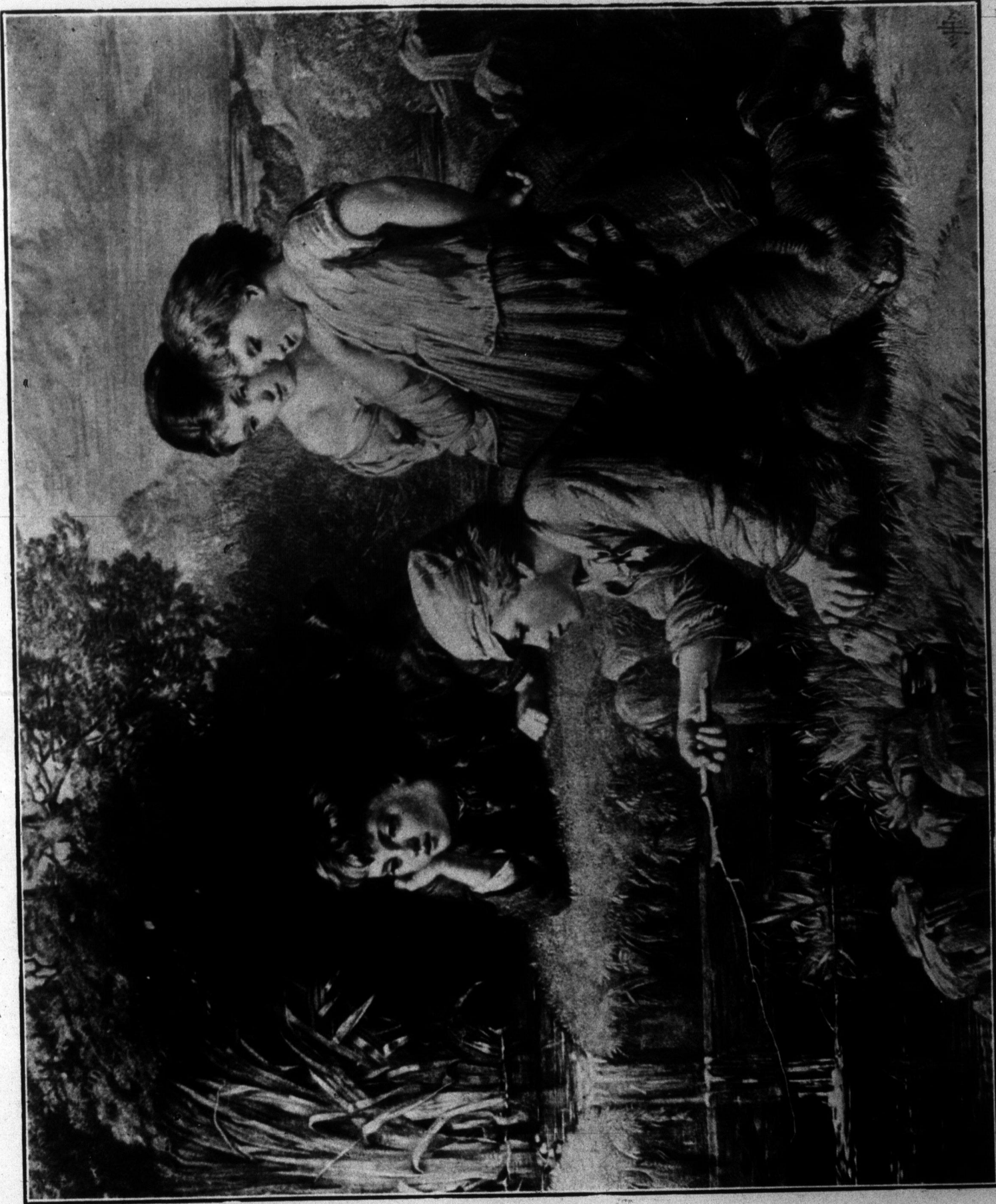


PAGES

MISSING



" GREAT EXPECTATIONS "

—From a Painting by H. Le Jeune



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.

Do not wait for Arbor Day to clean up and beautify your school grounds. That is always in order. Remember you can transplant a small tree or shrub at any time, provided you take as much earth with it and disturb the roots as little as possible. In this way, also, a little fernery of native ferns may be made in one corner of the school grounds, but it must have protection. Our most beautiful ferns need shade. In what better way can you and your pupils spend some of the leisure hours of late summer and autumn than in making some beauty spots round the schools?

Why don't you encourage your pupils to publish monthly or quarterly a small school paper this year. If they cannot have it printed or type-written let the articles be written out neatly by the "editors." Encourage the pupils to write short stories and sketches and make illustrations for them. If such a paper were only used to illustrate the best composition or drawing work of the scholars it would pay to have it written out and passed round from family to family, afterwards to form a part of the school records. Perhaps some enterprising dealer in the community would advertise in its pages.

There is a need in many places of better school-houses, better equipment and increased pay for teachers. A ratepayer may say "What was good enough for my parents is good enough for me." Twenty-five or fifty years ago that may have had some weight but today it has none. The village or community has come to see that one great element of prosperity and the one that appeals most to those who would make new homes for themselves is a comfortable well furnished schoolhouse. With this of course goes a good teacher, in receipt of a living salary which shall provide for professional advancement, increased cost of living, and some resources for a rainy day.

Nearly four hundred new subscribers will read the REVIEW this month who did not read it last year. The most of these are young teachers and it is hoped that they will find it as useful in their work as do those who have been helped by it in the years past. Its articles on nature-study, especially those now being prepared for it by Mr. DeWolfe; its Supplement pictures for school decoration, story-telling and composition; its primary department, current events, official notices from the Education Office, and other suggestive features will continue to make it a welcome visitor to schools. The REVIEW's Question Box will



always be open to help solve teachers' difficulties, but please do not send mathematical puzzles which a little patient perseverance or a friend may help you to unravel.

The subject of our Supplement picture this month will appeal to every boy who has gone afishing in streams near his home. He may have caught only small fry but he always cherished the delicious hope that some big fish would be safely landed, making him a hero in the eyes of his small brothers and sisters.

Let us hope that the boy who catches little fishes will not leave them to perish miserably on the bank in the hot sun but will rather keep them in a nearby pool or in a little pail of water. When the time comes to leave his sport he will put the small fish back in the brook and go home, feeling that he has caused no needless suffering, and that he has done his part towards restocking the brook with fish. It may even be of some interest to him to let his imagination play something like this,—that he has given young members of the finny tribe their first introduction to human society, and that the introduction, though somewhat painful, has not been an altogether unpleasant one.

Some would do away with this study and that study in our schools in order to shorten the course so that the boys and girls can get through quickly and get to work. That is all right if the sole purpose of an education is to make money or make a living, which it is not.

The REVIEW hopes that its readers are having a pleasant vacation, and that they will return to their schools refreshed and invigorated for the year's work.

The Rural Science School, Truro, which closes on the 12th August, has been very successfully conducted this year, and has had a large attendance.

Finally, with the Great Teacher, let us take as our one idea—"I came not to be ministered unto, but to minister."—A. S. H.

A teacher in the largest sense of the word is one who undertakes to make things better.—Anon.

Count your influence upon the child largely by your standing in the estimation of the parent.—Anon.

The Value of the Local Institute.

During the next few months hundreds of teachers will gather at institutes, and for two or three days their schools will be closed. It rests with the leaders of these gatherings to make them profitable to the young teachers especially who come to them seeking help and inspiration.

Here is the opportunity for the experienced teacher to give counsel and assistance to the one who may have been but a short time in the work. The latter will, perhaps, have many problems on the difficulties she has encountered in the management of her school, but she is too diffident to state them before the institute. Hence the plan adopted at many institutes of having a question box is a good one, with answers to be given at some stated time before the close.

Illustrative lessons to classes are useful, if given by teachers who have made a signal success of certain phases of work, such as nature-study, or the development of some topic of language, arithmetic or geography. It is a mistake to have the class stand with their backs to the audience, or to be perched upon a platform, from which their answers are unintelligible. They should be placed along the side of a room, the teacher standing beside a movable blackboard, and slightly in front of the class—both in easy view and hearing of the audience.

Much valuable time may be lost at institutes by those who speak, but do not say anything. For instance, one may be called upon to read a paper or join in a discussion. He may inform his audience that he knows very little about the subject, or that he has not had time to devote to it, or offer some equally trivial excuse that had better be left unsaid. This is a waste of time; moreover, it places a speaker in a poor light, for an assembly of teachers, all more or less critical, will soon find out whether he has anything to say or is merely talking against time.

One who has very little time to prepare an address or paper, or who has had few opportunities to speak in public, should outline clearly a few conspicuous points of the subject and throw it open for discussion. Often such brief papers, followed by discussions, intelligently and skilfully conducted, are the most profitable feature of an institute. To be profitable, however, every teacher should make it a point to attend the local institute, to study the subjects on its programme in the light of her own ex-

perience so as to discuss them intelligently if required, and to carry away from the gathering something that will give an uplift and stimulus to her work. This is only just, as the time taken by teachers to attend an institute is not their own.

Marking Historic Sites.

The Historical Societies of Nova Scotia and New Brunswick appear to be alive to the importance of marking the many important sites which indicate points of discovery, foundations of settlements, forts, birthplaces of noted men, etc. Halifax and St. John and perhaps a few other cities in the two provinces have already commemorated by memorials and tablets some early events of their history. The Historical Society of Nova Scotia has recently placed tablets of aluminum in Halifax on the residence marking the birthplace of Joseph Howe, and on the spot where General Wolfe made his headquarters while preparing to take Louisburg and Quebec. Other historic places will be marked in the same way.

The New Brunswick Historical Society will, this month, erect a memorial on Caton's Island (Emenenic), on the Long Reach, St. John River, to mark the first settlement in New Brunswick, which was made three hundred years ago (in 1611), by people of St. Malo, France. A plan is also proposed to erect a provincial historical museum or other suitable memorial to the Loyalists, after whom St. John has been named the "City of the Loyalists."

There are many other historic sites in these provinces which should be preserved and marked in some appropriate way. Many of these, such as the remnants of old forts and other landmarks, are rapidly crumbling away and will soon utterly disappear unless some attempt is made, if not to preserve them, at least to mark their sites. Principal A. D. Jonah, of Sackville, N. B., in a letter to the REVIEW some months ago, referred to the deplorable condition of the old graveyard at Fort Moncton, near Port Elgin, Westmorland, County. The bodies of the British soldiers who shed their blood in defence of the Fort have all been washed away but one by the encroachments of the sea. Is not this a sad comment on our reverence for the past?

