less than one-fourth of all its members are men whose ancestors were raised to the peerage before the beginning of the nineteenth century. A peer is no more hated for his rank and title, whether conferred or inherited, than a successful man in this country in any walk of life is hated for his success.

It is reported that the Emperor Menelik, of Abyssinia, died in December, and that his death is being kept secret for political reasons.

The site of the Federal capital in the Commonwealth of Australia is finally settled. It remains to build the capital city, and to find it a suitable name. The new Federal District, which is nine hundred miles square, is known as the Yass-Canberra district from the names of two towns in the neighborhood. It lies in the south-eastern part of New South Wales, not far from the railway line that connects Sydney and Melbourne, and is intersected by the Murrumbidgee River. The actual site of the city will probably be on the Molonglo River.

It is stated that early steps will be taken for the incorporation of Rhodesia in the South African Union. The first parliament of the Union will open in September, at Cape Town, which, for a time, will be the legislative capital. For administrative purposes, an inland town will probably be chosen.

Floods of the Seine and Rhone, and to a less extent of other rivers in France, Spain and Italy, have caused much loss of life and property. Many towns and villages suffered, and some of them had to be abandoned; but the greatest damage was done in the city of Paris, where it is impossible, as yet, to estimate the loss.

The departure of the musk ox and the reindeer from their usual feeding grounds has brought destitution and starvation to the Indians of the far north. Vast herds of reindeer have gone to Alaska, for some unimaginable reason; and the musk oxen, which have heretofore gone to the southwest in their winter migration, have this year taken a different direction.

After almost incredible hardships, an English expedition under Dr. Karl Kumm has opened up a new route across the Soudan, and taken steps to cut off the last high road of the slave trade. A new giraffe and a new buffalo are among his discoveries.

No decisive battle occurred in Nicaragua last month, though the government forces are ready for battle, and it may not be much longer delayed. The commander of a British cruiser at Greytown has forbidden any fighting in that city, which is under British protection.

French archeologists, after twenty years of labor, have unearthed an ancient Roman city in Algeria. Magnificent Christian churches and monasteries, as well as luxurious dwelling houses, and beautiful temples of the Roman gods a great aqueduct, wonderful mosaics and carvings, all now in ruins, were found beneath the desert sands. Something is known of the history of Timgad, as it is called, including the fact that it was one time taken by the Berbers; but when or how it finally was destroyed is not known. Probably some long forgotten earthquake was the cause. Possibly it had to be abandoned because of the failure of its water supply.

The plans for the restoration of the ancient irrigation works of Mesopotamia include the flow of the waters through a broad lake, to free them from silt; an idea, it is said, for which the engineers of ancient Babylon deserve the credit. It is not impossible that Babylon, when the work is completed, may rise from its ruins and again become a wealthy city.

Knud Rasmussen, a Danish geographer, whose mother is of the Eskimo race, will go to the northern districts of Canada to study the native tribes, some of which are nearly or quite unknown to the outside world.

Jack, he bought a valentine
As fine as it could be;
That was for his teacher dear,
As any one might see.

Next, he bought a dainty one
All made of paper lace;
That was for the little girl
Who had the sweetest face.

Then, he bought a comic one
As funny as you'd find;
When he bought this, you could see,
He had his chum in mind.

The teacher and the little maid
Were happy, but alack!
The "chum," not knowing whence it came,
Mailed his, right off, to—Jack!

Blanche Elizabeth Wade, in February St. Nicholas.

A simple little Valentine may be made as follows:
Cut two hearts from red or white paper. On one of them paste some suitable picture. Tie the hearts together at the top, and on the second one let the children write the following lines:

To mamma—
I thought 'twould be funny
To ask you for money
To buy you your own Valentine.
So with scissors and glue,
I have made this for you
I know you will think it is fine.

—Primary Education.

Reproduction Stories.

Harry saw a little brown squirrel in the woods. "Poor little fellow," thought Harry. "What will he do all the cold winter?"

