

PAGES

MISSING

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

The fifteenth annual report of the Canadian Association for the Prevention of Tuberculosis has been issued, and is of deep interest. Some idea of the progress made in the war against the White Plague may be gained from the following facts. Twelve years ago there was but one tuberculosis sanatorium in the whole of Canada; now there are over thirty. Fifteen years ago we had no legislation in regard to this disease; today on the statute books of the Dominion and of each province are laws which

have been the means not only of preventing its spread, but also of abolishing many of its causes. In Ontario, the death rate from tuberculosis has been reduced from 148 in every 100,000 to 90. More and more attention is given to the work of prevention among children. In districts not yet reached by the Association, teachers can do a great deal towards prevention, by instruction, by insisting on sanitary habits, and especially by accustoming the children to fresh air in the school-room.

Our valued exchange, *The Teacher*, of Philadelphia, with the beginning of its twentieth year has changed its name to *Current Education*. There has been no change of name, nor of business policy, but, as the name implies, the scope of the magazine is to be widened. We wish our contemporary continued success.

I do not forget, rather I will thankfully acknowledge, that the state is well served whenever a God-fearing, dutiful, capable boy or girl, clean of heart, clear of head, and skilled of hand goes forth from our schools into the world. But I maintain, and for myself I confess with sorrow that among the aims set before our youth the service of the commonwealth has been too little stressed, even when not overlooked altogether.

Yet, just as in the highest sphere we may humbly call all honest work and effort the service of God, so on a lower, yet still a high and noble level, we ought surely to regard all such work as due service to the State.—
From an address by Miss Robertson, President of the Association of Head Mistresses, England.

I am very much pleased with your notes on School Readers. They are such a help to us. I only hope you will continue them. Wishing you every success.—T. M., Gloucester Co., N. B.

HIGH SCHOOL LITERATURE.

QUESTIONS ON JULIUS CÆSAR.

In what three places is the scene laid? Give the situation of them. Give the dates of the historic action. On how many days are the events of the play supposed to happen?

Name the tribunes. What is a tribune? Name the conspirators. The triumvirs after Cæsar's death. The women of the play. The speaker of the first speech. Of the last speech. Who is the hero of the play?

What words in I. 1., fix the time of the action? Marullus thinks that the citizens had no reason to rejoice in Cæsar's triumph. What would he consider a reason? Does any one else in the play think they had reason to rejoice? Marullus accuses them of fickleness. Were they fickle? What reason does Flavius give for plucking feathers from Cæsar's wing? Is the same reason, or anything like it, given by another speaker later on?

Collect all the accusations made against Cæsar in Acts I and II. Are any of these against his private life? Collect all the sayings in his praise. Discuss the sincerity of all these sayings. What other ways have we of judging his character?

What evidence have we of the popularity of Brutus? What adjective is applied to him by Cassius, Cinna, Clitus and Antony? Do you think he deserved it? "Cassius, against his better judgment, twice gives way to Brutus." When? Discuss the probable difference in the action if Cassius had not given way? It is said that the public action of Brutus in relation to the conspiracy and its outcome was a "series of practical mistakes." Name these mistakes. Can you account for them by anything in Brutus' character? Trace the steps of the downfall of the conspirators, beginning with their expulsion from Rome. (Acts III, 2).

Study carefully Brutus' speech to the citizens. Of what did he want to convince them? Judging by their words directly after his speech, had he succeeded? Why not? Study Antony's speech and its effect in the same way. Then comment on Antony's words "I am no orator—to stir men's blood." Weigh every word in these lines. Antony says, "I tell you that which you yourselves do know." State definitely what he has told them that they already knew. Can you show from the play that Antony was cruel, self-indulgent, unscrupulous, self-reliant, quick to decide, sincerely devoted to Cæsar, brave, a good judge of men, capable of admiring his enemies?

Who said, and of or to whom:—

- a. ——— with himself at war, forgets the shows of love to other men.
- b. Oh, he sits high in all the people's hearts.
- c. I have not known when his affections swayed more than his reason.
- d. He will never follow anything that other men begin.
- e. We shall find of him a shrewd contriver.
- f. This is a slight unmeritable man, meet to be sent on errands.
- g. No man else hath honour by his death,

Explain the following words as used in the play: Abide, addressed, aim, arrive, censure, clean (I. 3, 35) cf. Isaiah 24, 19; climate, conceit, discomfort, entertain, favour, fond, knave, merely, nice, physical, prevent, sad, stare, yearn.

Passages to be memorized:—Acts I, Sc. 1. ll. 37-60; Sc. 2, 151-161, 200-210; Sc. 3, 20-28; Act II. Sc. 1, 63-69, 101-111, 292-297; Sc. 2, 32-37; Act. III. Sc. 2, the orations of Brutus and Antony; Act IV. Sc. 3, 218-227; Act V. Sc. 5, 68-75.

QUESTIONS ON MACAULAY'S LIFE OF JOHNSON.

Name five eminent English writers of the 18th century, and one work of each. Give the place and date of Johnson's birth. Write a few lines upon his father. In what words does Macaulay sum up Johnson's "physical, intellectual and moral peculiarities?" Write a few sentences on each of the following: Johnson's education, his marriage, attempt at teaching, Pope, Hervey, the *Gentleman's Magazine*, Richard Savage, the Earl of Chesterfield, David Garrick, the *Rambler*.

Name two poems, a tragedy, a tale and a biography that Johnson wrote. In what circumstances was the tale written?

"It does not appear that these two men ——— ever saw each other." What two men? Fill in the blank with Macaulay's words.

From what different friends did Johnson receive great kindnesses? To what persons did he show kindness? What event "produced a change in Johnson's whole way of life?" What publication, *a.* saved Johnson's character for honesty, but added nothing to his fame? *b.* Was hailed with an enthusiasm such as no similar work has ever excited? *c.* Is, in Macaulay's opinion "the best of Johnson's works?" What honors came to Johnson in the later part of his life? "Yet even over such a society Johnson predominated." Name the principal members of this society and their claims to distinction.

Write notes on Macaulay's opinions of Boswell, Mrs. Thrale, Rasselas, the Dictionary, "Taxation no Tyranny."

Explain: Witty as Lady Mary, the poet who made Hector quote Aristotle, Fingal, Jacobites, the Royal Academy, the blue ribands in St. James' Square, the most Jacobitical place in England, the Beggars' Opera, Christ Church, Juvenal, the Harleian Library, Secretary of State, Lydia Languish, Lord Privy Seal, the Cock Lane Ghost, under the Southern Cross, the cruel price of longevity.

MY LITTLE HENS.

I have some hens, and every day,
At four o'clock I stop my play,
And scatter, in the barnyard, wheat,
And crumble crumbs for them to eat.
My little hens say, "Cluck-cluck, too,
I think they mean "Thanks—thanks," don't
you?"

HINTS ON THE USE OF BOTANICAL TEXT BOOKS.

L. A. DEWOLFE.

In Bailey's Botany, pages 52-58 give useful hints on the study of stems. Stems of hard-wood trees are best studied in winter, when no leaves obscure the mode of branching.

One of the first useful lessons is the identification of trees by their bark, their buds and their general shape. Then, when the trees are cut for logs or fuel, children may distinguish between heart-wood and sap-wood. The yellow birch is excellent for this; for the heart-wood is reddish in color, and the sap-wood is white. Can a tree live and grow after it has lost its heart-wood? A hollow tree is common to our experience. It answers this question. Can a tree live after its sap-wood is destroyed? We can't very well destroy the sap-wood without destroying the bark. Therefore, we are not always sure whether the loss of sap-wood or of bark kills the tree. As a matter of fact, the loss of either would kill it.

We are aware that removing bark from the white birch does not kill it. But perhaps the children have not noticed that ordinarily we take only the outer bark, and leave the inner. A tree can stand the loss of its outer bark, but to lose the inner bark is fatal.

Some trees, such as elms, have their bark deeply furrowed, lengthwise on the trunk. Here, again, the cracks are only in the outer bark. Occasionally, however, even the inner bark will split and come off. This happens with our fruit trees. In such cases, the tree always dies. Page 96 will tell us why. Page 97 may give a hint that will help decide why cracks in the *outer* bark of thick-barked trees are beneficial. Lenticels (page 89) serve the same purpose in thin-barked trees.

If children ask what bark does for the tree, one use is easily shown by paring a potato, and noticing how quickly it will shrivel if left a few days. The skin of the potato is really bark. As an example of how quickly cork cells will form in bark when necessary, we need only refer to the change that takes place in a year in the letters where children — and even grown-ups — carve their names on trees.

During the winter is a good time to read pages 67-72. The suggestions on page 71 are

good; though "Kinds of Wood" will be the only part that can be followed in winter.