The chief historic landmarks of Nova Scotia and New Brunswick are pretty well known. In New Brunswick these have been carefully mapped

out and described by Professor W. F. Ganong in a monograph entitled "The Marking and Preservation of Historic Sites in New Brunswick." It remains for the Historical Societies to so influence public opinion and liberality throughout these provinces that people will be moved to do something in the way of fixing these memorials in our history.

One of England's most interesting monuments is that erected by children to the memory of Daniel Defoe, in Bunhill Fields, London. The children of this country would take a far greater interest in the deeds and history of our Past if they were led to assist in planting such memorials, perhaps of a simple character, in our midst.

The First Day.

In taking charge of an army a general makes himself familiar with all details about his men and plans of his approaching campaign. In like manner does a teacher if she wishes to make a success of her school. It may be her first. The better she is prepared with this knowledge the more confident is she of success. This is what tells; and the youth, strength and resources of a girl of eighteen may gain the day where laxity even if accompanied by experience may fail. So much depends on preparation and control.

Try to see or communicate with the former teacher before school opens. If that is impossible spend as much time as you can in getting as accurate an idea as possible of the standing and classification of the pupils. This is essential if you would act with decision on the first day of school.

Another essential is to know exactly what you are going to do in every class and recitation. Make your preparation. Make your plans and stick to them. Be careful in assigning the children's home work, and see that it is done.

What you do in planning and preparation for the first day do with equal faithfulness for the second and every other day. For want of such resolution many a "flash in the pan" teacher fails.

Make a study of the children's faces and try to learn the appearance and name of each on the first day. This will give the teacher a reputation for alertness and apprehension, and besides it will show a sympathy for and interest in the children that they will be quick to appreciate. After the children have written their names on slips of

paper it will be better to have each one stand in his or her place and give the name before handing it in. This will solve any doubts about the pronunciation and give an additional opportunity to study each child.

Aim to make the first day's lessons interesting as you will all others. If possible let there be no scolding or fault-finding. It is necessary to reprove any one, do it firmly and with decision without any sarcasm on this and every other day. Find work for all so that there will be no chance to get into mischief;—this is one secret how to make things run smoothly for future days. Do not be self-conscious or try to show off at the expense of any of the children. Be earnest and natural and let them see that you want to be their friend. A day like this, and all the children will go home with the report, "I like our teacher." Is not this worth trying for?

Sir Joseph Banks was the man who invented the once familiar phrase "Botany Bay." He was the botanist attached to the expedition of Captain Cook, the "Australian Columbus." Landing at this bay, close to the present city of Sydney, he found such an abundance of strange plants and flowers that he associated the word "botany" with it for all time. For a long time Botany Bay and Australia were synonymous in England. Sydney has spread out to the historic bay, and you can travel by tram car to "Botany." It was Sir Joseph Banks who made the kangaroo and other Australian animals known to science.—*London Graphic*.

Writers on the subject of forestry would do well to note the interrelation between four words which are often inaccurately used. Land covered by forest is 'deforested' when it is cleared; land that never grew a forest is 'afforested' when it is made to grow one; land that has been cleared of one forest is 'reforested' when it is made to produce another; and land that has been 'afforested' once is 'reafforested' when it is a second time planted. The term 'reafforested' is used very often when 'reforested' would be the correct word.—*Toronto Globe*.

The REVIEW certainly is a fine paper, which I have enjoyed reading very much. It is well worth the subscription price in every way. L. M.
Cape La Ronde, Richmond Co., N. S.

Botany for Public Schools.

L. A. DEWOLFE.

At the request of teachers attending the Summer School of Science at Fredericton, I have asked the REVIEW for space for a series of articles on the teaching of Botany. As many readers, however, do not attend Summer School, I shall repeat much of my summer course for their benefit.

I propose, each month, to write a short article on some subject of general interest. Besides, I shall ask a few questions, which will be answered the following month. Do not wait, however, for my answers. Search for them yourselves. It will be interesting each month to see if our answers agree.

These articles can lay no great claim to originality. Nearly everything I shall discuss has been noticed by someone at some time; and has been written about in text-books. My only wish is that I may bring some of these wonders to the attention of the teacher who has not had opportunity to observe them.

This month, then, let us notice what strongly developed instincts plants possess. We do not believe they exercise any reason; but after studying them, no one will deny their actions in obedience to instinct. By instinct, I mean the *inherited* ability to do a certain thing. You may call it inherited habit if you please.

In the process of development, plants have formed habits which are useful in preserving the species against unfavorable conditions. If those habits became hereditary, we say a certain instinct was developed, and is maintained. If the habit did not become hereditary, the species would possibly be overpowered by the unfavorable surroundings, and die out. That is, it would become extinct. Geology teaches us that many species of plants, once existing on the earth, have become extinct. The reason is that they did not acquire protective instincts as rapidly as the unfavorable conditions developed. Hence they perished.

There are many physical agencies operating which have their effect upon plant growth. Many of these have operated more actively in the long distant past. Chief among them are the change in climate, change in soil, and change in the distribution of animals.

If a climate should gradually become drier, plants would be compelled to develop some means

of holding a supply of moisture from one rain to the next; or they might send roots deeper into the soil for a supply of water; or they may gradually migrate to a region better suited to their needs. Those that did not migrate or adapt themselves perished.

The object of this paper is to call attention to a few methods plants have adopted to preserve their race. If a climate should become permanently dry, as in our desert regions, plants might resist this condition by decreasing their surface of evaporation. For example, our ordinary plants send off surplus water through their leaves. A reduction of leaf surface would help retain small supplies of water. Therefore, desert plants, such as cacti, have reduced their leaves to practically nothing; and use their stem for assimilation of food. Or, conditions for a favorable supply of moisture may exist during part of the year—as in our summer. In winter, the cold or frozen ground interferes with the absorption of water. Hence, at that season, most of our trees discard their leaves, thus reducing the evaporating surface, or coat them over with a waxy substance. Other plants die down entirely in autumn; but their roots live over winter. Can the reader supply six or eight different examples of provisions made by the plant for retaining moisture?

Or, again, a gradual increase in heat or cold would have its effect on plants. The geologist has discovered that plants now living in our latitude once had their representatives in the far north. Moreover, the Maritime Provinces had a tropical climate in the coal period; and, therefore, tropical vegetation. As the cold of the glacial period moved southward, characteristic vegetation moved southward also. What remained behind died. If the cold had spread suddenly over the whole earth, all vegetation would have died. But a slow change enabled the plants to migrate.

Possibly the ideal place for plant growth is in the tropics. But plants have long ago learned that too much crowding is a bad thing. Therefore, some of them chose to occupy the less crowded temperate regions, where they can gain a good livelihood. To remain in the shade of ranker vegetation meant certain death to them. Just as in human life, the residents of the country have a freer and more independent life than those who live in crowded cities, so plants have learned that

breathing space is necessary. And just as city people who move to the country must modify their mode of living to suit conditions, so plants moving to a colder country must develop means for resisting sudden changes of temperature or sudden drying. The part of a plant most susceptible to drying is the leaf, particularly the under side; for in most of our land plants, the openings through which water passes out are on the under side of the leaf. Therefore, a rolling of the leaf or the development of a woolly or hairy growth would be a protection against drying or sudden cold, rather than against prolonged cold. (See leaf of Labrador Tea.)

Furthermore, soil drainage changes the character of plants. We know the characteristic flora of bogs. If the bog be drained, the vegetation must seek other bogs or die. Similarly if a soil grow one kind of crop too long, that soil really changes in composition; and its vegetation must change in like degree. If a hay field, through change in the course of a stream, becomes swampy, the old crops die out and swamp loving plants appear. These changes as we ordinarily see them are comparatively sudden. Therefore, it is simply death to the plants thus encroached upon. But if the changes should be extremely gradual, the plants may develop means of protection, and survive. The very modifications, however, would change the appearance and structure so much as, in many cases, to warrant our saying a new species has originated.

QUESTIONS.

- (1) The leaf of a live-forever is thick and spongy. Why?
- (2) Are the roots of plants growing in the water usually long or short? Why?
- (3) We are told that alfalfa roots will penetrate twenty to forty feet into the ground. Do they always do this? Why?
- (4) Plants cannot travel as animals do; therefore, how do they migrate?
- (5) What is the difference between fir leaves of this year's growth and last year's growth? Why?

A little girl returned to her humble home with glowing accounts of the new teacher. "She's a perfect lady," exclaimed the enthusiastic youngster, "that's what she is!" The child's mother gave her a doubtful look. "How do you know?" she said. "You've only known her two days." "It's easy enough tellin'," continued the child. "I know she's a perfect lady because she makes you feel polite all the time."

Some Common Birds.

By J. W. BANKS.

An Industrious Fisherman.

The belted kingfisher (*Ceryle alcyon*) is closely related to the Mexican trogon found in the vicinity of the Rio Grande. The food of the kingfisher consists entirely of small fish. As soon as the lakes and streams are free of their wintry covering, the startling cry of the kingfisher is heard. Strong of wing, it is frequently seen high in the air. An industrious fisherman, whether perched on some overhanging limb or skimming rapidly over the water, he is always on the alert for his finny prey, capturing it with his large spearlike bill by a head-long plunge, depending on his strong wings to lift him again from the water. He is quite indifferent to the presence of man, neither courting or shunning his company; content to do his own fishing, in the same old way.

About the 20th of May work is commenced on a home for the young brood; the perpendicular face of an earth-bank is the site chosen. The amount of labour both male and female perform in its completion is marvelous. The entrance to this home nest is a tunnel from four to six feet in length, straight in, unless the birds meet with an obstacle when they will diverge either to the right or left. At the extremity of the tunnel a chamber is dug, oval in shape, about fifteen inches in diameter and eighteen inches high, the walls of which are quite smooth. No ray of light enters this castle of the king and queen fisher; yet it is scrupulously clean. Dry grass is sparingly used, barely enough to keep the pure white eggs from the cold ground. The usual number of eggs laid is six. The young birds remain in the home till full grown, and are quite blind till within a few days of leaving. The female may be identified by a band of bright chestnut across the lower breast, extending along the sides.

A Bird of Varied Plumage and Calls.

The flicker or golden-winged woodpecker (*Colaptes auratus*), the most brilliantly coloured of all of our woodpeckers, arrives about the 22nd of May. Differing from other members of the family, they are rarely seen in the deep woods, preferring to dwell among the dead and broken trees in pasture fields. They are shy and watchful birds and are rarely caught napping. Their food consists chiefly of ants, procured from infested trees and on the ground. This bird has a number of notes and calls, some of which are musical and

others are amusing. The flicker may be often observed perched upon a limb in the manner of other birds, as well as clinging to the upright trunk.

