

THE EDUCATIONAL REVIEW

VOL. XIX. No. 9.

ST. JOHN, N. B., FEBRUARY, 1906

WHOLE NUMBER, 325.



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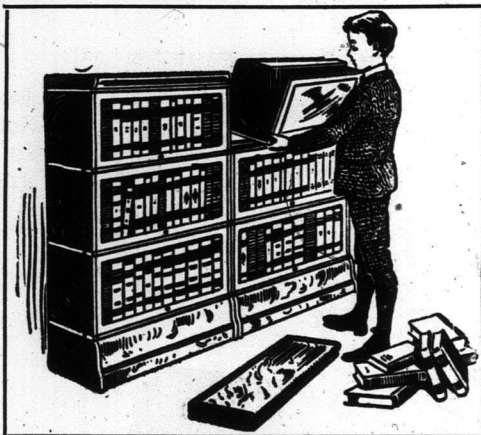


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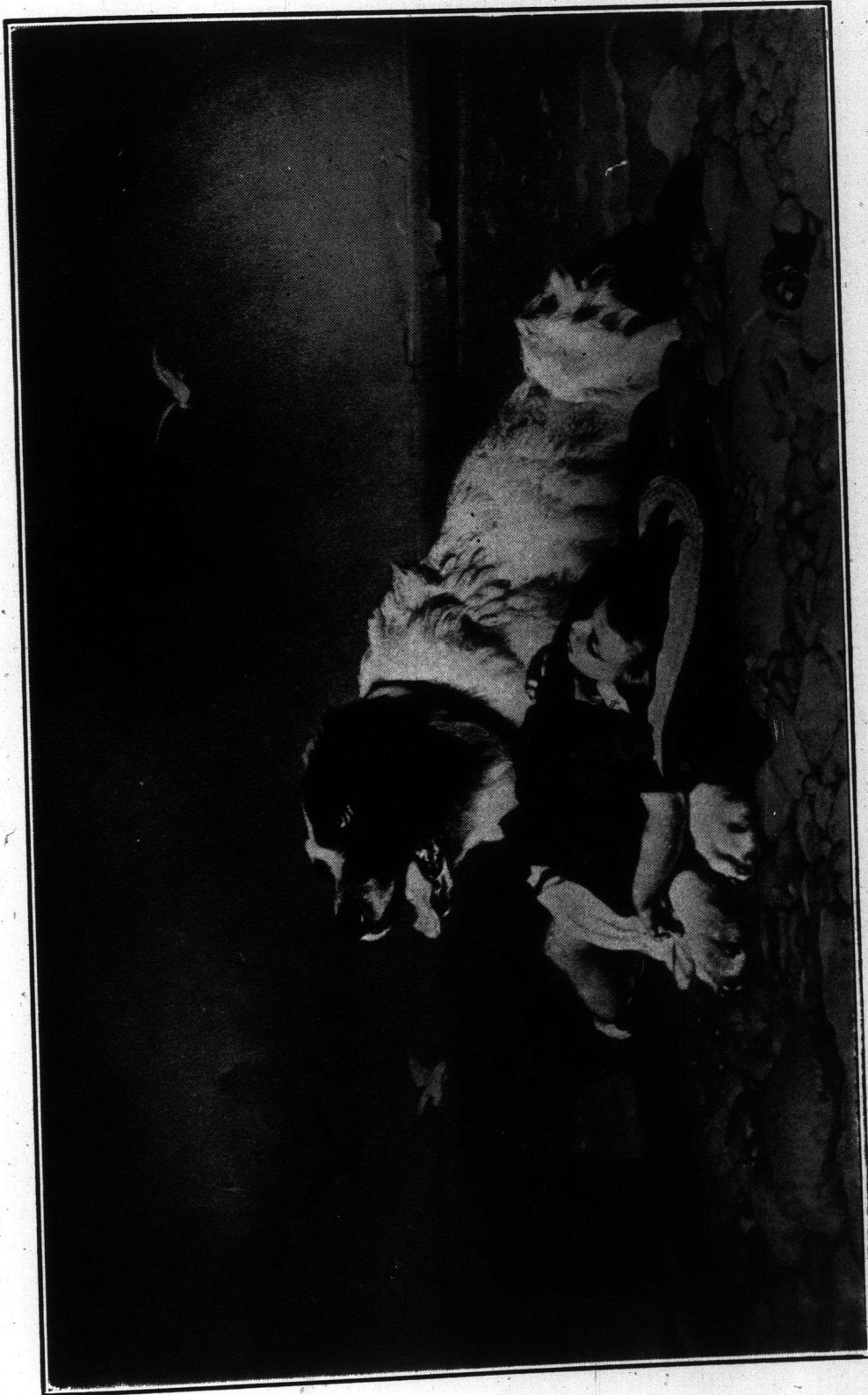
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G. U. HAY,
Editor for New Brunswick.

A. McKAY,
Editor for Nova Scotia.

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Do readers of the REVIEW scan its pages and articles closely to see what there is bearing on their work, not only of this but of future months? Do they preserve the paper for future reference? How much there is in this number, for instance, worthy of study: A university professor who has made the natural features of these provinces a life long study gives a geography lesson of absorbing interest; A student of art shows how teachers can make the best use of the picture "Saved," while a former teacher in one of our schools, now studying in a distant city, begins a series of sketches on the history of art; there are helpful articles on nature-study on the teaching of English, current events, how to make Friday afternoons interesting—all of which and more should be of the greatest use to readers if they study the REVIEW.

The REVIEW and *Canadian Magazine*, both for \$2.80.

Are you forming any plans for a school garden, large or small, next spring?

The Summer School of Science will meet at North Sydney, July 3rd to 20th.

The Provincial Educational Institute of New Brunswick will meet at Chatham on the last three days of June.

Dr. Hannay's history of New Brunswick will be published some time during this year. It will deal with events and persons from the earliest times down to the present. One of the contributors is Supt. Dr. Inch who will write on educational topics. Dr. Hannay has been engaged on the work for some years, and its early appearance will be looked for with much interest.

Acadiensis for January begins its sixth year, making a record in Acadian literature, as no magazine hitherto published in the Maritime Provinces has reached that limit of existence. The magazine under the management of Mr. D. R. Jack bids fair to see many years more of usefulness with a more generous support than in the past. The contents of this month's number embrace several valuable articles among which is Heraldry in Brief, a very readable and interesting account of that art.

The government of New Brunswick will shortly introduce a bill into the legislature to so amend the Education law as to provide for compulsory attendance of children at schools. While attendance in many parts of the province is fairly satisfactory, it is not so in others; and there are good grounds for belief that even in this age of free schools many children are getting but very slight advantages from them. The REVIEW has held that if the government undertakes to establish free public schools and arranges for their support it should also see that parents be compelled to send their children for a given number of days in the year.

The next meeting of the National Educational Association of the United States will be held at San Francisco, July 9 to 13.

Note the official announcement of Superintendent Dr. A. H. Mackay, on another page. It is of special interest to the teachers of Nova Scotia.

Rev. Hunter Boyd, of Waweig, N. B., has kindly offered two booklets on the life and work of Landseer as prizes for the two best sets of class questions and suggestions on the picture, "Saved," in this number,—the papers to reach him by the 18th February.

The scarcity of desirable teachers is a serious matter in many parts of the country. A better recognition of the teacher's work, better salaries, and better preparation on the part of the teacher, will improve this condition of things.

Dr. William Rainey Harper, president of Chicago University, died of cancer on the tenth of January, in the fiftieth year of his age. During the fifteen years of his presidency his brilliant executive talents and energy have been devoted to spending wisely the immense sums of money which have been given to that university which is now one of the leading institutions of learning in America. When Dr. Harper found that his disease was incurable he bravely kept on with his duties, calmly awaiting death.

The treatment of consumptives is properly engaging the attention of leading men and physicians throughout the Dominion. On the 28th March the sixth annual meeting of the Canadian Association for the prevention of consumption and other forms of tuberculosis will be held in Ottawa. His Excellency Earl Grey will preside at the evening meeting at which Dr. Arthur J. Richer of Montreal will deliver an illustrated lecture on consumption and the appliances now in use to check its progress.

One of the most beneficent institutions of Canada is the free hospital for consumptives near Gravenhurst, Ontario. This is largely maintained by the subscriptions of benevolent people, and has been the means of restoring to health many hundreds of patients since the work began. Contributions for this praiseworthy object will be received by Mr. W. J. Gage, Toronto.

Nature-Study for February.

The lesson on snow in another column can be used for several interesting lessons at times during the month when there are falls of snow. Flakes of snow caught on the nap of a piece of black cloth, can be observed and sketched quickly. The six rays of the crystals are always plain, but there may be an almost infinite variety of ornamentation. The same forms may be looked for in frost on the window panes, on grass or in shell ice. The frost on window panes will be well worth studying and sketching.

The records of temperature for the month of January will be worthy of preservation, for it was the warmest mid-winter month for many years. Continue the observations on the weather for this month and make daily averages of the temperature. Keep a record of stormy, fine and cloudy days. Have we had much snow this winter? Much rain? Show what a little difference in temperature will bring rain instead of snow. Contrast the bare uneven roads and the rumble of wagons with the snow-covered roads and the merry sleigh bells. Why do children like snow? Why lumbermen? Farmers? Why people in other occupations? What animals like snow? Do dogs? Cats? What kind of snow storms are pleasant to be out in? What makes some snow storms unpleasant? How does crust form?

The sun's apparent course during the day may be noted by watching its progress across the room. Note where it is at twelve o'clock; in what part of the sky it is at sunrise and sunset. How many hours is the sun above the horizon on the fifth of February? On the fifteenth? and on the twenty-eighth? The weather will very likely be colder in February than in January. In which month do we have more sunlight?

Notice the planets and stars during this month. Jupiter still leads them all in brightness, and keeps his position near the Pleiades, with Orion and Sirius following after. Farther to the east is the constellation of the Sickle, with the bright star Regulus in the end of the handle. Notice the position of the Great Dipper with the handle pointing to the horizon. Try to follow its course from night to night with a view to understanding the motion of those stars in the heavens round the pole. Do they go below the horizon? Notice the rising of Arcturus in the north-east about 10 o'clock. It can always be found by continuing the curve of the handle of the Dipper.

Our Native Trees.

By G. U. HAY.

The American Larch.

The American larch (*Larix Americana*), or tamarack, or hacmatack, for it is known by all these names, is our only cone-bearing tree which sheds its leaves in autumn. A swamp forest such as one sees in the north-eastern part of New Brunswick is a beautiful sight in early November when the greenish-yellow leaves of the tamarack are ready to fall. It is then that this attractive and graceful tree receives most attention, its full clusters of slender delicate leaves, with the hue of death already upon them, forming a striking contrast with the dark green leaves of the surrounding evergreens. Why is the larch the only cone-bearing tree which sheds its leaves in autumn? Why, indeed! It is not because its leaves are large enough to collect the snows and ice of winter. They are really smaller than the pine leaves which they resemble somewhat by being gathered in bunches. Small evergreen leaf forms are supposed to be a modern contrivance, as the geologist would say, adopted for the purpose of protecting these trees from the ice and snows of an arctic winter. One of them has put on the fashion of a deciduous tree by disrobing in autumn and clothing itself with a fresh garment of green foliage every spring. Will the other evergreen trees follow the fashion set by this graceful beauty—the tamarack? We do not know. If one knew more about the nature of trees and their life-history he might attempt an answer.

Watch the tamarack put out its sprays of delicate green leaves in late May; but before that mark its crimson little flowers as they appear, the fertile ones in catkins, to swell into red fleshy cones in June. The habit of flowering in very early spring, which most trees have, is unknown to very many people. If they wish to see beautiful flowers they should visit the larches in April and May.

