

# THE EDUCATIONAL REVIEW

VOL. XXI. No. 9.

ST. JOHN, N. B., FEBRUARY, 1908.

WHOLE NUMBER, 249.

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Earl Grey advises all English speaking Canadians to learn French. No better advice was ever given to the Canadian people. Some will heed this advice, others will not. We would like to hear from some of those who have taken the Governor-General's words to heart, for we have a little circular that will interest them very much. We think that we can convince you that the De Brisay Method is the best and surest road to Latin, French, German and Spanish.

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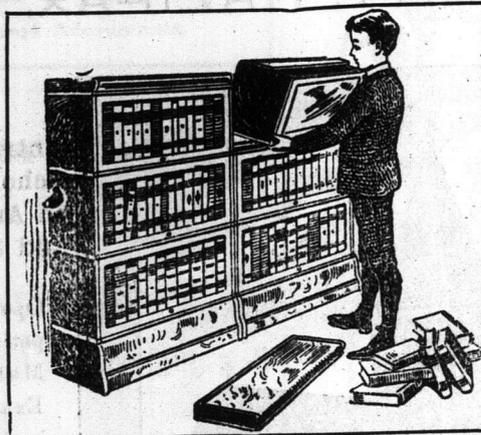
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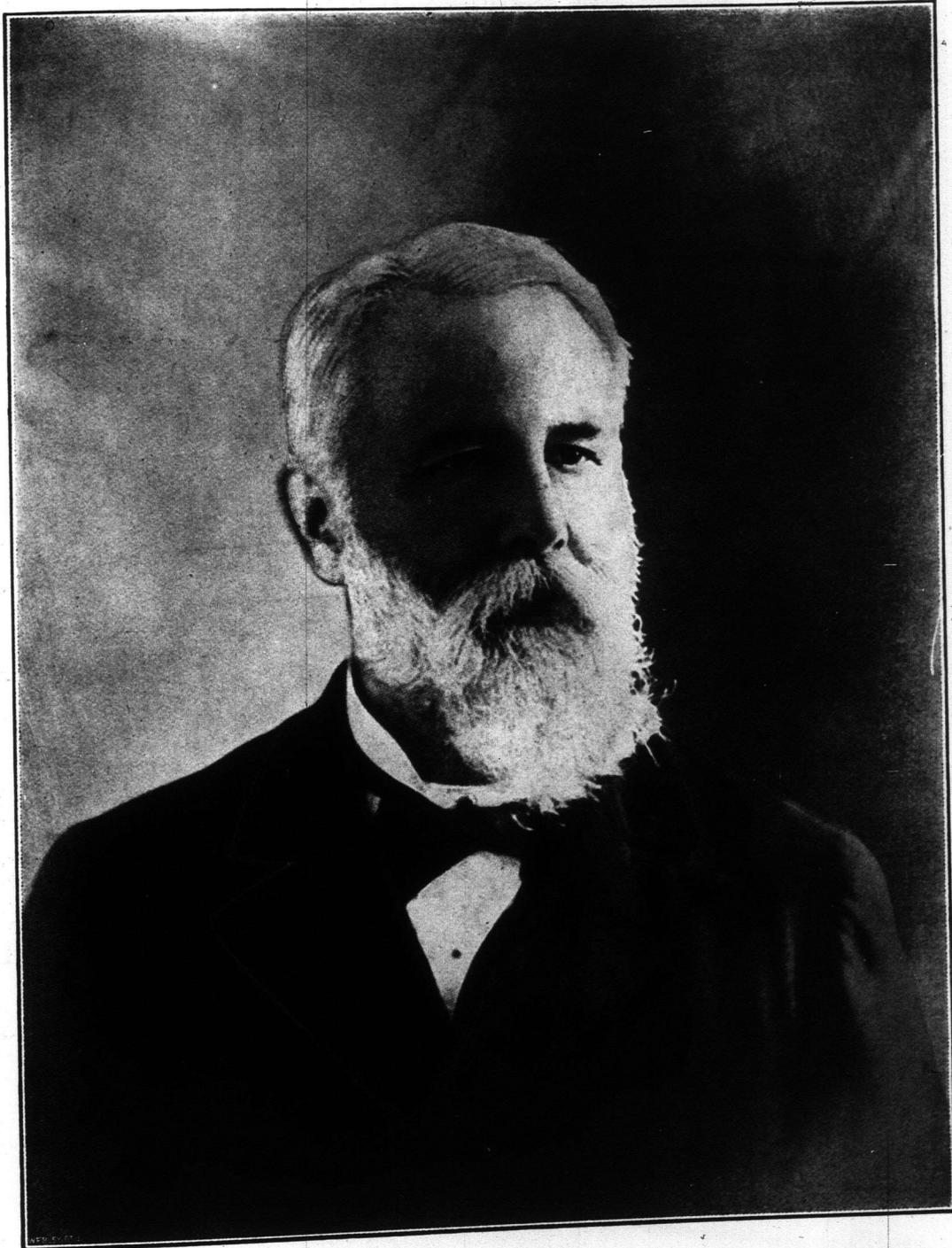
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**Educational Review Supplement, February, 1908.**