Harry did not know that Brown Squirrel had laid up a large store of nuts in a hollow tree. When the snow comes and the cold winds blow, Brown Squirrel will curl up in his little warm nest and take long naps.

"Get out your sled, Charley," shouted Ben, across the street, "for a snowstorm is coming. What fun we will have! We will build a fort and have a grand fight. Oh, I hope it will snow all night."

"All right," shouted Charley, "I'll be ready for a good snow fight."

Mary and her mother went out walking in the woods. The air was crisp and frosty, and the dry leaves rustled under their feet.

The bare branches of the trees looked sad, as though they felt sorry to have lost their pretty green dresses.

Mary said the trees ought to be glad, for the dry leaves would help keep their roots warm.

Little Polly likes to play "old lady." She puts on her father's spectacles, takes her grandmother's knitting, and climbs up into a big chair. Then she asks everybody to look and see how old she has grown.

Fritz was sorry because he could not beat his Cousin Carl in the number class. "I'll tell you what you can do," said Carl: "you can beat yourself. You must do better to-day than you did yesterday. That will be beating yourself."

"Mother, where is the Land of Nod?"

"Coast a few times down the hill in the pasture and take a sleigh ride with father to the old mill," said mother. "When you come back you will find the Land of Nod in your own warm room."—*Teacher's Magazine.*

A year for striving,
And hearty thriving;
A bright New Year,
Oh, hold it dear;
For God who sendeth,
He only lendeth.

Seldom repeat a question. Train your pupils to a habit of attention, so that they can understand what you say the first time. Give your slow pupils time to think and speak. The highest praise given by an English inspector to a teacher was that he allowed his slow boys time to wriggle out an answer.

If you would get a test of the efficiency of a school system, count the boys in the upper stories. Boys succumb more easily than girls to unjust or flabby work in school; boys have more inducements to leave than girls have; boys are more exposed than girls to influences that work against the school; boys are more likely to be withdrawn from school than are girls. We say that they are withdrawn to help keep the wolf from the family door. This is sometimes true. It is oftener true that they are withdrawn to keep them from becoming an actual burden on the family. The teeth of the supposititious wolf grow very dull when the boys are keenly interested in their school work, and are making every moment tell for improvement. The string of withdrawal is not on the diligent boy, it is on the boy who is beginning to grow limp; and parental wisdom never did itself more credit than in the withdrawal of such boys. The wolf bogie serves as the excuse, not the cause. Nothing is more fully established than the fact that parents will make the last sacrifice to keep in school the boys who are doing well there.—*Journal of Education.*

A subscriber in Prince Edward Island writes: "It gives me much pleasure to renew my subscription to the EDUCATIONAL REVIEW and at the same time to wish it continued success. The more such a paper circulates in a province, the better the schools and the better the teachers."

REVIEW'S QUESTION BOX.

J. B. P.—Can you suggest any reference book which will give a classification of Shakespeare's Plays—as to the time they were written, etc.?

Professor Dowden's "Shakspere Primer." Macmillan Co., 35 cents. The Leopold Shakspere, (Cassell & Co., 1 vol., 90 cents), has a storehouse of information and suggestion about the plays in its introduction.

E. A. R.—What position is General Louis Botha expected to occupy in the new dominion of South Africa; also Dr. Jameson; how many provinces will there be and what are their names? Where will the capital be? How large a territory will be affected?

2. What are the names of the districts or territories of Canada since the last change in boundaries; Where is the seat of government?

3. In building the Cape to Cairo railway, how does England propose to connect British East Africa and British Central Africa? Did England make any kind of a trade with Germany for enough land to build the road on? Did Heligoland once belong to England; if so, what are the circumstances of its acquirement by Germany?