The wood is light colored, resinous, coarse grained, very strong, and remarkably durable in contact with the soil. This quality makes it valuable for fence posts, telegraph and telephone poles and railway ties. It is much used for ships' knees and planks. It is adapted for door and window frames, and it does not shrink or warp. Shingles made of it are even more durable than those of pine or cedar. It stands the effects of water for centuries. It is so strong that joints and rafters made of it

support incredibly heavy weights. A cubic foot of larch wood weighs 39 pounds. Although it is most common in swamps it grows freely in uplands and meadows where it attains its greatest size—from 60 to 80 feet in height, with a trunk diameter of two to three feet.

The White Cedar.

The white cedar (*Thuja occidentalis*) attains its greatest size in swamps or wet grounds, but those symmetrical cone-shaped trees, so valued for their beauty, grow in high rocky situations, reaching their greatest perfection in limestone regions, especially about the lower St. John and Kennebecasis rivers. The cedar is abundant in New Brunswick, somewhat scarce throughout Nova Scotia, and is said to be rare in Prince Edward Island. It attains its greatest size in northern New Brunswick, where it is frequently seen of a height of fifty to sixty feet and with a trunk diameter of three feet or more. It has a fibrous stringy bark. Its wood is soft, light in color, fine grained and very durable. It splits easily and is largely used for posts, shingles, fencing and railway ties. It will stand the weather for a great number of years without showing the slightest taint of decay. It is much used for making pails, tubs and for a variety of purposes where lightness is required. A cubic foot weighs only 20 pounds. Its small scale-like leaves grow in four ranks or rows on the branchlets, forming fan-like sprays. This with the pyramidal habit of growth of the cedar makes it very desirable for lawns and hedges. It is the only member of the Cypress family found in this latitude.

The flowers of the cedar are not conspicuous. They grow on the ends of the branchlets, both kinds, sterile and fertile, on the same tree—the latter producing the broadly winged seeds in dry spreading cones.

In schools where there may be objections to general readings from the Bible or repeating the Lord's prayer, this plan may be adopted for the morning exercises: One morning alternate readings of the Beatitudes (Blessed are the poor in Spirit); on another concerning Charity (Though I speak with the tongues of men and of angels); on another concerning God's care (The Lord is my Shepherd); and so on. Then a favorite hymn may be sung; followed by a memory gem that may be helpful for the day's work.

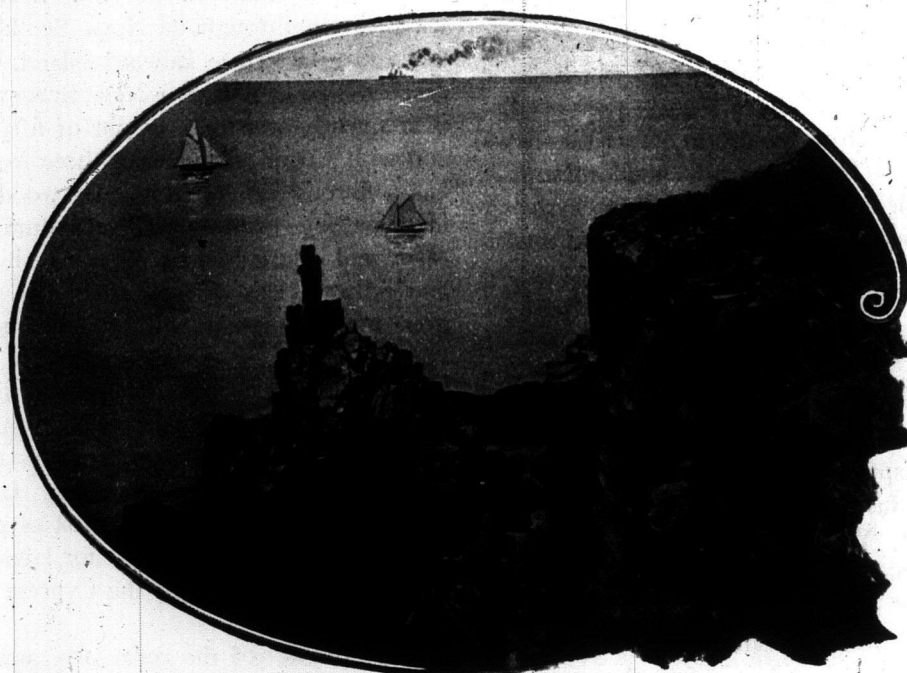
Our Coasts. I.—Their Character.

PROFESSOR L. W. BAILEY, LL. D.

Who is there who does not wish at times to go to the seashore? and who, once there, is not impressed by the conditions which distinguish it? The coolness of the atmosphere, so different from the prostrating heats of the interior; the refreshing breezes, with their peculiar odour of iodine; the character of the scenery, with alternations of headland and bay, rocky bluff or sandy beach; the in-rolling of the waves, followed by their rhythmical but inevitable retreat; the submergence by the in-

easy reach of it have a source of enjoyment of which those who are debarred from such scenes can have no real appreciation.

But the interest of the sea coast by no means ends with the mere affording of pleasure to those who visit it. It is a most important factor in determining the characteristics of the country which possesses it. Its presence and extent greatly influence the character and climate of the adjoining region; from it are derived the supplies of moisture necessary for the maintenance of its drainage system; through its indentations harbors are determined; by these harbors are fixed the location of its ports



SOUTHERN CROSS, GRAND MANAN, N. B.

flowing tide of all objects within its reach, and the laying bare of extensive flats as the waters recede; the waving to and fro of the green and purple seaweeds as the currents sweep around the rocks to which they are attached; the sight of sea-urchins and star-fishes clinging to or crawling over these same rocks; or, where tidal pools remain, of sea-anemones expanding their feelers, in form and color recalling the petals of a chrysanthemum; the gathering of brilliantly colored pebbles or of equally brilliantly tinted shells upon the beach—all of these are attractions which few can resist and to most persons are a source of the keenest delight. Poets, painters, litterateurs, all find inspiration on the shores of old ocean, and those who live within

of entry and export; it determines the occupation and characteristics of a considerable percentage of the population; with it in short are linked nearly all the phases of a country's history, the extent and rapidity of its development, its relations to other nations and its position in the scale of civilization. One has only to refer to such countries as Greece in classical times or England and Japan in their modern days, and to contrast the latter with Russia, to see how vast are the consequences depending upon the extent and nature of a country's sea-board. Let us now see how far such connections find illustration in the Maritime Provinces of Canada.

Bounded upon two of its sides almost wholly, and upon a third partially, by bays or arms of the sea,

the extent of the New Brunswick coast is, for the size of the province, very large, there being, except for the break at Chignecto a continuous coast line of over seven hundred miles, or about one mile of coast to every thirty-eight square miles of surface. Nova Scotia upon the other hand, except for the same break, is everywhere surrounded with water, the length of coast in comparison with the consolidated area being further increased by the great indentations of Minas Basin, Annapolis Basin and St Mary's Bay, as well as by the extreme irregularity of the southern sea-board, and the occurrences of such transverse gaps as those of Digby Gut, the Grande and Petite Passages and the Gut of Canso. The number of islands adjacent to the coast, comparatively few in New Brunswick and almost countless in Nova Scotia, help to make numerical comparisons between the two very difficult.

With such an extent of coast line possessed by Acadia it would reasonably be expected that in the special features of the sea-board, considerable diversity should be manifested. And this is actually the case. Thus in New Brunswick we have a natural division into two sections, that of the Bay of Fundy and that commonly known as the "North Shore"; and between them the contrast is very marked. The latter is for the most part low, the adjacent waters are shallow and often shut in by sand bars, but possessing nevertheless many fair harbors, usually expansions of large streams, like the Miramichi and Nepisiquit, which here debouche to the eastward. Owing to the lowness of the shores the scenery of the North coast is usually tame and monotonous, though occasionally the carving action



ISLAND OFF EAST COAST, N. B.

of the sea upon exposed bluffs may lead, as shown in the above cut, to interesting and picturesque results. The shallowness of the water, together with the slight amount of tidal movement, makes

the waters in the summer season comparatively warm and to be sought for bathing purposes at many summer resorts, while, for the same reason, during much of the winter, the shore is much en-



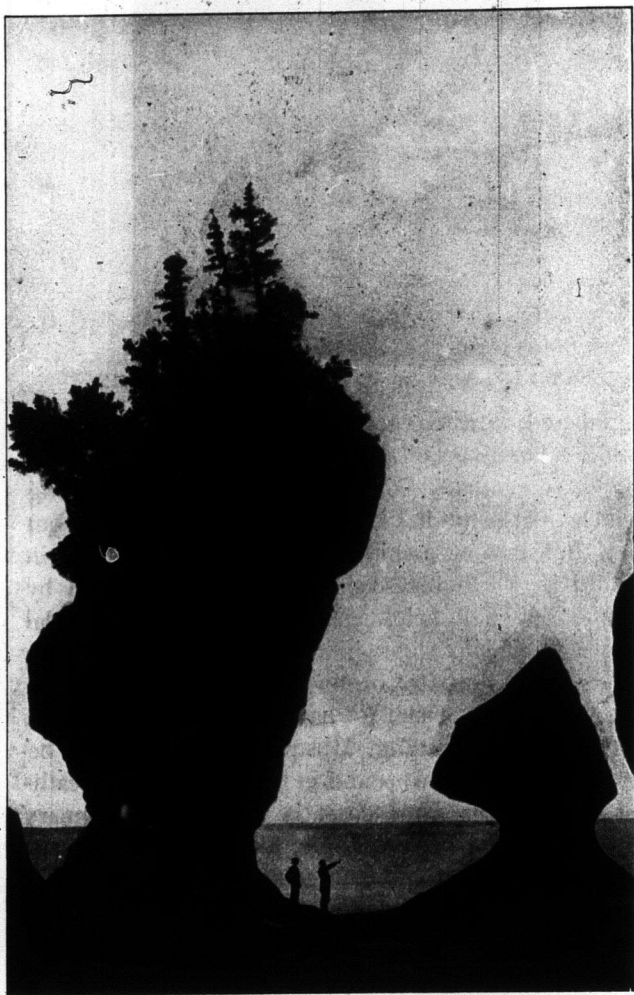
CLIFF, MAHOGANY ISLAND, NEAR ST. JOHN.

cumbered with ice, and navigation becomes impossible. The Bay of Fundy shore, upon the other hand, is generally bold and abrupt, bordered along much of its length by walls of rock, broken by but few indentations, while the neighboring waters, in addition to rapid descent in depth, are marked by the exceptional height and rapidity of their tidal flow. This shore has, however, the advantage over the other sea coasts of the Province in being free from ice, the principal harbors, such as those of St. Andrews, L'Etang, Musquash and St. John, being open at all seasons and in the most severe weather. Upon this same coast is to be found scenery which is always picturesque, and, especially to the eastward of St. John, embracing elements of grandeur. This is partly due to the height and steepness of the adjacent hills, which in eastern St. John county rise abruptly to elevations of eight hundred or nine hundred feet, and partly to sea sculpture, the result of the wearing action of the sea upon rocks of different degrees of hardness and variously disposed.

In Grand Manan we have a combination of both features, the western and northern sides of the island presenting almost continuous and precipitous bluffs, about four hundred feet high, while in places, as about the Southern Head, they have been carved by the sea into most curious and fantastic forms.

