

PAGES

MISSING

Educational Review.

Devoted to Advanced Methods of Education and General Culture

PUBLISHED MONTHLY.

ST. JOHN, N. B., JANUARY, 1914.

\$1.00 PER YEAR

MRS. G. U. HAY, Proprietor.

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THE EDUCATIONAL REVIEW.

Office: 174 Waterloo Street, St. John, N. B.
TELEPHONE MAIN 1629-41.

PRINTED BY BARNES & Co., Ltd., St. John, N. B.

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THE EDUCATIONAL REVIEW is published on the tenth of each month, except July. Subscription price, one dollar a year; single numbers ten cents. Postage is prepaid by the publishers, and subscriptions may begin with any number.

When a change of address is ordered, both the NEW and the OLD address should be given.

If a subscriber wishes the paper to be discontinued at the expiration of the subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired. It is important that subscribers attend to this in order that loss and misunderstanding may be avoided.

The number accompanying each address tells to what date the subscription is paid. Thus "319" shows that the subscription is paid to Jan. 1, 1914.

Address all correspondence to

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

The articles by Mr. L. A. DeWolfe, Director of Rural Schools in Nova Scotia, which will appear in the REVIEW during the winter months are intended primarily for teachers who will have school gardens or home gardens next summer. They will be of great assistance to those foresighted teachers who are now planning their outdoor work and getting their pupils ready for intelligent school gardening in the spring.

A serious error appeared on the first page of the December REVIEW, where it was stated that the schools would re-open on sixth of January. The correct date, the fifth, was given in the official calendar. The REVIEW offers a sincere apology to its readers for any trouble that this regrettable mistake has caused.

The REVIEW makes its first appearance in 1914 with a new title page. The border was designed for this special purpose by Miss Emma Jack, of St. John, and engraved by the F. C. Wesley Company. Mr. James Vroom, of St. Stephen, kindly contributes the following description of the Partridge Berry, the plant chosen by the artist as the model for her graceful design:

A pretty little trailing evergreen that hides its leaves and its bright red berries under the snow, Mitchella, otherwise known as the Partridge Berry, is one of the first woodland treasures we seek in early spring. It is truly perennial in its attractions, for before the ripened fruit has fallen the twin flower buds of the new growth appear. It is found throughout the eastern part of North America, from the Gulf of St. Lawrence to the Gulf of Mexico; and delights in open woods, where it is more or less sheltered from storm and sunshine by the surrounding trees. Its spreading leaves are always fresh and green. Its pliant branches lie prone upon the ground, knowing nothing of the struggle for existence; happy and content, and at peace with all the world. Its two white blossoms for each berry are barely lifted into view. They are trumpets in unison heralding the approach of summer; who, according to Indian legend, is the beautiful queen of the flowers. And what better symbol of unity than their united fruits? The grace and beauty of the plant, no less than its associations, have suggested its outline as a suitable motive in the decoration of the first page of the REVIEW. May the REVIEW always bring as much pleasure to its readers as Mitchella brings to those who love the woods.

TALKS WITH TEACHERS.

What definite aim in training the character of your pupils have you set before you in this New Year? There is a regular plan for their mental training. Certain subjects are to be studied, and certain portions completed during the year. So many pages of the readers, so many chapters of Caesar or history are to be mastered, such and such a degree of skill is to be acquired in drawing or mathematics, within a fixed time. Is there any such plan for moral training?

Progress in reading and writing, in Latin or Algebra, is tested by examinations, and promotion depends upon it. Testing in moral virtues, in steadiness, honesty, truth, perseverance, courage, is going on all the time, and consciously or not, every boy and girl is "graded" into the class where they belong. And the final examination, so far as the school is concerned, has to be taken when the pupils go out into the world where teachers and parents can no longer relieve or shield them.

We have lately heard the accusation, made by a man who employs large numbers of young people, that no real effort is being made in our schools to teach the importance of responsibility. Boys and girls, he said, when it is time for them to go to work, accept positions without appearing to realize that what they have sold is their best efforts.

We all suffer from this lack of responsibility in others; broken promises, unfulfilled engagements, slipshod work, glib excuses, irritate and hamper us daily. Some of us may regret the lack of training that causes us ourselves to plead guilty to such failures; or we may look back gratefully to the high standards and exacting strictness of our elders that fixed us in better habits.

The sense of personal responsibility is a very hard thing to inculcate. The very breadth and complexity of the task may bring a feeling of hopelessness. But, for a beginning, insist upon the stern obligation of the given word. Make this the aim for this year. Set up the standard that every engagement must be met, every promise kept. Much may be done by example, but not all. Example must come first, and be unflinching, but precept too, is needed. Teach the duty of careful consideration before a promise or an agreement is made. The act promised may be trifling, the promise is always important. It is so easy to say "I will," without thinking or knowing how hard it may be to carry the word into action.

Be exacting in the matter. Expect the pupils to teach the standard. A surprised, "But you said you would," a complete setting aside of all mere excuses, will drive home the lesson, where other means have failed.

WINTER PLANS FOR SUMMER GARDENS.

L. A. DEWOLFE.

During the winter have the children draw plans of their future gardens. Let them decide what they want to grow. Then have them learn as much as they can about that crop — the kind of soil it needs, the length of season, the time to plant, the time to harvest, the kinds of fertilizer, cultivation, etc. Which needs more water, corn or strawberries? Find out older people's experiences and test their theories to see if they be true. Knowing the relative amounts of water needed would enable one to know which crop to put in a moist, deep soil; and also which one would stand the hot, dry, shallow soil of another part of the farm.

What to Plant next Spring.

Each child will have some special crop of his own choosing. Besides this, however, I should strongly urge potatoes and strawberries for the first year. The second year, the strawberry patch would supply enough new plants to cover the potato ground of this year. One hundred strawberry plants set out this spring will supply the family moderately well next year. The planting and first year growth will afford several interesting topics for Nature Study. There will be a variation in the blossoms of different varieties. Some will have no stamens. Others will. What does this signify? Will those that have no stamens produce berries? Watch them. Some pupils will discover that they do. Others will report in the negative. Why the disagreement in reports? Possibly one pupil had different varieties in the same field and another had only one variety. Did it seem to make any difference whether that single variety were one with stamens or not? Did all varieties have pistils? Let the teacher become thoroughly acquainted with this phase of the subject; and, then, direct the pupils' observations.

Watch the effect of late spring frosts on strawberry blossoms. What part was affected? What might have prevented it?

Watch the "runners" that form later in the season. When do they begin? Where do they start? How long a time do they grow? How many plants may come from one parent plant in a single year? Try picking the blossoms

from a few plants as soon as they open, and allow others to bear fruit. Which bear the more and the better runners? How long will a strawberry plant live and produce fruit? Is it wise to let them go unattended for a few years? Why? Experiment on covering the plants in the autumn. Cover them at different times and at different depths—using only small patches for experimental purposes. Likewise experiment in the spring by uncovering them at different times. In setting out young plants, try cutting the old leaves off from some, and leaving others unpruned. Is there any difference in results? Have you heard of fall-bearing strawberries? Nurserymen advertise them under the name "Everbearing." Try a few of these. What peculiar habit makes them fall-bearing? Do they also bear in early Summer? What other plants have a blossom like that of the strawberry? Do they multiply in the same way? Make a collection of flowers (both wild and cultivated) that show close relationship with the strawberry. Do strawberries grow from seed? How do wild strawberries get started in a new field? Try growing cultivated varieties from seed. Try, in some cases, planting the whole fruit. In others, crush and wash out the seeds, and plant them alone. Try this outdoors with no artificial watering. Try it also in the house.

Sometimes the strawberry plants grow well for a longer or shorter time; and then die. What killed them? Dig round the roots and look for the "White Grub"—the larva of the June beetle (June-bug). Put some of these grubs in a box of earth with grass sods, partially bury in the ground, and cover with wire window screen. Leaving them thus outdoors exposes them to natural conditions. Learn what you can about them. Do the same with cutworms, whiteworms, or any other "grubs" found in the ground. Dig a few up in late fall to see in what stage they pass the winter.

Carry on similar experiments and Nature lessons with raspberries, blackberries, gooseberries, currants and all other garden crops. Try to learn the life history of the currant worm and the currant borer. What diseases affect the raspberry? What is their nature? Cause? and control? Collect samples of diseased parts of various plants, and have written essays on some phase of these diseases. Encourage the children

to find out all they can by reading farm papers and bulletins. Do not assign reading, however, unless they have the actual object under observation. Otherwise, they do not know what they are reading about.

NATURE STUDY OF ANIMALS.

H. G. PERRY.

Continue the work started last month in winter birds, and keep adding to your list as you find new species.

Direct special study to such birds as the Blue Jay, Snow Bunting, Canada Jay, English Sparrow, Owls, Partridge, etc.