Their nest is excavated in the trunk of a dead tree at different altitudes. Measuring one in a dead pine, which a wood-chopper had felled not knowing of the nest, I found the entrance to be eighty feet from the ground. The labour of excavating is shared by both birds; the nest is from ten to twelve inches deep. The usual number of eggs laid is seven; the shells are intensely hard and pure white.

Some Shore Birds.

During the first two weeks in May hosts of shore birds, embracing a number of different families, pass through the Maritime Provinces on their way to their breeding grounds on the Labrador coast, and the Arctic regions. Two species, at least, of sandpipers belonging to these shore birds, are known to be summer residents of southern New Brunswick. The margins of lakes and ponds are favorite resorts, where they find an abundance of food in the form of marine insects, and in the larvae of insects found in shallow water.

The white-rumped sandpiper (*Tringa fuscicollis*) may be easily identified by the white upper tail coverts shewing a well defined white patch when the wings are extended in flight, "a strong character peculiar to this species." I have had the pleasure of examining several nests of this bird; their eggs are laid the first week in June; there is no attempt at nest building. A mere depression is made in the green moss, or a bed of dry leaves in which the creamy-brown eggs, to the number of three or four are laid. The nest is never more than fifty yards from the water's edge, and always in the shelter of the woods or dense shrubbery.

The well known spotted sandpiper (*Actitis macularia*) is readily identified by the profuse spotting of the neck and breast and its incessant tipping of the body as if balanced on reciprocating springs. This bird, differing from all his relatives, is found during the breeding season from the State of Virginia to the Labrador coast. Their nest is either a cup-shaped cavity formed in the ground in a pasture-field or meadow and lined sparingly with dry grass, or it is quite a respectable nest, built on a knoll and composed of different dry vegetable substances. The nest is small, and the four pointedly pyriform shaped eggs are invariably placed in the nest with the large end up.

The Review and Primary Schools.

This Year's Outlook.

Some primary teachers have told the REVIEW with a refreshing frankness that this paper does not give as much attention to the lower grades as it should. There may be some measure of truth in this statement, although the editor's sympathy with the primary teacher and some of her difficulties has always been uppermost in his mind.

The REVIEW's readers are of different sorts, and all expect to find in it something suited to their needs. Trustees and parents, teachers from the college professor to the kindergartner are all numbered among our subscribers, and all read it with more or less interest. From a large personal intercourse with the teachers, and from correspondence, the editor is led to believe that it meets, to a larger degree than any other educational paper, the wants of the above classes of readers.

Teachers in rural communities, especially those in primary schools, have fewer opportunities of meeting with fellow-teachers or of access to selected libraries than have those in the towns and cities. To the former the REVIEW has always been a much-needed help and inspiration. This year it will aim to surpass all previous years in this respect, and give, especially to primary teachers, what will prove helpful in their work.

Primary Teachers, Be Helpful to One Another.

The REVIEW would like to be a medium for bringing primary teachers more in touch with one another. Have you tried something new in your work, and found that it works well? Send it to the REVIEW. Have you a pretty story, or little poem, that particularly interested the children? Give others the benefit of it. Have you some attractive device that no one else appears to have thought of, or have you gained benefit and inspiration from some book, or has one of your pupils written a pretty little story in her composition work? Let the REVIEW have it.

In the new school year that is just beginning let us all aim to make the REVIEW's "Primary Department" a helpful feature in our school work, especially to the inexperienced teacher. Those who have abundant resources in teaching can help, gently and unobtrusively in this way, those who have had fewer advantages.

With this introduction, let us up sail and away in

our boat together. It may not all be plain sailing before a favourable breeze. We may have to pull sturdily at the oar sometimes, but who is there who does not like to have his fibres made strong by some hard work. First, can you

Tell a Story Well.

For on that much of your success as a primary teacher depends. If you are not a good storyteller you can become one by practice, just as an energetic teacher who has an ear for music may become a successful teacher of singing. A bright, spontaneous way of telling a story in a sweet voice and with an attractive manner is a power which all teachers may possess, especially young teachers, if they exercise their will and their fancy. Children are greatly influenced by a pleasant voice and manner of speaking, hence teachers should listen as often as possible to good speakers and good readers, striving to recall afterwards as much as possible the tone and manner of the readers as they cultivate their own powers. Much depends on frequently reading aloud and reciting passages of good literature that one has learned in earlier years, the aim being to banish all striving for effect and to speak with the utmost simplicity, sincerity and naturalness.

Give the Children the Best.

When we think how wonderfully quick children are to acquire words to express their meaning, and in other ways respond to good teaching, we can realize the power that a teacher has who possesses a cheerful manner sweet voice without harshness, and a ready sympathy with children. Those who have heard English children speak well know what a charm there is in their round full voices and beautiful phrasing. We can secure equally good results for the children of Canada if we devote our energies to this end. With attractive voice and manner, and herself possessing an appreciation of good literature, the teacher can bring the child to appreciate the best English in good story and poetry. When children unconsciously begin to absorb what is best they will be slow to depart from this standard in after life. Bryant's "How to Tell Stories to Children," and Kate Douglas Wiggin's "The Story Hour," are excellent for teachers.

Not only are ideas of love, duty, obedience taught to young children by means of the story but all good teachers of English use it for the foundation of language and expression. Simple stories of real

life, folk stories, fairy tales and bits of easy poetry may be used in the primary grades. These should be carefully selected by the teachers—short stories for the first grade, gradually lengthening as the second and third grades are reached. Not many stories will be needed, for, if good, and none but good ones should be told, the children will call for a repetition many times. Do not at first ask the children to re-tell the story. Wait till they begin to be interested and ask questions about it. Then they will offer to tell it. If you have told the story in quiet, easy voice, the children will imitate your style; and you can thus help to impart those natural tones to their reading which later on will be a boon to them and to all who listen. Nothing is more dreary in some schoolrooms than to hear the sing-song monotonous reading. This is neither childlike nor natural, and teachers are chiefly to blame for the fault.

Blackboard Readings.

The first lessons in reading should be made up from the stories which children have been told, from talks, and from the varied sounds which come in through the open window of the schoolroom. Nothing will delight children more, nor spur them to invention than to get them to talk and make easy sentences upon the voices of nature, the occupations going on about them, and what they see from the schoolroom window.

In a few weeks, first grade pupils should be ready for attractive, easy readers, not one, but several, for nothing will so benumb a child's faculties as to keep him droning at one book. Most children, indeed, learn to read by themselves when an easy book that interests them is put into their hands. Such are *"The Princess and the Bean," and other books by Hans Christian Andersen; "Little Red Riding Hood," "The Little Red Hen," "The Story of Tom Thumb," "The Cat and the Mouse," by Clifton Johnson; "The Wolf and the Seven Kids," "The Cat and the Mouse in Partnership," "The Elves and the Shoemaker," by Margaret Hunt; "The Crow and the Pitcher," "The Frog and the Ox," "The Three Bears," "The Three Pigs," by Joseph Jacobs. Frequent selections from Robert Louis Stevenson and other good poets for children are given in the different numbers of the REVIEW.

*Selected from the "Elementary Course in English." See EDUCATIONAL REVIEW for June, 1911.

The Young Teacher's First Day.

The young teacher beginning her first term of school is anxious to make a success of her work. Many of these young teachers are just out of high school, and have had no special training for their work, and have only vague ideas of how to begin. To these it is hoped this article will be of value. On the Saturday before school is to begin, go to the clerk of your school board, get the key and register and spend that afternoon, at least, at the school house. From the register you will learn the pupils' names and ages and be the better able to classify them on Monday morning.

Get out the text books, dust them off and place them in neat piles on your desk. It must be understood that the room is reasonably clean. A teacher last fall opened her schoolroom door on the first Monday morning to find evidences of tobacco on the floor and walls—results of band practice and annual school meeting. Mud, dirt and filth everywhere. She backed out, went to the clerk, and handing him the key simply said that the schoolroom must be cleaned before she would go to work in it. It was cleaned that day and she taught a splendid school.

Monday morning be at your school house by eight o'clock. Open the windows, air out the room and make the place look as homelike as you can, but don't put up your pictures just yet. Keep busy; if nothing else presents itself to do open up a book and look over a lesson. The children are going to watch every move that first week, and the success of your work depends on the mistakes you don't make.

You should have a small clock at the side of the room where both teacher and pupils can see it. Keep the right time, and promptly at nine o'clock call school. Twenty children get into the seats; twenty pairs of eyes are on you and just now is when a funny feeling comes over you. You are a child no longer; you are mistress. No longer pupil, for you are *teacher*. You may have trouble later getting their attention but not this morning. They are to form an opinion and now is your chance. What will you do? Why just the simplest thing in the world. Say, "We are met as a school. You are the pupils and I am your teacher. I want to learn your names today and get acquainted with you and I hope you will help me. We are going

to have a good school this winter and half of the credit will belong to you."

Now don't commit this to memory and rattle it off like a small boy speaking his first piece and twisting his coat tail. Get the spirit and keep it all winter.

While yet a small boy, I well remember the first morning of a school which I attended. Fifteen or twenty of us were standing about the room waiting for teacher, anxious or curious, at least, to see how she looked, for she was a stranger to our neighbourhood. She came at nine o'clock, sharp, and began on us as soon as inside the door and before she had off her wraps: "You young ones get into your seats—one would think you never saw anyone before." She went through her desk, piling a bushel of papers on top of it in a vain search for the register and programme, and all the while complaining about the negligence of our former teacher. She nagged and scolded at us all winter. Little we learned, and little encouragement we had to learn.

Don't be in a hurry, but make every move mean something. Call the first class from the programme used last term, and assign them the lessons. Do this with each class as they come on the old programme. Just before recess is a good time for your pictures. They are on your desk, ready. You have five or six, and have just about decided where each is to go, and they go there, although you tactfully ask the children where they would look best. Ask the big boy, who looks as though he might be hard to manage, to drive the tacks for you. This spirit of co-operation is a strong feature in the management of a difficult school, but that will come later.—*School News.*

"What are you doing to get your children to stand straight?" In my second grade we have ten minutes' brisk exercise and marching every morning. The windows are opened, and we always begin with some deep-breathing exercises. These are followed by exercises for different parts of the body. If any one child does especially well, he is allowed to come to the front of the room and lead the class for that especial exercise. To call attention to one child's good position, or the fine appearance of one row, will cause the whole room to straighten up. In these ways the children acquire habits of correct standing and carriage.—*Primary Education.*

Presentation to Mr. T. B. Kidner.