To give a general answer to the questions: Gen. Botha will likely be premier, and Dr. Jameson leader of the opposition. The union of the South African states is a legislative, not a federal, union, which will be consummated May 1st, next. The bounds of the states as at present constituted will probably be maintained, viz., Cape Colony, Transvaal, Natal, Orange River Colony. The local government will be of a municipal character. There will be two capitals, Pretoria and Cape Town. The former will contain the departmental buildings and offices; the latter will be the legislative capital. Any text book on geography should give the area of the S. A. states.

2. Yukon Territory, seat of government Dawson City, and the Northwest Territories, seat of government Ottawa. A re-arrangement of portions of the Northwest Territories will soon be made, Keewatin probably going to Manitoba and Ungava to Quebec.

3. The only portion of the Cape to Cairo railway that is a government road is that which runs through South Africa. The other portions are being built by various companies. England has no official control of the road. Heligoland once belonged to England but was ceded to Germany in 1890. By the Anglo-German agreement of that year in return for the cession of Heligoland Germany renounced all claims to certain disputed territory in East Africa, recognizing also the English protectorate over the islands of Zanzibar and Pemba.

SCHOOL AND COLLEGE.

Two Halifax teachers were successful in winning prizes offered by Lord Strathcona for the best essays on introducing and developing physical and military training in the public schools of Canada. The following were the

awards: First prize, \$250, George M. Huggins, principal of Richmond school, Halifax, N. S.; second, \$150, Miss Lillian E. M. Davey, Toronto; third, \$100, Lieut. C. K. Flint, Edmonton; fourth, \$75, J. H. Putnam, Ottawa normal school; fifth, \$50, J. J. McCarthy, McLean, Saskatchewan; sixth, \$25, S. A. Morton, principal of Halifax Academy, Halifax, N. S.

The Eastern Teachers' Association of Prince Edward Island will meet at Montague on Wednesday and Thursday, June 29 and 30. Inspector G. J. McCormac is the secretary.

Mr. A. G. Turney, late of the Ontario Department of Agriculture, has been appointed horticulturist for the Province of New Brunswick and will take up his duties this month.

Principal E. J. Lay, of the Amherst, N. S., Academy, has been on a visit to Los Angeles, Cal., where his invalid daughter is recuperating.

The new annex to Harkins Academy, Newcastle, N. B., was occupied at the beginning of the present term by three departments brought from the isolated schools of the town. The annex, which also embraces rooms for three other departments, and an assembly hall not yet finished, is larger than the main building and one story higher. Newcastle has thus been provided with a fine school building in which its citizens feel a commendable pride.

Rev. Dr. Currie, of Pine Hill Presbyterian College, Halifax, died last month. He was perhaps the most accomplished Hebrew scholar in Canada, and a man of fine attainments and estimable Christian character.

Acadia Seminary, which re-opened after the Christmas vacation on January 6th, is full to overflowing. Many of the students have been compelled to seek accommodation in private houses. The proposed Fine Arts Building, designed for Acadia, will not, it is hoped, be much longer delayed. It is becoming a necessity.

The Ladies' College and Conservatory at Mount Allison, Sackville, has begun the year with bright prospects. The number of pupils in the institution this term promises to be even ahead of the record mark. Last term there were 165 in residence alone. This term there are twenty new students.

St. John, N. B., has adopted a plan which is intended to make the boys and girls of the schools more interested and better informed in the affairs of their own city. An essay competition has been introduced by the Board of Trade, the subject being the improvement of the city in the last fifteen years, what improvements are most needed at the present time, and how can they be carried out. The prizes are as follows:

\$10 for the best essay by any pupil in Grade VIII or below that grade; \$5 for the second best essay prepared by any pupil in Grade VIII or below that grade; \$10 for the best essay prepared by any pupil in Grade IX or in advance of that grade; \$5 for the second best essay prepared by any pupil in Grade IX or in advance of that grade; a special extra prize of \$15 for the best essay on the subject irrespective of the author's school grading.

Public spirited citizens of other towns might offer prizes to the advantage of their schools on this subject or a modification of it.