Pages 82-85 can be studied now. Bud arrangement is the same as leaf-arrangement. Therefore the latter can be determined by examining the former.

Perhaps the two chief considerations under leaf arrangement are (1) as marks of identification, and (2) advantages of sunlight. The latter would better be studied in summer.

The experiments on pages 101 and 103 could be carried out now. House plants brought from some child's home will serve well. In summer there will not be time for this work.

Chapter XIII is worth reading through. But all parts do not equally touch our daily experiences.

Chapter XV is typically winter work. The same chapter could very profitably be reviewed when the buds are opening in May. It does not matter what trees and shrubs are used for this chapter. The ones named in the book are suggestive. But the ones most easily available are the ones to use.

Chapter VI would be very appropriate for March. Most of the seed-germinating work fails because we are so liable to neglect keeping the water supply regulated. If seeds soak, and then dry, they rarely recover. Therefore, lay a pane of glass over the dish in which the seeds are germinating. Keep one side of the glass raised a half inch to allow air circulation.

If the foregoing work is disposed of by the end of April, the remainder of the term may be devoted to the spring flowers as they come along.

More important than any text book is the object itself. The forest, the field, the orchard, the garden, the road-side, all claim attention. The book is for reference *after* having studied the plant.

Associate Botany with Geography. In our houses and greenhouses we grow plants whose native home was perhaps on the other side of the globe. Even our cultivated flowers and vegetables have been gathered from every continent. The United States Government keep men travelling in China and Japan and the East Indies searching for plants that may be grown in this country for ornament or for food.

The geography of our spices, our furniture,

our clothing is largely plant study. Plant distribution is fully as interesting as plant structure and growth. The markets to which our own plant products go add interest to the fact that we produce these products. The geography text book, therefore, may well supplement the botanical text.

A LEGISLATIVE HISTORY OF NEW BRUNSWICK EDUCATION.

1802 — 1847.

JOSEPHINE H. McLATCHY.

[Continued.]

A second important measure which appeared early in the legislation concerning parish schools was the principle of administration through an appointed local board. In the Acts of 1802 and 1805 the schools of each parish were to be under the "direction, regulation, control and management" of the justices of peace of the county. In 1816 the justices of the peace were authorized to appoint two or more fit persons to be trustees of the schools in each parish of the county, at the time of making the annual appointments of town or parish offices." This method of appointing the Parish Trustees continued throughout the period under consideration. All schools of the parish were administered by these trustees even after they were authorized to divide the parish into school districts. The duties of these trustees were quite definitely outlined by the Act of 1816.¹ They were to hire the teacher; encourage all the children in the parish to attend school; appoint the free scholars; expel unruly pupils; make rules and regulations for the conduct of the school; hold a public examination twice a year in each school; apportion the Provincial grant, and, if they wished, offer prizes procured with £1 of the Government grant. In 1823 the duty of reporting was added to these. In 1829² they were empowered to dismiss a teacher for negligence and gross misconduct, but must report to the Lieutenant-Governor the conditions of such procedure. By the law of 1833³ they were authorized to divide the parish into as many school districts as was found "convenient and necessary." They

were also empowered to divide the Provincial "grant among the schools in the parish according to their respective claims, whether male or female, yearly or half-yearly schools."

In the Act of 1802 the control of the government was confirmed by the clause, "The justices shall make report to the Lieutenant-Governor, Council and Assembly, at the next meeting of the General Assembly, of the monies which have been used."¹ The same was affirmed by the Act of 1805. By the Act of 1816 the parish trustees were required to "account annually to . . . the court of the General Sessions in each county . . . for all monies by them received, disbursed and distributed to and for the use of their respective schools." In 1823 the trustees were required to report to the justices, who in turn reported to the Lieutenant-Governor-in-Council concerning the parishes of their county. A form of certificate² was included in the law and was to be used by the trustees for this purpose. The required content of the trustees' report to the justices was taken up in the Law of 1829. It must include the number of school houses, the names of the teachers, the amount subscribed by the parish, the sum obtained by tuition fees, and the number of free scholars "together with such other remarks and observation as they may think necessary."³ By the Act of 1833 the teacher was required to report twice a year to the trustees regarding the number, age, sex, etc., of the pupils, the course of study, the number of days on which the school was actually open, etc. These reports were to be incorporated in the more general report of the trustees to the justices. They, in turn, sent a yearly schedule to the Lieutenant-Governor-in-Council who thereupon issued warrants for the Provincial grants for the different parishes.

By this system of elaborate accounts the government was kept informed concerning the more general facts of the administration of the schools in each parish in the province. These schools were only those which were acknowledged to be government schools and received government aid.

There was at all times a number of private schools in the province. In 1820 we find an act⁴ "confirming

¹56 G. III, Cap. XXIII, secs 6, 7, 8.

²10 G. IV, Cap. XXII, secs 1, 2.

³3Wm. IV, Cap. XXXI, secs 2, 5.

¹42 G. III, Cap. VI, sec. 3.

²4G. IV, Cap. XXV, sec. 4.

³10 G. IV, Cap. XXII, sec. 5.

⁴60 G. III, Cap. VI.

the Charter of the Madras school in New Brunswick." These schools were maintained by the Church of England for the education of the poor.

The form of instruction was the monitorial system of Bell. These schools were very popular in the province for some years, as the following statistics will show: In 1820 there were 992 scholars in the different Madras schools; in 1824 there were 4,736. Toward the close of the period the number of pupils had decreased.

The matter of inspection and visitation was early considered in the legislation. By the Act of 1805¹ the justices were required to visit and examine each school twice a year. By the Law of 1837² the trustees were required to visit the schools at least once in every three months. By the Law of 1829³ the justices were authorized to appoint a "Committee of two or more Justices to visit and inspect the Parish Schools in their respective counties, and if necessary to report the state of the same to the Lieutenant-Governor." The Law of 1847 provided for the appointment of two Inspectors for the schools of the province. This was a great improvement in the matter of school inspection. The earlier system by the justices guaranteed a system neither of competent inspection nor of uniform standards.

The curriculum for the parish schools, given in the Act of 1805⁴ consisted of English language, writing and arithmetic. In 1816⁵ the curriculum included "Orthography, Reading, Writing and Arithmetic." The requirements of the teachers for the different classes of licenses in the Law of 1847 included a great variety of subjects, many of which, no doubt, were to be included in the curriculum of parish schools.

The demand that the teacher be licensed "as by His Majesty's Royal Instructions is directed" appeared first in the Act of 1816.⁶ This requirement reappeared in each of the subsequent enactments. By the Law of 1837,⁷ the teacher applying for a license was to be examined "as to moral

attainments, literary attainments and loyal principles." The Act of 1847 classified the teachers in terms of their attainments in the First, Second and Third class.

The differentiation of salary for men and women teachers appeared first in the Act of 1833.¹ The Act required that the parish should pay the teacher at least a sum equal to the Provincial grant toward that teacher's salary, which was at the rate of £20 for the man, and £10 for the women for twelve months. This provision was withdrawn by the Act of 1840² which provided that both male and female teachers were to receive equal amounts from the Provincial treasury, or £20 for twelve months. This Act required that the inhabitants should raise at least a sum equal to that amount. By the Act of 1847 the salaries of teachers of either sex were fixed by the class of license, if a trained teacher. An untrained teacher was to receive £20 for a year.

The trustees were required "to agree with the proper persons licensed, as by His Majesty's Royal Instructions is directed, to teach six months, or one year," by the Act of 1833.³ The Act of 1847⁴ demanded not only a stated period, but a written contract which both teacher and trustees were required to respect.

The necessity of providing instruction without charging tuition fees was recognized by the Act of 1805,⁵ which provided for "any number not exceeding four" free scholars in each parish school. The Law of 1816,⁶ which allowed schools to be supported by assessment, provided for the free instruction of all pupils. Its amendment,⁷ which reinforced subscription-support, limited the number of free scholars to four. In 1829⁸ the number of free scholars was not limited, but the Act of 1837⁹ stated that five was the largest number for any one school. This provision was included in the Act of 1847.¹⁰

¹45 G. III, Cap. XII, sec. 11.

²78 Wm. IV, Cap. III, sec. 3.

³10 G. IV, Cap. XXII, sec. 6.

⁴45 G. III, Cap. XII, sec. 9.

⁵56 G. III, Cap. XXI, sec. 10.

⁶56 G. III, Cap. XIII, sec. 6.

⁷7 Wm. IV, Cap. VIII, sec. 10.

¹³ Wm. IV, Cap. XXXI, sec. 4.

²³ Vic., Cap. XXXIX, sec. 1.

³³ Wm. IV, Cap. XXXI, sec. 2.

⁴¹⁰ Vic., Cap. XVI, sec. 2.

⁵⁴⁵ G. III, Cap. XII, sec. 12.