An interesting feature in connection with the closing reception at the N. B. Normal School was the reading of an address and the presentation of a beautiful chiming clock to Mr. Kidner, from the manual training and household science teachers throughout the Province. The address was read on behalf of the teachers by Miss Iva A. Baxter, chief instructor of manual training at the Normal School, and was as follows:

Mr. T. B. Kidner: It has fallen to my lot, and I esteem it an honour to address to you a few words on behalf of the manual training and household science teachers of New Brunswick.

It was with the deepest regret that we learned of your decision to accept a tempting offer from one of our western provinces. In your capacity as director of manual training, you have discharged your duties in a most faithful and impartial manner. Your experience, knowledge and ability have enabled you to be of material assistance, not only to school boards, but to teachers and scholars as well, and we feel that in your departure the province has sustained an irreparable loss.

Our teachers never dreaded your visits, but, on the contrary, looked forward to your coming with pleasure, as you were ever ready to give your aid to them. If you sometimes found it necessary to criticise harshly, you never forgot to give praise where praise was due.

Both as teacher and inspector you have ever endeavoured, with a cheerfulness and patience beyond the ordinary, to set before us high standards of work—a good technique combined with truth and beauty.

As a small token of our esteem and regard, we ask you to accept this gift. As it chimes the passing hours we hope it will remind you of your old friends in New Brunswick, whose most sincere wishes for health, happiness and prosperity go with you and your family to your new home.

(Signed) IVA A. BAXTER,

M. ALETHEA WATHEN.

On behalf of the Manual Training and Household Science Teachers of New Brunswick.

The presentation came entirely as a surprise to Mr. Kidner, who spoke feelingly of the very happy relations existing between himself and the teachers, and said that from his arrival in New Brunswick he had received nothing but the greatest kindness and most loyal support from them. Their beautiful present would be treasured by him and would always remind him of the pleasant days which he had enjoyed in this province.

Mr. Kidner was also presented with a gold signet ring by the faculty of the Normal School.

Glimpses of Places and Things.

(The notes from Black's Europe in Pictures.)

The Origin of Glaciers.

The snow which falls above the snow-line on mountains does not melt, but as it is continually being piled up, the pressure from above forces the snow underneath down into the valleys below. The compressed snow hardens into ice and forms a slowly moving glacier. Below the snow-line the glacier melts and thus forms the source of a river.

Set your pupils to pick out on a map of the world the rivers that probably rise from the ends of glaciers.

The Tundras.

For two-thirds of the year the Tundra is a snow-covered desert; but during the short summer the snow melts and brilliantly-coloured flowers and stunted berry-bearing bushes spring into life. At this time, too, the Tundra is the home of innumerable water-birds and thousands of mosquitoes.

Where are the Tundras?

The Black Forest.

The dark green of the pine trees gives the Black Forest of Germany its name. The scenery is, on the whole, solemn and gloomy, and this may be the reason why so many weird legends are told by the peasants who dwell in this region. Some of these stories are to be found in Grimm's *Fairy Tales*.

Can you quote passages from poetry and prose, telling of the sombre quality of pine woods?

Spanish Rivers and Plateaux.

Many Spanish rivers run through deep gorges with steep sides. If we were to climb to the top of the gorge we should find that it was trenched in a tableland, seamed here and there with mountain ridges. In ranging over these boundless wastes the eye catches sight here and there of a straggling herd of sheep or goats, attended by a lonely herdsman. The soil is, as a rule, too barren for agriculture.

It is the cutting down of the forests and consequent floods that accounts for the barrenness of many parts of Spain.

The White or Silver Birch.

The birch in Russia is used not only for tanning but for many other purposes as well. From its bark are made cups and baskets, and from its wood the bobbins employed in spinning flax into linen. Birch logs are said to give the best smoke for curing fish. The birch is a deciduous tree. It tends to grow farther north than the oak, the beech, etc.

What are the uses of the white birch in Eastern Canada?

Gibraltar.

The rock of Gibraltar has been tunnelled with passages and casemates; in them powerful guns have been placed

so as to command the Straits, which are only about ten miles wide here. The town has fine dockyards, and is valuable as a coaling and re-fitting station.

Tell something of the history of Gibraltar as a fortress since it fell into the hands of the British.

The First School in Canada.

Madame de la Peltrie's life in New France is inseparably associated with the school she founded, for it afterwards developed into the great Ursuline seminary of Quebec, still active and flourishing after more than two and a half centuries. She and her companions took up their residence in a little two-roomed house previously used as a warehouse, which they playfully called their palace. It was the Lower Town, near what is now known as the Champlain Market. The French inn now occupying this site is so old and quaint and foreign that the traveler stopping there finds little difficulty in carrying himself back over the long flight of years and conjuring up vivid pictures of the landing of these gentle French ladies.

The school began with six Indian and a few French girls. But soon reports of this wonderful institution, where girls, irrespective of race or condition, were taken in, clothed in beautiful garments, and given plenty of food, spread throughout the neighbouring country, and crowds of red-skinned maidens flocked thither. So many made their appearance that the miniature seminary could not accommodate them all, and soon a larger and more commodious building was erected in Upper Town, on the site which the school occupies today.

Madame de la Peltrie threw herself into the work of caring for these little savages with all the enthusiasm of her ardent French nature. She assumed the duty of teaching them the more polite accomplishments, while Mother Marie and the other two women instructed them in the principles of the catechism and the French language. It became her favourite diversion, after spending an hour or two in teaching them to sew, to dress them up like little French children, and take them to visit their parents or to the chapel not far distant; and grotesque looking objects they were, with tight Norman caps covering their black and glistening locks, and snowy kerchiefs pinned around their tawny throats. They regulated all their actions by hers, and frequently those about them by making an elaborate curtsey like a grand dame of France.—*Mary Sifton Pepper, in the Chautauquan.*

Reading in Primary Schools.

Intelligent Reading.

The teacher notices the readiness with which a pupil talks, and the slowness with which he reads, with wonder; sometimes with irritation. Let him stop and consider the cause. From the moment the child is born, the audible sign of ideas is put before it. But how is it with visible signs? Note the difference. Nothing is done with these until the child goes to school—say, at six years of age. Then only a little is done each day. The child appears before the teacher with a book, and names some of these visible signs. The book is shut. The child returns to his seat, and all his experience with visible signs is laid aside. How different from his experience with audible signs!

Evidently the same procedure must be taken with visible as with audible signs. Printed names of objects must be given to him, and he fastens them to the object. Games must be played with visible signs until he has acquired several hundred. With a suitable apparatus this could be done before he goes to school. Here is a new field of learning from the child that is to be planned out for the mother—which she will enjoy, as well as the child.—*From Hints and Helps.*

Word Drill.

My second grade was weak in word study, so I tried the following plan with good results: One morning I sketched on the board the picture of a tree without leaves. When the children came to the board they thought of words they wished put on the tree for leaves. These I wrote with green crayon, until the tree was full.

The next morning the children were Jack Frost, and with the pointer they showed me words they wanted changed to autumn leaves, naming the word and telling what colour they wanted it changed to, while I traced over the word with the colour.

Then the wind blew, and each child named a word he wanted blown off the tree, pointing to the word also. In this way the word was named three times, written twice, and pronounced three times, and the children were helped in getting the words.—*From Hints and Helps.*

Helping a Lower Grade.

Sometimes my third-grade pupils write stories for the second grade's reading lesson. The stories are seldom correct in the original form, but I examine them, mark the necessary changes, and the pupils re-write them. They are then passed to the second grade to be read. Thus the interest in the reading class is doubled, and the language class has been stimulated to do its best work.

The school affords but one set of readers for each grade, and my ingenuity is taxed to supply at least two lessons a week from outside sources. I often copy stories on stiff paper, cut them up, and distribute the separate paragraphs to the class. I have a set of Aesop's Fables that I have prepared thus for my fourth grade.

I keep a sharp lookout for children's stories which, if possible, I cut out and paste on cardboard.—*From Hints and Helps.*

The Reading Class.

To obtain naturalness in reading among young children I call for original dialogues which I reproduce afterward in writing on the blackboard and have re-read.

For instance, two children step before the class and one may ask, "What did Santa Claus bring you?" "He brought me a sled," the second replies. "What colour is it?" is, perhaps, next asked. "My sled is red and black." I then write the preceding conversation on the board and call upon two other children to read it. The original dialogue is, of course, delivered with natural expression, and the second speakers unconsciously imitate the tones.

For a word drill I arrange words in two duplicate columns, except that the order of the words is different. Two children, each having a pointer, see who can first point to a word uttered by the teacher. All the class will be attentive, because of the interest in the contest. Another device is to place a number of words irregularly on the board. The children watch in silence while I point from word to word, and then they tell me the sentence made.

For phonic drill I draw a circle on the board and place along the circumference phonic characters, from which the children can build words.

The following is a game that pleases the little ones: I say, for instance, "I am thinking of a word that rhymes with mat." A child asks, "Is it hat?" I reply "No," and at the same time write "hat." I thus form a column of words as each child guesses. If no child guesses the right word, I give it myself to finish the column, and then have each word in it spelled and sounded, thus securing a drill in phonics and in word forms.—*From Hints and Helps.*

New Words.

On Friday I divide the class into two groups and give them a word drill. The first pupil in one of the rows reads a word studied during the week, and his companion in the front makes a sentence with the word. Then he reads another new word which the first reader turns into another sentence, and so on, until all the words have been reviewed.

The mistakes are corrected promptly by the same children, and I have found that by following this plan the pupils rarely forget the new words. They become interested in this exercise, and in the reading class they pay good attention when I explain about new words.—*From Hints and Helps.*

The Thistle.

[Said by a child, standing before a thistle.]

You naughty, naughty thistle,
I think it a disgrace
To use so many horrid pins
To keep your clothes in place.

You should not be so thoughtless,
But try to do what's right,
Just think of other people, dear,
And stick the points in tight.

—*Mary S. C. Clark, in August St. Nicholas.*

Little Recitations With Actions.

Three Pretty Young Mice.

¹ Three pretty young mice once lived in a ² hole,
The hole was their nice, cozy home,
Their names, I must tell you, were ³ Pip, Pep, and Pop,
And one day ⁴ away they did roam.

"Let's go to the pantry," said Pop, "it is there
They keep all the bacon and cheese;
Ah! now we are here, let's ⁵ peep in this jar,
There's ⁶ sure to be something to please."

So ⁷ up they all climbed and ⁸ in they all peeped,
And saw the ⁹ jar full of flour;
Then ¹⁰ over went Pop, with a ¹¹ flip and a ¹² flop,
And ¹³ tried to get out for an hour.