The lower grades should learn to recognize some of these forms, note their numbers, and become acquainted with some of their life habits, calls, etc. With the higher grades the work should be more advanced. Where does each find shelter? What is the chief winter food of each? Learn to recognize the tracks of our more common species. Every country boy should know tracks of the Partridge, and the marks of the wings in the snow, where it takes flight. These or other known tracks may be used as a basis for comparison. Notice that our larger birds like the hen and the partridge walk, the footprints being of equal distance apart. Compare with the tracks of sparrows. Do sparrows walk or hop? Extend your observation to other birds. Learn to draw the tracks of birds and other animals.

Examine books of Animal Stories, such as those by Thompson Seton and other authors, and note the marginal illustration or ornamentation in the way of tracks of animals, lines of flight of birds, etc., etc. Older pupils, with a taste for nature study, will take the hint, and should be encouraged to attempt some illustrating of their own. Show them how by a few lines they may represent the scenes of their nature study trips, the tracks of animals, location of hills, trees, and brooks, and of many other things of interest. This work will give life to the drawing lesson, and should be correlated with it, or taken in place of home exercises.

Some interesting lessons can be given on the different kinds of feet of birds; their various forms, and adaptations. Take for example the feet of the hen. Note that the long strong toes

and claws are well adapted for running and scratching. The hen may be called a ground bird, and in common with others of like habits, usually has strong feet fitted for running or scratching.

How many toes has the hen? The first toe, which corresponds to the big toe in man, projects backward; the second is the innermost of the three projecting forward; the third and fourth follow in order. How many phalanges has each toe? Compare the arrangement of the toes with the arrangement in man.

Compare the feet of the hen with those of the turkey, partridge, duck and goose. Which of these birds are runners? The duck and goose are more at home in the water, so it is hardly fair to compare them too closely with ground birds. Note the number of toes in each. Which birds have skin stretched between the toes, and between which toes? For what are these webbed feet especially adapted? Note that the position of the legs of the duck and goose is favorable for aquatic life. As they are inserted far apart on the sides of the body they may be likened to paddles, and being well towards the posterior end they act like a propeller. This is a good arrangement for swimming but very poor for running or walking. Among other types of feet may be mentioned the strong feet with long sharp claws of birds of prey; the feet of woodpeckers for clinging to the bark of trees; the feet of perching birds for grasping a twig or perch; and the small weak feet of aerial birds, e. g. those of swallow.

In a similar way lessons may be given on the wings of birds.

Ground birds are at best poor fliers. The hen, being derived from progenitors of this general group, has through domestication become a ground bird in the strict sense of the term. She now uses her wings only as an aid in running. The turkey is but little better off in this respect.

Direct your pupils in the study of the ostrich. Note its small wings, and how they are used in running, and also its conspicuously modified wing and tail feathers. What form do these feathers take in the other birds we have studied? In the wild state, their speed is remarkable, reaching sixty miles per hour, and their single strides may measure more than twenty-five feet."

Compare the ostrich with the emu of Australia, and the rhea of South America. Among other birds with small wings may be mentioned the Penguins of the Antarctic regions. And in New Zealand we find the wingless Apteryx.

The ostrich is valued for its beautiful plumes. In South Africa, ostrich farming is an industry of considerable value. In 1904 there were over three hundred and fifty thousand tame ostriches, which yielded an annual income per head of about eighteen dollars. Ostrich farming is now successfully carried on in California, Arizona, Arkansas, North Carolina and Florida.

The bills or beaks of birds may be dealt with in a similar manner. Even our native birds supply a great variety of form and adaptation, ranging from the long slender needle shaped bill of the humming bird to the large strong hooked beak of the eagle. Illustrations of all the forms are found in good bird books. Among the many nice adaptations of nature we find the woodpecker's bill fitted to chisel into the solid wood, the crossbill's to tear the tough scales from the spruce cone, the humming bird's to suck nectar from the flower, and the hawk's to rend its prey. Look for other equally striking adaptations.

The eyes of birds deserve something more than a passing notice. Note their position on the sides of the head. How many colors are there in the hen's eye? Describe the pupil and the iris. Do hens wink as we do? Watch for the film lid, mentioned in last REVIEW. From which corner does it come?

Explain why the bird turns its head to one side when looking at an object. Can it see objects directly in front of it, and with both eyes at the same time? How does its power of sight compare with your own? Have you noticed hens or turkeys sighting a hawk or eagle? How are they warned? How do they protect themselves? You have noticed that the presence of a sparrow hawk in the grove quiets every song. Why?

There is a sharp keen struggle for existence among animals, and the fittest (not necessarily the strongest) survive. The more advanced pupils, in High School grades, should be told something about that struggle, and Darwin's estimate of its importance as a factor in evolution.

These lessons on birds should not be closed without some reference to poultry raising as a branch of farm industry. As a teacher, study the subject, and direct your pupils to books, especially to Dominion and Provincial reports on Agriculture. The Dominion Experimental Farm's Report annually devotes a section to the Poultry Manager's Report. It often contains valuable information, and should be carefully read. Send for such reports, if not already to hand, to the Department of Agriculture, Ottawa, and to the Departments of Agriculture of the various Provincial Governments at their respective capitals. Ask for special bulletins on the subject, as they are published from time to time.

Follow up this work by helping your advanced pupils to prepare a statement of the initial cost, and the yearly keep of a flock of twenty-five hens, along with a counter statement of the returns from the same. Find the profit or loss on this transaction. Before leaving this work make it your business to show how poultry can be made to yield a good profit. This gives a good exercise in bookkeeping, and stimulates activity in home and school.

While preparing your bird lists, and looking for bird tracks, be on the watch for evidence of fur-bearing animals. Start lists for the different kinds in your district. The lists of advanced pupils should be for your province. Nature study of fur-bearing animals will be taken up in the February REVIEW.

Her Majesty the Queen has been graciously pleased to accept a copy of "Canada and Newfoundland," seven lectures prepared for the Visual Instruction Committee H. M. Colonial Office, by A. J. Sargent, M.A., and published by Messrs. George Philip & Son. Ltd., 32 Fleet Street, London.

These lectures were noticed in the REVIEW for September, 1913.

Time is the most important thing in human life —
For what is joy after its departure?— and the most
And smiles an angel, or a fury frowns.

— Edward Young

Life is short and we have never too much time for
gladdening the hearts of those who are travelling the
dark journey with us. — Amiel's Journal.

CENTENNIAL ANNIVERSARIES OF THE WAR OF 1812.

J. VROOM.

XVIII.— The End of the Montreal Expedition.

February 11.— When General Wilkinson, having brought his army of ten thousand men within three days' journey of Montreal, stopped them at St. Regis because Hampton's army of four thousand more was not there to meet them, he announced that the attack on Montreal was suspended, but not abandoned. His intention was to wait there through the winter, and go forward in the spring.

He therefore went into winter quarters at Salmon River. But sickness and hunger, deaths and desertions, had so weakened his army before the winter was half over that he received orders to break up the encampment; and preparations for this movement were begun on the third of February, 1814. The boats, more than three hundred of them, were burned and sunk; the wooden sheds in which the men were housed were given to the flames; everything else of value which they did not intend to take with them was thrown into the river or burned. Two thousand of the men were sent back to Sackett's Harbour under General Brown; and the remainder, under Wilkinson himself, now reduced to about six thousand, broke camp on the eleventh of February and followed along the line of Hampton's retreat to Plattsburg. There the union with Hampton's army was at last accomplished. A body of British regulars and Canadians, having crossed the St. Lawrence on the ice, followed Wilkinson's retreat, and captured some of his sledges loaded with the stores and provisions. This foray seems to have been quite unexpected, for it met with no resistance. Wilkinson had provided no rear guard for his supplies.

The people of Montreal had looked forward with dread to the coming of that army in the spring. They learned with relief that it had melted before the melting of the snows.

An subscriber in New Brunswick writes:
"I shall be very glad to have the paper this year, as I really do not know how I should get on without some of the hints and advice I find in its columns."

USEFUL BOOKS.

[STUDIES IN THE TEACHING OF HISTORY: By M. W. Keatinge, M. A., Reader in Education in the University of Oxford, London. Adam & Charles Black, 1910. The Macmillan Company of Canada, Toronto. 232 pages, 4s. 6d.]

We so often find theories on teaching a subject dealt with authoritatively by men who are experts in that subject, but have no knowledge of teaching, that it is with a sigh of relief that we read the following footnote to one of Mr. Keatinge's pages:

"It may surprise those who have never taught, to hear that a boy, and by no means an exceptionally stupid boy, may fail after the summer holidays to remember not merely the details, but even the outline of the work done in a school study during the previous year."

"Ah!" we say, "here is no mere theorist, but some one who knows what teaching is, and who has been used to no ideal pupils, but to the every day boy or girl whom we ourselves have to teach," and we set ourselves with more confidence to read what he has to say on the teaching of history.

Mr. Keatinge does not ignore the objections that have been made to the value of history as a school subject: that history is of no use as "a means of education;" that it does not exercise the observation nor train the thinking powers of the student; that "it tends to become vague, desultory or didactic." Nor does he say that it is an easy matter to find and to use methods that will put history on a level as an educational subject, with mathematics or natural science. He speaks of "the well justified feeling that a subject in which the work has to be done for the boy by the teacher, which in the long run resolves itself into either listening to interesting matter or learning by heart; which is, in short, a soft option, is unsuited to be a main study for boys of a certain age."