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Address all correspondence to  
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A file of this paper can be seen at the office of E. & J. Hardy & Co., 30, 31 and 32, Fleet Street, London, England, free of charge; and that firm will be glad to receive news, subscriptions, and advertisements on our behalf.

"I LIKE the REVIEW," said a teacher at an institute, "because it is not a lazy teacher's paper. It gives me something to think about and plan for my classes, not something ready made for the school which does not require any thoughtful preparation on my part."

The REVIEW has always devoted considerable attention to nature study, and this month's number will, it is hoped, meet the requirements of many young teachers who are looking for suggestions in that subject. One of these in writing to an inspector, says: "I have been thinking for some time of taking up nature lessons, but hardly know how to start." Another writes: "I have been trying to find some paper that will tell me how to do this

work." And another: "I find it difficult to arrange a suitable course of nature study." These teachers will find help in this and succeeding numbers of the REVIEW.

The teachers' pension scheme which has been presented to the government by the New Brunswick Teachers' Association has been received with considerable favour. It provides that male teachers sixty years of age, and female teachers fifty-five years of age, shall be eligible for a pension, the former of \$400 and the latter of \$250, if they have taught for thirty years or more. Teachers who have taught twenty years, and from any cause may be incapacitated, will be entitled to a pension of as many thirtieths of the full pension as years of service up to thirty years.

THE Fredericton Teachers' Association was organized in 1899. Since that time it has maintained an active existence, and has been a great means of stimulating the literary and professional qualifications of its members. The programme of the present season is so varied and excellent that it is here reproduced: Drawing, H. H. Hagerman, M. A.; Nature as a Sower, F. A. Good; The Mental Element in Nature, Philip Cox, Ph. D.; Modern Tendencies in Education, H. V. B. Bridges, M. A.; The Age of Tennyson, Harold Geoghegan, B. A.; The Imperial Educational Conference, 1907, J. R. Inch, LL. D.; Music as a Factor in Education, Frank W. Harrison (method of teaching music in the city schools, illustrated with class elected from Grades I and II); Canadian Dramatists, Rev. A. W. Mahon.

An educational institution that is growing into importance is the Western Canada College at Calgary. It has a staff of five teachers. The principal is Dr. A. O. Macrae, and associated with him are Mr. Francis C. Walker, A. M., and Mr. Lawson, all of St. John, N. B. The excellent work this preparatory school is doing is shown by the rapid increase it has made in its accommodations and number of students. It has now three buildings, one devoted to residence, another for class rooms and

a third for a gymnasium and reading room. The number of students is nearly one hundred, and work is carried on in three well defined departments—an academic course, a commercial course and a matriculation course. The college is affiliated with Toronto University, but students are also prepared for McGill. Two of last year's matriculants are now at Toronto and two at McGill.