And then little Pip said, "We must get him out,
¹⁴ I'll go down ¹⁵ tail first, and ¹⁶ hold fast
To the rim of the jar, with my little front paws—
Now, Pop, I have ¹⁷ reached you at last!

¹⁸ "Hold fast to my tail, you poor brother mine,
And, Pep, you will give us a ¹⁹ pull!
Then soon we'll be safe, and ²⁰ off we'll run home,
For Pop's ²¹ fur of flour is quite full."

So off to their ²² hole ran the ²³ three little mice,
And ate all the flour, safe and glad,
But ²⁴ never again to that jar went poor Pop,
For he thought of the ²⁵ fall he had had.

—Recitations With Actions.

(1) Hold up three fingers. (2) Join thumb and forefinger of right hand. (3) Show first three fingers, one after the other. (4) Send out right arm. (5) Same as 2, with both hands, and peep through the holes. (6) Fold arms. (7) Raise hands slowly, moving fingers all the time. (8) Shade eyes with hands. (9) Bend fingers and place hands together. (10) Make a bounding movement with hands. (11) Shake hands from wrist. (12) Hands on table suddenly. (13) Hands out in front, move fingers. (14) Point to self. (15) Point down. (16) Raise hands and imitate holding. (17) Clap once. (18) Hands closed and held out, one fist above the other. (19) Jerk hands downwards. (20) Same as 4. (21) Touch dress. (22) Same as 2. (23) Same as 1. (24) Shake head slowly. (25) Drop arms suddenly.

Rest Exercise.

(This is to be read by the teacher to the youngest children who are to follow directions. It is a pleasant way of securing attention and teaching beginners to work together and to obey promptly.)

All may stand up in the aisle,
Make good straight lines for a little while
Hands on hips, hands on knees,
Put them behind you, if you please.
Touch your shoulders, now your nose,
Touch your ears, and now your toes.
Raise your arms high up in the air,
Down at your sides, now touch your hair.
Hands at sides now you may place;
Touch your elbows, and now your face.
Raise hands up high as before,
Now you may clap—one, two, three, four.
Now sit down, hands folded once more,
Eyes to the front, feet on the floor.

The Three Little Fishes.

¹ Three little fishes lived down in the sea,
As blithe and as happy as fishes could be;
At night they slept soundly in one little bed,
² Then up in the morning when darkness had fled;
³ They could not rise sooner, for, betwixt you and me,
They do not burn candles far down in the sea.

These three little fishes liked nothing but fun,
⁴ And swam about wildly till daylight was done;
⁵ They knew not their letters, A, B, C, and D,
⁶ They could not count twenty, nor spell M E;
Their kind mother wanted to teach them to read,
⁷ But listen they would not, nor pay any heed.

And as they grew bigger more silly grew they,
Still caring for nothing but frolic and play;
⁸ They laughed and they scampered and stood on their
tails,
⁹ And pelted each other with dead fishes' scales.
One day as they frolicked up came a great whale,
¹⁰ And these three silly fishes got under its tail.

¹¹ Their wise little playmates swam quickly away,
But these silly fishes went on with their play;
¹² They climbed on its shoulders and over its head,
¹³ And tickled its nostrils without any dread;
They laughed and they shouted, like boys in a boat,
¹⁴ Till the whale gave a snap, and they slipped down its
throat.

—Recitations With Actions.

(1) Imitate the action of swimming with the hands. (2) Hands in position and set upright. (3) Point with the finger and shake the head as if telling something very serious. (4) Repeat the action of No. 1. (5) Shake the head and look very sorrowful. (6) Look very much surprised. (7) Raise the hand as if to draw attention and nod the head. (8) Imitate the action of smiling. Raise the hands and point them downwards. (9) Raise the hands, droop them and shake them. (10) Raise the left arm droop the hand, and pass the right hand under it. (11) Imitate action of swimming with hands. (12) Bring hands gently up from the shoulders to the top of the head. (13) Tickle nostrils. (14) Open the mouth and point to it with the finger while the action of swallowing is imitated.

Where Have You Been, Little Maid?

¹ "Where have you been, little maid?"
² "I've been to the market, sir," she said.
"And why do you look so ³ blithe and gay?"
Said she, "I've sold ⁴ all my eggs today!"

"And mother will ⁵ smile when I tell to her,
That for ⁶ all the eggs I've got money, ⁷ sir.
She will say, 'My lassie's done ⁸ well today,
And ⁹ that's the reason I'm blithe and gay!"

—Recitations With Actions.

(1) Turn head to right. (2) Turn head to left. (3) Smile. (4) Spread hands. (5) Smile. (6) Same as 4. (7) Bow. (8) Clap hands. (9) Bow.

Three little rules we all should keep
To make life happy and bright:
Smile in the morning, smile at noon,
And keep on smiling at night.

—Anon.

The Runaways.

Five little brothers set out together
 To journey the livelong day;
 In a curious carriage all made of leather
 They hurried away, away;
 One big brother and three quite small,
 And one wee fellow, no size at all

The carriage was dark and none too roomy,
 And they could not move about,
 The five little brothers grew very gloomy,
 And the wee one began to pout,
 Till the biggest one whispered, "What do you say?
 Let's leave the carriage and run away!"

So out they scampered, the five together,
 And off and away they sped;—
 When somebody found the carriage of leather,
 Oh, my! how she shook her head;
 'Twas her little boy's shoe, as every one knows,
 And the five little brothers were five little toes.
 —*Ella Wheeler Wilcox.*

A Laugh in Church.

She sat on the sliding cushion,
 The dear, wee woman of four;
 Her feet, in their shining slippers,
 Hung dangling over the floor,
 She meant to be good; she had promised,
 And so, with her big, brown eyes,
 She stared at the meeting-house windows,
 And counted the crawling flies.

She looked far up at the preacher,
 But she thought of the honey-bees
 Droning away at the blossoms
 That whitened the cherry trees,
 She thought of a broken basket,
 Where, curled in a dusky heap,
 Three sleek, round puppies, with fringy ears,
 Lay snuggled and fast asleep.

Such soft, warm bodies to cuddle,
 Such queer little hearts to beat,
 Such swift, round tongues to kiss,
 Such sprawling, cushiony feet;
 She could feel in her clasping fingers
 The touch of the satiny skin,
 And a cold, wet nose exploring
 The dimples under her chin.

Then a sudden ripple of laughter
 Ran over the parted lips
 So quick that she could not catch it
 With her rosy finger tips.
 The people whispered: "Bless the child,"
 As each one waked from a nap,
 But the dear, wee woman hid her face
 For shame in her mother's lap.
 —*Pittsburg Times.*

The Fingers or Toes.

This one flew away
 This one staid at home all day
 This one caught a blue butterfly,
 This one found a stalk of rye,
 This one said, "Tweet, tweet, tweet,"
 I can't find anything to eat.

The Vowels

We are little airy creatures,
 All of different forms and features:
 One of us in GLASS is set,
 And another is in JET;
 One of us is set in TIN,
 And the fourth a BOX within;
 If the fifth you will pursue
 It will never run from you.—*Mrs. Barbauld.*

Birds,—whose household words are songs in many keys,
 Sweeter than instruments of men e'er caught!
 Whose habitations in the treetops, even,
 Are half-way houses on the road to heaven!
 —*Longfellow in "Birds of Killingworth."*

Each wave that breaks and disappears
 Makes some new change upon the shore;
 For every hopeful word the world
 Has something that was not before.
 The sun has never shone in vain,
 Each fair wind blows good cheer somewhere;
 For every happy smile the world
 Whirls on its way with less of care.—*Selected.*

A change has been made in the National Anthem.
 In these days, when the main thought throughout
 the civilized world is peace, one of the old verses of
 the anthem is said to have impressed the King as
 a somewhat discordant note. It runs:

"O Lord our God arise,
 Scatter his enemies,
 And make them fall.
 Confound their politics,
 Frustrate their knavish tricks,
 On Him our hope we fix,
 O save us all."

That verse has now been replaced by the following,
 written by Dean Hole, and breathing a more
 peaceful spirit:

"O Lord our God arise,
 Scatter his enemies,
 Make wars to cease.
 Keep us from plague and dearth,
 Turn Thou our woes to mirth,
 And over all the earth,
 Let there be peace."

The alteration has been specially sanctioned by
 King George, and is, therefore, of national importance
 that it is now likely to be universally followed.

Some Bird Riddles.

An amusing exercise can be made of this by a class of children. Have each child recite a line, then let the whole class give the answer together or, *vice versa*.

1. There's a bird whose name tells if he flies fast or slow.—Swift.
2. One which boys use, when with long strides they go.—Stilt.
3. One, we're told by the poet, at Heaven's gate sings.—Lark.
4. There's one which in Holland the new baby brings.—Stork.
5. Which bird is an artisan, works at his trade?—Weaver.
6. And which is the stuff of which flags are made?—Bunting.
7. There is one that a farmer in harvest would use.—Thrasher.
8. And one you can easily fool if you choose.—Gull.
9. What bird, at dessert, is it useful to hold?—Nut-cracker.
10. And which in the chimney place oft hung of old?—Crane.
11. Which bird wears a bit of sky in its dress?—Bluebird.
12. Which one always stands in the corner at chess?—Rook.
13. There is one built a church, of London the pride.—Wren.
14. We have one when we walk with a friend by our side.—Chat.
15. What bird would its bill find useful at tea?—Spoon-bill.
16. And which would its tail use to steer with at sea?—Rudder-duck.
17. Which proudly a musical instrument wears?—Lyre-bird.
18. And which the same name as a small island bears?—Canary.
19. Which bird is called foolish, and stupid, and silly?—Loon.
20. And which always wanting to punish poor Billy?—Whippoorwill.
21. From a high wind at evening, what name is inferred?—Nightingale.
22. Guess these and you're wise as Minerva's own bird.—Owl.

—Our Dumb Animals.

Number Devices.

The great cry of primary teachers is "something new." Interest in lower grades is sustained only through variety, and whatever device is helpful to one teacher is sure to be gladly welcomed by the tyro or the veteran who has tried everything under the sun and finds there are old and efficient ways which she has forgotten. It is for the benefit of both these types that the writer browses around among primary rooms for the "something new" that has been used and has proven itself interest awakening or sustaining. Two devices are used by a teacher in the South School, Hartford, that will be helpful to other primary teachers. They are simple and the children like them. As a review device the teacher asks a child to close his eyes while a second child claps a certain number of times. For instance, four claps are given three successive times, and the one who has hidden his eyes guesses four fours. This may be continued several minutes without a lagging of interest, because everyone covets the privilege of closing eyes. Proof again of an old pedagogical truth that whenever action is brought into play interest is sustained. Children like to do things.