⁶⁵⁶ G., III Cap. XXIII, sec. 11.

⁷⁵⁸ G. III, Cap. XVI, sec. 3.

⁸¹⁰ G. IV, Cap. XXII, sec. 3.

⁹⁷ Wm. IV, Cap. VIII, sec. 4.

¹⁰¹⁰ Vic., Cap. XXVI, sec. 23.

DISCIPLINE.

By HAZEL ALWARD
[Concluded.]

Tact also guards against all unnecessary noise in the schoolroom. The quiet school is not a dead school. There should always be the proper working noise, yet a school should be as still as is compatible with the good work and comfort of the pupils. Noise is a condition of disorder and if pupils are able to work in it, it remains true that they are subject to nervous strain such as comes from working in noise anywhere. Moving things demand attention so that unnecessary movement should be avoided. When necessary it should be quiet and natural. The teacher should know the occasion for movements, and the pupils should receive permission through some signal. The teacher should keep an eye for the needs of the school and see that materials are collected and distributed in an orderly manner.

If a school is well controlled the pupils are kept busy, work willingly and constantly and are polite, obedient and cheerful, never outwardly rude in look or manner. Tact never gives way to fickleness in discipline but holds the pupils if possible day after day to uniform conduct and effort. A fatal weakness is shown in school discipline in the experience of those who are subject to spasms of discipline; who punish one day for what they do not notice the next, and who turn over a new leaf every Monday morning. Right habits are essential to a well-governed school. Make a strong effort. "Well begun is indeed half done." If from the first the pupils are held easily and firmly to duty right habits will be formed and right actions made easier. Could we but realize how soon our pupils will become mere walking bundles of habits, we would make a greater effort to guide them into right habits of thinking and acting. Every smallest stroke of virtue or vice leaves its never-so-little scar. The drunken Rip Van Winkle in Jefferson's play excused himself for every fresh dereliction of duty by saying "I won't count this time." And he may not have counted it, and a kind heaven may not have counted it, but it was counted nevertheless. Down among the nerve cells and fibres the molecules counted it, registering and storing it up to be used against him when the next temptation came. "Nothing we ever do is in

strict scientific literalness blotted out," says Professor James. Let us as teachers ever bear this in mind when we are tempted, as we very often are, to lose our self-control or to neglect the smallest fault in discipline. For minor offences contain the germs of those fully grown evils and should not be neglected.

"Little things are little things;
But faithfulness in little things
Is something great."

Tact endeavours to create and maintain in the schoolroom a wholesome school sentiment or school spirit that makes the pupils feel that the school is theirs and it is their duty to maintain its good name. In a school in which such sentiment prevails the very few boys and girls who are inclined to cause trouble are comparatively harmless because they cannot and do not receive the endorsement and countenance of their better-disposed school mates. Tact is constantly increasing his knowledge of the subjects taught and improving his methods of presenting them. He thus brings new life into every recitation and does much towards removing the dull monotony that is likely to accompany routine work. Tact also sees that the school work is carefully arranged, the school room kept at right temperature and properly ventilated, and always does as much as he demands of his pupils.

And now we must come to the most unpleasant part of school discipline, that of punishment. One of the first objects of a wise ruler is to dispense with the necessity of inflicting punishment altogether. But this cannot always be accomplished. Nevertheless, it is obvious that we should never use severe measures when the less severe can be made to serve the purpose. While the eye commands respect the voice is unnecessary. While a gentle rebuke will suffice the harder tones of indignation should not be used. And it is not until the voice ceases to be obeyed at all that we should resort to severe measures. Finally, when such punishments do become necessary, though the teacher cannot keep out of view the moral effect of the punishment on those who might otherwise be tempted to do wrong, yet his main object should be to bring the pupil who has strayed back again into the right path of obedience and duty.

After all, appeal to honor is the highest form of discipline. "Control a child's actions through

control of his will," is one of the great professional rules, yet the will cannot be forced but the real teacher knows that it can be led. "We cannot find room on our time table for such high minded moral discipline," some one may say; and neither we can, nor is it necessary: Some of the weightiest lessons which we learn in regard to the formation of our own characters are not learned by way of direct instruction. Again quoting from J. G. Fitch: "Moral teaching should be the hidden secret of school discipline," it runs through every subject in the school curriculum like a golden thread. What subject could be better suited for the teaching of morals than literature? And could it be possible to overlook the value of moral teaching in history? "We hear Philip Sidney, thirsty and dying on the field of Zutphen, refusing the cup of water and giving it to a poor soldier with the words, "Thy necessity is greater than mine." We think of Wolfe on the Heights of Quebec, spent and wounded after a hard fight, aroused by the cry, "They run!" "Who run?" "The French." "Then I die happy." We hear the words of Lord Nelson at Trafalgar still echoing down through the ages and thrilling the hearts of thousands today, "England expects every man this day to do his duty," and he himself set the example though it cost him his life. And as we realize these scenes, we know that this is a better world for us to live in because such deeds have been done and we cannot fail to see more clearly what human duties and true human greatness are. In the study of nature we are thinking God's thoughts after Him. In studying the glory of the heavens and the beauty of the fields, we are beholding a loveliness which it was His delight to create. What better moral teachings can we find than these? In like manner mathematics has its own special moral lessons. It is a discipline in exactness, in perfect honesty and patience, and most of all in perseverance by means of which the pupil can be made to feel that it is the hard tasks that count; that there are millions of people to do the easy things, that it takes rugged strength, great determination and a noble purpose to overcome the difficult situations and to do the things which bring the honor and fortune and progress of the world.

And so we find that every subject has its moral teachings if we but look for it, and we

must have many objects in view which we cannot set down and provide for in a time table. Perfect discipline is not only characterized by strict order, by right methods of instructions or by vigorous mental activity, but should be pervaded through and through by high purposes, by the spirit of work, by a solemn sense of duty and by the love of truth. This is attainable only as far as we believe it worthy of attainment. Let us look back over our own school days and recall the memories we have had of them. Let us look forward into the lives of our pupils and ask what recollections they will have — what recollections we would like them to have — of us and our teaching. These will not always be the lessons we have intentionally given. They will depend much upon the spirit in which the work was done and the motives which were seen to actuate us. Good discipline cannot end with the school room. We remember how that greatest of all Teachers once stood by the Sea of Galilee and beckoned Andrew and Simon away from their boats and fishing tackle with the words, "Follow me! I will make you fishers of men." This is significant of the way in which in all ages of the world some are called out of the meaner and more mechanical employments of life and invited to take a share in that noblest of all work, in fashioning the intellect and the character and destiny of future generations of men and women. The call does not come to all in quite the same way. By some it is recognized in the whispered intuition which tells of personal fitness and aptitude. To others it comes as a weighty and solemn conviction of the importance and usefulness of the work itself. But in some way or other the sense of the call ought to be present in the mind of every teacher. Then and then only shall we feel a deep joy in our work, and a belief that it is the biggest thing in the world for us.

The teacher who is true to her mission receives an abundant reward for all her self-sacrificing toil — not pecuniary remuneration, but the high moral recompense which ever attends a faithful performance of duty, and the conscious fulfillment of a mission; not the fleeting treasures of earth, but the less perishable wealth of childhood's clinging love; not the honor and applause of the world, but the approbation of conscience, and the esteem and grateful remembrance of her

pupils. Children do not soon forget a devoted teacher. Involuntarily they give her a large place in their hearts, and a generous share of their affections. And often in after life when they suffer from the rude jostlings of a selfish world, and seriously question if there be such a principle in human nature as justice or disinterested love, they fondly revert to the beloved teacher of their early youth, whose character was a living personification of truth and justice, and whose heart a deep fountain of love, pure and never failing, and check their incipient misanthropy and forget their sorrows, in the sweet remembrance of her gentleness, fidelity and love.

A yet higher reward awaits her when she closes her mission, quits the field and rests from her labor; for then the angels do greet her as their fellow-laborer and friend and welcome her with delight to their society and home; then she hears a voice from the excellent glory saying, "Well done, good and faithful servant," and enters with triumph into the joy of her Lord. Upon her tombstone no epitaph need be written, for upon the tablet of many a juvenile heart she has traced her character in a living inscription, more honorable and enduring than was ever written upon the monument of sage or conqueror. Of her life no obituary need be given, for her surviving pupils are her living epistles, where may be read, in her own autograph, the transcript of herself.

Many characters has she stamped with the impress of her own, in lineaments too deep for time to efface, too abiding for eternity to obliterate. Many friends has she guided along the pleasant paths of wisdom, virtue and piety toward Heaven, and thither her "works do follow" her. Ages roll away — still joyfully she gathers in the broad fields of Paradise, the rich harvests of her earthly toil.

THE BEE.

Clad in coat of brown and yellow,
Oh, the bee's a lucky fellow;
For when summer's at its prime
He's in clover all the time.