John Erskine Read, B. A., son of Dr. H. H. Read, of Halifax, and nephew of Professor J. Gordon MacGregor of Edinburgh is the choice of the students and senate of Dalhousie as Rhodes scholar for this year. Mr. Read is in his 22nd year. He graduated last year "with great distinction," and is at present a student of law in Columbia University, N. Y. He has an excellent character and is very proficient in all athletic games.

Mr. Lloyd Dixon, M. A., of Sackville, has been chosen as the New Brunswick Rhodes Scholar for 1910. He is in his 24th year. He graduated with high honours from Mt. Allison in 1905, and then taught for a year or two in the Sackville high school. For the past three years he has been taking post-graduate work at Harvard, and expects to graduate a Doctor of Philosophy in June of this year. He has won three scholarships at Harvard of the respective values of \$150, \$300, and \$300, the latter being the highest mathematical scholarship for resident graduates. Few scholars have a more enviable record than Mr. Dixon. This year he is the president of the Harvard mathematical club, with a membership of 160 professors and undergraduates.

Prof. William L. Grant, M. A., (Oxon), will be the new professor of Canadian and Colonial History to be established at Queen's University, Kingston. Mr. Grant is a son of the late Principal Grant.

The *Gleaner* states that Capt. A. H. Borden of Halifax, has been in consultation with the educational authorities at Fredericton relative to the establishment of physical and military drill in the schools of New Brunswick. He expressed himself as much pleased with the progress made by the normal school students in their drill. The young lady students have become very proficient in Swiss (physical) drill under the instruction of Sergt. Lavoie, and the male students have now a well organized cadet corps, are dressed in neat khaki uniforms and have increased remarkably in the efficiency of their drill.

Magazines.

Sir Algernon West furnishes some extremely interesting personal Reminiscences of Mr. Gladstone, which the *Living Age* for February 5 reprints from *The Nineteenth Century*. In a series of "Letters from America," Mr. G. Lowes Dickinson has been contributing to the *English Review* his impressions of the United States received during his recent visit. They are brilliant, like everything that Mr. Dickinson writes, but caustic. *The Living Age* reprints the first instalment of them in its issue for February 12. The January *Century* has a few fitting words on the character of its recent editor, Richard Watson Gilder, and the deserved appreciation in which he was held by his associates. The February, or mid-winter, number, contains a portrait of him with tributes to his worth from eminent writers and public men. The *Canadian Magazine* for February contains a timely article entitled *The Evolution of Aerial Navigation*. It is written and illustrated by J. E. M. Fetherstonhaugh, and gives an account of what has been achieved in this most interesting of sciences.

RECENT BOOKS.

The Canadian Almanac has grown in the past sixty-three years from a modest pamphlet of 100 pages to a book of 480 pages filled with a great variety of useful information. If given a place on every teacher's desk as a book of convenient reference it would be found invaluable, giving information on Canadian matters that cannot readily be found elsewhere. The REVIEW frequently answers questions on such subjects as the composition of the Imperial, Dominion and Provincial governments, the Arms of the Provinces, educational institutions, the Canadian tariff, value of foreign coins, and a host of other subjects which could be readily (and more fully) answered by a reference to this great national directory. A large map of the silver region of Ontario is given free with every copy of the Almanac of 1910. (Paper 50 cents; cloth, with leather back, 75 cents. The Copp, Clark Company, Toronto).

Psychology is a term somewhat repellent to the average teacher, but Dr. Sinclair's introductory work on *Educational Psychology* will prove of absorbing interest from beginning to end. Of course in an introduction there is very little place for theory, and the author wins the reader's attention at once by a series of suggestions and examples which arouses the intellectual activity of the student—if he have the student spirit—to the highest pitch. The reader has but little chance to absorb; he becomes an experimenter before he has finished the first page, and each succeeding page possesses more of a fascination for him. There is scarcely a phase of educational activity in relation to child development that is not touched upon by this admirable little book. It is intended for "teachers in training," but as every teacher is a teacher in training for better work, there is none but will be greatly benefitted by the stimulus of a study of its pages. And it is not less useful for parents. The authors are Dr. S. B. Sinclair and Dr. Frederick Tracy. Dr. Sinclair, the dean of the Macdonald College, is well known throughout Canada for his progressive work in education, and this book and others from his pen should have many readers among the teachers of Canada.