A second device, even more pleasing than the former, is one in which the entire school participates. A child comes to the front of the room and hides his face. The teacher then indicates with a nod of the finger some other child who stands and counts by threes to thirty. Of course, any number may be selected. The one whose face is hidden guesses the name of the child who counts. Much interest is shown and several mistakes in guessing proves that sound is not always associated with the object to which it belongs. To keep an entire class interested during counting drills is not so simple as it seems, but here is one device that is welcomed by children and always keeps them alive.—*Connecticut School Journal*.

After all these years of planting, and of song and recitation about it, the communities have not yet risen to the point of having well-planted school premises. The large part of the grounds are yet bare of good trees. This would not be so if there were any genuine local interest on the subject of the improvement of school grounds.—*L. H. Bailey*.

The Summer School of Science.

The twenty-fifth session of the Summer School of Science has just closed at Fredericton. From every point of view it was the most successful yet held. The enrolment was 383—the largest on record. Of this number, fully 300 worked faithfully from early morning until late at night.

Classes in physical drill began at 7 a. m., and ended at 8 p. m. Each student had two hours daily at this exercise. From 9 o'clock to 12 o'clock each day, the Normal School was the busiest place in Fredericton. Geology, Physics, Chemistry, Physiology, Literature, Botany, Zoology, Agriculture, Drawing and Manual Training kept all employed. In the afternoons, several morning lectures were repeated to accommodate those who wished to do more work than the regular time-table permitted. Field and laboratory work occupied the spare hours of each afternoon.

The session was certainly a strenuous one. But the enthusiasm of both instructors and students made the work a pleasure.

An innovation this year was the granting of a certificate to all who took the examinations. One hundred and fifty wrote the examinations and received certificates that they had done good work in subjects other than Physical Drill. The physical drill certificate is a separate one, granted by the Department of Militia. One hundred and seventy qualified for this.

The competition for scholarships was keen, but good-natured. At the closing meeting over forty scholarships were awarded—twenty of twenty dollars each, and the balance of ten dollars each. The names of the donors and of the winners have appeared in the daily press.

Very little time was devoted to pleasure trips. Still, the social side of the school was by no means neglected. The Chancellor and Senate of the University of New Brunswick entertained the school at an afternoon garden party. One social evening was spent in the school building, where many became acquainted with their fellow-teachers. A short excursion to Marysville Cotton mills, where the school was royally entertained by Mayor Hatt, manager of the mills, will long be remembered. Small parties went canoeing daily on the beautiful river. Thus recreation and work, after all, were pleasantly combined. The usual annual concert was

a great success. Everything considered, the quarter-century anniversary of the Summer School was a banner session.

Clean Blackboards.

The question came up the other day as to whether the blackboards should be kept clean except when used in recitation. It was a question so short and direct, and apparently so simple, that it seemed best to settle it by vote. Strange to say, the vote was a tie, and it was remarkable that the teachers of the most experience voted in favour of the unclean blackboards. And when Miss Smith, the neatest old maid that ever wore out her precious, loving life in a schoolroom, was asked why, she simply said: "Because it saves me a great deal of hard work. I have two grades in my room, and when the first grade has a hard lesson and a good part of it is on the board, I always leave it there just as long as I can. The more the lesson is talked about in that recitation the more interest is awakened in the class; and what is of equal importance, the other grade pupils watch and listen; and it often happens that the dull ones in the lower grade, when they come to the same topic, will be found almost to have mastered it. So I let my blackboards wrestle with my dull pupils just as often as I can."

At this point, Miss Brown, the Latin teacher in the high school, said that she had tested satisfactorily the same thing. "Last year my Latin beginners recited in the larger room. I had placed on the board one day 'Hic, hæc, hoc', and said that the class would find trouble in learning it, and I'd leave it there so they could see it from time to time. This year, when my beginners received the same pronoun I found that many of them had learned the declension of the word already; and a little questioning brought out the fact that 'just for fun' they had learned it last year when the word had been put on the board and left there.—*Teachers' Gazette.*

If any of the teachers are troubled, as I have been, by not being able to write rapidly on the blackboard and keep at the same time the sentences straight, I would suggest this plan: Draw with a yard stick, lead pencil lines. These are not easily seen by any except the teacher, and will not erase for some time, even when the board is washed.—*Rocky Mountain Educator.*

The world we live in is a fairyland of exquisite beauty, our very existence is a miracle in itself; and yet few of us enjoy as we might, and none of us yet appreciate fully, the beauties and wonders which surround us.—*John Lubbock.*

Many a teacher has shown his genius for governing during the first few days of school by giving much attention to physical and mental activity, in concert or at command, applying or introducing military tactics on a small scale, teaching how to rise, stand, sit, place the feet, speak in unison at a word, at a tap of the bell, by a movement of the hand, etc.

Say informed, not posted; try to go, not try and go; you ought, not you had ought; the foregoing, not the above; I think or suspect (not expect) a thing has occurred; seldom if ever, not seldom or never; feel bad, not feel badly; I must go, not I have to go; fewer (not less) pupils or members; just as lief, not just as soon; really good, not real good; a person, not a party; wholesome food, healthful climate, not healthy food or climate; make an experiment, not try an experiment; arrange, prepare or mend, not fix.

Review's Question Box.

E. W., Forbes Point, N. S.—Would you kindly write in your next issue the meaning of the initial letters after the Duke of Connaught's name, as mentioned in the "Current Events" of the May REVIEW.

The abbreviations quoted in the May number of the REVIEW, which follow the name of H. R. H. the Duke of Connaught and Strathearn in the official announcement of his appointment as Governor-General of Canada, are explained as follows:

K. G.—Knight of the Order of the Garter.

K. T.—Knight of the Order of the Thistle.

K. P.—Knight of the Order of St. Patrick.

G. C. B.—Knight Grand Cross of the Order of the Bath.

G. C. S. I.—Knight Grand Commander of the Star of India.

G. C. M. G.—Knight Grand Cross of the Order of St. Michael and St. George.

G. C. I. E.—Knight Grand Commander of the Indian Empire.

G. C. V. O.—Knight Grand Cross of the Royal Victorian Order.

J. V.

CURRENT EVENTS.

A general treaty of arbitration between Great Britain and the United States of America has been signed at Washington; and also a similar treaty between France and the United States. Those who predicted such a treaty in 1904, when ships of the three nations joined in the Acadian tercentenary, could hardly have expected that it would come so soon.

The great ceremony of the coronation of King George and Queen Mary took place at the time appointed, and pages might be written to tell the story of its splendour and its meaning. Pages have been written, and we may learn from them something of how the colours, the music, the quaint and simple ceremonial, the historic associations and the great gathering of notable personages impressed the writers; and, perhaps, a little of how they must have impressed those who were the principal actors in the drama. It is sentiment rather than reason, that moves men on great occasions; and the sentiment aroused by the coronation has done much to bind the King to his people and the people to their sovereign. Taking place in Westminster Abbey, where, with one exception, all our kings have been crowned since William the Conqueror; with solemn rites that were old before America was discovered; but with the banners of Canada, Australia, New Zealand, India and South Africa for the first time on such an occasion displayed beside those of England, Ireland and Scotland; it bound the present to the past, and told in something stronger than words how the Crown represents the stability and unity of the Empire. Respect for our crowned King means respect for the law and justice administered in his name. Long live King George.

The naval review at Spithead in honour of the coronation brought together the greatest fleet that the world has ever seen. It consisted of one hundred and sixty-seven ships under the British flag, and eighteen foreign vessels representing seventeen different nations; and for anchorage it required a space of twelve square miles.

The Imperial Conference which met in London in June, and in which Canada, Australia, New Zealand, South Africa and Newfoundland were represented, adopted resolutions in favour of uniform naturalization laws throughout the Empire, and of reciprocal action in regard to undesirable aliens, and in respect to shipping, copyright and accident compensation laws. The council is to meet again at a stated time, and may be regarded as in itself the beginning of a representative assembly for the Empire.

The production of opium in China has largely ceased, and the former poppy fields have been given over to other crops. The Indo-Chinese opium traffic also has been reduced by the agreement with the British government, and will probably come to an end before 1917, the time fixed by the agreement.

The situation in Mexico seems to be changing from bad to worse. Since the flight of ex-President Diaz, who was virtually monarch of the country for so many years, rival factions are struggling for power, lawless bands are devastating the country, business is suspended in many places,

and in at least one state of the republic anarchy prevails and the German and Spanish governments have directed their subjects to leave.

The rebellion in Hayti has spread to all parts of the country. The United States has sent warships to protect foreigners, and may find it desirable to occupy the country until peace is restored.

The reciprocity agreement has been approved by the United States senate. The Canadian government has dissolved parliament to submit the question to the people.

Russia, Japan, Canada and the United States have entered into an agreement for the protection of fur seals in the Pacific. By this agreement, seals can be killed only under government supervision; and a certain proportion of the annual catch is to be given to Canada, to compensate her for giving up the right of taking the animals in the open sea.

If all goes well, the Canadian West will produce this year the greatest crop in its history, the yield of wheat alone being estimated at two hundred million bushels.

A monument to Laura Secord has been erected by the Dominion Government on Queenston Heights, on the site of the first monument to General Brock, which was destroyed. It is a granite pillar, twelve feet high, one side bearing a medallion of Mrs. Secord with a suitable inscription telling her heroic deeds.

With pomp and ceremony befitting the occasion, the investiture of Prince Edward as Prince of Wales took place at Caernarvon, Castle on July 13th. It is a revival of ancient usage, and marks the growing importance of Wales as a territorial division of the United Kingdom.

It is estimated that the number of immigrants coming to Canada this year will be nearly half a million. The proportion of English-speaking immigrants is steadily increasing.

The civilizations of twenty races were represented at the great congress of all nations which has recently been in session in London. It is hoped that the outcome will be a more friendly feeling between the so-called white and the so-called coloured races, and that active steps will be taken to promote this interracial friendliness.

By a revision of the treaty of alliance between Great Britain and Japan, which was to have expired in 1915, it has been extended six years.

The Danish Geographical Society has cancelled the diploma giving a gold medal to Dr. Cook for his alleged discovery of the North Pole.

A few years ago, Dr. Grenfell took three hundred reindeer to the Labrador coast as an experiment. They now number twelve hundred. They furnish the inhabitants with milk and meat, and the skins are used for clothing. He proposes to give some of them to the Canadian Government, to be transferred to some of the cold regions of our far northern territories for the benefit of the inhabitants.

In the first six months of this year there have been over six hundred and fifty thousand deaths from plague in India. It is unusually virulent this year, and the most persistent efforts have failed to improve the situation.