—Clinton Scollard in *Youth's Companion*.

Your paper is so bright and helpful, I enjoy reading it.—G. M., Maine.

NOTES ON SCHOOL READERS.

BY THE EDITOR.

FIRST AND SECOND READERS, NEW BRUNSWICK
AND NOVA SCOTIA.

When the children are reading the poems in these books, begin to teach them something about rhyme.

After a verse has been read, close books, and write the verse on the board, substituting a word for one of the rhymes; *e. g.* in,

"Whoever you are, be noble;
Whatever you do, do well;
Whenever you speak, speak kindly;
Give joy wherever you dwell.

Substitute "live" for "dwell" and call upon children to comment. Do this with other verses. Why do these lines not sound right? Because they do not rhyme. Well, then, what is rhyme? Get a definition from the children. They will probably say that it is the sounding alike of the words at the ends of the lines.

Put this definition on the board. Why do the poets use rhyme? Because it sounds pretty.

Do you know anything besides the verses in your books that is written in rhyme? (Songs and hymns.)

Tell children that the first poets sang or recited their verses. They were not written down, but one person learned them from listening to another. Now can you think of any other reason for making rhymes. (Easier to sing, easier to remember.) If children have had any information taught them in rhyme, such as "Thirty days hath November," the last reason may have been thought of sooner.

Suppose we say:

I have a cat, oh, such a pretty cat!
I cannot tell you how I love my cat.
I'm sure you never saw so nice a cat.

Would this be rhyme? There may be a difference of opinion here. If so, examine some of the verses in the reader. Children will find out that the rhyming words must not be *exactly* alike.

Name different rhymes for words in the reading lesson.

Put a verse new to the children on the

board, leaving out one or more of the rhyming words, and let them fill the blanks.

A violet by a mossy stone
Half hidden from the eye,
Fair as a star, when only one
Is shining in the _____.

The rooks are alive
On the tops of the _____
They look like a _____
Of jolly black bees.

They all squawk _____
And loud is their _____,
It must be the weather
That sets them a-talking.

The frost and the _____
Are gone from the lane;
They both had to go
When the sun came _____.

Three little goblins one day found
A baby sleeping on the _____,
Hand in hand they danced _____.

See the swan swim
While I scatter for _____
The half of my cake
On the top of the _____.

Some of this work may be done at the seats.

In another lesson the arrangement of lines may be noticed. Look at the rhymes in, "My Shadow" and "The Pond," N. S. Reader 2; "Drive Gently," N. B. Reader 1; "The Little Snow-Shoveller," N. B. Reader 2.

Put on the blackboard, "Sometimes lines rhyme in pairs." Then ask, how many poems with rhymes in pairs can you find in your reader? Then take lines rhyming in threes, as in, "Pull the Weeds" and "A Song for Little May." The children will be eager to look for other arrangements, and different exercises for seat work will suggest themselves, useful for training eye and ear. Make lists of the rhymes in certain poems. Number the different rhymes in each poem, e. g. in "The Arrow and the Song," 1. *air, where*; 2. *sight, flight*; 3. *strong, song*. Pick out the rhyming words that are spelled alike, as *strong, song*; those that are spelled differently, as *air, where*.

Suitable verses for study of rhymes are, in N. B. Readers:—Wonderland, The Mission of the Briars, The Four Sunbeams, The Foolish Mouse, Sleepy Harry. In N. S. Readers, November:—Seven Times One, The Bluebird, The Blind Men and the Elephant, October's Party, Cherries.

For ear training, read to the children verses with different rhyme arrangements and let them write down or name the rhyming words.

[We are indebted for suggestions on this subject to a lesson in *The Teachers' World*, London.]

THE PRIMARY GRADES.

What Children Can Do.

This exercise is intended to make the children think quickly and act quickly, and to encourage observation at all times.

All stand in a ring. One child is chosen as "teacher" and stands in the centre. He or she repeats the lines at the beginning of each verse. Immediately the children think of the answers, which must be in two words—the second one ending in "ing." The child who thinks of an answer steps forward, says it, then acts it, and so an inner ring is gradually formed. This is repeated with each couplet.

1.

"If children will look with the eyes in their head,
Such wonderful things they will see, 'tis said."

- Answers: 1. Flowers growing.
2. Buds opening.
3. Leaves falling.
4. Birds flying.
5. Clouds moving.
6. Sun setting, etc.

2.

"If children will hear with the ears in their head,
Such wonderful things they will hear, 'tis said."

- Answers: 1. Bees humming.
2. Larks singing.
3. Flies buzzing.
4. Leaves rustling.
5. Birds calling.
6. Rain pattering, etc.

3.

"If children will think with the brains in their head,
Such wonderful things they will learn, 'tis said."

- Answers: 1. Quick counting.
2. Fine writing.
3. Neat sewing.
4. Nice drawing.
5. Good reading.
6. Right spelling, etc.

4.

"If children will work with both heart and head,
In such wonderful ways they can help, 'tis said."

- Answers: 1. Play gently.
2. Obey quickly.
3. Work quietly.
4. Run willingly.
5. Speak softly.
6. Be kindly, etc.—*The Teachers' World*.

Winter Birds.

Blue Tit, blue
The snow is on the wood;
What can tit-birds do
When heaven hides their food?

They flit from twig to twig
They hunt on every tree,
And cry, Tit, tit, I am not big,
Yet here's no food for me.

Dear Robin asks for bread,
O come and find it too!
Your dinner here is always spread,
Blut Tit,— blue.

—L. A. Tadema — from *The Children's Cameos*.

A February Finger Play.

The ground was all frozen ⁽¹⁾
And ugly and bare;
The leafless trees shook ⁽²⁾
In the cold winter air.

Then a gentle gray cloud
Floated over the sky ⁽³⁾
And dropping and drifting ⁽⁴⁾
The snowflakes came by.

They covered the ground ⁽⁵⁾
With a carpet of light.
They wrapped all the trees ⁽⁶⁾
In soft mufflings of white.

The dingy old houses ⁽⁷⁾
Like palaces shone;
Into filmiest lace-work
The clothes-lines ⁽⁸⁾ had grown.

Then the children ran out ⁽⁹⁾
With their cheeks glowing red.
"Ho, ho, for snow-balling!" ⁽¹⁰⁾
They merrily said.

The white balls flew briskly, ⁽¹¹⁾
They sped to and fro,
And beauty and happiness
Came with the snow.

MOTIONS.

(1) Hands brought together in front, palms down, and then spread apart with a gesture to show the extent of the ground.

(2) Arms held up and shaken stiffly for leafless trees.

(3) Hands raised above head with motion of cloud moving across sky.

(4) Hands brought down like the falling snowflakes.

(5) Same motion as (1), with fingers shaking for snowflakes falling.

- (6) Point up for trees.
(7) Hands lifted, with finger-tips touching, to form roof of house.
(8) Horizontal gesture for clothes-line.
(9) Fingers chase each other like children running.
(10) Clap hands.
(11) Motion of making and throwing snowballs.

— *Primary Education*.

A LESSON IN PUNCTUATION.

Here is a suggestion for a lesson in punctuation, sent to the REVIEW by a Nova Scotia teacher.

Put on the board a drawing of a railway track, with a train approaching from the distance.

THE RAILWAY TRAIN.

There she comes at last!
Do you hear her blow?
Listen to the rails singing the song of a journey.

"Squeaky, squeaky," say the wheels.

"Ding, dong," rings the bell.

"Puff-ff," pants the engine, and stops quite still.

Now we are off. The engine begins its song:

"I've got your trunk,

I've got your trunk,

I've got your trunk!"

"Who-oo-oo? Who-oo-oo-oo?" said the whistle.

"Who! Who!"

And Katie and Helen and little George say:
"Won't Granny be glad to see us?"

ADVANCED SPELLING.—Etiquette, miscreant, diversion, ameliorate, fac simile, surplice, trousseau, cheviot, crinoline, zephyr, textile, Bologna, tough, artificial, grotesque, amethyst, annuity, taciturn, prestige, indictment, reservoir, connoisseur, gauge, crucible, oxidize.

PRIMARY SPELLING.—Newspaper, lunch, primary, cloak, clock, watch, garden, parsnips, lettuce, pantry, chicken, corn, calm, cowboy, prairie, catfish, minnow, creek, curb, street-car, electric light, gaslight, matches, lamp-chimney.

I find the EDUCATIONAL REVIEW a great help to me in my school work.—A. H., Carleton Co., N. B.

NATURE STUDY IN GRADE III.

Grade III at Acadia St. school, Amherst, N. S., is a busy class and seems to enjoy the nature lessons as much as last year's class did. The following examination paper covers much of the work of this quarter and is just as it was written. Ten questions were given.