#### Chief Superintendent Dr. J. R. Inch.

On the 11th of January last Dr. J. R. Inch, Chief Superintendent of Education of New Brunswick, completed fifty-eight years of honourable service in the educational work of the province. Graduating from the St. John, N. B., training-school in 1849, with a first-class license, he began teaching a country school in January, 1850. Four years afterward he took charge of the elementary department of the Mt. Allison Academy of Sackville. When Mt. Allison College was organized, in 1860, he became a student in that institution, while still continuing his teaching in the academy, and graduated as B. A. in 1864, when he was appointed vice-principal of Mt. Allison Ladies' College. In 1867 he took his M. A. degree, and during the following year was made principal of the Ladies' College. Ten years afterward he was appointed president of Mt. Allison College, which had conferred on him the degree of LL.D. In 1891 he resigned the presidency to become chief superintendent of education, by virtue of which office he is also the president of the senate of the University of New Brunswick.

This is but a brief summary of Dr. Inch's educational work. For a more detailed account the reader may consult two articles in the EDUCATIONAL REVIEW of December, 1899, one of which is from the pen of the late Dr. A. A. Stockton, M. P., an almost lifelong friend, whose sympathetic appreciation leaves little to be said further. In closing his sketch, Dr. Stockton said: "James R. Inch has done his work well; he has to the satisfaction of the public discharged his high public trusts. His friends hope that he may yet have many years more of usefulness before him, and that as he travels down the western slope of life he may be cheered by the reflection that his work has been important, and that he has accomplished it creditably to himself and satisfactorily to the public."

The hope has been in a measure fulfilled. Dr. Stockton has been called away while in the discharge of important public duties, but his early teacher still

remains with us, the honoured head of our educational system, loved and trusted by the teachers of the province, and with mental and bodily activity apparently little diminished.

#### Local Teachers' Institutes.

A writer on another page of the REVIEW thinks that a reform in the programmes of local institutes is desirable, and suggests a line of investigation that might be profitably pursued by teachers as a preparation for such gatherings.

There is no doubt that teachers do not get as much benefit as they should from institutes. Too many regard the days spent at them as holidays, unmindful of the fact that their schools are closed and their salaries paid for the purpose of affording them the opportunity to increase their professional knowledge. Others, bent on more serious work, extract from the addresses and proceedings more benefit; but the fact remains that whatever benefit these institutions have been in the past—and no one will question that they have been a stimulus to our educational development—the time has come to consider seriously how they may become a greater source of professional improvement. To be so, the school itself and the teacher must lead in the reform.

Our correspondent refers to some remarkable time-saving results in learning to spell. Instances could be given how economy may be practised in teaching other subjects. Take arithmetic, for instance: A writer in the last number of the *Philadelphia Teacher* asserts that as much is accomplished in schools that give little time to arithmetic as in those that give twice as much. The same is no doubt true of geography, history and other branches where results may be measured, not by quantity, but by the quality of the instruction, and by the interest aroused. Teachers of schools where manual training is practised are confident that the time devoted to this subject is not a hindrance, but a positive advantage to pupils in their mastery of the purely literary subjects of the curriculum.

Mr. Boyd's articles in the REVIEW on the Federation of Rural Forces contain some valuable suggestions on this subject. Why should there not be occasional co-operation between farmers' institutes and teachers' institutes? And why should not parents and other members of the community be as much interested in these institutes as the teachers themselves?

**Nature Lessons for February.**  
The Constellations.



THE DIPPERS AND THE NORTH STAR.

Subject for first lesson: Great Bear or Big Dipper; Little Bear or Little Dipper; and the North Star.

Preparation on the part of the teacher: (a) Read up the story in Greek mythology how Jupiter fell in love with the beautiful sea-nymph Callisto, thus exciting the jealousy of Juno, who changed Callisto into a bear; how she, seeing her son approaching, rushed to embrace him; he, of course, not recognizing his mother, was on the point of killing her, when Jupiter changed him into a bear, and snatched them both up to heaven, where we now see them as these two constellations.

(b) Practise drawing the constellations on the blackboard, so that you can place them quickly and correctly before the children.

(c) Have a large number of stars cut out of gilt—or silver—paper, or some other suitable kind, not less than  $\frac{3}{8}$  inch in diameter, and at least thirteen for each member of the class. (These stars can be bought from school-supply concerns, such as that of J. S. Latta, of Cedar Falls, Iowa, at the rate of 200 for ten cents. Perhaps the editor of the REVIEW can tell you where you can get them nearer home).