In Ontario, hereafter, every county fair or exhibition

which tolerates or permits gambling in any form on its grounds is to forfeit the provincial grant.

Normandy has been celebrating the one thousandth anniversary of the founding of the duchy by a series of elaborate pageants which would have drawn more visitors from England and America if they had not occurred at the same time as the coronation festivities. The fetes commemorating the historic event will continue through the greater part of the summer.

It is just announced by the authorities on agriculture that our soils are calling for sulphur, as well as for nitrogen and phosphorus; and that lime in small quantities is much more necessary than is generally supposed.

Seaweed is cultivated in Japan. The red laver, which is more or less abundant on our Atlantic coast, is there extensively planted, and manufactured into food products for domestic use. Its cultivation is very profitable, the annual crop bringing over one hundred and fifty dollars per acre.

A meter is one forty-millionth part of the earth's circumference, theoretically; but just how long that is it is very difficult to determine. All the world's standard measures have been derived from the original meter measure, a certain metal rod preserved in Paris. To give the greatest possible exactness, it is now stated that a meter is equal to the length of 155,316,413 waves of red light. It will make no practical difference to most of us if there is one figure wrong in this number.

The provisional recognition of the new republic of Portugal has placed it in the list of nations; but there are already signs of an uprising in favour of the deposed king. The general unrest in the Turkish dominions continues. There is a well organized insurrection in Persia in favour of the vanished ruler, Mohammed Ali Mirza, who has returned to fight for his throne, and who seems to have Russian support. In Central and South America there are local disturbances in which the outside world is not greatly concerned.

The partition of Morocco between France and Spain seemed near, the Spanish occupy a strip along the northern coast, and the French all that remained, nominally to support the sultan in governing his unruly subjects, practically to support and protect trade interests in the vast region claimed by the Moors. The seizure of the port of Agadir by the Germans has suddenly changed the situation. Agadir is a small and unimportant seaport on the Atlantic coast. Its permanent occupation by Germany, however, would give it a very serious importance as a naval station commanding the waters of the Atlantic Ocean at its narrowest part. British interests were thus involved, and the war with Germany that has so long been dreaded seemed about to begin. But a few days delay brought hopes of a peaceful settlement.

Norway has apparently taken undisturbed possession of the Spitzbergen Archipelago, where valuable coal mines are about to be opened up by Norwegian capital.

Russia's claim that her territorial waters extend more than a league from shore has brought on a dispute with Japan, through the seizure of a Japanese fishing vessel in the disputed waters.

The Wolfville Institutions.

Acadia University, Acadia Seminary and Horton Collegiate Academy are situated in one of the most picturesque and historic places of Nova Scotia. They combine ideal educational surroundings with well equipped institutions, staffs of experienced teachers and opportunities for securing an excellent education at a moderate cost.

The University has in recent years added several professors to its faculty and has greatly improved its equipment. Under the capable administration of President Geo. B. Cutten Acadia has entered upon a new era of prosperity.

The Ladies' Seminary at Wolfville is organized in three departments, college preparatory work, music and fine arts, and household science and business. To do this work there is a staff of twenty teachers of large experience and training and fine personality. During the past seven years the attendance at the Seminary has been doubled.

The enrolment at the Horton Collegiate Academy numbered nearly two hundred last year with the promise of an increased attendance for the coming year at this excellent school.

The Mount Allison Institutions.

At Sackville, N. B., almost at the very centre of the Maritime Provinces, are the Mount Allison Institutions, whose students make up one of the largest educational communities in Canada—save, of course, those in some of the larger cities. The institutions include the University, the Ladies' College and the Academy. In today's paper will be found the advertisements which tell something of the splendid work which these schools are doing.

Students completing the two years' engineering course are admitted without further examination to the third year at McGill and other great engineering schools.

The University has one of the finest stone residences in Canada and in this building nearly all of the male students are accommodated and thus secure the great benefit which comes from being members of one large 'home' community.

The staff of the Ladies' College includes over twenty teachers and four occasional lecturers. The staff of teachers in the Academy and commercial College is strong, and the constant aim is to give the best of instruction and to mould character along desirable lines.

Tommy's Lesson.

"Dear me," said Tommy, "those poor little robins! Why don't their mother help them 'stead of flying away and leaving them? She ought to stay and 'courage them, and anyhow not leave them there so high. Now if they were on that low limb they could just hop off on the ground as easy." The clock struck ten. Tommy bent over his slate again, but in a few minutes pushed it from him and buried his face in his hands.

"Dear me," he said, "I never can do that sum, auntie. Why did you give me such a hard one? They get harder and harder every day. Won't you help me a little?"

"Look out the window," said his aunt. The little robins were flying about from bough to bough.

"My, just look at them!" exclaimed Tommy. "Why I didn't think they'd be flying like that for a long time yet."

"And they would not have been flying," was the answer, "if they had not learned to depend upon themselves and fly a little farther and a little farther every day. Do you suppose that if the mother bird had kept right by them on a low limb helping them hop off on the ground and back again that they could fly like that today?" Tommy was silent a moment, then he took up his slate.

"I'm going at that sum again, auntie," he said.
—*American Primary Teacher.*

Out of 790 applicants for admission to the New Brunswick Normal School 166 failed in the recent examination. Arthur Hickson, of Welchpool, Charlotte County, led the candidates in Class I., and Annie L. Orr, of Rexton, Kent County, in Class II

The REVIEW has been highly appreciated, and I feel confident in recommending it to other teachers.
Skir Dhu, Victoria Co., N. S. K. A. M.

SCHOOL AND COLLEGE.

At the closing of the N. S. Normal College at Truro, June 28th, addresses were made by President B. C. Borden, of Mt. Allison University, D. S. McKenzie, Deputy Minister of Education for Alberta, Dr. Forrest, W. H. Waddell, of Halifax, and Supt. of Education A. H. MacKay, who presented the diplomas. The principal, Dr. Soloan, said the year's work had been satisfactory. The attendance was 215 students. Dr. Forrest, in alluding to the small number of male graduates, said the reason was to be found in the shamefully small remuneration Nova Scotia gives to her teachers.

Mr. Fletcher Peacock, a teacher of experience who graduated from Mount Allison University this year, has been appointed director of manual training for the Province of New Brunswick, in succession to Mr. T. B. Kidner.

Mr. Louis Skinner, who graduated B.Sc. from Acadia University this year, has been appointed principal of the Lockeport, N. S., schools.

Allison McDorman has never missed a day from school for two and a half years, says the *Truro News*. He went to school in Truro six months, to Miss Janet Archibald and two years to the Truro Academy; walked over two miles to school in all sorts of weather and over all sorts of roads. Are there any records to beat this?

Mr. Guy Turner, of Andover, teacher in the Fairville, N. B., Superior school, has been appointed to the principalship of the Douglas Avenue school, St. John, in succession to Mr. John G. MacKinnon, who retired to enter Acadia University in September next.

Mr. Norman D. Cass, of Fredericton, who for the last year has taught the miscellaneous school at Chatham Head, N. B., has accepted the principalship of Nelson, N. B., graded school for the coming year.

Dr. C. M. Carson, a native of London, Ont., a graduate of Toronto University, has been appointed Dean of the School of Applied Science at the University of New Brunswick. He has been connected with the University for the past three years as professor of chemistry.

The combined York and Sunbury Institute will meet at Fredericton, September 21st and 22nd. See fuller notice on another page.

Mr. Stanley Bridges, son of Dr. H. S. Bridges, Superintendent of St. John City schools, recently English master at Rothesay Collegiate School, will take up the study of medicine in September at Harvard University.

Miss Victoria C. Wright, of Chatham, N. B., after a year's leave of absence during which she has been teaching in the West, is returning to take up her position on the Chatham staff. The REVIEW will be glad to chronicle the return of other wanderers to the West.

Professor John E. Stiles, of Toronto University, has been appointed to succeed Prof. Stone as Dean of the Engineering School at the University of New Brunswick.

Northumberland County, N. B., Teachers' Institute meets in Chatham, September 14th and 15th.

Mr. Moland, late of the Chester, N. S., Academy, has been engaged for the Lunenburg and Bridgewater schools as a manual training teacher.

Frederick Manning, son of Dr. Jas. Manning and grandson of Edward Manning, recently secretary of the Board of School Trustees, St. John, N. B., was the leader of his class in St. John High School, and matriculated first in the University of New Brunswick.

The growing attendance at Acadia University has made it necessary to relieve Dr. R. V. Jones of a part of the burden of the chair of Latin and Greek languages. In future he will be professor of Greek only, and Wilmot H. Thompson, jr., M.A., Ph.D., now assistant professor of classics at Yale University, has been appointed professor of Latin.

Miss Rosalie A. Waterman, of the St. John, N. B., High School, has won a scholarship of \$150 a year, tenable for two years, at McGill University.

Dr. Claude McGinnis, a graduate of the Boston Institute of Technology, and who recently took his Ph.D. degree from the University of Pennsylvania, has been appointed to the vacant chair of physics and electrical engineering at the University of New Brunswick.

Chief Superintendent Dr. W. S. Carter has been appointed president of the Federation of Canadian Clubs which will meet in Fredericton, N. B., next year.

Mr. Alfred J. Brooks, B.A., recently principal of the Fredericton Junction, N. B., school, has been appointed principal of the Hampton, N. B., consolidated school.

Among the degrees granted at the commencement exercises at Harvard University in June, was that of Doctor of Philosophy to Mr. Francis C. Walker, of St. John, N. B. He is a graduate of the University of New Brunswick and was at one time on the teaching staff of the Fredericton High school, and later on the staff of the Western Canada College, Calgary.

Miss Laura L. Marchant, who taught the advanced department of the Lakeville, N. S., school last year, was successful in obtaining the Strathcona prize for physical drill. This is the second time Miss Marchant has won the prize, having obtained it while teaching the school at Selma, Hants county, last year.

Mr. Alonzo R. Stiles and Miss Jean B. Peacock, who have had charge of manual training and domestic science respectively in the Riverside, N. B., Consolidated school, have been appointed heads of these departments in the Sussex High School and Hampton Consolidated School which have a united course in these subjects.

Mr. James A. Starrak, recently of Hampton and Sussex, N. B., assumes charge of the newly opened department of manual training at the Chatham, N. B. High School.

W. C. R. Anderson, M. A., recently principal of the Riverside, N. B., Consolidated School, has resigned to accept a position in one of the Montreal schools.

Miss Catherine Hennessy, Moncton, N. B.; Mrs. Elizabeth Yandall, St. John, and Mr. P. F. Morrissy, Newcastle, N. B., have retired from teaching with pensions, having completed, or more than completed, the time required.