NATURE.

QUINCEY REID.

1. The aphid harms leaves because it sucks the juice. The aphid can be killed by soap suds and kerosene.
 2. There are many aphids in the summer, they come out of the egg in the spring.
 3. The work of the queen bee is to lay eggs.
 4. The difference between honey and nectar is that the nectar is in the flower and the bee comes along and sucks up the nectar. It goes down in her throat and it comes out honey.
 5. The potato bug is different from the bee because the bee has a stinger and the potato bug hasn't. The potato bug has stripes on its back and the bee hasn't.
 6. The caterpillar gets into the apple because in the spring the mother lays an egg in the apple flower and the apple grows big and it hatches and the caterpillar comes out. The caterpillar goes down on the ground and crawls up the tree trunk and goes under the bark to sleep for the winter.
 7. The woodpecker is good to the apple growers because it pecks at the trees and the insects come out and the woodpecker picks out the caterpillars of the apple.
 8. We see more shepherd's purse and plain-tain because they are weeds and they have a lot of seeds on them. (Drawings of these plants were made.)
 9. Three uses of hemlock is it is good for under water because it won't rot and it is good for wood and tanning and lumber.
 10. Four uses of spruce is it is good for Christmas trees and posts and gum and to bank the house.
- A spruce twig has short needles on it and it smells.

NINA E. DAVISON.

THE CURRENT HISTORY CLASS.

1. Name the British possessions in Africa, and state how and when each was acquired. What part have South Africans taken in the war?
2. Who are Sir Charles Munro, Sir Percy Lake, Yuan Shih-Kai, Sir Cecil Spring-Rice?
3. What is the substance of the correspondence between the German and British governments about the Baralong? How was the correspondence carried on?
4. What is an order in council? What important steps have lately been taken in the Imperial and the Canadian Parliaments towards carrying on the war?
5. "Germany's campaign against Egypt is meeting with unexpected obstacles due to the lack of coal." Discuss the geographical position of Egypt as a factor in the war. What is the importance of a coal supply in this war? And what resources of coal have (a) the Central Powers, (b) the Allies?

BIBLE READINGS FOR OPENING EXERCISES.

1. Genesis xxvii, 1-17.
2. Genesis xxvii, 18-29.
3. Genesis xxvii, 30-45.
4. Genesis xxviii, 1-5; 10-22.
5. Psalm xci.
6. St. Matthew x, 1-13.
7. St. Matthew x, 28-42.
8. St. Matthew xii, 46-50.
9. St. Matthew, xiii, 1-9; 18-23.
10. Psalm, xcvi.
11. Genesis xxxvii, 1-11.
12. Genesis xxxvii, 12-22.
13. Genesis xxxvii, 23-36.
14. Genesis xxxix, 1-6.
15. Psalm xcvi.
16. St. Matthew xiii, 24-30.
17. St. Matthew xiii, 31-43.
18. St. Matthew xiii, 44-52.
19. St. Matthew xiv, 14-21.
20. Psalm xcvi.

COMPOSITION.

The writer has found it a good plan to allow children occasionally to write a "puzzle" composition, its object being to puzzle the teacher. Each child chooses a subject, writes a description of it without mentioning it, and tries to make this description as puzzling as possible. Much repetition is avoided, the children have to learn to express themselves in other ways and, incidentally, they look up subjects which otherwise they would not trouble about in order to "puzzle teacher."—*Exchange*.

WHO, WHAT AND WHERE.

QUESTIONS FOR FEBRUARY.

1. Who was condemned to wear hung about his neck the body of the bird he had slain, and why?
2. What bird long lived the pride of the countryside, And at last in the odour of sanctity died?
3. Where did the last of the Gairfowl stand, and what kind of tears did she weep?
4. What bird stood nearly six feet high, and seen from behind looked rather like a very proper bald-headed parson?
5. What bird is called: *a.* darling of the spring, *b.* the sea-blue bird of March, *c.* the Arabian bird, *d.* "a creature of a fiery heart," *e.* pilgrim of the sky?
6. Who were, Grip, poor Matthias, Chil?

QUESTIONS FOR JANUARY.

DOMESTIC AFFAIRS.

(All from Standard Novels.)

1. What supper was a disappointment because the host thought the asparagus not quite boiled enough?
2. Who had an exquisite art of making her cleanliness more uncomfortable and unacceptable than dirt itself?
3. Who thought that to wear the same curled front on Sundays and weekdays "would be to introduce a most dream-like and unpleasant confusion between the sacred and the secular?"
4. What family were confused at being caught playing "Hunt the Slipper," by two great acquaintances from town?
5. Where was an assault repelled by a dish of scalding hot kalebrose?

ANSWERS.

1. The supper at Hartfield on the night of the ball at the Crown. *Emma*. Ch. 38.
2. Mrs. Joe Gargery. *Great Expectations*. Ch. 4.
3. Mrs. Glegg. *The Mill on the Floss*. Ch. 7.
4. The Primrose Family. *Vicar of Wakefield*. Ch. 11.
5. At Tillietudlem Castle. *Old Mortality*. Ch. 24.

Only four sets of answers this month, and only one set perfect.

Marks allowed, 10.

Waterloo, 10; Gill, M.L.L. Club, 8; Alert, 7.

THE QUESTION BOX.

M. V. H. 1. "The Hunter's Moon." A name for the full moon next after the harvest moon. The harvest moon is the moon which is full within a fortnight of the autumnal equinox (September 22nd or 23rd.)

2. Aurora Borealis. A luminous atmospheric phenomenon, considered to be electrical, radiating from or occurring near the earth's

northern or southern magnetic poles; visible from time to time by night. Often called northern (or southern) lights, Aurora Borealis, or Aurora Australis.

Mrs. A. 1. Pronunciation of "Khaki." Either Kah-kee, or Kar-kee. The word is variously spelled. It is Urdu, and means dusty, hence, dust coloured. As a noun, a fabric of khaki colour.

2. The Anglo-Japanese Alliance was concluded when Lord Salisbury was Prime Minister, and was his doing. The treaty, or more properly speaking, the convention embodying it was signed on January 30th, 1902, by Lord Lansdowne, the foreign secretary. The object of the alliance was the protection of the respective interests of England and Japan in China and Corea. The terms are too long to quote in full. In case of either England or Japan being involved in war with another power, the contracting party was to remain neutral. If a second enemy power took part in the war, the other party to the alliance would come to the aid of her ally. See Current Events in REVIEW for November, 1915.

3. Ratisbon is in Bavaria. But in 1809 the Austrians were fighting in Bavaria. After the battle of Eggmuhl in 1809, they retired upon Ratisbon and the pursuing French defeated them again beneath its walls and reduced a great part of the city to ashes.

An answer to M. V. H.'s question about Household Economy would take too much space in this column. We hope to give some suggestions on the subject in a later issue.

WORTH REMEMBERING.

Jacob Abbott, author of the Rollo books and much other useful and interesting, although old-fashioned, juvenile literature, lays down the following fundamental rules for teachers and parents:

"When you consent, consent cordially.

When you refuse, refuse finally.

When you punish, punish good-naturedly.

Commend often. Never scold."

Some bulky volumes on teaching contain less pedagogical wisdom. A very skilful and successful teacher attributes much of her success to a faithful observance of these five concise and simple rules.—*Exchange*.

HOT LUNCHESES IN A COUNTRY SCHOOL.

In the Domestic Science Class at the Sussex Rural School, last July, different teachers told how they had made their Domestic Science lessons useful in ungraded country schools. Here are some suggestions from other places. The first one comes from Nebraska. A teacher writes to *The School News*,

"I began serving hot lunches in my school in September, 1911, because the cold lunches the children brought with them were so unappetizing and lacking in nutrition. We have not missed having our daily hot dinner in all the twenty-four months of school that have followed our venture. We have found that it pays. The children do more and better work, the attendance has improved, and the parents tell me that the general health of the children is better.

We prepare the vegetables for dinner at recess and it takes only a moment to set them over the fire later. If I am busy when the cooking needs attention, one of the girls attends to it.

We use our desks for tables. Each child lays his table and furnishes his own bowl, plate, paper napkins, cup, knife, fork and spoon. After lunch each one clears his own table and takes his dishes to the desk that is used for a cook table.

While we are eating our lunch we plan what we shall serve the next day, and each child furnishes that which is most convenient. We try to keep each one's share evenly proportioned, but this is the hardest part of the work, for most of the mothers are so grateful that they frequently send a jar of fruit or preserves when their children's share of the lunch is a quart of milk or some butter. *Parents are interested in hot lunches for their children when they would be actively opposed to Domestic Science.* This is a splendid opportunity for the teacher to give a good lesson in Domestic Science, for the talk can be turned to food values, the care and cooking of food, etc., and since the children have helped to plan the dinners they have become interested in these things.