"It is, however," he goes on to say, at the end of his opening chapter, "by no means certain that history is of this nature or need be taught in this way, and it is clear that if the subject is of first rate importance, the problem of method deserves serious attention. It is in the belief that for purposes of culture no other subject can approach history that the following pages have been written."

As to the value of the subject, the writer prizes history as "an introduction to the world of human nature."

"By bringing the learner into contact with civilizations and societies unlike his own it lessens race and class prejudice. In its chronological aspect it introduces us to the gradual development of civilization in time. In all these and in other directions the value of history is difficult to overrate, and impossible to express in a few words." Comparing it

with natural science "we are told that science trains to observation and to inference as does no other subject. But it is notorious that men who observe well in one field, and who draw sound inferences from their observations, may be unobservant and unsound of judgment in another. * * * The attention paid to a formal training in science is no excuse for neglecting to give a similar training on the side of humanity."

The question, Mr. Keatinge says, is this: "How can history be made into a real training school for the mind?" and this question he goes on to answer by a number of definite directions, freely illustrated by material from his own class teaching. He deals fully with the use of "Documents," and it is this part of the book that we feel will be of the greatest use to our teachers. Extracts from "original sources" have been made so accessible by the issue of many cheap editions for school use, that no teacher can be at a loss where to turn for them. Many teachers, we are sure, would gladly make use of them, if they knew how to do it in a really practical way. And such a way is admirably set forth in the chapters on "Documents and Method" and "Documents as Atmosphere."

For instance, to a class studying the reign of Richard II, an extract is given from Froissart's account of the Peasants' Revolt, and they are required to write down everything that the extract tells them about the author:—

"The points that a boy may reasonably be expected to get hold of are the following:—

1. The writer was contemporary.
2. He seems acquainted both with England and other countries.
3. He appears to know the situation in England very well.
4. He seems to be on the side of the upper classes.
5. But it at the same time sympathetic with the rebels.

Each statement is supported by a phrase or sentence quoted from the extract. A number of such exercises, varying in difficulty, are given, and many teachers who do not use them with a class will find them of immense help in their own study and preparation.

A very useful chapter is that on "Concrete Illustration," from which we quote,

"For young boys legislation and religious changes tend to be the most stubborn of abstractions. And yet there is nothing abstract or intangible about legislation for those who are brought into contact with it. An increase in the income tax is not in the least abstract to the boy who is told that for him and his brothers it means a fortnight less at the seaside. For the boy the concrete is the small human detail, and if we can show in this detail the effect that legislation

had upon the lives of human beings, its abstract appearance vanishes at once."

The suggestions offered on note taking, study of dates, and genealogical tables should be most helpful, as they are given in detail and with practical illustrations.

Mr. Keatinge deals also with the planning of a history syllabus, the examination system, and the use of poetry in history teachings. Where all is of such practical value, and written in a clear and forcible style, enlivened by quiet humour, the temptation to quote is irresistible, but we have room for only one more extract:

"The small boy is in the epic stage. Slight gradations of conduct are not for him. The good characters are good and the bad characters bad. Rebellions, crusades and battles give the movement, glorious victories the floor.

A boy will read Marryat's novels without noticing the moralising, he will read Henty without remarking that much of it is as dull as his history text book, and the more complex elements in history, if placed before him are simply neglected. Therefore, whether we wish it or not, the idealistic stage will always precede the critical, and up to a certain point it is wise to assist nature. Elizabeth must be good Queen Bess before the boy learns that she could swear like a fish-wife, and lie like a horse-dealer. Wolsey must be the magnificent prelate and promoter of learning before he is displaced as having the soul of a flunkey.

We have quoted to but little purpose if we have not made our readers want to have the book in their own hands. We strongly recommend it to all teachers of history who want to make the subject at once interesting and "a real training-school for the mind."

A FABLE.

A class teacher whose pupils did not pass the term examinations to any great extent complained to the principal that under the examination system, education was reduced to cramming and lost all its breadth.

"Did you know," he asked, "that there is more gold in the water of the ocean than in all the world beside?"

"Yes," she said, she never owned up there was anything she did not know.

"Which do you think would be better to pay your board with," he asked, "all the water in the ocean or a five-dollar gold-piece?"

"A five-dollar gold-piece," she replied.

"Well," he said, "it is just the same with knowledge; it doesn't make any difference how much there is of it if you can't get at it."

This fable does not teach much of anything. Those that are smart enough to learn anything from it know it already.—Bardeen.

SUGGESTIONS FOR COMPOSITION.

The Three Sieves.

Little Kate cried to her mother one day that she had heard such a tale about Jane Brown and that she had not thought Jane could be so naughty, but that Jane had actually —

Her mother said that before Kate went on with her story, they had better see it if would pass through the three sieves.

Kate asked her mother what that meant.

Her mother said she would explain it, and asked Kate if she knew the story to be true. Kate replied that she thought it was, because a great friend of Jane's had told it to her.

Her mother then asked if she thought the story was *kind*, and Kate replied that she was afraid it was not very kind, because she would not like Jane to speak so of her.

Lastly, Kate's mother asked if there was any *need* to repeat the story, and Kate said that, of course, there was no need to mention it at all.

Then her mother said that in that case she had better put a bridle on her tongue and not speak of it, because it was better not to speak of her friends at all than to speak ill of them.

Write the story on the board, dictate it, or, best of all, distribute hectographed copies. Have the first paragraph written on the board at the pupils' dictation, in direct discourse, something like this:—

"O, Mother," cried little Kate one day, "I have heard such a tale about Jane Brown. I never thought Jane could be so naughty. But, do you know, Mother, she really —"

Let the pupils, in turn, express each paragraph orally, in direct speech. Encourage them to use different words of *saying*, in the connecting phrases, e. g., "*cried* Kate;" "*her mother went on*;" "*the little girl answered*." Some speeches may be written on the board, and punctuated by the class. If the children find it hard to grasp the difference between direct and indirect quotation, let two of the quicker ones take the parts of Kate and her mother, and read the story as a dialogue, the teacher supplying the connecting words.

For written work, the whole story, or parts of it, may be written out in direct speech. This gives excellent practice in punctuation, spacing,

and changing the tenses of verbs. It may be varied in many ways. Take a conversation from any story book, write it in indirect discourse and give it to the pupils to turn back again. Ask them to select bits of conversation from books they are reading at home, copy them exactly, to get correct spacing and punctuation, then write them from dictation. Turn reported sayings in the history lesson from indirect to direct speech, or *vice versa*. Encourage the use of direct discourse, where it is fitting, in all language work, and in written answers to questions in history or literature.

Indirect Description.

An interesting phase of composition work which may be taken up in the primary grades as well as in the grammar school, is indirect description. It may also be called "description by hints" or "description by giving the effect for the cause."

Thus, the teacher may ask the class to tell her that the wind is blowing without using the word wind. The result will be examples of effect for the cause. "Hear the windows rattling." "The dust is flying." "The shadows of the trees are waving on the ground."

Other thoughts which may be expressed indirectly are: The sun shines; It is summer; It is winter; It is spring; You are sleepy; It is Sunday; John is happy; The boy is in a jolly mood; He is charitable.

The "weather" is a particularly good topic for use in this work. It can be indicated by talking about the sky, the ground, or the air, or the effects of any of these upon plants, animals and people.—The Teacher.

The work suggested may be correlated with literature in a very interesting way by finding "indirect descriptions" especially in poetry, and showing what they denote. *e. g.*, "Now the sun has stretched out all the hills." "My breath to heav'n like vapour goes."

One of our new subscribers who has gone West writes: "I find the REVIEW very interesting. It seems to be a tie between the East and the West. The article on "The Diverting History of John Gilpin" in a recent issue, brought up many pleasant memories of a year at St. John High School."

GEOGRAPHY IN NEW BRUNSWICK SCHOOLS

[A paper read by Miss Anna L. Richardson at the Charlotte County Teachers' Institute at St. George, October 2, 1913].

From the derivation of the word Geography, we find it to mean a writing about the earth. Until recently it was viewed and taught as a subject of school study, with this definition as its ideal. The earth was studied for itself alone. Isolated facts were emphasized for themselves, not as vital parts of a living, organized whole; and so physical features, countries, cities and industries were located without any relation to each other. Modern educational thought has broadened this view. We now define Geography as the Study of the Earth as the Home of Man. Yet much of geography still proceeds upon lines of the old ideal, and relationship between the earth and man is wholly overlooked.

From its nature Geography is a conglomerate, not a simple science. It is made up of Astronomy, Botany, Geology, Meteorology, Mineralogy, History, (including civics), Mathematics and Physics. It touches upon all these subjects, not for the scientific knowledge of each as such, but because it depends upon and is related to each. For this reason we must be careful not to overload our geography teaching with the details of these sciences; but to correlate them sufficiently for a true understanding of our subject.