Passing to Nova Scotia contrasts equally remark-

able attract attention. Along the Gulf coast, a continuation of that of the New Brunswick "north shore," the features are much the same, the shores of the mainland being generally low, the waters shallow, and the harbors, of which Pictou is the most important, apt to be closed for some months by ice. Upon the Bay of Fundy coast the distinctive features are a rock-bound shore, overlooked by steep and sometimes, as at Cape Split and Blomidon, by lofty and precipitous bluffs; few indentations ex-



ROCKS AT HOPEWELL CAPE, N. B.

cept at its head; deep water which is permanently open; few islands; and extraordinary tidal flow. Finally, upon the Atlantic seaboard the features are markedly different from either of the above, the shore having a general direction which is quite uniform and parallel to that of the Bay of Fundy, but in detail exhibiting the greatest possible irregularity, partly due to innumerable long and narrow indentations at right angles to the general trend of

the shore, and partly to innumerable islands. Through the former, as in the case of Halifax and Shelburne, are determined deep and commodious harbors; through the latter coastal navigation is made more difficult and dangerous, but at the same time fishing operations are enlarged and facilitated. Cape Breton, as an island, has distinctive features of its own, the most important, in the present connection, being the narrowness of the passage, the Gut of Canso, by which it is separated from the rest of the province, the character and position of Sydney Harbor in relation to the great coal and iron industries, and the almost complete division of the island into two by the chain of the Bras d'Or Lakes now so famous for the beauty and grandeur of their scenery.

In the next chapter we shall consider some of the processes in operation upon our coasts and thus pave the way for a better understanding of the causes which have determined their distinctive characteristics.

[Several of the illustrations used above were kindly loaned by the New Brunswick Tourist Association].

A young business man of New York, who has not long been married, was fondly greeted by his wife one evening with the joyful announcement that she had that afternoon received a diploma from the cooking school at which she had been an assiduous student.

Evidently the husband did not exhibit that degree of enthusiasm in the matter that she expected for the young wife said, in a disappointed tone: "Aren't you glad that I have been enrolled as a competent cook? Just see, I've prepared this whole dinner! I gave especial attention to this dish here. Guess what it is!" As she spoke the husband had endeavored to masticate a particularly tough piece of the contents of the dish referred to. Seeing his look of wonder, the young wife again playfully said, "Guess what it is?"

"I don't know," responded the husband, uncertainly. "Is it the diploma?"—*Harper's Weekly*.

King Christian IX. of Denmark, father of Queen Alexandra, is dead after a reign of 43 years, and his successor, Frederick VIII., has quietly ascended the throne.

Notes on English Literature.

By G. K. BUTLER, M. A., Halifax.

Washington Irving's "Christmas Eve."

P. 86, l. 2.—What is the word commonly used by us equivalent to "chaise"? "Postboy," what place did he occupy, as a seat? The custom is still kept up in royal processions etc. l. 6.—"Good cheer" is a common phrase in poetry, etc. What is its meaning?

In Horatius Macaulay writes: "What noble Lucumo comes next to taste our Roman cheer." l. 7.—What is the meaning of a "bigoted devotee"? Also of "the old school"? l. 9.—What does "tolerable" mean in this line? What is its usual meaning? l. 10.—The old English country gentleman of an earlier date is pictured in Sir Roger de Coverley. Those who have not read about him have missed a fine piece of word painting: l. 11. et. seq.—What the writer says here is even more true of the present time.

P. 87, l. 3.—Chesterfield the noted criterion of good manners, etc., lived during the 18th century. The encounters between him and Samuel Johnson are famous in the history of the latter. What is the meaning of the expression "took honest Peacham for his text book"? l. 9.—Meaning of phrase "deeply read"? l. 11.—To what time would the writers of "two centuries since" belong? Name some of the more famous of them. l. 14.—"The golden age" is always some time ago with those who are not exact in their knowledge of present and past conditions. l. 17.—Meaning of "gentry"? Give another word in more common use. l. 19.—"Indulging the bent of his humour" means what? What is meaning of "bent"? l. 20.—What is meaning of "old" as applied to a family? l. 24.—"Immemorial" means what? *In* or *im* at the beginning of a word has what force usually? l. 26.—Look up the derivation of eccentricities." l. 32.—"What is meant by the "family crest"?"

P. 88, l. 7 et. seq.—How about the wife left behind alone while the husband goes merrymaking? Why didn't she go too? What kind of trees was the avenue formed of? l. 19.—Would there be vapour on such a night in our climate? What figure of speech in the word "shroud"? l. 20.—Look up derivation of "transport." Is it used here in its literal sense or otherwise? l. 22.—Evidently his companion had attended one of what are called in

England the "public schools." What would we call them here? l. 24.—Find derivation of filial. l. 25.—"Scrupulous" means what? l. 32.—Find meaning of "pedant". How does it differ from "scholar"?

P. 89, l. 18.—How came the taste of Charles II.'s time to have a French tinge? What was the date of the Restoration? What other historical event is spelled with R. l. 25.—Find meaning of "obsolete." l. 28.—"Old family style"; with which word does "old" go as an adj. "family or "style"? l. 30.—What is the difference between "republican" and "monarchical" form of government? l. 31.—When did the party called "Levellers" exist?

P. 90, l. 2.—The yew-tree wood was formerly used for a certain purpose. What was it? ls. 9 and 10.—In England the Christmas festivities extend over twelve days finishing with "Twelfth night" celebrations. l. 15.—Explain the custom of "hanging the mistletoe." What kind of a plant is the mistletoe; i. e. how does it grow? l. 26.—Meaning of "whim." Find derivation of "benevolence." l. 34.—What is a "superannuated spinster"? And a "half-fledged stripling"?

P. 91, l. 10.—Meaning and derivation of primitive? ls. 12 to 20. The hall of Abbotsford gave Scott a great deal of pleasure in its furnishing as may be seen in his "Life". l. 17.—If the furniture was "cumbrous" it at least possessed one merit. What was it? l. 26.—"Yule clog" is more commonly known as "Yule log" l. 30.—"Hereditary" may have its derivation found. l. 32.—What part of speech is "very" here?

P. 92, l. 2.—"Cavalier" may here have a political meaning. If so what is it? l. 4.—What is the meaning of word "supper" here? What do we understand by it? After the supper the writer had eaten we would not have been astonished had he seen visions or at least dreamed dreams. l. 21.—Those who have read Addison may remember a person who somewhat resembles Master Simon. l. 30.—Meaning of "harping"?

P. 93, l. 2.—Meaning of "caricature"? l. 3.—What figure of speech in "were ready to die with laughing"? l. 7.—Why apply "vagrant" to comet? l. 15.—Look up "chronicle". l. 24.—"Factotum". Meaning of "jumping with his humour"?

P. 94, l. 4.—"Home-brewed" what? l. 15.—Look up "antiquated" and "antique". l. 22.—Meaning of "prone"? Derivation? l. 35.—The officer being still young and having been wounded at Waterloo,

this piece must have been written not later than?
When was Waterloo?

P. 95.—Herrick, a clergyman, lived from 1591-1674.

P. 96.—Study the following words:—Nosegay, ponderous, panelled, cornice, grotesque, tester, niche, casement, aerial.

The School from the Standpoint of a Parent.

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

(Read before the St. John and Charlotte Counties United Teachers' Institute, October, 1905.)

One feels with such a theme assigned him, as if he appeared, to speak for the great body of parents in the jurisdiction of this Institute. I do not speak for more than two at the most. In fact it would be safer to say that only one is represented in the few well chosen words that may come from me.

And in the first place let me testify to the faithfulness, patience, capacity, and efficiency of the teachers as I have come to know of them and their work through my own relation to the school. Any person living in a house with about half a dozen normal, healthy children, whose goodness does not make them unfit for earth, may dimly realize what fine self-control, what skilful generalship, what gifts of heart and mind and body are required to keep in fair working order three or four dozen such children in different dispositions, of various capacities of diverse home habits and miscellaneous attainments; to carry them along together in some regular organized course of training up to another plane of intellectual development. Such knowledge and skill is too wonderful for me; I cannot attain to it. My own experience as a public teacher is limited to the instruction of some ten independent feeling lads for half an hour a day in a Sunday school. If I had imagination sufficient to picture what it would be like to have charge of three or four times as many such boys, five or six hours a day, five days in the week, I would undertake to rival Dante—at least as to two thirds of his Divine Comedy. Once in a rash moment when asked what I would take and teach school I made the hasty and inconsiderate reply that I would take a school within my capacity for \$200 a day. If Mark Twain will allow, it is one of my life long regrets that I did not make it \$450.

Well there is before me a more heroic breed.—

"Languor is not in your heart,
Weakness is not in your word
Weariness not on your brow".

Personally I know a few of you who seem when we meet to have no hero's crown, or martyr's halo incommoding your brows. But thinking of you all day long with two or three score children in a room, trying to keep them all interested, and serenely going about it the next day, and the next, I know that the true teacher is born not made. There are doubtless some who teach for revenue only. But these, I should think, must be of all men and women most miserable; and all people who do things for revenue only are miserable enough.

The city has many advantages over the country in the matter of schools. But in some respects we of the town are losers. We hardly know the teachers of our own children. The visible relation between parent and teacher is not such as one would expect, whether we regard the teacher as a partner with the parents in the task of training the child, or as a professional person retained to perform a service, or even as an employee engaged by the year with a regular task. It would not surprise me to learn of some father who consults less with the instructor of his boys, than he does with the man who makes his coats; or that some mothers spend more hours with their dressmakers than with the teachers of their girls, and show more anxiety about the quality of their milliner's work than they do about the school training of their family. I am sure that the work of the hired man on the farm, and the cook in the kitchen is studied more closely by the men and women who pay for it than the work of the teachers who have control of half the active hours of the young members of the family during the eight or ten years in which their characters are under construction. Perhaps it may be claimed that the teacher is not a hired help requiring supervision, but a professional man or woman, performing technical work, thoroughly qualified to do it, and inspected by other and better experts. We know that this witness is true. Teachers belong to the learned professions if any one does. But when the doctor is in attendance on our families we usually seem to be quite interested in his proceedings, and talk over the situation with a certain seriousness. The pastor is not supposed to be in right relations with his flock if he and they do not confer on matters in his field of operations. Those citizens who employ a lawyer take some care to go over the case with him. But how is it between parents and teachers? Speaking for city parents I might make some sort of general confession. But what's the good. Everybody knows. In the country schools the teacher is brought into

much closer relation with the families whose interest she serves. Ten to twenty households comprise the whole community concerned, and that is an easy field for a young and active person to conquer. She is able to talk over with every father and mother the capabilities, attainments and progress of each child. It calls for tact and judgment, patience and good humor, and sometimes for disagreeable frankness. It is often hard for the teachers to keep clear of the local and family controversies and jealousies. But I am sure that the more intimate relationship that grows up between teachers and households in the country is, in the case of a true teacher, of great advantage on both sides.

But the city teacher has usually twice, and often three or four times as many pupils as the one in the country. They belong to five or ten times as many families, since the system of grading divides the same family among many rooms. A group of five like my own, brought up in the country in an ungraded school, would perhaps at their present age have known four or five teachers. In some happy hamlets they would have known but one. Living here, I believe they have already been under the care of thirty-seven different men and women, and the number will probably reach sixty before they are through. That complicates the problem.

In the more scattered and poorer country districts the teacher is the only public functionary. She comes in from high school, normal school, or college, "trailing clouds of glory" and she may be the strongest influence for culture there is in the place. Most of the teachers of this city are working in the community where they were born and grew up. They certainly form a part of the intellectual life of the whole place. But if the head of the family knows a few of these one hundred and fifty teachers, the chances are that they will not be the ones in charge of his own children. * * * * * As regards some, at least, of the trustees, who are supposed to represent the parents in the control of the schools, they consider their work at an end where it really begins, that is when the house is built and the teacher engaged, and the machinery set in motion. In their way they are like the deity of some far eastern creeds, who makes his world and sets it in motion and then betakes himself to a solitary throne and lets it go.