We have a variety of dishes that we serve, but soup served very hot and hot chocolate are our favorites. Boiled beef with noodles and

potatoes baked in the ashes is one of our mid-winter meals.

We did the cooking the first year on a No. 18 Round Oak Heater, but last year I purchased a small oil stove that adds greatly to our comfort, especially on warm days. I have furnished the cooking utensils but the mothers have offered to furnish us anything we needed."

From the *School Bulletin* (N. Y.) we clip the following:

"At a meeting of grade teachers Miss Dandy of Morley showed a fireless cooker made by her pupils, under her direction, which had been used to provide a hot dish for those of the children who must depend on a box luncheon. A wooden candy pail was packed with excelsior and lined with asbestos paper and a nest was made in the centre for a tightly covered cooking pail."

The hot lunch plan is being adopted in many places. Teachers in Western Canada report that it is an important factor in securing attendance. Miss Estelle McManus of Headingley, Manitoba, writes of her plans in the *Western School Journal*, as follows:

"This is the third winter that we have been having the hot lunch, and I consider that it has been a great success. I am quite sure that the pupils enjoy it, especially those who cannot go home to lunch, and on stormy days many who live quite near the school remain.

"We have a two-burner oil stove which was given us by a lady in the district who, by the way, provides half the oil required. I provide the other half, and the total cost is about 50c. a month. Each family takes its turn in providing whatever kind of food we are to prepare, and the cost is about 10c. each day. Occasionally we have a real dinner, for which each family brings an article of food decided upon the previous day.

"I find that the parents have been very much interested and are only too glad to send whatever is needed."

Why not try to carry out some such plan in your school for the two months of cold weather and bad roads that are still to come?

The Review is an excellent paper for suggestions, and the Current Events are splendid.—G. H., Kings Co., N. B.

THE LAZY BRAIN.

The house had been very quiet for an hour and a half. In deference to Fred Gates, working on his final English thesis, the noisy twins had been banished to a neighbor's, the grocery boy and the butcher's boy had been headed off at the gate, and the whole establishment, figuratively speaking, had held its breath. Now Fred had emerged from his seclusion.

"Well, did you get the thesis finished?" asked his Uncle John.

"No, I didn't," Fred admitted miserably. "I just couldn't seem to think clearly; something kept interrupting my ideas."

"O Fred," mourned his mother contritely, "perhaps it was my sweeping, but I did try to be quiet!"

"Humph!" snorted Uncle John. "Fred, I know what's wrong with you — mental laziness."

"Why, John Hazzard!" exclaimed Fred's mother indignantly.

"You don't understand, uncle," Fred protested.

"Oh, don't I? Young man, I'm going to show you something. I think I heard you declare the other day that if you could write an editorial as polished and logical as one of those by Grant Smith in the *Globe*, you'd die happy."

"You certainly did. He's my ideal of a writer."

"All right, then, come along with me."

Fred was thrilled to discover they were going to visit the editorial offices of the *Globe*. "I know Grant Smith," his uncle informed him, "and I'm going to show him to you at work."

Fred found his ideal of a writer seated, not in cloistered seclusion, as he had expected, but in one corner of a very large room well filled with men, clacking typewriting machines, and jingling telephones. From the floor above, where the forms of the afternoon edition were being made up, came the sound of pounding, and through the half-opened windows drifted the roar of traffic from the street below.

In the midst of all that ordered confusion Fred's hero sat at a typewriter, picking at the keys slowly, and pausing from time to time to gaze with unseeing eyes at the wall before him.

Fred was horror-struck when his uncle smote the writer familiarly on the shoulder; but Grant Smith scarcely turned his head, regarded his

friendly assailant with bare recognition, and waved his hand vaguely toward a vacant chair.

As Fred watched, a messenger boy blundered noisily upon the worker and was waved away. Presently an office boy called the writer to the telephone, from which he returned in a moment as if in a daze, and resumed his writing without hesitation. Then a fellow worker strolled over and demanded a match. The writer did not hear him. With a sly wink at Fred, the intruder proceeded to pick Grant Smith's pockets of matches, and bore them off unnoticed by his victim.

A quarter of an hour later Grant Smith's task was done. He summoned a copy boy to carry away his manuscript, and turned with a surprised cry. "By George," he exclaimed, grasping Fred's uncle by the hand, "when did you come in?"

As the visitors strolled away from the *Globe* office, Uncle John listened for some time to Fred's enthusiastic praise of Grant Smith. "I don't see how he does it!" Fred marveled. "How can he write in that madhouse?"

"Simple enough. Grant Smith has trained his brain to work for him. You can do the same thing; so can any man, but few do."

"This morning, in quiet seclusion, you couldn't think out your thesis. That was not because anyone interrupted you, but because your brain, like the brains of thousands of untrained workers, was playing hookey, and you hadn't the will to keep it at its task. The man who can make his brain obey him, and who can keep his thoughts on the job until his work is done, can succeed not only in writing, but at any task he chooses."

"But how do you start?" Fred demanded.

"How did you win the quarter-mile last year?"

"I made up my mind to do it, and began training every day."

"Exactly. Your brain is just another set of muscles. Why not train them?"—*Youths' Companion*.

The capture by the Austrians, of Mount Lovcen (pronounced Lof-tsen), on January 10, was immediately followed by the capture of Cetinje (Tset-teen-ye), the capital of Montenegro, which is but six miles distant, and with that the conquest of Montenegro was virtually complete. The importance of the victory is in that it brings a large part of the eastern coast of the Adriatic for the time being under Austrian rule. Austrian and Bulgarian forces are invading Albania, where a few Italian, Albanian, Montenegrin and Serbian troops will defend the principal towns on the coast. King Nicholas of Montenegro is now in France.

HOW TO SECURE ACCURACY IN ARITHMETIC

The degree of approach to accuracy by a pupil does not depend so much upon the *amount* as upon the *character* of the work done. Careless facility is not merely useless; it is positively harmful. Hence, while the problems provided for the pupil may be much more simple in respect to the amount of figuring required, the importance of accuracy must be emphasized to a very much greater degree, than has usually been the custom of teachers in the grades. Indeed the pupil must not be commended at all for inaccurate work—for work in which there is one wrong figure! It must be impressed upon him in the very beginning that ciphering in which there are errors has no value whatever. His task must be, not the solution of ten problems with but few errors, but rather as many problems as he can solve without making any mistakes. His seat work in arithmetic (and his home work, too, if any be assigned) should be, for the most part, mechanical, and so simple that he can concentrate his whole energy upon the matter of accuracy. It should be something that he well knows how to do, the only question being, can he do it accurately? In this way, and in this way only, can proper emphasis be put upon the importance of absolute correctness.

When papers or slates upon which is the work of many pupils to whom the task of copying and figuring had been assigned, are presented to the teacher for examination, it is not well for her to consider too much the *number* of errors made by each pupil. Each paper is *right* or *wrong*; *perfect* or *imperfect*; *good* or *worthless*. Whether it contains one error or ten, it must be put into the imperfect class. All the pupils who make mistakes in figuring must, for the moment at least, be classed together, whether the number of errors is two or ten. In either case the work is unsatisfactory, unreliable, worthless.

If, in the daily tests of the ability of pupils in figuring, more than twenty-five per cent. of the papers are imperfect, the teacher is at fault. Either the lesson is too heavy, or the teacher does not sufficiently impress upon the pupils the importance of accuracy in ciphering.

The seat work, the mere practice in figuring, should be made so light, and the pupils encour-

aged to exercise so much care in the doing of it, that seventy-five to ninety per cent. of the papers will be perfect. When this degree of accuracy has been attained, the amount of daily work *for those pupils who usually present perfect papers*, may be somewhat increased; but in all cases and in all the grades, infallible accuracy must be the aim. To what length can the pupil continue to manipulate figures without one error? is the question for the examiner and for the pupil.

Too often it has been the custom to mark a paper 90 if only one problem in ten contains an error. Often—shall I say usually?—the pupil has been taught to believe that 90 per cent of accuracy in the third grade is *good*. If only one figure was wrong, the paper was marked 95, and 95 is *excellent*. This has been the method of marking, too, in the fourth grade and in the fifth grade, and in all the grades up to and including the eighth. Then perhaps the pupil leaves school. For six years he has been taught that 95 in figure processes is *excellent*; 90, *good*; 80, *fair*; and even 70 good enough to “pass.” He goes out into the business world, to learn that 90 per cent of accuracy in figuring, instead of being *good*, is *absolute failure*; that there is no place in the world for a ninety-per-cent accountant. His inaccurate facility in the use of figures gained for him much credit in the schoolroom, but in the store it is worthless. The fact that he knows how to solve the problems, and can explain them with the “hences” and “sinces” in their proper places, is of no avail in his effort to retain his place as an accountant. He is inaccurate; hence his work is of no value whatever.