Teaching the lesson: After you are sure that you are well prepared, tell the story to the children some afternoon in as interesting a manner as you can. After you have done so, place the constella-

tions on the blackboard. Explain to the children how to find the North Star by joining the pointers and producing the line upward, at the same time showing them that the North Star is the end star in the tail of the Little Bear, or in the handle of the Little Dipper.

Now let the children, under your supervision, copy your drawing on paper, and when they all have it done accurately, let them stick the gilt or silver stars over the dots marking the several stars in the constellations. Besides making the work more interesting, these stars will be more easily seen out of doors in the evening.

Now have the children take their papers home, telling them to find the constellations and the North Star either by themselves or with the help of other members of the family.

The day following the first clear night, ascertain how many of the children have been able to find them. They all will have done so, without doubt. Now recapitulate the story and have the children write it out for you.

Follow this lesson up with others on Hercules, the Dragon, Perseus, Cassiopeia, Andromeda and Orion. Preserve the star-maps and stories, and, after the series is complete, have the children bind them between bristol-boards, or in some other suitable manner, and take them home.

By the time you have finished the series, you will have found that you have been learning a good deal about the constellations, and that nature-lessons are not the bug-bear you thought they were.

Before the middle of March you will be ready to learn with the children many things you did not know before about the bursting of the buds and germination of the seed.

Nova Scotia.

C. S. B.

**The Skies in February.**

Teachers will thank this writer for his suggestive lesson on the constellations. What more fascinating nature lessons could be derived for winter than those outlined by Mr. Moore and by C. S. B.? The one can be made to interest boys and girls while enjoying the skating season, or in tramping through the fields and woods on snow shoes; the other will attract them to the wonders of the sky. No month of the year is more favourable for star-gazing perhaps than February, with its clear winter air and bright skies. Let us take a general glimpse of the heavens as they ap-

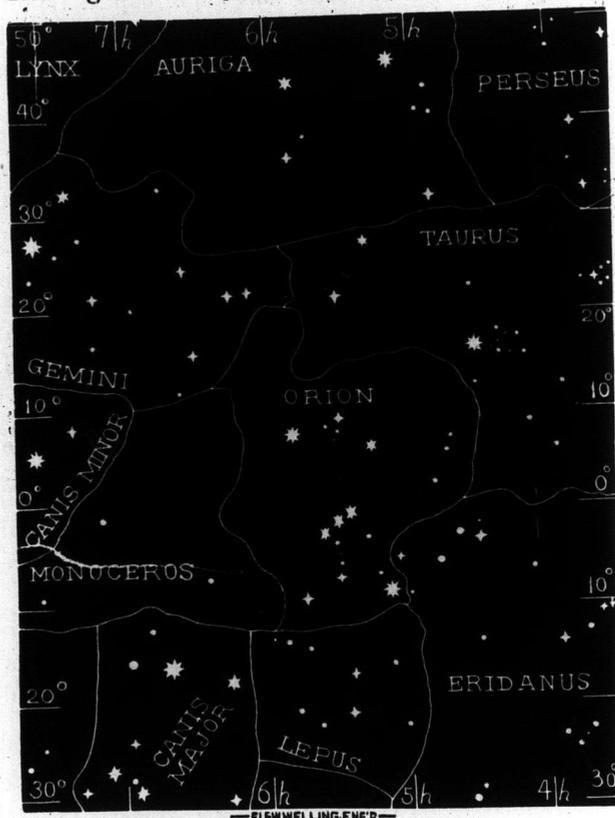
pear on the fine evenings of the first of the month.

The planets, because of their size and brightness, will attract every observer. About sunset Jupiter rises in the east, and from early twilight until dawn this beautiful planet may be traced across the sky. Venus is evening star in the west, setting on the first of the month about 8 p. m. She is the rival of Jupiter, and will soon outshine him, becoming daily brighter, more conspicuous, and remaining longer in the sky. Mars and Saturn are also evening stars (stars we call them, though they are planets). These two planets were very near each other during the first week of January, but have since been drawing farther apart. Saturn is of a pale yellow

as any other star (not planet) that we ever see. Below Sirius on the right is the small constellation of the Dove. To the west is the Whale, while between these two constellations is the long crooked stream of faint stars known as Eridanus (or the Po), extending in a crooked line from the southern horizon to the star Rigel in Orion. Just north of the Whale are the Fishes forming a triangle, near Mars and Saturn, about the first of the month.