The new president of Dalhousie University, Halifax, is Dr. A. S. MacKenzie, a graduate of that institution in 1888, and who, a few years later, won his Ph.D. from Johns Hopkins University, Baltimore. He has also had partial courses in German universities and at Cambridge. He was appointed professor of physics at Dalhousie in 1905, and last year resigned to accept a professorship in the Stevens' Institute of Technology, at Hoboken, New Jersey.

Mr. H. C. Henderson, M. A., a graduate of the University of New Brunswick, and now of the State Normal School, Milwaukee, Wisconsin, is conducting three courses in education and educational psychology at the Oberlin, Ohio, summer school. He will resume his duties at Milwaukee in September next.

Professor Aaron J. Perry, head of the English department, Okanagan College, B. C., has completed a two years' course in English at Chicago University, winning his Ph. D. degree. Dr. Perry is a graduate of Acadia (1901), and an M. A. of Yale University (1903). He is now taking the second term in the science quarter at Chicago and expects to resume his work at Okanagan College in September.

The Kings-Queens County, N. B., Teachers' Institute will meet at Hampton, September 28th and 29th. See advertising pages for plan of subjects.

Dr. Harold E. Bigelow, of Spencer's Island, Cumberland county, N. S., has been appointed professor of chemistry at Mount Allison University, Sackville, to succeed Dr. W. W. Andrews. Dr. Bigelow has had exceptional opportunities for work in chemistry, having conducted research work at Harvard University for the past three years.

Misses Bessie and Clara Bridges, who have been teaching for the past nine or ten years in South Africa, are on a visit to their former home in New Brunswick. Miss Bessie Bridges has been the instructor in music at the normal school of the Transvaal. Miss Clara Bridges has been on the staff of the Sunnyside, Pretoria, school, and has been the teacher of the two children of General Botha, premier of South Africa.

Rev. Dr. Falconer, father of R. A. Falconer, C. M. G., president of Toronto University, and of Professor J. W. Falconer, of Pine Hill College, Halifax, died at Elmsdale, Hants county, July 23rd. He received his early education in Pictou county, and was a teacher for many years.

Mr. Roy D. Crawford, of the Amherst Academy staff, was married to Miss Lydia Edgett, of Wallace, N. S., on the 19th July. The REVIEW extends its congratulations.

Miss Grace J. Baker, lately principal of the Academy at Maitland, Hants, has accepted a position in the Chebucto school, Halifax.

Mr. Chas. T. Wetmore, of the Apohaqui Superior School, has been appointed principal of the Kingston, N. B., consolidated school.

The Prince Edward Island Educational Association will meet in Charlottetown, September 27th, 28th, 29th.

RECENT BOOKS.

Ludwig Fulda's *Der Talisman* is especially adapted for a school edition on account of its delightfully simple and genuine German style. The play, a satire on divine right, is most interesting. It has direct bearing on the conflict in Germany between Bismarck and the present emperor, and seems to foreshadow the tumultuous times which William II has had to face during the most recent years. The text is edited for use during the second year of the study of German or at the end of the first year of college German. (Cloth; xxvii + 289 pages; price, 45 cents. Ginn & Company, Boston.)

Two Latin plays, *A Roman School and a Roman Wedding*, have been written by Susan Paxon for reproduction in the high schools with the purpose of stimulating

the interest of young pupils in the study of Latin. The plays are illustrative of certain customs in Roman life in the time of Cæsar, and are said to have been a great source of helpfulness as well as of enjoyment in the schools where they were enacted previous to their publication. The content of each is simple in the extreme, both vocabulary and idiom having been adapted to pupils of average ability. (Cloth; xii + 39 pages; 45 cents. Ginn & Company, Boston.)

Black's *Europe in Pictures*, from which extracts are quoted on another page, is a very interesting book for the young as well as for the general reader. It contains fifty-seven illustrations, of which thirty-two are in colour, of places and scenes in Europe with explanatory text. It is a companion to "The British Empire in Pictures," and other illustrative volumes. (Quarto; pages, 64; price, 1s 6d. Adam and Charles Black, Soho Square, London, W.)

In the *Principles of Education* by Dr. W. Franklin Jones, head of the department of theory and practice in the Maryland State Normal School, Baltimore, the teacher will find a great variety of educational topics treated with a clearness and breadth of view. His problem, "to derive sound educational theory" and to reduce that theory to practice, which he takes as one of the serious problems in this day of pedagogical unrest, is very carefully weighed in the mental balance, and if the working out does not satisfy every reader, his treatment of the many topics will prove of interest and profit. His views of certain principles and subjects of teaching are quite original. He lays great stress on "principle," and aims to frame a number of definite yet simple statements of principles of education and to adapt them to schoolroom experiences. (Cloth; pages, 293; price, \$1 net. The MacMillan Company of Canada, Toronto.)

The student of geography will find many things to interest him in Chamberlain's *Supplementary Geography of North America*, which aims to be an addition to our textbooks on geography. Although there is very little that is novel in treatment or that will add to our knowledge of the continent or its resources, and conditions of life, yet the concise treatment of these will prove of great advantage to the busy teacher. The book abounds with good maps and illustrations. (Cloth; pages, 299; price, 55 cents. The Macmillan Company of Canada, Toronto.)

There are many health readers published, but few of them have equal claims to that written by Dr. C. E. Shelly and E. Stenhouse, B.Sc., of London. This is Health Reader No. III; *Life and Health*, with chapters on First Aid and Home Nursing. It is written in a clear and interesting manner, and in text and illustration it is very attractive from the learner's point of view. From the opening chapter—"Plants as our Fellow-creatures"—to the last portion which treats of home nursing and care of the sick, it is simple and practical in treatment, and gives clear and accurate directions of the principles of healthy living. This book is designed for use with children of twelve to fourteen years of age, and may well serve for those of a more advanced age. (Cloth; pages, 237; price, 40 cents net. The Macmillan Company of Canada, Toronto.)

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Pillsbury's Essentials of Psychology is an attempt to present the facts of that science rather than the theory. This in itself will make it acceptable to those students who, in attempting to study this subject, have found it enveloped too often in an atmosphere of cloud. The general arrangement followed is novel. A few simple principles are developed and frequent application of these is made in dealing with more complicated processes. Each chapter closes with a set of practical exercises and references for the student's use. (Cloth; pages, 362; price, \$1.25 net. The Macmillan Company of Canada, Toronto.)

One would think that very little could be done in the way of improvement upon the historians of other years in writing on English history, but Mr. M. E. Carter, of Oxford, has just completed a very readable sketch, concise in character, with an accurate sense of proportion, and covering the main facts required in a *School History of England* in a very lucid and simple style. It has several maps illustrating changes at important epochs. This history is brought down to the death of King Edward VII. The latter portion is very instructive reading in getting an accurate knowledge of the events leading to the great constitutional crisis that is now convulsing England. (Cloth; pages, 406; price, 4s 6d. University Tutorial Press, Drury Lane, London, W. C.)

- (1) *First-Year Mathematics for Secondary Schools.*
- (2) *Second-Year Mathematics for Secondary Schools.*
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These books represent a change in the teaching of mathematics which, though new in America, is already a familiar

thing in England and Germany. They are founded upon a natural system, scientifically based upon the psychology of the child. It follows with minutest care the natural process of the awakening mind.

As to the need of a change most teachers are agreed. The average boy never gets beyond the conception of mathematics as a necessary evil and a meaningless drudgery. He has his year of algebra and his year of geometry, holds each subject long enough to pass his examination, and drops it with a sense of relief. If he chances to adopt a profession where mathematics is required, he must learn it over again—learn it functionally—and then he finds to his surprise that it is intensely interesting.

Professor Geo. W. Myers, the editor of the series, with the assistance of numerous colleagues, and after a close study of European methods, has gradually built up this new method for the classroom. The most striking departure from the old way of teaching consists in the fusing of arithmetic, algebra, and geometry into a single study. The Summary at the end of the chapters, the use of various letters for the unknowns, instead of the hard worked x and y , and the particularly interesting sets of problems, are other features which strike the teachers of mathematics favorably. These books seem to promise a correlation of elementary algebra, geometry and physics, and may be what the long-suffering teacher of mathematics has hitherto looked for in vain. It might be well for those who are interested to write for specimen pages. (Cloth; 1st year, 378 pages, price \$1.13; 2nd year, 282 pages, price \$1.63; Teacher's Manual, 164 pages, price \$0.89—all post-paid. University of Chicago Press, Chicago, Illinois).

MOUNT ALLISON

Mount Allison Institutions

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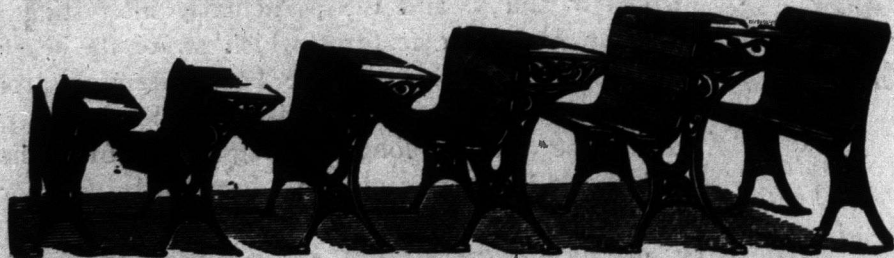
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New Brunswick School Calendar 1911-12

- Aug. 28th Schools open.
Sept. 4th Labor Day.
Sept. 5th Normal School opens.
Thanksgiving Day. (Date unknown.)
Dec. 19th Examinations for Teacher's License begin (III Class).
Dec. 22nd Schools close for Christmas vacation.
Jan. 8th Schools open after Christmas vacation.
Apr. 4th Schools close for Easter vacation.
Apr. 10th Schools open after Easter Vacation.
May 18th Loyalist Day. (Holiday in St. John City.)
May 23rd Examinations for Teachers' Licenses (III Class).
May 24th Victoria Day.
June 1st Last day on which Inspectors are authorized to receive applications for Departmental Examinations.
June 3rd King's Birthday.
June 7th Normal School Closing.
June 11th Final Examinations for License begin.
June 28th Schools close for the year.
EDUCATION OFFICE, Fredericton, N. B.,
May 18th, 1911.

Nova Scotia School Calendar, 1911

- Aug. 1 Next School year begins.
Aug. 28 Regular opening of Public Schools. First Quarter.
Sept. 4 Labor Day (Holiday).
Oct. Dominion Thanksgiving Day.
Nov. 13 Second Quarter of School Term begins.

Canadian History Readings.

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