A nearer approach to accuracy may be made, not by a greater amount of careless manipulation of figures in difficult problems, but by the careful solution of many simple problems in which the principal effort on the part of both teacher and pupil is to secure results that are correct in every respect. The most important part of the work of the teacher in this effort is not the correcting of the pupil's mistakes: it is rather the training of the pupil into such careful habits that mistakes will not be made. Many a teacher sits up at night to correct errors that she might better sit up in the daytime to prevent.—*The Western Teacher*.

HOW MEN DIFFER FROM ANIMALS.

The chief difference between man and the lower animals lies in man's capacity for sinning. Obviously he has no monopoly of the virtues. A dog may be faithful, an elephant may be kind and true, a cat is said to love home and fireside; the parental instincts of the penguin would put nine-tenths of the leaders of our best society to shame. It is not by possessing such attributes that animals become "almost human." It would be fairer to our furred and feathered friends to say that the man who possesses these traits in fine degree is almost animal. There is a horse of vaudeville fame that reckons simple sums in addition, and answers a wide variety of questions, if my memory serves me; I will even allow him to write his own first name with his hoof in the sand. The show-bills call him "human" yet we feel no sense of kinship as we watch the performance, even though we should grant him all the ratiocination his exhibitors claim. We simply say, "What a wonderfully clever horse!" bestow a word of praise upon his trainer, and that is the whole story. I have seen a dog perform agile tricks with prompt obedience and obvious enjoyment, and to me he was still a dog. But when some canine friend hides on his wash-day; when he steals the cat's milk and pretends he did not; when he slinks in at a door with every expression of eye and limb crying "peccavi," ah, then I say to myself, "There is something human about that dog."—Burgess Johnson in *Harper's Magazine* for January.

EXPLAINING THE TELEGRAPH.

As a general rule, the telegraph no longer arouses the wonder and awe that it did in our grandfathers. In remote countries, however, there are still people who have never heard of it, and who are unable to understand it. *Das Echo* tells of the perplexity that the telegraph caused in a small village of Bosnia.

The government had installed a telegraph line from Prijedor to Bahatsch.

"What is the meaning of this wire?" asked the astonished inhabitants of a village through which the line happened to pass.

"It is a telegraph," said the headman of the

village, who had been in consultation with the officials. "One can send a message along this wire, straight from here to Stamboul."

The villagers were incredulous. "That is impossible. How can a message run along a wire?"

The headman thought awhile; then he hit upon the proper explanation. "Imagine," he said, "a dog that is terribly long, and whose tail is stretched like the wire on these poles; imagine that his tail is so long that he reaches from here to Stamboul. Now, suppose we pinched his tail here. Wouldn't he howl in Stamboul?"

The villagers understood.—*Youth's Companion*.

CURRENT EVENTS.

The magnificent parliament buildings at Ottawa, considered the finest Gothic structure in America, and rivaling in beauty any other parliament houses in the world, were destroyed by fire on the night of February 3. The fire spread rapidly, and several persons lost their lives, while many others had a narrow escape.

Canada produces about three-quarters of the nickel used in the world. It has been sent out of the country for refining; but probably some means will be found of keeping this industry at home.

The reports of government engineers are very unfavourable to the completion of the Hudson Bay Railway, and the work may be abandoned. The greatest engineering difficulties are in connection with the character of the shores, which offer no secure foundation for harbour works.

Recent explorations in Hudson Bay have shown that the Belcher Islands are much larger than was supposed, the largest island being over a hundred miles long, and the length of the entire chain many hundreds of miles.

The railway between South Africa and Southwest Africa, rapidly constructed by General Botha last year for military purposes, will be of great importance in times of peace. It is three hundred miles in length, extending from Prieska, on the Orange River, to Kalkfontein, and saves many hundred miles between points in South Africa and those in Southwest Africa, as compared with the old route by rail to Cape Town and thence by sea. Through trains are now running from South African points to Walfisch Bay.

Much of the material used in commercial fertilizers has hitherto come from Germany. A Canadian inventor has found a process of obtaining potash from ordinary feldspar, which promises to be of great importance; and valuable deposits of phosphates have been discovered in the Rocky Mountains, south of the Canadian boundary. Other sources of both potash and phosphates will be eagerly sought, so that we may be independent of the German supply.

Huerta, former dictator of Mexico, died last month in Texas, where he was in prison on a charge of attempting to violate the neutrality laws of the United States.

There are three government schools in the Province of Quebec for teaching the best way of making maple sugar. The annual output of maple sugar and syrup in that Province alone is more than a million dollars.

Reports from Switzerland say that a republican party of considerable power has been formed in Germany. The overthrow of the Kaiser by his own people may yet put an end to the war, if these reports are true.

The Russian explorer, Vilkitskii, who left Vladivostok last year to sail around the north of Siberia, arrived safely at Archangel before that port was closed by the ice. Vilkitskii is the Russian naval officer who discovered Nicholas II Land in 1913. The northeast passage, as the voyage around Siberia is called, was made once before when the Norwegian navigator, Nordenskjold, accomplished it, thirty-six years ago, by sailing in the opposite direction, but he was obliged to spend a winter in the Arctic ice before he reached the Pacific.

The French have seized the Greek island of Corfu, because of the location there of an Austro-German submarine base. A second base was located in the narrow channel between that island and the Albanian coast, and most of the submarine raids in the Mediterranean had been directed from these two bases. Corfu is now being used as a place of refuge for Siberian soldiers. The German authorities protest that this occupation of Corfu, and the landing of the armies of the Allies at Saloniki and on some of the islands of the Aegean, are violations of Greek neutrality which neutral nations should condemn as much as they condemn the German invasion of Belgium. It may be remembered that the independence of the Kingdom of Greece, when first established, was not to be absolute and unconditioned, but was to be guaranteed by Britain, France and Russia. Apart from that protection, in theory as well as in fact, Greece today would not be independent.

Continued fighting in the trenches in France and Flanders has made little apparent change in the situation. The Russians have made advances in Galicia, and the Italians have held their ground on the Austrian frontier. In Mesopotamia, the British, now commanded by Sir Percy Lake, have been held back by weather conditions, and have not yet succeeded in relieving the garrison at Kut-el-Amara. In the Caucasus region the Russian have been more successful, and it is believed that they have captured the important city of Erzerum, which would be the greatest loss that the Turks have yet sustained.

The last of the German armies in the Cameroons has been driven into Spanish territory, where the troops are said to have been disarmed and interned. In East Africa the reports tell of British gains.

The coronation of Yuan Shih-kai as Emperor of China has been deferred, because of the rebellion in the southern provinces; but the latest reports seem to show that the rebels have met with a serious defeat.

In Mexico, the State of Oaxaca has declared its independence of the control government until such time as order is restored in the republic. Carranza has abandoned Mexico City as the capital of the country, and has made Queretaro his present headquarters, the provisional capital.

SCHOOL AND COLLEGE.

The short course in nature-study and agriculture for New Brunswick teachers, held in Sussex, January 3-7, was attended by 107 students, all that could be accommodated. 350 applications were received. The course was under the direction of R. P. Steeves, director of Elementary Agricultural Education, who was assisted by six instructors. Evening addresses were given by the Chief Superintendent of Education, by Professor S. B. McCready of Prince of Wales College, Charlottetown, and others.

The report of the committee for New Brunswick of the Strathcona Trust Fund was made public in January. Eight hundred and fifty dollars was distributed in cash prizes for the encouragement of physical and military drill in the schools. In the fourteen cadet corps, the Normal School corps, instructed by Captain A. Stirling McFarlane, took first place. Five new cadet corps were organized during the year. Owing to the war, no cadet instructors' courses nor cadets' camps were conducted.

Mr. Groom, of St. Stephen, has taken the place in the Welshpool, Charlotte County, schools, left vacant by the resignation of Mr. Eagles.

Miss Lucy Inch is filling the vacancy on the Marysville school staff caused by Miss Gunter's resignation.

Miss Hewson is teaching Grades IV, V and VI in the Port Elgin school, in place of Miss Nason who resigned last term.

Miss Jennie M. Haslam, late principal of the school at Alma, Albert County, has taken charge of a school at Herschel, Sask.

Mr. R. B. Masterton, formerly of New Brunswick, is now principal of the High School in Creston, B. C.

The young people of St. Andre, district No. 17, Madawaska County, recently gave a very successful concert under the direction of the teacher, Miss Anna V. Poirier. The sum of thirty-one dollars was cleared and will be used to buy maps, black-boards and a Union Jack for the school.