In the acquisition of the French language, or indeed any language, there are certain fundamental facts which must be mastered by the student at the outset of his work before he can with accuracy proceed further. Spiers's *Manual of Elementary French* contains the essentials of French grammar in a compact and convenient form, and these are placed before the student in the tersest possible form without going into details of exceptions and debatable cases. (Cloth, pages 58, price 50 cents. Messrs. Ginn & Company, Boston).

In the teaching of history there are very few who proceed upon some well devised plan, either formulated by themselves or by others. Keating's *Studies in the Teaching of History* presents the subject in a masterly and striking light, and teachers who have refreshed themselves from its stimulating pages will take up their work with a new ardour and with promise of more interest and usefulness.

SUMMER SCHOOL OF SCIENCE

FOR THE ATLANTIC PROVINCES OF CANADA.

THE TWENTY - FOURTH ANNUAL SESSION WILL BE HELD AT
Liverpool, N. S., July 13th to August 3rd, 1910.

In the School prominence is given to Nature Study and Physical Culture. All the Physical Sciences required in the Schools of the Maritime Provinces are taught at the Summer School.

Ten (10) scholarships of from \$5.00 to \$20.00 are offered for competition.
Liverpool offers many attractions of climate and scenery for a Summer School.
The school is an inexpensive one.

Calendars of the school can be had on application to the Secretary,

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to themselves and their pupils. The topics treated of include: Scientific method in historical research as affecting the problems of the school; the use of contemporary documents as a basis of method; the moral training to be given through the history lesson; the use of concrete illustration. The methods of teaching suggested are based on actual classroom experience. (Cloth, pages 232, price 4s 10d., post free. Adam and Chas. Black, Soho Square, London).

The Child's World in Pictures is a wonderfully attractive book, both in its beauty of illustrations (chiefly of pictures in colours) and in its clear bold type. It describes the scenes about home,—the weather, the country at different seasons, trees, plants and animals, and then takes in the picturesque features of other countries with the habits of life of the people. Children will find rare entertainment in its pages. (Board, pages 64, price 1s. 6d. Adam and Chas. Black, Soho Square, London).

A Hint to Some Subscribers.

"The REVIEW, I have lately learned, has been sent to _____, right along. I left there about the time my subscription expired and expected that they had returned the next issue after I left and that it had been discontinued, but not long since I have received the copies for December and January, which have been forwarded to my present address. Since I find you have been sending it to my old address I am willing to pay for it, not having notified you. Please send me the bill to date and also discontinue the paper."

This subscriber left for others to do what he should have done himself—namely, notify us of his change of address and his desire to discontinue the REVIEW. But he is quite honest about it, and wishes to pay his just dues. The REVIEW was continued to him, as it is to all other subscribers, until a notice to discontinue is received and all arrears are

paid. A notice to this effect is printed in every number of the REVIEW. While the great majority of our subscribers clearly understand this, some do not, and we are thus put to loss and inconvenience. Will those who have been unmindful please do their part in this matter?

I. C. R. Calendars Widely Distributed.

The *Montreal Gazette* says: The distribution of calendars by the Intercolonial Railway is a business of greater magnitude than most people imagine. The advertising department of the railway has about completed the sending out of an issue of twenty thousand for 1910 and still hundreds of eager applicants, are, like *Oliver Twist*, asking for more.

The calendars are for advertising purposes and it is naturally the desire of the management to have them well distributed in outside points rather than locally. This course has been followed for some years until the calendars, like the guide books, are sent to almost every known quarter of the globe. Because of their artistic merit they are appreciated everywhere, and the mailing lists have annually increased until they are now quite formidable.