* * * One school trustee I knew, who served in an incorporated town. He was a busy lawyer, and once told me that he found his work as trustee rather exacting. He felt that he ought to visit each depart-

ment in the school every week, and to stay long enough to go over the lessons with the classes. In the higher and lower grades alike he followed all the text book work, and he casually remarked that it took more time than one would suppose to read carefully all the Greek, Latin and French lessons and exercises of the higher classes, and to work out algebra and geometry so that he would know exactly what they were doing, and be able to examine and criticize the work of any class as it came up. Now this man did not think that he was doing more than was in his contract when he accepted office from those parents whom he represented. He did not think that a school trustee was a mere hewer of wood and payer of water taxes.

I seem to have made quite an excursion from the subject, to show that the teacher has not the direct responsibility of the parent, which an ordinary employee has to the person for whom he works, and that he does not have the intimate personal relation with the heads of the families which exists between lawyer and client, doctor and patient, or preacher and parishioner, whereby the value of the work of each of these professional men is tested; and finally that there is little or no representative influence or supervision exercised by the parents through the school board. It remains that the teacher can hardly look for approval, or criticism, or condemnation of his work to the people of the community where he lives. He knows the inspector and superintendent of schools as the authority to whom his work must be commended. The only authority as to the courses of study is a provincial board from which also comes the authority to teach, and a certain proportion of the salary. If these are satisfied there is no one else to deal with. If they condemn, it would not avail though the parents of all the children in the class found the teacher an angel from heaven.

Societies used to debate whether hope of reward or fear of punishment counted for most in regulating the life. But the community of parents can offer neither inducement to the teachers. His work is little recognized by those for whom it is done, for the children do not understand, the parents do not know, and the trustees are concerned with other things. It must be difficult for a subordinate teacher in these schools, even though she be a genius, to get herself discovered and to obtain her fair meed of praise. Yet she has a right to expect this much, in view of the limited material rewards.

"Fame is the spur which the clear spirit doth raise
(That last infirmity of noble minds),
To scorn delights and live laborious days."

Some few great souls among teachers have been known, one or two I have myself seen, whose work so absorbed them that they cared, or seemed to care, little for recognition. It was enough for them to do the *thing*. If they spoke of themselves they might give in other terms the explanation of that State governor who said: "I seen my duty and I done it."

"These demand not that the things without them
Yield them love, amusement, sympathy.

"Bounded by themselves and unregardful
In what state God's other works may be,
In their own task all their powers pouring,
These attain the mighty life you see."

(Concluded in next number.)

ART NOTES — No. III.

By HUNTER BOYD, WAWEIG, N. B.

The topic chosen for the month will appeal readily to all grades of scholars, and not least to those in the primary departments. Most children enjoy pictures of children, and also of animals, and particularly when these elements are so combined as to tell a story. For this reason one often meets reproductions of the well known picture by G. A. Holmes, called "Can't You Talk?" or another by C. Burton Barber "In Disgrace." Hardly less enjoyment is derived from scenes where only animals are introduced, provided "something is going on," and it may be well to recall the picture by H. Sperling, of Berlin, which bears a title "Saved" identical with that of Landseer's which is reproduced this month. It will be remembered that in the Berlin picture a kitten, attacked by two dogs has found a place of refuge at the breast of a larger dog. These two pictures may be compared chiefly for the purpose of noting the emotional expression of the two rescuers, and it would be well to gather other specimens of pictures where Newfoundland or St. Bernard dogs have effected rescues.

The meaning, or message of Landseer's 'Saved' is so obvious that we can afford to use this picture as a basis for classification of artists and their work, at any rate so far as such a summary will enable us to place 'Landseer,' and to know precisely what we are entitled to look for in his work. We all know the saying, "the eye sees only that which it brings with it the power of seeing," and it is true of artists just as it is true of the public who examine their work. A person who knows Landseer's specialty will not examine too closely his treatment of the clouds, the appearance of the ocean, nor even the

treatment of the little child. The strong point in the composition is the head of the dog, and if any question remains to be asked it is "What is the dog saying?" or more exactly "What emotion is expressed by the dog?" This is not the same as the quality of character or conduct displayed by the dog. We should all reply doubtless that we see faithfulness, kindness, humaneness and so on. But our business is rather to discover what were the feelings imputed by Landseer, or observed by Landseer, in this dog at the moment selected for his picture. If he actually witnessed a dog in this condition has he succeeded in making us sharers of his own emotion experienced when he reached that scene? What is the nature of the appeal which the animal makes upon ourselves as we contemplate this reproduction in black and white? Can we hear the dog, and if so what is the nature of the sound emitted. When we are thus led into the actual life of the dog all questions as to time of day or year and the location of the wharf or even the identity of the child are seen to be comparatively unimportant.

Many persons who are not conversant with the characteristics of various artists are frequently provoked to be told that such and such pictures are "good." They fail to discern that there are many kinds of "good" and not many artists achieve success in more than two or three special lines. It would be well for the scholars to be encouraged to form collections of pictures by animal painters. They can be classified according to nationality or according to the nature of the animal preferred. Let us take the French artists to begin with and we have Madame Rosa Bonheur who painted all animals but excelled with horses and oxen. Then we have Constant Troyon one of the greatest of French painters of landscape and animals. He made provision for a Parisian scholarship for young painters of animals. Next we take E. Van Marcke, Charles Jacque, Brascassat, and Madame Henriette Ronner so famous with her cat studies.

For those who can afford to procure works for their school, or who have access to public libraries we commend "Animal Painters of England" from the year 1650, by Sir Walter Gilbey, Bart., and they will there find nearly 60 illustrations by W. Barraud, J. F. Herring, and pictures by the Coopers, although not including the beautiful work of the recently deceased T. Sidney Cooper, R. A. Any of the great artist series of publications will include a life of Sir Edwin Landseer, and illustrations of his chief works. Sets of pictures can easily be obtain-

ed from the Brown, Perry, or Cosmos Picture Companies.

It may suffice to add that Landseer lived 1802-1873. He enjoyed the friendship of Prince Albert and Sir Walter Scott. He belonged to an artistic family and was unusually precocious. He was not a great colorist and thus the reproduction here presented does not greatly depart from the value of the original. Richard Muther says of him "He paints the human temperament beneath the animal mask."

This plan is useful for one hour's entertainment Friday evening as well as for an exercise in geography. One week I write fifty or more names on the blackboard of the most prominent cities, capes, bays, etc., of the world. Have pupils copy into their exercise books. Then during their spare time, either in school or at home, they locate their places, writing the location neatly opposite each name. When I have spare time, if there be any trouble in finding places, I help them out, making constant use of maps, thus showing my interest in the subject.

On Friday evening we appoint captains who choose sides. I give out the names as in a spelling match. When one is missed the seat is taken. (Pupils point out place on map.) The side that remains longer on the floor or which has the greater number standing when names are all called out, is pronounced victorious. To vary the exercise, I have pupils tell some interesting fact in connection with each place. The names written are chosen according to the capacity of the pupils, and thus a pleasant as well as useful exercise is given. The pupils become very much interested and are made familiar with the maps, also are made familiar with the names of places and their location, so that in ordinary conversation and reading they are much benefited.—*Popular Educator*.

Miss Ella Crandall, of Wolfville, one of the first contingent of Canadian teachers to go to South Africa, has arrived at the home of her father, Rev. D. W. Crandall, to spend a few weeks' vacation after which she will return to Winburg, where she has a position in the large government school of twelve teachers. Nearly all the other Canadian teachers who went out at that time are either married or have returned home.—*Yarmouth Telegram*.

If you strike a pupil be exceedingly careful how, when, and why you do it. The public is too sensitive for a teacher to take chances.—*Ex*.

Dear Editor.—Those who had the pleasure of reading in the November number of the REVIEW Rev. Mr. Boyd's interesting note on Turner's painting, "The Old Téméraire," may find an added pleasure in Henry Newbolt's lines entitled, "The Fighting Téméraire." A copy of the poem is subjoined.

Yours sincerely,

Dalhousie College, November 3. D. A. MURRAY.

The Fighting Téméraire.

It was eight bells ringing,
For the morning watch was done,
And the gunner's lads were singing,
As they polished every gun.
It was eight bells ringing,
And the gunner's lads were singing,
For the ship she rode a-swinging,
As they polished every gun.

*Oh! to see the linstock lighting,
Téméraire! Téméraire!
Oh! to hear the round-shot biting,
Téméraire! Téméraire!
Oh! to see the linstock lighting,
And to hear the round-shot biting,
For we're all in love with fighting
On the fighting Téméraire.*

It was noontide ringing,
And the battle just begun,
When the ship her way was winging
As they loaded every gun.
It was noontide ringing,
When the ship her way was winging,
And the gunner's lads were singing,
As they loaded every gun.

*There'll be many grim and gory,
Téméraire! Téméraire!
There'll be few to tell the story,
Téméraire! Téméraire!
There'll be many grim and gory,
There'll be few to tell the story,
But we'll all be one in glory
With the fighting Téméraire.*

There's a far bell ringing
At the setting of the sun,
And a phantom voice is singing,
Of the great days done.
There's a far bell ringing,
And a phantom voice is singing
Of renown forever clinging
To the great days done.

*Now the sunset breezes shiver,
Téméraire! Téméraire!
And she's fading down the river,
Téméraire! Téméraire!
Now the sunset breezes shiver,
And she's fading down the river,
But in England's song forever
She's the fighting Téméraire.*

A Hint Regarding the Provincial Examinations in Nova Scotia.

The Editor of THE EDUCATIONAL REVIEW:

Sir—Last summer while reading answers to the questions in science of the provincial examinations in Nova Scotia I was frequently discouraged because so few of the teachers had apparently profited by articles which I had written for their special benefit. I had endeavored to make plain some important principles and had given hints as to how they might be impressed upon the pupils who contemplated undergoing examination. I had hoped that these hints might be found useful, but the same old mistakes were repeated to such an extent as to indicate that the teachers had either not read my articles or had simply not thought it worth while to modify their teaching. This would seem a short sighted policy, even if the articles were not really of educative value, when the hints were given by the provincial examiner.

It has long been the aim of the Educational Department to improve the character of the science teaching in the schools, and examination papers are thoughtfully prepared with that object in view, and I have tried to further these efforts by occasional articles to your journal. I propose in this letter to make one more attempt to arouse the teachers. I have arranged that one of the questions on the papers in chemistry last July will be repeated, in substance at least, next July. Surely teachers reading this letter, who have pupils preparing for examination in chemistry, will take pains that they, at all events, thoroughly understand all the questions asked last July.

This warning having been given, it will be but fair that answers to this particular question should be more strictly marked than would otherwise be the case.

JOHN WADDELL.

Do the following passages bear any traces of the latitude, season, or country in which they were written?

"Twilight and evening bell,
And soon after the dark!"

"The sun's rim dips; the stars rush out:
At one stride comes the dark."

"The night cometh, when no man can work."

"The long gray fields at night."

"The dawn comes up like thunder."

Introduction to Practical Geography.

Barbizon.

MISS A. MACLEAN.