Courses in Household Science and Handicraft are to be held at the Woodstock and Sussex Agricultural Schools during February and March. The first course will be held at Woodstock, February 1st to 11th, and the second from February 15th to 25th. The Sussex courses will be held from February 29th to March 10th and from March 14th to March 24th. Miss Hazel Winter, supervisor of Women's Institutes, is in charge of the courses, which are open to any member of the Women's Institute in New Brunswick. Classes will be held in handicraft; composition and nutritive value of foods; practical cooking; personal hygiene and home care of sick, and needlework and knitting. The teachers for the courses are: Handicraft, Miss Elaine Borden, graduate in Arts and Crafts, Sackville, N. B.; Nursing and Sewing, Mrs. Laura J. Winter, Trained Nurse, Fredericton, N. B.; Cooking, Miss Ada Saunders, graduate Household Science, Florenceville, N. B.

Cuthbert Ackman Simpson, son of Rev. Canon Simpson, of St. Peter's, Charlottetown, has been selected as the Rhodes' scholar from P. E. Island. He graduated in

Arts in King's College, Windsor, last May. During his course he won the Governor General's medal and every available scholarship and prize. He is now taking his divinity course and is a classical lecturer at King's, and instructor in the officers' training course at Windsor. He volunteered for overseas service last August, but was given permission to continue his work at Windsor as instructor in training courses. In connection with his studies at Oxford he is extended the usual war privileges.

Rev. H. T. Stannage Boyle, of the staff of Trinity College, Toronto, has been elected president of King's College in succession to Canon Powell. Dr. Boyle was educated at Trinity College, Toronto, and the Montreal Diocesan Theological College. In 1898 he graduated with honors in Classics at Trinity, and in 1901 proceeded to his M. A. degree. He took his B. D. in 1904 and D. D. in 1910, and therefore comes to the college well equipped in theological scholarship and able to strengthen the divinity faculty. Upon his ordination he was for a year curate at Shawville in the Diocese of Quebec, and subsequently curate for four years at the Cathedral, Montreal. In 1905 he became rector of Wingham, Ontario, and after three years rector of Chatham in the same Diocese. Two years later he was appointed Professor of Church History and Liturgics at Trinity, where he subsequently became Dean of the Divinity School.

Professor L. A. DeWolfe, director of Rural Science in Nova Scotia, in the *Truro News* of January 20th, gives an encouraging report of the progress of Rural Science in that province. Gardens and exhibitions of garden products grown by school children have now become, Professor DeWolfe says, a permanent part of school work. In the summer of 1914 seven hundred children made gardens at home, and seventy schools exhibited their produce. In 1915 nearly two thousand children had gardens, and one hundred and sixty schools either held exhibitions or sent exhibits to neighboring centres. This work is voluntary and is carried on with enthusiasm and energy.

PROBLEMS.

Let the teacher try this exercise. The pupils take pencil and paper and write numbers from 1 to 10 inclusive, one on a line. Then the teacher gives the problems one at a time orally, the pupil solves mentally and writes result on paper. The work should be done rapidly.

1. There were 30 pupils in a school. $16\frac{2}{3}\%$ were absent. How many were absent?
2. A teacher's salary was increased from \$50 a month to \$60. Find increase per cent.
3. A housekeeper bought 2 dozen oranges and 3 oranges were rotten. What % were rotten?
4. The population of a town was 5,000 and in five years increased 20%. What was the population at end of the five years?
5. A man sold an automobile for \$800

which was $33\frac{1}{3}\%$ of what he had paid for it two years before. What did it cost him?

6. John weighs 84 pounds, and Henry weighs $8\frac{1}{3}\%$ more. What is Henry's weight?

7. A basketball team won 6 games out of 10. What per cent were won?

8. A clerk paid \$6 a week for room and board and this was 50% of his weekly salary. What was his salary?

9. A man buys a farm for \$10,000 and sells it at an increase of 25%. What was the selling price?

10. A boy spelled 40 words correctly in a spelling test of 50 words. What % did he miss?

—School News

RECENT BOOKS.

How to Study and What to Study, by Richard L. Sandwick, is a book which will be welcomed by teachers who wish to direct their pupils how to use their opportunities and energies to the best advantage. It is the writer's belief that "students have a right to as much and as expert coaching on how to study lessons from books as they receive on how to play football, how to dance, or how to do anything else," and in this belief he has set forth simply the general principles of effective study. The first part of the book is given to these general principles. The second part is called "What to Study and How." It answers such questions as "Why should we study Latin? What good will geometry ever be to us? Questions which every High School teacher is called upon to answer. Lastly, there are chapters devoted to vocational studies, studies for the older professions, and an analysis of the qualities that make up efficiency. We strongly advise every teacher who wants to help his pupils to add this practical little book to his library. [D. C. Heath & Co., Boston. 175 pages, 60 cents.]

Pioneer Life Among the Loyalists in Upper Canada, by W. S. Herrington, K. C., is an interesting little book giving vivid pictures of life in Ontario a hundred years ago. Many of the conditions were like those in the eastern provinces, such as we have heard of from our elders, and some of the chapters might well be used as starting points for studies in local history. Others, as that on "Early Courts and Elections" offer comparisons in the study of civics. The illustrations add much to the interest of the book. [The MacMillan Company of Canada. 107 pages, 60 cents.]

Nearly all children love stories of animals, but so many have been written that are spoiled by inaccuracy and false sentiment that one has to be careful in choosing them. We can heartily recommend "*The Wonders of the Jungle*," by Prince Sarath Ghosh. Written for supplementary reading in the earlier grades, it is interesting to grown-ups as well. The jungle animals written of are the elephant, buffalo, antelope and bear. There are also chapters on the camel and on bright birds. The whole

book is written in a most entertaining style and conveys much information. It is well illustrated. [D. C. Heath & Co.]

We have already recommended Black's *History Pictures*, and those teachers who are using them will be glad to hear of the appearance of a set on *The Middle Ages*. This set is particularly rich in architectural pictures. In all there are ninety illustrations, with the usual questions and suggestions for use in connection with the history lessons. [A. & C. Black, Soho Square, London. 10 pence the set.]

LOOK IT UP IN HEATON.

The twelfth edition of Heaton's Annual published by Heaton's Agency, Toronto, has just appeared. There has this year been developed a section aptly entitled, "Where to find it." This is practically an index to the more important contents of the Dominion and Provincial Government Reports and standard publications relating to Canada and is of much value to teachers. Every business man and every wide-awake teacher some time in the year says to himself "Where can I find it," and often spends days to find out. On the other hand the Dominion and Provincial Governments annually spend hundreds of thousands of dollars in burying information alive in books and pamphlets of which the general public never hear. Indeed very few people know of the valuable and interesting information which can be had for the asking. By referring to this section the reader can at once put his finger upon the information which he wants and find the publications which contain it, and the department to whom application must be made.

As in previous years the Annual contains official, bank, insurance, and Legal Directories, Postal Information, Cable Rates, the complete Customs Tariff revised to date; a shippers guide (covering every commercial town in Canada and giving the population, Railways and Banks), list of registry offices for deeds, chattel mortgages, etc., up-to-date descriptions of every Town in Canada, Exchange and Miscellaneous Tables, and a mass of valuable General Information, from which cross references are given to the section "Where to Find it" for the benefit of those who want further information. It would be difficult to imagine a book which fills its mission more completely than Heaton's Annual.



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A certain fund of information is essential to good citizenship; but mere knowledge about government will not of itself make a good citizen. Ignorance of government is more often a result than a cause of civic inefficiency. Given an interest, an impelling motive, and a little initiative, and a citizen's knowledge may be left to care for itself. It is true, on the other hand, that a little information of the *right kind* may stimulate interest and provide a motive. At all events, it is a part of civic education to give a serviceable fund of information relating to civic life.—*The History Teacher's Magazine.*

New Brunswick School Calendar

1915-1916

1916. SECOND TERM.
- Apr. 20th.—Schools close for Easter Vacation.
- Apr. 26th.—Schools re-open after Easter Vacation.
- May 18th.—Loyalist Day (Holiday for St. John City only).
- May 23rd.—Empire Day.
- May 23rd.—Examinations for Class III License begin.
- May 24th.—Victoria Day (Public Holiday).
- May 24th.—Last day on which Inspectors are authorized to receive applications for Departmental Examinations. Reg. 38-6.
- June 5th.—King's Birthday observed (Public Holiday).
- June 9th.—Normal School Closing.
- June 13th.—Final Examinations for License begin.
- June 19th.—High School Entrance Examinations begin.
- June 30th.—Public Schools close for the term.

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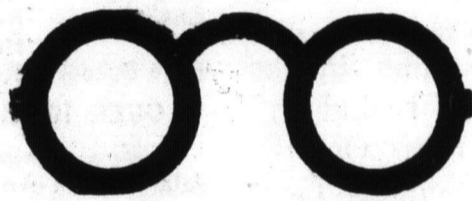
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