Geography is indeed one of the most important subjects upon the common school curriculum of to-day. It has both a practical and a cultural value, and should be taught that these two ends may be attained. To do this properly we must develop geographical reasoning, which is reasoning from effect to cause; and therefore our geographical data must be organized in a causal series. To illustrate what I mean by this:—A country has resources. These resources determine the occupations of the people. These occupations or industries have products which must be distributed; hence we have commerce; centres of commerce grow into large cities which are necessary to feed and clothe the people. All these, with the characteristics of the people, give rise to form and grades of social development, such as schools, religion, books, wages, standards of living, railroads, telegraph systems and government. Surely this is a sufficiently practical view to make Geography company with Arithmetic.

On its cultural side, it is necessary to that vague, but most desirable mental accomplishment we call general intelligence. One cannot read a newspaper intelligently without a very considerable knowledge of elementary geography, some knowledge of the nations of the world, their characteristics, customs and occupations and the races to which they belong; some knowledge of the earth's physical features, rain and heat belts, climate; enough of astronomical geography to explain in a slight degree the seasons, day and night, etc.—such knowledge must be part of the equipment of the intelligent mind.

To secure this knowledge for our pupils, we need maps, good text-books, supplementary material, a well-graded and definite course of instruction, and time to develop the work without "cram."

It was suggested that we should consider the work of Grades VI., VII. and VIII. But because I wish to enlist the interest of all grade teachers, I shall glance back to the work of Grade II.

GRADE II. Directions and Distances are the chief topics laid down for this year. While interest in these topics is slight at this age, these space relations are so fundamental that efforts must be made to arouse interest. Require the children to point out directions and estimate distances of known objects and places with reference to the school and home. To do this, accurate ideas of the units of length — the inch, the foot and the yard — must be developed. The cardinal points are fixed. How long does it take to walk a mile? Where will you be if you walk a mile north, south, east or west of the school-house? Walk from one street to another. How many steps do you take? Measure the length of step. What is the distance walked in inches? in feet? in yards?

I would have a map of the world in every school-room, even in the Primary School, and by using pictures of places develop the idea that the map is a picture of the World. If places are mentioned in lessons, show their place upon the map with reference to home at least. In Grade III. we talk map and draw plans of the school room, grounds and surroundings, neighborhood, and country. At the same time notice home resources, industries and nearby places in a simple way.

In Grade IV. the teaching will be more formal, and in the work of this year the globe, sand table, pictures and maps will be used to develop ideas of form studied. Excursions should also be taken to see any illustrations in the vicinity. After the idea is in the child's mind I would require a definition of each form to be learned that will do for all the higher grade work, and need only a review there. The following are the topics thus taken up: Form and Size of the Earth, World Ridges, Continents, Mountains, Volcanoes, Valleys, Plains, Rivers, River Systems, River Basins and Divides.

And now for the study of New Brunswick. I would have its study completed in Grade IV. and not laid down again to be taught in Grade V., as is now the case.

In Grade V. I think too little work is laid down in our New Brunswick Course, and too much for Grade VI. So I shall try to sketch what has been done in these years — in Grade V.: Latitude and Longitude, Cause of Day and Night are taught. Next the study of North America as a whole; then the Dominion of Canada, Nova Scotia and Prince Edward Island.

(To be Continued.)

Europe has tried various ways of keeping the peace. Popes, councils, ecclesiastical and lay, concerts, etc., but nothing has been found as a preventive of war but the absence of a desire to fight, and that must be reached through the hearts of men.— School World.

Keep close to duty — never mind the future— Be what you ought to be; the rest is God's affair.— Amiel's Journal.

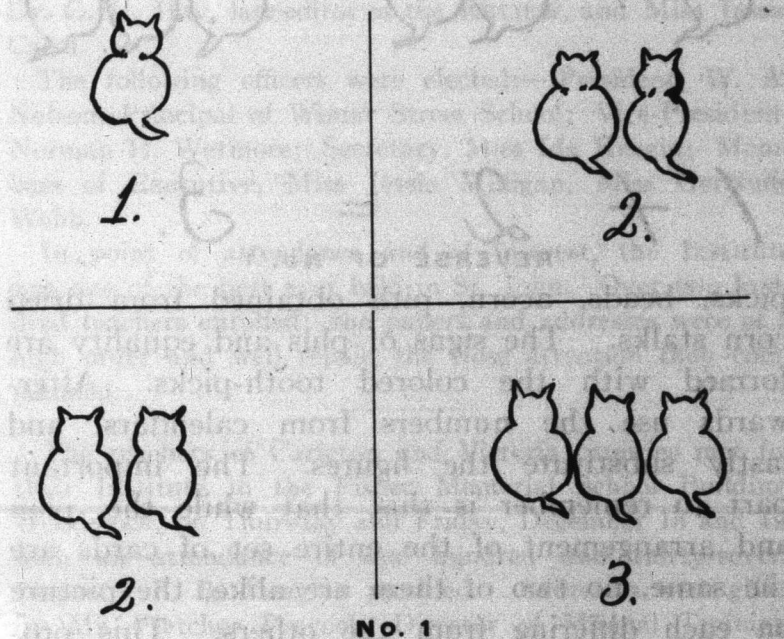
BUSY NUMBER WORK.

GERTRUDE COUGHLIN.

Make or have made an unlimited supply of number cards. The making of these cards will provide busy work for grades two and three. There are many reasons why these cards should be used:

1. Board work is hard upon the eyes.
2. It is difficult for a small child to keep the place.
3. When the child has the work beside her, she is much more apt to get the work in correct order, and right side up.

Manilla cardboard makes excellent cards. A good size is 3½ x 5 inches. One side of the cards is divided into four sections; in each section is placed a group of not more than five



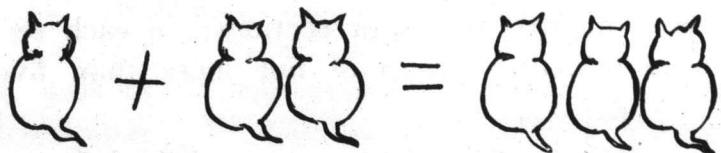
pictures, that is to say there may be two pictures in one section, in another three, in another five; not more than five until the child has mastered these five and learned the different combinations of them. It will take six or eight weeks to do this. The pictures should be the simplest outlines of common objects, apples, hats, chairs, etc. Our illustration shows cats.

When the cards have been distributed, have the groups copied from the cards. When the names of the figures have been learned, have the figure placed near the group that contains that number of pictures. In teaching the names of the figures I have used the figures from out-of-date calendars; the larger sized numbers are especially good. Paste the whole sheet on thick brown paper. Pupils of Grade II will enjoy cutting these up. From 1-10 reserve for Grade I

work. Grade II will use the others in building the multiplication tables, when each one has been given a set from 1-12, and the smaller numbers necessary.

Use the numbers with the number cards. Place the number on the group it numbers. When a pupil can place the number on the correct group, he will pick out the number from the board, and will soon learn to form when he is taught to trace the figure.

Illustration 2. On the reverse side of the card will be found picture combinations involving addition and equality. Proceed with the combination as with the numbers. Copy combination pictures first from these with pegs, tooth-



$$1 + 2 = 3.$$

REVERSE OF NO. 1

picks, beads, acorn, pith obtained from dried corn stalks. The signs of plus and equality are formed with the colored tooth-picks. Afterwards use the numbers from calendars, and lastly substitute the figures. The important part to remember is this, that while the plan and arrangement of the entire set of cards are the same, no two of them are alike, the picture on each differing from the others. This provides the necessary variety to allow of their frequent and continued use.

After the child has become familiar with making these groups and combinations introduce a "Jacky Horner Pie." Have each child bring an empty shoe box. Fill three quarters full with clean saw-dust. Any one of the boys will get it for you. In the sawdust place cards bearing a combination from which the answer has been purposely omitted. To guard against the saw-dust being spilled over the desk, have a child place a newspaper on each desk, but I think if you tell the children it will spoil the pie to spill the filling, they will be careful. The idea is to put in your thumb and pull out a plum. The plum is the card. It reads $3+2=$ they copy and supply the answer, 5. When they can supply these readily, next busy work will be from the board.

Now we are ready for new numbers. Introduce only one new group at a time. Conquer six before introducing seven and progress will be more rapid than if more than one were given. Teach six through number cards as the other numbers were taught. Combinations in subtraction, multiplication and division may be taught through these cards after addition has been mastered, but try teaching subtraction right through as you taught addition. My reason for doing this is to accustom the child to the term addition before he gets subtraction, and subtraction before he gets multiplication; there is less danger of his becoming muddled.

Following the pie idea, you may introduce a post-office. The cards are post-cards. Answer each card by completing the combination. Again, place cards on desk, number side down. Draw any one — copy on slate with answer and drop into box. At Christmas time have four or five done up in packages. These are presents. Open, copy, and get answers. Your imagination will furnish numberless schemes. These schemes may be used with profit in Grade II number work.

Another device I've used in Grade 2. When teaching a multiplication table, write a list of figures on the board. Have the children multiply each number by 9, or 5 or 7, depending on the table that has been taught. This works well, when the child has three or more tables to work from.

CALENDAR SONG.