To the public school teachers in my native land, who know no more about art than I used to know, I should like to write of art. There are hundreds such. Bright, educated, clever teachers there are to whom the lives of the heroes of the battle field, of the giant souls who struggled for civil and political freedom, of the God loved ones who lived and suffered and died for the right to serve God as they thought best, are well known, but how many know the lives and works of the heroes, the conquerors, the martyrs of the art life, or realize that they are as worthy of thought and study as the people of any other field of the world's activity? We have no knowledge of a sixth sense, but if we could become possessed of a sixth sense, we would surely say regretfully, "what we have missed in the years that are past!" I know how much it would have meant to me had someone talked to me in school as I would like now to talk to the pupils I have known. I can not do that, but if I can help teachers to interest their pupils in art and the lives and works of artists, I shall feel that I have made some atonement for what my pupils missed because I did not know.

Once I was employed to give a young lady, whose education had been neglected, instruction in history and literature. The first day I called I was shown into a finely furnished library, where sat a graceful young lady by a table on which were two huge volumes, the leaves of one of which she was disconsolately turning over. When we were left alone, she turned to me and said, "How in the world do they ever suppose I can learn all that!" I took up the book at which she pointed, and found its title to be "Twenty Centuries of History." The other book I found to be an equally ponderous and alarming dissertation on literature. I was not surprised that the poor girl was frightened. Well, she had no lessons out of either book with me. I had my own methods and they succeeded. We have more than twenty centuries of art history—art is as old as the existence of man upon the earth. I do not purpose going back now to the Cave Dwellers or the River Drift Men, the Kitchen Middens or Stonehenge. I wish to journey now with the teachers and by them with their pupils in sunnier times and with people nearer to us in time and interest. If later they should wish to journey back through the

long ago, I shall be glad to go with them. We will begin with Barbizon.

What was Barbizon? Far away in sunny France, in the early part of last century, on the edge of a vast plain, close to the side of a forest, was a village of a single street. The houses or homesteads which formed the street were built around courts. Into these courts was thrown the refuse from the stables, there the cows were milked and the poultry fed, there pigeons cooed and little children played. There was no access to this one street town except by travelling across the fields from the post town of Chailley, a mile away, or by a path through the forest in another direction. This little hamlet, or day's walk from Paris, was Barbizon, and the forest, up to which it seemed to nestle, was Fontainebleau, to whose Renaissance Chateau came often Kings of France and their courts, and among whose lovely, sunlit glades and shady paths men and women whose names are linked with history joyously rambled. There were many hamlets and villages on the plain, vineclad homes of men and women who sowed and reaped, and gleaned and drove their sheep and cattle to pasture and watched them by day and by night. Many of those villages were fairer than Barbizon; then why is it that little Barbizon is known all over the civilized world to-day? It is because in that little hamlet, between 1830 and 1845 there gathered the largest number of men powerful in art creation that has ever gathered anywhere since the days of Michael Angelo, the days of the Renaissance. What men those men of the Barbizon school were!—Millet, Corot, Baryé, Rousseau, Gerome, Delacroix, Diaz, Dupré, Troyon, and many others. Strange that there should be long years when the world's eyes ache with looking for its art lights, and then suddenly there is flung out against the blue a whole galaxy of brilliant stars.

It is said that Barbizon became known to the art world through Claud Aligny and Philippe Le Dieu. They had gone to Fontainebleau to visit a friend, and while there went into the forest looking for something to paint. By night-fall they had lost themselves, but by following the tinkling of a bell they came upon a cowherd who guided them out to the village of Barbizon and to the house of a peasant named Ganne. Ganne could provide food but not lodging, so the cowherd let them pass the night on the straw with his cattle. Next morning they explored the forest near the hamlet and were

so amazed and delighted that they insisted that Ganne should take them as lodgers. He and his wife decided that money was not to be despised, so they gave up their bedroom to the artists, and shared the barn with the cattle in the pleasant summer time.

Le Dieu and Aligny spread the news of their discovery of a bit of unspoiled nature so near to Paris, and next summer the place was overrun by artists. Finally Ganne bought a large barn and fitted it up as a two-storey hotel with studios on the north side. On the ground floor was an immense dining-hall, a cafe and billiard table. Most of the artists gathered into Ganne's hotel and often it was so full that some slept on the tables and others in the barn. Between 1830 and 1860 nearly every French artist and representative artist from every other civilized nation visited Barbizon.

A merry "vie de Boheme" the men of the earlier Barbizon days led. Each season one was chosen as leader, and times were grave or gay according to the temperament of the leader. They were earnest workers. The law of the place was to rise early, and the most diligent were off to the forest by five. After dinner they relaxed. Then they smoked, they talked, they sang, they decorated the panels of the dining-room, they went masquerading to the other villages or danced the bottle dance on festive occasions in a barn lit up by candles in tin lanterns and decorated with ivy. The graver ones of Millet's type did the decorating, while the gayer ones of Corot's type led the bottle dance. Bottles were placed at equal distances from each other and the dancers, moving slowly at first, then fast and faster, passed out and in between the bottles—he who tipped over a bottle was out of the dance.

Most of the artists came and went, but, during the last twenty-seven years of his life, Barbizon was home to Millet all the year round, and with Millet I shall begin sketches of the lives and works of some of the most important of the Barbizon school of artists.

The purely educational value of nature study is in its power to add to our capacity of appreciation—our love and enjoyment of all open-air objects. I should not try directly to teach young people to love nature so much as I should aim to bring nature and them together, and let an understanding and intimacy spring up between them.—*John Burroughs.*

February Birthdays.

February 3, 1811. Horace Greeley born; took an active part in the labour of the New Hampshire farm where he was brought up. He early learned to read and before he was ten had read every book that he could borrow in the neighborhood. Established the New York Morning Post, the first penny daily ever published, afterwards founded the New York Tribune, which he edited till his death.

February 6, 1664. Queen Anne of England, the last sovereign of the Stuart line, born in London. She was the second daughter of James II. She was the mother of seventeen children all of whom died in infancy before she became queen. Her reign was distinguished by successful wars fought under the great Duke of Marlborough, and is also called the Augustan period of English literature, from the famous writers who lived in her reign.

February 7, 1812. Charles Dickens, one of England's greatest novelists, born near Portsmouth. Began to study law but disliked it and entered upon newspaper work. His "Posthumous Papers of the Pickwick Club," unequalled in their particular vein of humour, won him great popularity. His masterpiece is "David Copperfield," which is said to be the history of his own life. His "Child's History of England," "Christmas Carols" and parts of his novels are delightful reading for the young.

February 11, 1847. Thomas Alva Edison, great inventor, born in Ohio. His mother, a Scotch woman of intellectual attainments, taught him to read. He began life as a trainboy on the Grand Trunk Railway; learned telegraphy and soon began a series of inventions, which made his name famous. chiefly telegraphic and electric instruments, the telephone, phonograph, electric light and electric engine.

February 12, 1809. Abraham Lincoln, the sixteenth president of the United States, born in a cabin in Kentucky, a grand-nephew of Daniel Boone. Had one year's schooling, was a farm laborer, "rail-splitter" and trader by turns as he grew up. He was famous for his height and strength of body, his inexhaustible fund of anecdotes, and for his cleverness in speech-making. On a voyage to New Orleans he saw slaves chained, maltreated and whipped, which led to his deep-rooted dislike of slavery. Studied law, was elected to Congress in 1846, and became president of the United States in 1860. He was assassinated by John Wilkes Booth, an actor, in 1865.

February 15, 1564. Galileo (accent on the e) was born in Italy. A noted mathematician and philoso-

pher. Invented the microscope and telescope. With the latter he detected the mountainous character of the moon, the phases of the planet Venus, discovered the moons of Jupiter, the rings of Saturn, the rotation of the sun on its axis by means of the spots on its disk. He was denounced as a heretic for teaching that the earth moves; was imprisoned and renounced what he had taught; but added an aside—"Still, it does move."

February 19, 1473. Nicolas Copernicus, an astronomer, born in Poland. He was the first to teach that the planets revolve round the sun, a theory that was rejected in his time.

February 22, 1819. James Russell Lowell, a distinguished poet and critic, born at Cambridge, Massachusetts.

February 22, 1732. George Washington, soldier and statesman, the leader of the forces of the American Colonies in the war of the Revolution. First president of the United States.

February 23, 1685. George Frederick Handel, great musical composer, born in Saxony, composed sonatas at the age of ten, devoted himself to sacred music. Composed the oratorios of "Saul" and the "Messiah."

February 26, 1802. Victor Hugo, a celebrated lyric poet and novelist, also a great political orator and leader, born at Besancon. His greatest novels are "Les Miserables" and "The Toilers of the Sea"

February 27, 1807. Henry Wadsworth Longfellow was born at Portland, Maine; an eminent American poet; was professor of modern languages and literature in Harvard University. Among his best poems are "Hyperion," "Voices of the Night," "Evangeline."

February 28, 1533. Michael Montaigne, celebrated philosopher and essayist, born in Perigorde, in France; studied and practised law. His famous essays, which have passed through nearly one hundred editions, have greatly influenced taste and opinion in Europe.

February 29, 1792. Gioacchino Rossini, a famous composer, born in Italy; at 14 years of age he could sing any piece of music at sight; at 18 he wrote the operetta "Tancredi" which within three years was played in every musical theatre in Europe and America. His masterpiece is "William Tell."

The population of Canada is now over six millions. The immigration figures for the year 1905 were somewhere near 145,000, or about ten thousand more than in the preceding year.

Problems in Arithmetic, Grade VIII.

G. K. BUTLER, M.A.

1. If the gain on an article is 20 per cent, and the discount 20 per cent, and the S. P. \$40. Find cost and marked price. Ans.—Cost, \$33 1-3; M. P., \$50.
2. Bought 12 dozen pairs of boots at \$25 a dozen, pay 30 per cent duty and gain 10 1-3 per cent, Find S. P. each. Ans.—\$3.
3. Find simple interest on \$375.60 from May 19, 1900, to Oct. 12, 1905, at 6 1-2 per cent. Ans.—\$131.84.
4. 800m. bought at \$1.25 a meter, duty 20 per cent, gain 20 per cent. Find selling price per yard. Ans.—\$1.645.
5. A can do a piece of work in 9 days, B in 12 days; A works for 6 days. How long will it take B to finish it? Ans.—4 days.
6. An agent sells 400 bbls. apples at \$2.50 Commission 5 per cent. Invests proceeds at 5 per cent commission. How much does he invest? Ans.—\$904.76.
7. The weight of iron is 7.15 times as great as water. Find in lbs. and a decimal the weight of a bar of iron 3 ft. long, 4 in. wide and 3 in. thick? Ans.—111,718 lbs. or 111 lbs. 11.5 oz.
8. Find the value of a pile of wood 50 ft. long, 12 ft. wide and 8 ft. high, at \$3 a cord. Ans.—\$112.50.
9. In 4 months the interest on \$275 is \$5.50. Find the rate per cent. Ans.—6 per cent.
10. Divide \$250 among 3 persons so that the third has 1-3 of what the first two have, and the first 1-2 of what the second has. Ans.—\$62.50, \$125, \$62.50.
11. A room 12 ft. x 15 ft. and 10 ft. is to be papered with paper 18 in. wide, 8 yards to roll and 25 cents a roll. There are three windows each 4x6 and 2 doors 3x8. Find cost. Ans.—\$2.19 2-3.
12. A cylinder is 10 in. in diameter, and 15 in. high. How many gallons will it hold? Ans.—4.24 gallons.
13. A cylinder is 20 decimeters in diameter, and 10 decimeters high. How many gallons will it hold? Ans.—691.466 gallons.
14. Find volume of a cone 20 in. high, and 15 in. in diameter? Ans.—1178.1 cubic inches.
15. Find in acres etc. the area of a triangle whose base is 300 yards, and height 600 yards? Ans.—6 acres, 95 rods, 6 yards, 2 feet and 36 inches.