Farther up in the east is the Crab, near which at present is the planet Jupiter, and higher still are the Twins, having the two bright stars Castor and Pollux, with Procyon below and to the right in the constellation of the Little Dog. Procyon forms an almost equilateral triangle with Sirius and Betelgeuse (in Orion). Pegasus and Andromeda occupy the western sky, with the Ram and the Triangle south of the latter. Perseus is almost overhead, and so is Auriga (the Charioteer) with the great yellow star Capella.

Teachers will find the tracing out of these constellations and the movements of the planets an interesting study as well as pastime to the children.



ORION AND OTHER CONSTELLATIONS.

colour, is nearer the west, and sets about 9.30 p. m., while Mars, of a reddish colour, and slightly larger, sets more than half an hour later. These two planets are close to the Square of Pegasus.

But it is to the south and east that we must look for the finest display of stars in February. High up in the south-east is Orion, probably familiar to more people than any other constellation, except perhaps the Great Bear. Above this is the Bull, with the ruddy Aldebaran, the Pleiades and Hyades, and below it is the Great Dog, with the incomparable Sirius, which is more than three times as bright

### The Nature Study Class.—II.

#### Winter Hiding Places; Snow Tracks; Duck Habits.

By W. H. MOORE.

Well, nature students, if you wish to go and see the ducks again this month it will be very good evidence that you were satisfied with the January outing. But let us try to take in some other things by the way. Let us scatter through the orchards before us, and see if there are any webs of the brown-tail moth upon any of the trees. Each member will try to collect every web that is found, for if we find that none of the webs contain the larva of that dreaded pest, it will be a good point gained. This is the best season—now when the leaves are off the trees—to look for these small webs, and please tell all your searchers to be on the watch for curious growths upon the orchard trees.

After proceeding through the orchards we will all meet by that clump of trees by the foot of the hill and look over the collections. Here we are at the meeting place, and from the looks of the marks upon the snow we are not the only animals that seem to like to meet here. Notice those small tunnels through the light fall of snow, and also these small tracks here upon the surface; then by the side of this fallen tree trunk are some, yet smaller.

The makers of the tunnels are voles or meadow





Foundations for the future age,  
And wrote their names on history's page—  
Our history—from strand to strand,  
Spreads our Canadian Fatherland!

Some of the historic incidents which Miss Machar has chosen for themes are: The Heroism of Daulac, the Martyrdom of Breboeuf and the story of Laura Secord's bravery.

Her love for and keen observation of nature, and her deeply religious spirit, appear in the group of poems called "Canadian Woodnotes," from which are taken the lines in the third book of the New Brunswick readers, "Among the Thousand Islands." The full title is "Drifting Among the Thousand Islands," and the poem concludes as follows:

Drifting—why may we not drift for ever?  
Let all the world and its warfare go;  
Let us float and drift with the flowing river,  
Whither—we neither care nor know;  
Dreaming a dream—might we ne'er awaken!  
There's joy enough in this passive bliss,  
The restless crowd and its cares forsaking,  
Was ever Nirvana more blest than this?

Nay! but our hearts are ever lifting  
The veil of the present, however fair;  
Not long—not long can we go on drifting,  
Not long enjoy surcease from care;  
Ours is a nobler task and guerdon  
Than aimless drifting, however blest;  
Only the heart that can bear the burden  
Shall share the glory of the victor's rest!

"The Circling Year" is a sequence of twelve sonnets, one for each month. We are tempted to quote from "Echoes of Life and Thought," the charming title poem, "Untrodden Ways," but substitute for it, as perhaps more useful for the school-room,

#### THE FIRST BIRDS.

Who taught you to pour forth your notes, little singers,  
From the branches so leafless and bare?  
Your music delays not, though springtime still lingers,  
And chill is the biting March air;  
Ice-bound are the rivers, frost-bound are the fields,  
And the nights are still dreary and long,  
Say, have you a charm that keeps you from harm  
In the gladness that sweetens your song?