Sixty seconds make a minute
 Something sure you can learn in it;
 Sixty minutes make an hour,
 Work with all your might and power.
 Twenty-four hours make a day,
 Time enough for work and play;
 Seven days a week will make
 You will learn if pains you take.

Fifty-two weeks make a year
 Now we have a new one here.
 Twelve long months a year will make,
 Say them now without mistake.
 Thirty days hath gay September
 April, June and cold November;
 All the rest have thirty-one;
 February stands alone.

TEACHERS' INSTITUTES.

The Teachers' Institute for St. John City and County held its opening session in the St. John High School on Thursday morning, December 18. The President, Inspector W. M. McLean, in his opening address touched on several important subjects that are much discussed at the present time, among them, technical training, the school as a social centre, the introduction of kindergartens, manual training, domestic science and nature study in the rural schools. He gave some practical suggestions for better teaching of history and civics, and especially pleaded for more interest in Canadian history, for a clear presentation of our system of government, beginning with the government of the district and going on to the government of the empire. Speaking of different new movements in education, particularly of the use of school buildings as social centres, he deprecated the placing of heavier burdens on the teachers. Practical teachers of experience, he said, should be consulted in regard to educational reforms.

Mr. M. D. Brown, Principal of Dufferin School, gave a practical and interesting talk on Writing. This address was full of valuable instruction and drew forth a good discussion, in which Principal Nelson, Mrs. Lawrence, Miss Doherty, and others took part.

On Thursday afternoon Dr. Carter, Chief Superintendent of Education, speaking of educational matters in New Brunswick, said that the position of the provinces as regards illiteracy was unfairly stated in the Dominion Government statistics. These figures give New Brunswick the highest percentage of illiterates, and Dr. Carter showed that while the figures were correct, the statement was misleading. "The key to the whole matter," said the Chief Superintendent, "is that while in New Brunswick children begin school at the age of six, in all the other provinces they enter at the age of five. So children under six in New Brunswick would be classified as illiterates." He stated that the percentage of children attending in Grade VIII of the New Brunswick schools was as great as in any of the other provinces.

Miss Jessie Milligan read a paper on Composition in the Primary Grades. She advised the telling of stories to children, and suggested that the children should study pictures and be taught to tell stories from them. Principal W. H. Parlee, in his paper on Advanced Composition, dwelt on the arrangement of sentences, punctuation and paragraphing. Miss Gertrude Webb followed with a paper on Arithmetic, in which she strongly advised that the pupils be made to explain orally every statement made in solving problems. This paper was discussed by W. J. S. Myles, Principal of the High School, and J. Frank Owens, Principal of St. Patrick's School.

Miss Tilley McClelland read an instructive paper on Drawing. She advocated a definite plan of drawing for each school, to take up about twenty minutes every day; drawing from common objects rather than from copies; and the hanging of good pictures in the school room. Dr. Carter commended Miss McClelland's paper, and urged the importance of acquiring a skill in drawing as a foundation for industrial work. Mr. M. D. Brown, Miss Barlow, and Mr. Dykeman took part in the discussion following this paper.

Mr. Fletcher Peacock, Director of Manual Training, spoke in his usual practical and effective way of the importance of a definite system in Manual Training in Primary Grades. Dr. H. S. Bridges, Superintendent of St. John Schools, discussed Mr. Peacock's address.

A very full and most interesting paper on Nature Work was then read by Mr. A. Gordon Leavitt, who developed his subject on many sides, showing its economic, intellectual and aesthetic interests, and supporting his contentions by quotations from many great writers. He showed that love of animals and plants is natural in the young, pleaded for close observation in field and wood, for learning the common names and uses of natural objects, and said that an unselfish love of Nature and recognition of the rights of all created beings should be the outcome of the study.

On Friday afternoon, Director Steeves gave a very full address on the teaching of Agriculture and its importance to the country. Principal S. A. Worrell read an interesting paper on Rewards and Punishments, which was favourably commented on by Dr. Bridges.

Resolutions of regret were passed upon the deaths of Dr. G. U. Hay, late editor of the REVIEW, and Miss Jessie Caird.

The following officers were elected:—President, W. A. Nelson, Principal of Winter Street School; Vice-President, Norman H. Wetmore; Secretary, Miss Ida Keagin; Members of Executive, Miss Jessie Milligan, Miss Gertrude Webb.

In point of attendance and of interest, the Institute was one of the best ever held in St. John. Over two hundred teachers enrolled; the papers and addresses were of a high order and well repaid the close attention they commanded.

The teachers of Carleton and Victoria counties met for their Institute in the Fisher Memorial School Building, Woodstock, on Thursday and Friday, December 18 and 19, with an attendance of one hundred and thirty-seven. Inspector F. B. Meagher presided. Addresses were given by Mr. Fletcher Peacock, Director of Manual Training, and Mr. R. P. Steeves, Director of Elementary Agricultural Education, on their respective subjects. The Trustees and Ratepayers' meeting was a most successful one, well attended and prolonged, with great interest in the subjects under consideration, namely: Agriculture in the Schools, The Government of School Districts, and Consolidated Schools and District Union.

A fine paper by Mr. F. C. Squires on the Educative Value of Mathematics and Latin, given in the advanced section, was most inspiring to teachers of these subjects. In the intermediate section Geography, Civics, and Plant Study were taken up. In the Primary division lessons were given in Arithmetic by Miss Mabel Lister, and in Reading by Miss Clara Carson, and a good paper on Primary Difficulties was read by Miss Greta Gaskin. The lively, informal questioning and discussion drawn forth by these lessons showed that they were appreciated as useful and interesting.

On Thursday evening a pleasant informal reception was held by the teachers in the Assembly Hall.

On Friday morning a very valuable paper on the Teaching of Literature was read by Miss Gaynell S. Long.

This paper has been recommended to the REVIEW for publication. It was followed by a discussion opened by Miss Eleanor Robinson, Editor of the REVIEW, and followed up by Nelson W. Brown and Mr. H. H. Hagerman of the Normal School, and others. Mr. Hagerman's illustrated talk on Drawing was full of instruction and entertainment.

After a discussion on Care and Decoration of School Buildings and Premises in the afternoon, Miss Juliet Jordan read a paper on the Connection between Home and School from the Teacher's Standpoint. The Mother's Standpoint was to have been treated by Mrs. Ena L. Brittain, who was unfortunately unable to be present.

The next session of the Institute will be held in Woodstock in December. The officers elected were: President, Mr. F. C. Squires; Vice-President, Miss Bessie Fraser, Secretary, Mr. F. C. Alexander; Additional members of executive, Miss Helena Mulherrin, Mr. Hanson.

The Institute was considered a very successful one. The glorious weather and the pleasant surroundings in the beautiful rooms of the Fisher Memorial Building contributed no little to the good spirits of those in attendance.

Through the courtesy of the Carleton Sentinel, the members were supplied with prettily printed booklets, showing on one cover the old Grammar School building, in which the first Carleton County Teachers' Institute met in 1878, on the other the present fine building, and containing the programme of the Institute held thirty-five years ago, together with that of the meeting of 1913.

The Teachers' Normal Institute for the six eastern counties of Nova Scotia met at Port Hawkesbury, Inverness County, December 15 to 18. Inspectors MacDonald, Phelan, MacNeil, and McKinnon had the work well organized, and model lessons were taught to common school grades each day. Afternoon sessions were devoted to discussions and the answering of questions. The "Question Box" was well patronized.

About two hundred and eighty teachers attended. The Institute was a success in every particular.

Messrs. Connolly, Benoit and DeWolfe, of the Normal College staff, were present, and took an active part in the work.

At a public meeting on Wednesday evening addresses were given by Dr. A. H. MacKay, Superintendent of Education, L. A. DeWolfe, Director of Rural Science Schools, and by citizens of Hawkesbury and vicinity.

This Institute has discarded the custom of reading long papers on educational topics. The officers believe more good comes from seeing good lessons skilfully taught, and from discussion of the methods illustrated. Observation of such methods convince one that it has much in its favour.

It is necessary to have a corner of the mind always open and free, to leave a place there for the opinions on one's friends and to entertain them as they pass by. It becomes really intolerable to talk to men in whose brains the divisions are filled up and into which nothing from without can enter.—M. Joubert.

SOME GAMES FOR RECESS.

Shadow Tag.

This is a good game for little children on a cold sunny day, when the shadows are distinct.

The player who is It tries to step or jump on to the shadow of some other player. When he succeeds, he calls the name of the owner of the shadow, who then becomes It. The players must keep out in the open, so that their shadows are fairly on the ground, and each one must stand still the instant his name is called.

Trades.

The players are divided into two equal bands. One band decides upon some particular trade or occupation, then advance towards the others, saying:

"Here are some men from Botany Bay.
Got any work to give us today?"

The second party says, "What can you do?" the first answers "Anything." The second says, "Set to work then!" whereupon they go through the motions of the chosen trade, such as planing, hammering, sawing, for a carpenter; cutting and sewing for a dressmaker, and so on. If the second party guess correctly what trade is represented, they take their turn. If they fail, the first band has a second trial.