(In Question 12, January problems, "inches" should be "meters.")

Literature in the Primary Grades.—II.

A little girl of ten years of age has made the following list of favorite books, unaided, says *St. Nicholas Magazine*. Our readers will find it hard to make any improvements.—

- "Tanglewood Tales," Nathaniel Hawthorne.
- "Household Book of Poetry," Dana.
- "Uncle Remus," Joel Chandler Harris.
- "The Jungle Book," Kipling.
- "Scottish and English Ballads," Nimmo.
- "History of Hannibal," Abbott.
- "History of Romulus," Abbott.
- "The Pilgrim's Progress."
- "Heroic Ballads," Montgomery.
- "The Blue Poetry Book," Lang.
- "Stories from Homer," Church.
- "Stories from Virgil," Church.
- "Hans Andersen's Fairy Tales."
- "A Child's History of England," Dickens.
- "Tales of a Grandfather," Scott.
- "Greek Heroes," Kingsley.
- "Wonder Book," Hawthorne.—

To these may be added others, not selected by a child, but which every child will delight in:

- Alice's Adventures in Wonderland.
- Robinson Crusoe.
- Swiss Family Robinson.
- Kingsley's Water Babies.
- Lanier's Boy's King Arthur.
- Lamb's Tales from Shakespeare.
- Ruskin's King of the Golden River.
- Scudder's Book of Folk Stories.
- Fairy Tales and Fables.*
- Stories from English History.*

It may be said that those children of the first four grades in our schools who read these twenty books, or half of them, will have a possession that will last through life. It will not be difficult to obtain them. They are everywhere; and are among the world's best literature for children. Let a child read one or two of them, and there will be an eager desire to read the others; they will go in quest of such, as did many of those famous men, mentioned in "February Birthdays" of this number, when they were children.

When and where may such books as these be read? During the first three or four grades of the primary course, when children are becoming familiar with the printed page, their ambition to read something outside their school readers—something well worth reading—may be easily roused

*The two last are small and low priced paper covered volumes, which may be obtained from A. & W. Mackinlay, Halifax.

and directed. In the earlier grades, while drilling on many senseless short sentences, the teacher may supply deficiencies and read, or tell, the fairy stories and myths always delightful to children. If these are not read or told to the children before the enthusiasm for the marvellous has abated, they will not be enjoyed later. "There is no one form of literary art so elementary as the fable, and no book so emphatically a child's first book in literature as one which gathers the fables most familiar to the ears of English-speaking people."

Moral instruction and character building may proceed insensibly with the use of fables. Truthfulness, patience, reverence, obedience, may all be taught vividly and in a wholesome manner from them; and when once put on the scent, young minds are eager to follow out and discover for themselves the purpose of the fables. Æsop's Fables, Andersen's Fairy Tales, Hawthorne's Wonder Book, Kingsley's Water Babies always delight children if handled in the proper way. Of course only the simplest fables should be read or told to very young children. The first two books named above should be read in the third and fourth grades and the last two in the fourth and fifth grades.

Many short poems from our best writers for children should be used in all primary grades both for committing to memory and in the language exercises. The memory should have plenty to do in the early grades, when things learned are most easily retained, and when good wholesome literature stored up in the memory will form a reserve fund that may be drawn upon later in life.

Keep on the blackboard some selection from the poets to be looked over every day until it is thoroughly learned. It may be descriptive of the month, or some bird, or flower, or other natural phenomenon, such as is found in this or other numbers of the REVIEW.

A father fearing an earthquake in the region of his home, sent two boys to a distant friend until the peril should be over. A few weeks after, the father received this letter from his friend:

"Please take your boys home, and send down the earthquake."

IN Massachusetts 299 cities and towns pay for the transportation of school children and only 54 do not. Is not this a good argument for consolidation of schools?

Recitations for Primary Grades.

Shut the Door.

Godfrey Gordon Gustavus Gore—
No doubt you have heard the name before—
Was a boy who would never shut the door.

The wind might whistle, the wind might roar,
And teeth be aching and throats be sore;
But still he never would shut the door.

His father would beg, his mother implore,
"Godfrey Gordon Gustavus Gore,
We really wish you would shut the door!"

When he walked forth, the folks would roar,
"Godfrey Gordon Gustavus Gore,
Can't you remember to shut the door?"

They rigged out a shutter with sail and oar,
And threatened to pack off Gustavus Gore
On a voyage of penance to Singapore.

But he begged for mercy, and said, "No more!
Pray do not send me to Singapore
On a shutter, and then I will shut the door!"

"You will?" said his parents. Then keep on shore!
But mind you do! for the plague is sore
Of a fellow that would never shut the door,
Godfrey Gordon Gustavus Gore."

The Coming Man.

A pair of very chubby legs,
Encased in scarlet hose;
A pair of little stubby boots,
With rather doubtful toes;
A little kilt, a little coat—
Cut as a mother can—
And lo! before us stands in state
The future's "coming man".

His eyes perchance will read the stars,
And search their unknown ways;
Perchance the human heart and soul
Will open to their gaze;
Perchance their keen and flashing glance
Will be a nation's light—
Those eyes that now are wistful bent.
On some "big fellow's" kite.

Those hands—those little busy hands—
So sticky small and brown;
Those hands whose only mission seems
To pull all order down—
Who knows what hidden strength may be
Within their tiny clasp,
Though now 'tis but a sugar-stick
In sturdy hold they grasp?"

Ah! blessings on those little hands,
Whose work is yet undone;
And blessings on those little feet,
Whose race is yet unrun!
And blessings on the little brain
That has not learned to plan!
Whate'er the future holds in store,
God bless the "coming man."

—Selected from *Blackie's School Recitations.*

The Key to the Box.

"What would you do," said the little key
To the teak-wood box, "except for me?"

The teak-wood box gave a gentle creak
To the little key; but it did not speak.

"I believe," said the key, "that I will hide
In the crack, down there by the chimney side,

"So this proud old box may see
How little it's worth except for me."

It was long, long afterwards, in the crack
They found the key, and they brought it back.

And it said, as it chuckled and laughed to itself,
"Now I'll be good to the box on the shelf."

But the little key stopped with a shiver and shock,
For there was a bright new key in the lock.

And the old box said: "I am sorry, you see;
But the place is filled, my poor little key."

The Child and the Snowflakes.

[The "snowflakes", from three to six little girls, should be dressed in white, with garlands of ravelled white cotton or cotton batting, continued to the hands. The hair should be concealed under white caps and the eye-brows powdered white. They should stand in a row, the smallest in front, diagonally facing the audience, and should recite and sing in concert, very softly and clearly.]

Child:—

Pretty white flakes of falling snow,
Whence do you come and whither go?

Snowflake:—

From our cloudland home we have come to-day.

Child:—

Pretty white flakes, you have run away.

Snowflakes:—

That is true little girl,—beyond a doubt
The cloud door opened, and we slipped out.
Then, lest the sun should carry us back,
Swiftly we ran o'er the wonderful track,
That leads from the sky straight down to earth,
Where in days gone by we had our birth.

Child:—

Were you born on earth, little flakes of snow?
You have no wings to fly—then how could you go
Way up to the clouds that seem so far,
And come back again—each a pretty white star?

Snowflakes:—

A part of the sea's blue waves were we,
Rolling about so wild and free,
Till the sun bent down and dipped us up,
And carried us off in his shining cup;
Then each drop floated now low, now high,
Till together we made a cloud in the sky.

And larger and stronger we grew till today
We found the door open and ran away,
Swiftly we came from the sky's blue dome,
Till we passed Jack Frost in his frozen home,
And we touched the mist as it hurried by,
Till it seemed white stars from an icy sky.

Now here we are back on the earth once more,
A pretty white quilt to cover it o'er,
And to keep it warm till the airs of spring
Shall once more the grass and the blossoms bring.

Sing. (Tune: "Lightly Row.")

Flutt'ring down! flutt'ring down!
On the branches bare and brown,
Over all, over all,
See the snowflakes fall.
Light as feathers in the air,
Dancing, dancing, here and there;
Winter's bees, winter's bees,
Swarm upon the trees.

Stars of snow! stars of snow!
Dropping to the earth below,
From the sky, from the sky,
See the snow-stars fly.
Light as feathers in the air,
Dancing, dancing here and there;
Winter's bees, winter's bees,
Swarm upon the trees.

—Adapted from Kellogg's "Mid Winter Exercise."

Lesson on Snow.

A lesson on snow should precede the above. Snowflakes are gatherings of minute particles of water vapour frozen in the upper regions of the atmosphere where the temperature is 32° Fahrenheit, or below that. The particles arrange themselves in geometrical shapes around a centre, assuming a six-sided shape. This may be represented by taking three needles or splints of equal lengths and arranging them so that they will cross in the

centre with the points equidistant from each other. Very perfect snowflakes that fall in still air will resemble these six radiating lines. To make this likeness complete put the lines upon the blackboard and feather them in artistic shapes making the tracings proceed from each line outward, nearly at right angles.

The lightness and regularity of snow crystals depend on the height of the atmosphere from which they descend as well as from the stillness of it. These conditions prevail in high latitudes. In temperate climates the winds and moister portions of the atmosphere through which the snowflakes fall tend to melt them or break them up, so that they are very seldom found in regular six-sided figures.

Very fine, lightly fallen snow occupies from ten to twenty times as much space as rain water. Gather up a tumbler or tin dipper full of this snow and let it melt in a warm room, and measure.

The boys and girls of British Columbia, the Pacific maritime province of the Dominion, are rarely out of sight of snow all the year round. Accumulated on the mountain tops it serves to feed, by its gradual melting, streams of running water which flow down the mountain sides through gorges or valleys. The city of Vancouver gets a fine supply of cool, delicious water all the year round through the Catalano Gorge, the upper extremity of which is in contact with the eternal snows of one of the high mountains north of that city. But in winter little or no snow falls in either of the cities of Vancouver or Victoria, where perpetual summer reigns and flowers bloom for nearly ten months of the year. But it is doubtful if the boys and girls there have as good a time as ours during the winters along the Atlantic coast where there is usually plenty of snow and ice for coasting skating, sleighing and other winter sports. Why is this when the cities of Vancouver and Victoria lie several degrees farther north than St. John and Halifax?

In severe climates the snow fall protects the plants from the severe frost. Last summer in Yarmouth a lady pointed to her beautiful flower garden and said to the writer: "A few months ago there was six feet of snow lying upon those treasures of mine protecting them from the cold winds and frost." And more—the particles of snow as they fall through the air and lay upon the ground gathered the particles of dust, and when the snow melted they washed all the dust into the soil to fertilize it.

English Folk-Lore for February.

February fill dyke, be it black or be it white,
But if it be white it's the better to like.

All the months of the year curse a fair Februeer.

A February Spring is not worth a pin.

If Candlemas Day (*Feb. 2*) be fair and bright,
Winter will have another flight;
But if Candlemas Day be clouds and rain,
Winter is gone and will not come again.

It February brings no rain,
'Tis neither good for grass nor grain.

Jack Frost.

Jack Frost is the jolliest Jack that I know;
He hails from the place where the icicles grow,
We can ride in a sleigh
Or go skating all day (Saturday)
When, with nippers and freezers, he cometh our way.

Though he tingles my fingers and pinches my nose,
And makes funny cramps in the ends of my toes,
I say, "Jack, come ahead;
I have skates and a sled,

And though you may sting me, my sports you have led."
—Selected and Adapted.