And where will you go when the daylight is shrouded?  
Are ye sure of a bed and a home,  
That thus ye sing on, with your music unclouded,  
By the thought of the cold night to come?  
Ye have the sweet secret of banishing sorrow,  
No care can your gladness subdue,  
A trusting heart, taking no thought for the morrow,  
And God Himself careth for you!

#### Sarah Anne Curzon.

Another woman who has written on events in Canadian history is Sarah Anne Curzon. She is not a native-born Canadian, and did not come to this country until she was over thirty. She was born near Birmingham, and, coming to Canada with her husband in 1862, she very soon became possessed of a deep interest in the history of her adopted country—an interest that stimulated her to work that had important results. In the preface to her book, "Laura Secord, and other Poems," she says:

During the first few years of her residence in Canada, the author was quite often astonished to hear it remarked, no less among educated than uneducated Canadians, that "Canada has no history;" and yet on every hand stories were current of the achievements of the pioneers, and the hardships endured and overcome by the United Empire Loyalists. Remembering that, as soon as she had conquered the merest rudiments of reading and grammar at school, she was set to learn English history, and so became acquainted with the past of her country, it seemed to the writer that there was something lacking in a course of teaching that could leave Canadians to think that their country had no historical past.

Mrs. Curzon's attention was particularly drawn to the incidents of the War of 1812, through the discussions that went on in the newspapers as to the pensions asked for by the veterans of that war; and she was struck by the scanty recognition given in the records to the heroic deed of Laura Secord in warning Fitzgibbon of the threatened attack on Beaver Dams. In 1876 she wrote the drama on the War of 1812," and in the following year a ballad with the same theme, her desire being, as she said,

To set the heroine on a pedestal of equality with the soldiers who took part in the war, to inspire other hearts with loyal bravery such as hers; to write her name on the list of Canadian heroes.

These poems were published in 1887, together with other original verses and translations, and with very full historical notes and appendices. Dr. Rand, in his remarks on Mrs. Curzon's writings, says that the issue of this volume led to the formation of several historical societies, and from this time on most of Mrs. Curzon's literary work was upon historical subjects. She devoted much of her time to research in local history, and wrote papers for the Lundy's Lane Historical Society and the York Historical Society. She was a member of both of these associations, and president of the Woman's Historical Society. Nor was her work concerned altogether with the past. She interested herself warmly in questions of the day, and was an

ardent supporter of every movement for the higher education of women, writing for the daily press in favour of the throwing open of the universities to women, and their right to degrees in arts, sciences, and medicine. Such privileges are so much a matter, of course, in our own day that we are prone to forget what a hard fight they cost their first advocates, and what a short time it is since that fight was won. In connection with this movement Mrs. Curzon wrote a serio-comic little play called "The Sweet Girl Graduate," which appeared in *Gripsack* in 1882. In 1883 the Toronto Women's Society Club, of which Mrs. Curzon was a member, was resolved into the Canadian Women's Suffrage Association, and under this title was largely responsible for the agitation which led to the throwing open of Toronto University to women.

Mrs. Curzon was at one time sub-editor of the *Canada Citizen*, Toronto, and contributed during her literary career to the *Canadian Monthly*, the *Dominion Illustrated*, the *Week*, and the *Canadian Magazine*. She died at Toronto in 1898.

#### Worth Committing to Memory.

"Build a little fence of trust around to-day,  
Fill the space with loving work and therein stay,  
Look not through the sheltering bars upon to-morrow,  
God will give you strength to bear what comes of joy or sorrow."

Were a star quenched on high,  
For ages would its light,  
Still travelling downward from the sky,  
Shine on our mortal night.  
So when a great man dies,  
For years beyond our ken  
The light he leaves behind him lies  
Upon the paths of men.

—Longfellow.

"A good deed is never lost. He who sows courtesy reaps friendship, and he who plants kindness gathers love."

A peninsula, the dark sea wave entwines,  
Save by some neck that to the main land joins.

—Old Definition.

True friends shine out like stars in winter nights  
And make the very darkness beautiful.

—Robert Beverly Hall.

Esteem it a great part of a good education to be able to bear with the want of it in others.—Pythagoras, 580 B. C.