Blackboard Relay

[This is a good device for enlivening a dull hour in school. It may be adopted for use in spelling, composition, arithmetic, or almost any subject, and for any children old enough to write on the board.]

The class is seated with an even number of pupils in each row. A crayon is given to the player at the back of each row, all of whom at a given signal run to the board and write a word suitable for the beginning of a sentence. After writing, the player returns quickly to his seat, handing his crayon, as he goes, to the player in front of him. This second player at once runs forward, and writes a suitable word after the first. In this way each player adds to the sentence being written by his own row, the last player being required to write a word that will complete the sentence, and to add punctuation marks.

In the game adapted to sentence building, as this is, points should be scored for speed, spelling, writing and grammar; twenty-five for each. The first row finished scores twenty-five for speed, and the others in proportion.

This is an admirable device for testing in reviews of history, geography or arithmetic.—From *Games for School and Home*. Macmillan & Co.

THE SUMMER RURAL SCIENCE SCHOOL FOR NEW BRUNSWICK.

R. P. STEEVES.

The decision has been arrived at to establish at Woodstock a New Brunswick Summer Rural Science School for teachers. The managing committee has been appointed by the Agriculture and Education Departments acting conjointly. The Fisher Vocational School will be the home of the first sessions.

The full course will cover two summer sessions of four weeks each, with an interim winter reading and experimental course. The first session will open on the second Wednesday of July next. Only a limited number of applicants — not more than ninety — can be accepted.

The course will include instruction in (1) Nature Study and school gardening; (2) Botany and birds; (3) farm animals; (4) rural household science; (5) farm carpentry; (6) plant and soil chemistry and physics. Weather, insects, farm book-keeping, and other subjects related to the foregoing, will be arranged in accordance with convenience, to form in all six groups or departments.

Since it is desirable to extend throughout the Province the influence of trained work in agriculture, the number of applicants to be accepted from each county will be determined on the basis of population and the number of schools in operation there. Should the number of applications from any county on a certain date, probably the fifteenth day of May, be below the number allotted to it, applications may be accepted from other counties having the full quota assigned them.

Teachers who attend this Summer School and who satisfactorily pass the sessional examinations, will have their transportation charges (not including sleepers, meals and baggage transfers) allowed them. These will be paid at Woodstock at the close of the session. They will also receive at the end of the first term during which they give in their schools satisfactory instruction in Agriculture with School Gardening, a further sum of twenty dollars. This is to aid in paying expenses while in Woodstock.

Both trustees and teachers of schools in which Agricultural Instruction with School Gardening is given, shall receive the statutory grants

provided for in the "Schools Act" and in accordance with the regulations thereunder.

The need for trained men and women along practical lines of education is coming into prominence in this Province. Positions are calling for capable teachers with special training and qualifications. It is hoped that our young men especially will seize upon this opportunity to obtain the power to aid in developing the resources of their country and at the same time increase their earning capacity.

A calendar with instructions as to the various features of the course, the syllabus of studies, requirements of applicants, and other matters connected with the school is being prepared, and will be ready for distribution in a few weeks. It may then be had on application to the Director of Elementary Agricultural Education, Susses, N. B.

We all know that King John did not sign Magna Charta, but instead caused his seal to be attached to it, and ever since his time the affixing of the great seal has been the necessary formality for the execution of certain Government functions. It is therefore necessary that this seal and its guardian, the Lord Chancellor, should always remain in the country, and it is said that Cardinal Wolsey was until this year the only Lord Chancellor who has gone abroad during his tenure of the office. It will also be remembered, and it serves as an illustration of the importance of the instrument, that when James II of England fled the country on the approach to Westminster of William of Orange, he thought to disarrange public affairs for his rival by dropping the great seal into the Thames. That act did not hinder the change of dynasty which we call "the Revolution," any more than the other legal formalities ignored in the winter of 1688-9, and now that Lord Haldane has paid a semi-public visit to the United States of America the seal was put, during his absence, "into commission," i. e., into the custody of three statesmen who used it whenever required until Lord Haldane returned.—*School World*.

The best thing education can do is to make moral character efficient through mental discipline.—L. B. Briggs.

PRIMARY POETRY.

Is the Moon Tired?

Is the moon tired? She looks so pale
 Within her misty veil;
 She scales the sky from East to West,
 And takes no rest.

Before the coming of the night
 The moon shows papery white;
 Before the dawning of the day
 She fades away.

—Christina Rossetti.

The Moon.

Lady Moon, Lady Moon, where are you roving?
Over the sea.

Lady Moon, Lady Moon, whom are you loving?
All that love me.

Are you not tired with rolling, and never
 Resting to sleep?
 Why look so pale, and so sad, as for ever
 Wishing to weep?

Ask me not this, little child, if you love me!
You are too bold;
I must obey my dear Father above me,
And do as I'm told.

Lady Moon, Lady Moon, where are you roving?
Over the sea.

Lady Moon, Lady Moon, whom are you loving?
All that love me.

—Lord Houghton.

Before reading the poems to the children have a little talk with them about the moon. Encourage them to tell where and when they have seen it and what it looked like.

These poems are both suited for concert recitation. Try to get the children to speak distinctly, but softly. They are very apt to shout, strain their voices, and produce a harsh unpleasant sound. Be sure that they do not get a false start with the metre, especially in the phrase "Lady Moon, Lady Moon." "If left to themselves, they will stress the first syllable, "La," and slur the others. Tell them to *call* Lady Moon, very gently, twice over. Let them practice the phrases "Never resting to sleep," "forever wishing to weep" before they say the whole verse. In the second poem one child may take the part of the moon, and speak the italicised lines, or the class may be divided into two

divisions, one to question, and one to answer. Be careful not to let the poetry lesson run into a lesson on astronomy, or into a sermon. The aims should be. (1.) To let the children learn the words and feel the beauty of them. (2.) To let them see the pictures that the poems show us, and compare with the way they themselves see the moon. Above all, get them to say the lines as gently and sweetly as they possibly can. Read the first poem through twice. Who has seen the moon look like this? What is the misty veil? What does "scales" mean? Did you ever hear of "scaling ladders?" When does the moon show "papery white?" Why? What colour is she at night? When and why does she fade away? Did you ever see a lamp or a candle lighted in the day time? How does it look?

After Miss Rossetti's poem is learned, take up the second one.

In this poem the child asks the Moon herself if she is tired. Read it through twice. What do both these poems say about the moon? That she never rests, and that she is pale. Here is another verse that says,

"The moving moon went up the sky, But nowhere did abide." What does "abide" mean? Whom does the moon obey? What work does God give her to do? Say after me. "God made two great lights; the greater light to rule the day, and the lesser light to rule the night." Does the moon always look pale and sad? Some people do not think so. Listen to this.

"The moon doth with delight look round her when the heavens are bare," and

"The moon, like a flower
 In heaven's high bower
 With silent delight
 Sits and smiles on the night."

Learn these verses too, and when next you look at the moon, I wonder which verse will come into your mind.

"Much of the good work in the world has been that of dull men who have done their best. Moderate intelligence with devotion behind it, and with constant exercises in the right direction has produced some of the most valuable among men and women"—L. B. Briggs.

CURRENT EVENTS.

The British cruiser Tiger, recently launched in Scotland, is the swiftest vessel afloat.

A company has been formed in Quebec to promote winter navigation on the lower St. Lawrence. It is said that the ice is always moving, and offers open passages to allow small steamers to pass.

A new railway across Canada is proposed. It is part of the line called the All-Red route, which is to circle the earth in the British Empire. The proposed railway is to run from near St. Charles, on the Atlantic coast, to Dean's Channel, on the Pacific, keeping farther north than the other transcontinental lines.

The calosoma, a large and handsome beetle which has been introduced in New Brunswick and in some parts of New England to prey upon the brown-tail moth and other hurtful insects, is said to be rapidly increasing in Massachusetts, where it will help to check the ravages of the brown-tail and gypsy moths.

The great barrage of the Euphrates, the first part of the irrigation works planned by Sir William Willcocks to restore the fertility of Mesopotamia, was completed and ready for use on the twelfth of December. When the whole work is finished, it is expected to treble the wheat crop of the region.

At a meeting of the North American Fish and Game Association recently held in Ottawa, a resolution was adopted looking to a treaty between Great Britain and the United States for the protection of migratory birds now threatened with extinction.

The death of the Emperor Menelik of Abyssinia is again reported, and this time, probably, it is true, for the announcement is official.

Otto, the mad king of Bavaria, has been deposed, and is succeeded by the Regent Ludwig. The new King's wife is a direct descendant of Mary Queen of Scots; and therefore, according to the Jacobites, to whom the right of succession was independent of the will of parliament, would be the rightful ruler of the British Empire by inheritance. If this is amusing, there is something still more so in the Jacobite doctrine when carried a little farther. It has been seriously said that her son, Prince Rupert of Bavaria, is the lawful King of America; for when King James abdicated the throne of Britain, if he did really give up his claim, he did not give up the throne of America, which, if you please, was an entirely separate kingdom. America, in this case, of course means Virginia, and Prince Rupert himself probably never thought of such a claim.