"I am at a loss to discover why trustees and teachers cannot and do not unite to beautify the school grounds, and to make the school premises as attractive as any in the section. Why should not the pupils and teacher unite to make the schoolroom beautiful, homelike, and cheerful? The influence of surroundings is a factor not to be neglected in education. The softening of manners, the humanising of affections, the curbing of destructive propensities, the self-respect engendered by congenial and pleasant environment, are all permanent in their effects and follow the pupil throughout his career."—*Inspector Allan Embury, Peel, Ont.*

[The winter is the time for trustees and teachers to unite and make their plans for cheerful and tidy school surroundings.—*Editor.*]

Stop means to cease from action. It does not mean to remain, to stay. We should not say *He stops at the hotel, but He stays (or lives) at the hotel.*

Fill the blanks with *stop, stay, or stayed.*

1. We _____ at the spring to drink, but did not _____ long.
2. She _____ at my house two days.
3. _____ when you reach the corner.
4. I will _____ with you as long as you need me.
5. Do not _____ away long.

The Three Nine's Puzzle.

According to the London Tit-Bits there was a cranky arithmetician in Athens who worried the philosopher Plato by his propositions. But, Plato devised a way of getting rid of him. When the crank one day proposed to inflict on him a lengthy oration, the philosopher cut him short with the remark (*fide Tit-Bits*): "Look here old chappie' (that is the nearest translation of the original Greek term of familiarity), "when you can bring me the solution of this little mystery of the three nines I shall be happy to listen to your treatise, and, in fact, record it on my phonograph for the benefit of posterity."

Plato then showed that 3 nines may be arranged so as to represent the number 11, by putting them in the form of a fraction thus:

$$\frac{9 \times 9}{9} = 11$$

The puzzle he then propounded was, to so arrange the three nines that they would represent the number 20. It is said that the crank worked 9 years at it and then gave up the ghost. But it is easy enough provided you know how. Can any reader of the REVIEW find the solution and send it to us for the next number?

The province of the Dominion of Canada with their area and population are:—

	Area	Population.
Ontario	260,862	2,182,947
Quebec	351,873	1,648,898
Nova Scotia	21,428	459,574
New Brunswick	27,985	331,120
Manitoba	73,732	255,211
British Columbia	372,630	178,657
P. E. Island	2,184	103,259
Saskatchewan	250,650	91,460
Alberta	253,540	72,841

The total population of the Dominion is now estimated at over 6,000,000.

Anatomy in Rhyme.

How many bones in the human face?
 Fourteen, when they are all in place,
 How many bones in the cranium?
 Eight, unless you've mislaid some.
 How many bones in the ear are found?
 Three in each, to catch the sound.
 How many bones are in the spine?
 Twenty-four, like a clustering vine.
 How many bones in the chest are found?
 Twenty-four ribs, to the sternum bound.
 How many bones in the shoulder bind?
 Two in each—one before, one behind.

How many bones are in the arm?
 The top has one; two in the forearm.
 How many bones are in the wrist?
 Eight, if none of them is missed.
 How many bones in the palm of the hand?
 Five in the palm, pray understand.
 How many bones in the fingers, then?
 Twelve bones, plus two and repeat again.
 How many bones are in the hip?
 One in each, where the femurs slip.
 With sacrum and cocyx, too, to brace
 And keep the pelvis all in place.
 How many bones are in the thigh?
 One in each, and deep they lie.
 How many bones are in the knee?
 One, the patella, plain to see.
 How many bones are in the shin?
 Two in each, and well bound in.
 How many bones in the ankle strong?
 Seven in each, but none is long.
 How many bones in the ball of the foot?
 Five in each, as the palms were put.
 How many bones in the toes, all told?
 Just twenty-eight, like the fingers hold.
 There's a bone at the root of the tongue to add,
 And sesamoids eight, to what you have.
 Now adding them all, 'tis plainly seen
 That the total number is 214;
 And in the mouth we clearly view
 Teeth, upper and under, thirty-two.

—Chicago Record.

Current Events.

The sudden death of the Hon. Raymond Prefontaine, Minister of Marine and Fisheries, which occurred in Paris on Christmas day, has been made the occasion of remarkable demonstrations of sympathy and friendship. Representatives of the French, British and Canadian governments were present at the funeral ceremonies in Paris; and fifteen thousand French troops under arms took part in the ceremonies. At Cherbourg, the remains of the late minister were received on board the British battleship Dominion, sent by the British government to bring them to Canada. The selection of the Dominion, one of the newest and largest ships of the British navy, for this service, probably suggested by the fact that she was named in honor of Canada, was in itself a great honor. On her arrival at Halifax, a funeral train was waiting to convey the dead to Montreal, where the interment took place on the 25th, with full military honors.

The elections to parliament in the United Kingdom are going strongly in favor of the new government, Mr. Balfour, the late Prime Minister, being among the defeated candidates.

In connection with the present visit of the Prince of Wales to India, an event of much importance has been the reception of the Lama of Tibet in audience. When the Dalai Lama fled last year, at the approach

of the British mission, and refused to take part in the negotiations, he was deposed by the Chinese government, his temporal power given to a regent in council, and his spiritual authority transferred to another Grand Lama, the Pashi Lama. It is the latter who has been received by the Prince of Wales; and the significance of the event is in the fact that Tibet has thus thrown off its seclusion, and for the first time sought friendly intercourse with the outer world.

Much anxiety is felt as to the outcome of the Moroccan conference now in session at Algeciras, Spain. The nations chiefly interested are France and Germany; and both are said to be preparing for war over their conflicting claims, if the conference fails to find any peaceful solution of the difficulties.

Portugal will use two steerable airships in warfare against the revolted tribes in West Africa.

Missionaries in some parts of China have asked for protection, owing to the increasing activity of anti-foreign societies.

The national assembly of France has elected a new president of the republic, M. Fallieres, who will assume power on the 18th of this month.

The Canadian Forestry Convention, recently assembled at Ottawa, urged the importance of a general forestry policy to be adopted by the Dominion and Provincial governments, and especially the preservation of forests on watersheds, so as to conserve through the year the equable and constant flow of streams. The Dominion government will introduce legislation in harmony with these recommendations.

It is reported that the Emir of Afghanistan will remove his capital to a more northern site, because of the scarcity of wood around Kabul, where the forests have been cut away to furnish fuel for manufacturing purposes.

Russia is still in a disturbed condition, with more or less threatening rebellions in progress in different parts of the empire; but the elections for the new representative assembly are in progress, and it will be called together as soon as half its members are elected. Finland has been pacified by the restoration of its ancient privileges.

A revolution has begun and ended in Santo Domingo. The president of the stormy little republic has fled, and the vice-president has succeeded him in office, with much less than the usual disturbance which such a change of government entails in that part of America.

An agreement has been concluded with the Sultan of Brunei for the appointment of a British Resident with power to control the general administration of the state. This arrangement, which went into effect on the first day of January, practically adds Brunei to the British possessions in Borneo.

The settled Indian population of this country now numbers 108,000. The Superintendent of Indian Affairs reports a gain in numbers in two years of about one and a half per cent.; and believes the country may well congratulate itself upon a

policy which has transformed its aboriginal population into a law-respecting, prosperous and contented section of the community, which contributes in many ways to its welfare.

A definite breach of friendly relations between France and Venezuela has followed the renewed discourtesy of the president of the latter country to the French representative at Caracas.

It is expected that the battleship Dominion, which brought the body of the late Minister of Marine and Fisheries to Halifax, will return to Canada next August. She is the largest war vessel ever seen in Halifax.

A number of Kansas towns are offering prizes to the people who have the best lawns about their houses.

A revolution in Equador has so far succeeded that two provinces support the insurgent leader in his efforts to assume the presidency.

The King of Siam has published a decree abolishing slavery in his dominions.

A serious famine prevails in the three northern provinces of Japan, owing to the failure of the rice crop.

Persia declines to accept the boundary line between that country and Afghanistan as approved by the British authorities. As Great Britain and Russia are both indirectly interested, this adds another to the many causes that seem to endanger the peace of Europe.

Teachers' Bureaus.

Four Teachers' Bureaus were established last term:—At Woodstock, by R. Ernest Estabrooks; Chatham, by H. Burton Logie; Harcourt, by H. H. Stuart; and in Elgin, Albert Co., by M. R. Tuttle, M. A. The Bureaus were successful in placing all teachers who applied, the only trouble being that there were by far too few teachers in need of schools to fill all the vacancies reported to the Bureaus. In many cases where teachers resigned because of not getting schedule salary and applied to the Bureaus for new positions, the Bureaus were successful in getting the salaries raised so that the teachers could withdraw their resignations and remain.

Below are the Resolutions on Professional Etiquette adopted by Carleton County Teachers' Institute, Dec. 21., 1905:—

1. That we will not directly or indirectly underbid another teacher.
2. That we will not apply for a school prior to the date at which a teacher may be legally discharged, unless we are sure the teacher is not going to remain.
3. That we will make an honest endeavor to learn what salary is being paid in the district, and not teach for less.

4. That under no circumstances will we teach for less than the minimum schedule of the New Brunswick Teachers' Association.

5. That we will not apply for any school unless we are willing to accept it if offered.

6. That having accepted a school we will immediately cancel all outstanding applications.

7. That we will at all times endeavor to guard the reputations of other teachers.

8. That we will not permit the discussion of our predecessors in our presence by outsiders.

9. That we will not seek to establish a reputation at the expense of others.

10. That we will be especially careful to sustain the reputation of our co-teachers and in no way undermine them in the esteem of the public.

11. That we will instruct those preparing for Normal School in the principles of professional etiquette.

12. That we will use our influence at all times to increase the salaries and to educate the public to be just to teachers.

13. That we will stand by one another as far as we can honorably do so.

14. That we will at all times treat one another as we wish to be treated.

School and College.

Mr. Aaron Perry, headmaster of the Kamloops, B. C., high school, has been appointed to take charge of the commercial department of the Victoria high school.

Mr. Ralph St. John Freeze, of Sussex, has been chosen Rhodes Scholar for the University of New Brunswick for this year. Mr. Freeze graduated from the University in 1903, after a brilliant course, and since graduation has taught in the Rothesay College, at the same time attending the law lectures in St. John. Mr. Freeze will take the course in law at Oxford. He was a close competitor with Mr. Chester Martin the last time the University had to choose a scholar, and in the present contest was unanimously chosen from among ten competitors. Mr. Freeze is a brilliant scholar, a hard worker, a good all-round athlete, and has a bright future ahead of him.

Mr. Arthur G. Cameron is the Rhodes' scholar this year for Prince Edward Island. He graduated with honors from Prince of Wales College in 1900, and after teaching a short time entered Queen's University, Kingston, and is now in his senior year. He has made a fine record as a scholar and an athlete.

The first and second forward movements at Acadia University have resulted in the raising of \$275,000 of which \$150,000 have been contributed by the Baptists of the maritime provinces, and the remainder, including Mr. John D. Rockefeller's contribution of \$115,000, from outside sources. This is a handsome addition to the funds of the University, due to the generosity of friends and the exertions of its president, Rev. Dr. Trotter.

Miss Antoinette Forbes, B. A., vice-principal of the Windsor, N. S. Academy, has been granted a three months' leave of absence, and Miss Jean Gordon of River John,

N. S., a graduate in arts of Dalhousie University, has been appointed to the position for that period.

Mr. Theodore Ross, B. A., principal of the Macdonald Consolidated School of P. E. Island recently delivered a series of lectures in Charlottetown on educational development. Mr. Ross's training and methods of work fit him admirably to address teachers on this subject.