They are handled by the advertising department in as systematic a manner as is possible under the circumstances. The Intercolonial agencies in New York, Boston, Chicago and Toronto are first supplied, and a quantity is sent to London for distribution throughout Great Britain. The passenger

MENTAL ARITHMETIC

—BY—
INSPECTOR O'BLNES

Will be Ready in March.

N. B. School Calendar, 1910.

- March 24th—Schools Close for Easter Vacation.
 March 30th—Schools open after Easter Vacation.
 May 18th—Loyalist Day, (Holiday in St. John City.)
 May 24th—Victoria Day.
 May 25th—Examinations for Teachers' License, (French Department.)
 May 31st—Last day on which Inspectors are authorized to receive applications for Departmental Examinations.
 June 10th—Normal School Closing.
 June 14th—Final Examinations for License begin.
 June 18th—Annual School Meetings.
 June 30th—Schools close for the Year.

OFFICIAL NOTICES.

HIGH SCHOOL LITERATURE COURSE.
(Beginning July 1st, 1910.)

GRADE IX.—Gray's and Cowper's poems (omitting critical study of the "Task"); Tom Brown's School Days at Rugby, (Hughes).

GRADE X.—Palgrave's Golden Treasury, Book IV, omitting Wordsworth's Poems, except Sonnets; Macaulay's Essay on Clive; Quentin Durward (Scott).

GRADE XI.—Shakespeare's "As You Like It"; Palgrave's Golden Treasury, Book II. (omitting Lycidas, L'Allegro and Il Penseroso); Addison's de Coverly Papers; Blackmore's Lorna Doone.

Theme and Essay work in all grades.

Nearly all the above literature may be obtained in MacMillan's Pocket Classics Series, price twenty-five cents, with notes.

HISTORY COURSE FOR HIGH SCHOOLS.
(To take effect July 1st, 1910.)

GRADE IX.—Modern—(special oral lectures upon Constitutional History of Great Britain and Canada).

GRADE X.—Mediaeval.

GRADE XI.—Ancient.

TEXT—Myers' General History.

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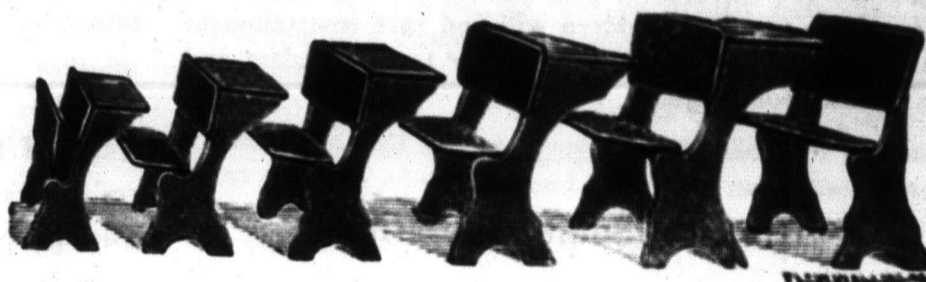
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TEXT BOOKS.

After the beginning of the school year 1910-11, Hall & Stevens Geometry shall be used exclusively in all public schools in this Province, but during the present school year it shall be used for beginners and for those pupils who have not an advanced knowledge of the subject.

The Normal School Final and Entrance Examinations and the University Matriculation Examinations shall be based in 1910 upon Hamblin Smith's Geometry, but not thereafter.

All teachers are requested to use Hall & Stevens Geometry as a hand-book for

purposes of reference and comparison in the work of any grade.

The use of Goggin's Grammar shall begin at once, as all texts in Elementary English Grammar cover substantially the same ground.

Harcourt's Copy Books are to be used exclusively in every school, but any pupil who has not finished the work in his last copy book may complete it.

W. S. CARTER,

Chief Supt. Education

F'ton, N. B., Jan. 5, 1910.

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