A rebellion has broken out in Ecuador, and the rebels have captured an important town.

A Spanish ship on the east coast and a Japanese ship on the west coast have been added to the foreign fleets in Mexican waters. All the north part of Mexico is now held by the rebels under Carranza and Nilla, and there are two separate centres of disturbance in the south; yet it is claimed by Huerta that his government is gaining strength every day.

The annexation of Crete to Greece took place on the

fourteenth of December, King Constantine himself hoisting the Greek flag over the fortress of Canea. For many years the Cretans have tried to break away from Turkish rule and join the Kingdom of Greece, but until now the Great Powers of Europe have forbidden it.

A detachment of the Royal Northwest Mounted Police has left Dawson for Herschel Island, in the Arctic Ocean, to gather information about the Stefansson expedition. The largest vessel, the Karluk, was fast in the ice when the leader and six other men left her to go on a hunting cruise. A heavy storm arose, and the ship was driven out to sea. Stefansson and his companions on shore are quite safe, and it is hoped that the twenty-five men on the ship are in no great danger.

A French aviator has completed a journey from Paris to Cairo. The most difficult part of his journey was over the Taurus Mountains, where he had to fly at a height of nearly sixteen thousand feet.

The great cableway which is to be built across the mountains that separate Kashmir from the Punjab will be about seventy-five miles in length. The plan of constructing an ordinary railway into Kashmir has been pronounced impracticable because of the loose nature of the soil in the mountain regions, which causes many slides and the falling of huge boulders with every heavy rain. The cables will be upheld by iron towers of lattice work, some of which will be a hundred feet high. It is expected that goods can be carried over the whole distance in fifteen hours; whereas at the present time, by bullock cart, under the most favourable conditions of weather, it requires fifteen days. The longest cableway now in use is one of twenty-two miles, in Argentina.

It is ten years since the first flight of an aeroplane was announced amongst current events. Perhaps nothing better marks the progress made in the improvement of these wonderful machines than the late announcement of the building of one in Russia that is fitted for passenger service by night, and offers sleeping rooms for passengers.

At all railway stations in Russia, books are kept in which passengers are invited to enter any complaints they may wish to make.

Under a new Anglo-Turkish treaty, it is said, Great Britain will obtain a concession of all the oil fields in Arabia and Syria. With the development of the oil-burning engine, and the possibility that oil will soon take the place of coal in the generation of power at sea, the possession of the large oil fields of the world becomes a matter of the greatest importance. There is a revival of the rumour that a British company will get control of the oil supply of Colombia; and there are some who profess to believe that the question of whether a British company or an American company shall have control of the oil wells of Mexico is the real issue in the present civil war in that country.

The government of Holland is seriously taking up the project of draining the Zuyder Zee. Six hundred years ago this little inland sea did not exist. A series of storms in the thirteenth century drove in the waters of the German Ocean upon the shifting sand dunes and low-lying fields around the mouth of the Yssel; and the small lake

which had long existed there widened, and went on increasing, until village after village and town after town was washed away. Now, if the plans of the government are carried out, the submerged fields will again be cultivated land, and the lost towns will be rebuilt. Reclaiming land from the encroachment of the sea is a work that is always going on in Holland. It is calculated that the area thus added to the country since 1830 is no less than four thousand square miles.

It has been generally thought by naturalists that the passenger pigeon is extinct. Now there is reason to believe that after years of seeking a nesting place has at last been found. If so, the best means must be devised of protecting and rearing the young; for farmers would find the wild pigeons valuable as destroyers of insect pests.

SCHOOL AND COLLEGE.

The Albert School of Carleton, St. John, was recently presented with a Union Jack by Mr. G. S. Mayes

The Mount Allison Rhodes Scholarship for 1914 has fallen to Mr. W. H. Irving of the class of 1912. Mr. Irving won four Scholarships while at Mount Allison, and took first class honors in English and Philosophy. Since his graduation he has taught Mathematics, with marked success, in the Moncton High School. The REVIEW congratulates Mr. Irving on his election and Mount Allison on its candidates.

The Rev. A. W. Teed, for many years Rector of Richmond, N. B., has been appointed Bursar of King's College, Windsor, N. S.

The Woman's Canadian Club of St. John has prepared a programme of interesting and instructive lectures, illustrated by slides, to be given free during the winter, in the Assembly Hall of the High School, and the lecture hall of the King Edward School.

Following the example of large cities in other countries, Montreal is to have a course of training for teachers in play-grounds, summer schools, settlements and clubs. The McGill University School of Physical Education, in co-operation with the Montreal Parks and Play-grounds Association, offers a course, leading to a certificate, to fit for such work. The course, open to men and women, begins on January 8, 1913, and includes among other subjects, instruction in Psychology, the practical conduct of play-grounds, games and athletics. The fee for the full course of fifteen weeks is \$12.00, and parts of the course may be taken for an almost nominal fee. Particulars may be had from the Physical Director, Royal Victoria College.

The Alberta Schools of Agriculture are planning to provide special training for boys from the Mother Country who want to farm in Canada, but have no knowledge of farming or of Canadian conditions. The boys will take regular courses during the winter, and in summer will be instructed in principles of agriculture and in the work done on the demonstration farms.

Miss Foote of Calgary, a teacher of seventeen years experience, and a member of the Calgary School Board, has been nominated as chairman of the Board, and her election is considered probable. She is the first woman ever elected to public office in Calgary.

Fredericton, N. B., teachers have presented to their School Board a very strong memorial, signed by many representative citizens, asking for a considerable increase in their salaries, to date from the beginning of the present year. The memorial was presented by Dr. Berton C. Foster. After deliberation the Board decided to refer the matter to a committee and to call a meeting during January at which recommendations should be made.

At the Christmas Entertainment given by the Lunenburg Academy students the sum of \$91.50 was netted for the Academy Library. The large Assembly Hall was filled, and over one hundred people had to be turned away for lack of even standing room.

Miss Faye Elderkin, of Port Greville, who has been teacher of Household Science in the schools of Lunenburg and Bridgewater, is leaving to take the post of assistant teacher in the Household Science School at Sydney. Miss Elderkin is being succeeded in Lunenburg by Miss Eleanor Sugatt, a graduate of the Truro School of Household Science.

The Amherst, N. S., News and Sentinel, a paper that is worthy of imitation in its wide interest in Educational matters, argues strongly in favour of free text books. Among the arguments which it quotes is that in Massachusetts one unforeseen result of the adoption of the free text book system was an immediate increase of ten per cent in High School attendance.

At the annual meeting of the School for the Blind in Halifax, the Superintendent, Dr. Fraser, showed the need of more money to keep the work of the institution up to the standard. There were on December 1st, 1913, 148 blind pupils under instruction, of whom thirty are from New Brunswick, four from Prince Edward Island, sixteen from Newfoundland and the rest from Nova Scotia. The splendid work done by this school should ensure all the support that is needed. At present there is a deficit of over five thousand dollars.

Professor Sexton, principal of the Nova Scotia Technical College, has introduced moving pictures, industrial and educational, into the College course. These will be shown throughout the term on Monday and Tuesday of each week. Professor Sexton is to be congratulated upon his enterprise in using moving pictures as a means of instruction. Their educational value is being widely recognized. The Separate School Board of Hamilton, Ont. are acquiring a set of motion pictures for use in Geography classes, and if this venture proves successful, they propose to use them in teaching other subjects.

At the December meeting of the Board of School Trustees of St. John, delegates from different societies appeared to urge forward movements in the city schools. The Women's Canadian Club appealed for music in the schools and Superintendent Bridges was empowered to make arrangements for regular musical instruction. The Daughters of the Empire and the Free Kindergarten Association united to ask the Board to establish Kindergartens as part of the city school system. The Board was recorded as being in sympathy with the Kindergarten idea, but made no pledges as to action. The Playgrounds Association asked for the use of the High School Assembly Hall on two evenings in the week for the use of working girls. This matter was left with the Superintendent.

The Scholarship of \$25.00 donated to the student of the New Brunswick Normal School making the highest average in the Christmas examinations, by Mr. Weldon B. Shaw of Victoria, B. C. was won by Miss Etha Mills, of Harrisville, Westmorland County.

Miss Freda Brown, who has been teaching at Lord's Cove, Charlotte County, N. B., has resigned, and her place will be taken by Miss Bessie Mallock.

Miss Margaret McLaughlin, teacher at Lambert's Cove, Charlotte County, who left that post at the end of the year, received several handsome gifts from her pupils and friends, showing the regard in which she was held.

Many old Pictou and Dalhousie graduates will be shocked to hear of the tragic death of Charles Budd Robinson, Jr., of the Bureau of Science, Manila, who was killed early in December by the natives of Amboyna Island in the Malay Archipelago. No further particulars of the sad event have yet been received. Dr. Robinson was a native of Pictou, N. S., and graduated from Dalhousie in 1891. After teaching in Kentville and in Pictou Academy until 1897, he spent two years at Cambridge University in the study of botany. He then held the post of Science and Mathematics Master in Pictou Academy for four years. In 1903 he went to New York, and was appointed Curator of the Bronx Park Museum. He took his Ph. D. degree at Columbia University in 1906. In 1908 he went to Manila to work in the botanical department of the Bureau of Science. He was at home in 1911-12, but returned to his work in the Philippines, and on June 17th, 1913, went to make a thorough botanical exploration of the Island of Amboyna. He was forty-one years of age and unmarried.