Chipman, Queens County, N. B., has a fine new school building, which was opened at the beginning of the January term, and may do for a consolidated school in the future. The architect was Mr. F. Neil Brodie, of St. John. It is finished with hardwood floors and ceilings and has a complete heating system. A large room is to be devoted to the purposes of manual training and domestic science.

Mr. Horace L. Brittain, who spent last year at Clark University, Worcester, Mass., has accepted the principalship of the Salisbury, N. B. school. Mr. Brittain has recovered from a severe illness, and it is gratifying to his friends to hear that he is again in harness.

Mr. Abram Cronkhite, lately principal of the school at Bristol, Carleton County, has taken charge of the Gibson, York County school, in succession to Mr. C. D. Richards, who has assumed the principalship of the Woodstock Grammar School.

Miss Vega L. Creed, daughter of Dr. H. C. Creed of the N. B. Normal school has taken charge of the model school department, at Fredericton, lately taught by Miss Nicholson, who has obtained a three months' leave of absence.

The teachers from New Brunswick who took the course in Nature-study in the fall term of 1905, at Macdonald Hall, Guelph, are as follows:—Miss Annetta A. Bradley, Pioneer; Miss Melissa M. Cook, Campbellton; Miss Estella M. Hartt, Kingsclear; Mr. C. Gordon Lawrence, Lower Dumfries; Miss Gertrude T. Morrell, Springfield; Mr. Fletcher Peacock, Murray Corner; Miss M. Eloise Steeves, Sussex; Miss Jennie R. Smith, Blissville; Mr. W. R. Shanklin, Shanklin.

Mr. E. J. Lay, principal of the Amherst, N. S. Academy, was recently presented with a handsome gold watch accompanied by an address in recognition of his efficient management of the town library. This library was founded partly by the efforts of Mr. Lay in 1889, and he has had sole charge of it since 1901, giving his services as librarian free. It now contains nearly 2300 books and is supported in part by private subscription and in part by an annual contribution from the town council. This shows what many teachers may do in towns and country districts, for improving the conditions of a community.

In New Brunswick the University of New Brunswick will appoint the Rhodes Scholar for 1906, 1909, 1911; Mt. Allison for 1907, 1910, 1912, and St. Joseph's for 1908. In Nova Scotia; Dalhousie has the appointment in 1906, 1908, 1910; Acadia in 1907, 1912; King's in 1909 and St. Francis Xavier in 1911.

A fine two-storeyed school building was recently opened at Port Elgin, Westmorland County, with good facilities for lighting and heating, and room enough for pupils from surrounding districts. The teaching staff consists of R. B. Masterton, principal, Miss Glenna Trenholm, intermediate, and Miss Birdie Doyle, primary.

RECENT BOOKS.

AN INTRODUCTION TO PRACTICAL GEOGRAPHY. By A. T. Simmons, B. Sc., and Hugh Richardson, M. A. Cloth. Pages 380. Price 3s. 6d. Macmillan & Co., London.

This is an attempt to teach geography scientifically by experiments and exercises. The plan has led to the exclusion of ordinary descriptive matter, and laboratory work as in all modern scientific instruction takes its place. This forms a habit of mind, leading the pupil to take a keen interest in his surroundings. Maps, the Globe, Climate, on Land and Sea, are the four sections in which the work is divided.

THE LANGUAGE-PELLER By Elizabeth H. Spalding and Frank R. Moore. Cloth. Pages 144. Price 50 cents. The Macmillan Company, New York; Morang & Company, Limited, Toronto.

This is a very successful attempt to correlate language work with spelling, which by the presentation of stems, prefixes and suffixes, fixes the meaning of the word spelled on the pupil's memory. Groups of synonyms occur in nearly every lesson. There is a regular course in composition, from easy stages, such as letters of application and business, to themes more ambitious. The book presents an excellent method of teaching language and its related subjects.

THE HISTORY OF VIRGINIA AND THE BLACK HOLE OF CALCUTTA AND THE BATTLE OF PLASSEY. Edited by W. H. D. Rouse, D. Litt. Cloth. 128 pages each. Price 5d. each. Blackie & Son, London.

The History of Virginia is a part of the adventures of the famous Capt. John Smith, whose travels by sea and land cover a period of thirty-six years. He advocated the planting of colonies in America, and it was chiefly through this instrumentality that the Pilgrim Fathers established themselves in New England, where Smith spent two or three years of his life. The Black Hole of Calcutta is a story of absorbing interest, marking one of the most important epochs of British rule in India.

MACMILLAN'S NEW GEOGRAPHY READERS. Book IV. Illustrated. Cloth. Pages 216. Price 1s. 4d. Macmillan & Company, London.

An admirable selection of good readings embracing history, fables, adventure, poetry and stories, all written by well-known authors. No better books can be found for school libraries.

BLACKIE'S MODEL READERS, Book III. Cloth. Pages 209. Price 1s. Blackie & Son, London.

A fine array of good readings suitable for little people, with beautiful illustrations. The picture stories at the end are excellent for reproduction, and the songs in the book are suitable for schools.

BRUYERE'S LES CARACTERES, Adapted and Edited by Eugene Pellissier. Cloth. Pages 180. Price 2s. 6d. Macmillan & Company, London.

This book is the first of a series dealing with the classical French authors of the seventeenth and eighteenth centuries. It contains many excellent features, in addition

to a critical introduction and notes, such as subjects for Free Compositions, with a moderate amount of guidance, summary of grammatical peculiarities, etc. The book is a fine model for classical instructors and readers.

WAR INCONSISTENT WITH THE RELIGION of Jesus Christ. By David Low Dodge. Cloth. Pages 192. Price 30 cents. Ginn & Co., Boston.

This book, written by a man whose life has been earnestly devoted to the cause of peace, has the sincerity of conviction about it. Under the three divisions: War is Inhuman, War is Unwise, and War is Criminal, he presents the views of thoughtful men everywhere upon this subjects, and answers possible objections, from his point of view, with equal sincerity and conviction.

A TALE OF TWO CITIES. By Charles Dickens. With Introduction and Notes by A. A. Barter. School Edition. Cloth. Pages 368. Price 2s. 6d. Adam and Charles Black, London.

The introduction to this book forms a good piece of literary criticism. It gives a short sketch of the history of the novel, an appreciative summary of the life and writings of Dickens, the style, treatment and character in the book, with a note on the historical period. Of the story itself Richard Grant White has said: "Its portrayal of a noble natured castaway makes it almost a peerless book in modern literature, and gives it a place amongst the highest examples of literary art."

Blackie's Gems of School Songs, (Blackie & Son London), contain a selection of the popular melodies of England, Scotland, Ireland, Wales, arranged on the tonic-sol-fa notation. Price 2d.

Blackie's Model Arithmetics contain a multitude of examples arranged for the first three grades. Price 2d. Blackie & Son, London.

The "Council" Arithmetics for schools. Parts 7 and 8, by T. B. Ellery, F. R. G. S. contain a series of practical examples for higher grades, adapted for English schools. Adam and Charles Black, Soho Square, London, W.

Mérimée's *Le Siège de la Rochelle* and Edmond About's *Les Jumeaux de L'Hotel Corneille*, price 4d. each, are two stories in Blackie's Little French classes. The first is taken from a Chronicle of Charles IX. a record of events which preceded and followed the Massacre of St. Bartholomew, and the extract tells of the historic defence of the colonists under the intrepid La Noue against the Catholics under the Duke of Anjou, afterwards Henry III. Edmond About's stories appeal to the young student because they are interesting, easily understood, and have a strong English touch to them. *Le Verre d'Eau*, by Eugene Scribe is a double number of the same series (price 8d.). It is a story of court intrigue in the reign of Queen Anne. The incident which gives the play its name rests on the tradition of "the glass of water" alleged to have been spilled by the Duchess of Marlborough over Queen Anne. Although many of the historical and political details lack accuracy, it is interesting throughout and abounds with sprightly incidents.

Two Plays for Girls—The Masque or Pageant of English Trees and Flowers, in which pretty conceit

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In Blackie's Latin Texts we have here the sixth book of Virgil's Aeneid and the ten Eclogues of Virgil. Price 6d. each, in flexible cloth covers, with introductory critical notes. Blackie & Son, London. (Is there any sufficient reason for the different spellings "Virgil" and "Vergil" on the title page and in the body of the book?)

IN BLACKIE'S LITTLE GERMAN CLASSICS, which begin a new series, we have a number of handy readers in flexible cloth, of about fifty pages each and at the modest price of 6d., containing short biographical sketches of the author, explanatory notes, and a well printed text. They will prove serviceable companions to those studying German, enabling them to obtain an acquaintance with authors whose writings they might otherwise have no opportunity of seeing. Korner's *Der Vetter aus Bremen*, Schmid's *Die Oesterreicher* and Tchokke's *Der Zerbrochene Krug*, are three favorite classics which introduce the series. Blackie & Son, London.

In the English Counties' Series of readers, the design is to quicken the interest of children in their own surroundings by giving them a brief historical and geographical account of certain counties. The subject of the little book before us is Cumberland and Westmorland counties, by nature one of the most attractive districts in England. The series is illustrated; incidents and descriptive matter are woven in to make the books interesting. Price 8d. each. Blackie & Son, London.

In Chancellor's Graded City Spellers, we have a series that is likely to prove useful. The last of these is that for the eighth grade, which keeps up the plan of reviewing words taught in the preceding grades, giving daily advance lessons with systematic reviews at intervals; selections from the best literature for memorizing; rules for spelling, word building etc. Price 25 cents. G. N. Morang & Company, Toronto.

The Education of Girls in Switzerland and Bavaria, is the title of a little book of 71 pages, by Isabel L. Rhys, of the Training College, Cambridge, and head mistress of the

Liverpool high school. It is an interesting and instructive report of the methods in vogue in those countries for training girls. Price 1s. Blackie & Sons, London.

Recent Magazines.

The *Atlantic Monthly* begins the year 1906 with an uncommonly striking number in both the importance and the freshness of interest of its articles. These embrace subjects of political and social interest, an entertaining survey of the literature of the past year, a clear account of Esperanto the new proposed universal language and a study of recent American biography. There are also very readable poems and stories, which keep up the traditions and literary flavor of the *Atlantic*.

The *Atlantic Monthly* for February has a varied and interesting table of contents, embracing articles on exploration, politics, literary and social subjects, biography, story, poetry.

The February *Delineator*, with its display of spring styles, is a most attractive number. Besides the fashions there is much of interest for the general reader. For the children there is a delightful girl's serial, Sunlight and Shadow, one of Alice Brown's Gradual Fairy Tales, and amusing games by Lina Beard. Mothers will find Dr. Murray's paper on Exercise and Physical Culture particularly helpful.

The *Chautauquan* for January continues its sketches of Eastern lands—In China's Ancient Holy Land, up the Yangtse to Thibet and Chinese Classics, are among the articles in this number.

The January *Canadian Magazine* has an article on the Indians of Canada, which shows that there are 108,000 in the Dominion within treaty limits. Besides other vocations they cultivate 50,000 acres of land, the annual value of the products being \$1,000,000. There are 298 schools devoted especially to the education of the Indian.

The leading article in a recent number of Littell's *Living Age*, is a lucid and forceful discussion of The Revolution in Russia, by Prince Kropotkin. Its tone is calm but earnest, and its review of the situation as it has developed since the 1st of January, 1905, is the most intelligent contribution which has yet been made to the understanding of existing conditions in Russia.

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OMISSION

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

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

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

Practical Mathematics should be numbered respectively 12 and 13.

Education Office, Halifax, N. S., Jan. 27, '06. A. H. MACKAY, Supt. of Education.

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