The Committee on text books for use in New Brunswick Schools met in Fredericton on December 29th. A tentative literature course for High Schools was approved by the Committee and will be submitted to the Board of Education. A committee composed of Mr. R. P. Steeves, Director of Elementary Agricultural Education, and Mr. H. H. Hagerman, of the Provincial Normal School, was appointed to plan and suggest a new science course for grades I-VIII, which shall harmonize with the work in Elementary Agriculture.

The half-yearly Conference of the Chief Superintendent of Education for New Brunswick with the School Inspectors, the Principal of the Normal School, and the Directors of Vocational Education was held in Fredericton on December 30th.

The Executive of the Educational Institute meeting at Fredericton on Tuesday evening, December 30th, was unanimously decided in favour of holding an interprovincial Educational Institute in Halifax on Wednesday, Thursday and Friday, August 26-28, 1914. Mr. G. A. Inch of Fredericton was elected secretary.

The lady teachers of the St. Stephen Schools have received an increase of \$50 in their salaries.

Miss Florence G. Robertson is leaving St. Stephen, N. B., to take work in the Moncton schools. Miss Gertrude Coughlin is to succeed Miss Robertson as assistant to Mr. F. O. Sullivan, and Miss Kathleen M. Simpson of Oak Bay has been appointed to take charge of the school at the Cove, St. Stephen, lately taught by Miss Coughlin.

RECENT BOOKS.

A most attractive reading book for beginners in German is *Gruss aus Deutschland*, written by C. H. Holywarth, Ph.D., Instructor in German at Smith College, for the use of his students, after a vain search for one already in existence to meet his requirements.

Based upon a vocabulary of about 1,000 words of constant use in daily life, the text of this reader is intended to familiarize the beginner with a useful vocabulary, and at the same time to introduce him to German life and customs. It is an interesting description, written in the form of letters, of an American boy's life in Germany during a period of three years.

There is a full vocabulary, good and not too full of notes, and a set of questions and exercises based on the text. The many clear and well chosen illustrations add a great deal to the interest and attractiveness of the book. [190 pages, 90 cents. D. C. Heath & Co., Boston.]

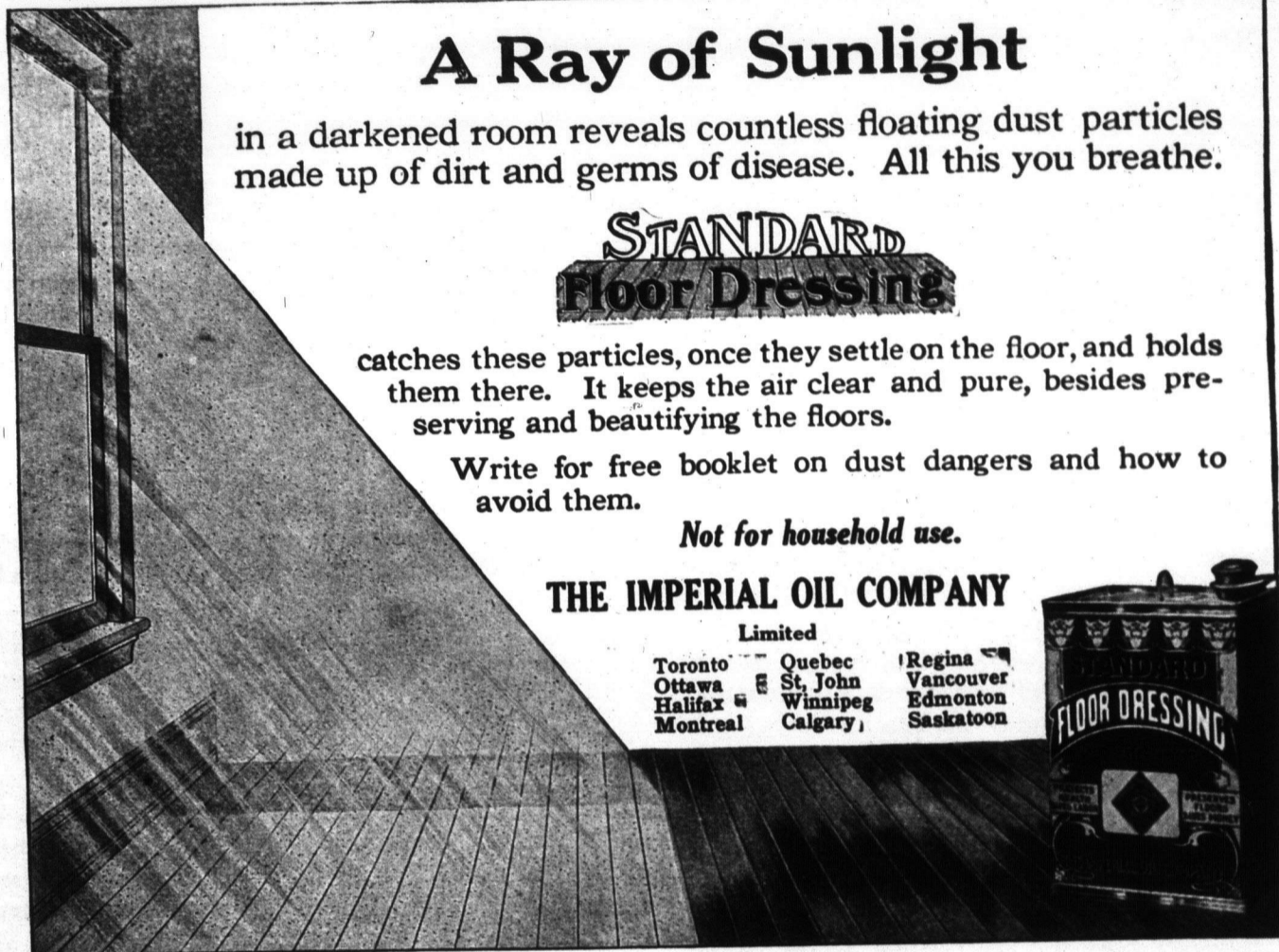
Another of Heath's Modern Language Series recently issued is a somewhat abridged edition of *Das Skelett im Hause*, by Frederick Spielhager. This is a bright, amusing little story, interesting from the very first. It has notes and vocabulary. [217 pages, 45 cents. D. C. Heath & Co., Boston.]

A set of the *Piers Plowman Histories*, Junior Books IV. to VII., would wonderfully enlighten and enliven the path of the teacher of English History in the common schools. Book VI., which deals with "The Nation and Government from Earliest Times to 1485," is as interesting as any story, and interesting, not by dint of omitting dry facts, but by bringing them out of the realm of abstract statement. For instance, the accounts of how Domesday Book was made and how the Great Charter was sealed (not signed!), and how Parliamentary Government began, are so vivid and concrete that even the dull child will feel that they mean something. The illustrations are by no means the least valuable part of the volume. [296 pages, 2s. George Philip & Son, London.]

An Introduction to World History by M. W. Keatinge and N. L. Frazer, can be recommended to our teachers who are using Myers' or Swinton's histories, as a supplementary hand book, on much the same lines as Myers'. The extracts for illustration from the original documents will be useful, as will also the list of references at the end. [280 pages, 2s. Adam & Charles Black, London.]

Selected Readings in English History, by Harriet E. Tuell and Roy W. Hatch, is a collection of illustrative readings, ranging from Tacitus to the present Prime Minister of England. The basis of selection is said to have been "sound historical content, combined with good literary workmanship, and an appeal to youthful imaginations." The selections are not confined to original documents or contemporary writers, but draw also upon modern literature, for instance, Tennyson's "Becket." They seem to be excellently chosen, especially from the point of interest. A very good book for school libraries, or for the teacher's desk. [515 pages, \$1.40. Ginn & Co., Boston.]

From the University Tutorial Press comes a school edition of Caesar's Gallic War, Book VI., edited by L. M. Penn, M.A. It has a full introduction, vocabulary and



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notes, and all the editorial matter deals with the book more as history and literature than as a grammatical exercise. [62 pages, 1s. 6d. University Tutorial Press.]

Pictures of Famous Travel, by H. Clive Barnard, M.A., B.Litt., covers in outline the history of geographical discovery from the days of the sailors from Tyre and Sidon down to Shackleton and Amundsen. We chanced to open it at the picture of "The First Ship to Circumnavigate the World," taken from a collection of voyages, dated 1602. The ship was called the "Victoria," and the Latin verses written above say, "Well am I named the Victory; sails are my wings, glory is my reward, and my battle is with the sea." The book has fifty-eight illustrations, thirty-two of them coloured, taken from various sources. It is well adapted to supplement the work and increase the interest in both history and geography classes. [A. & C. Black, London. 64 pages, 1s. 6d.]

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