Life is an arrow, therefore you must know  
What mark to aim at, how to use the bow,—  
Then draw it to the head and let it go.

—Henry Van Dyke.

Think for thyself—one good idea,  
But known to be thine own,  
Is better than a thousand gleaned  
From fields by others sown.

Earth's crammed with heaven  
And every common bush afire with God,  
But only he who sees takes off his shoes.  
—Elizabeth Barrett Browning.

When you think you are wrong—stop!  
When you know you are right—go ahead!

' You will find that luck  
Is only pluck  
To try things over and over;  
Patience and skill,  
Courage and will  
Are the four leaves of luck's clover.'

#### Ways of Expressing A Thought.

Perhaps there is no single line of poetry in the English language that will admit of the transposition of its wording without affecting the sense equally with the following well-known and beautiful picture line of Gray, taken from his "Elegy Written in a Country Churchyard." It shows twenty-five different readings, all nearly equally beautiful, and each expressing the poet's original thought:

1. The plowman homeward plods his weary way.
2. The weary plowman plods his homeward way.
3. The plowman, weary, plods his homeward way.
4. His homeward way the weary plowman plods.
5. His homeward way the plowman, weary, plods.
6. The weary plowman homeward plods his way.
7. The plowman, weary, homeward plods his way.
8. His way the weary plowman homeward plods.
9. His way, the plowman, weary, homeward plods.
10. His way the plowman homeward, weary, plods.
11. His homeward weary way the plowman plods.
12. Weary, the plowman homeward plods his way.
13. Weary, the plowman plods his homeward way.
14. Homeward, his way the plowman weary plods.
15. Homeward, his weary way the plowman plods.
16. The plowman, homeward, weary plods his way.
17. His weary way, the plowman homeward plods.
18. His weary way, the homeward plowman plods.
19. Homeward, the plowman plods his weary way.
20. The plowman, weary, his way homeward plods.
21. The plowman plods his weary homeward way.
22. Homeward, the weary plowman plods his way.
23. The plowman plods his weary homeward way.
24. Weary, the plowman his homeward way plods.
25. Weary his homeward way the plowman plods.

—September Scrap Book.

The above sentences may be used as an exercise in punctuation; or the teacher, after giving a few of the above, might allow the scholars to try how many other ways they could find out for themselves.

**The Federation of Rural Forces.—III.**

BY HUNTER BOYD, WAWAIG, N. B.

I.—UNIFICATION OF AGRICULTURE AND EDUCATION  
IN OUR NORMAL COLLEGES.

So far, we have regarded rural communities as self-contained, and have pointed out how the existing agencies may be made more effective by co-operation. But, as in the human body, we differentiate the nervous and circulatory systems, and often allude to the heart and brain as if they were distinct; we know it is only a convenient distinction of function, and we are increasingly aware of their interdependence, and few would hazard a comparison of their relative importance. The departments of agriculture and education in a country like ours must be equally vital and efficient, and every constituent of the body politic must participate. The progressive nations recognize this so fully that education is becoming more agricultural, and agriculture more educational. In Denmark and Japan they are practically identical. The fusion is best indicated in this dominion by the proximity of normal college and agricultural college in Ontario, P. E. Island and Nova Scotia; and Ste. Anne de Bellevue College is the outcome of this correlation in the supreme form.

But what of New Brunswick? Our youth can attend the agricultural college at Truro and return to practise on their farms; but there is no educational reciprocity for the teacher in our schools. It is clearly inadvisable for New Brunswick to build an agricultural college at Fredericton, and yet there is a growing demand that the course of study shall have a stronger agricultural flavour. The New Brunswick Provincial Normal College has stood strongly for the academic and classic ideal, and it is well. It is nearby the university, and has been an effective agent in keeping up the supply of students for university honours. But surely the Provincial Normal College can somehow adjust matters so that the teachers for rural New Brunswick shall get more of the bias towards the needs of the farmers' children who are to remain on the farm. Could not some of the professors from the four neighbouring provinces be invited to take up topics in short courses at Fredericton for the special benefit of teachers who are to teach in rural schools? Some will immediately contend that such men from other provinces are not sufficiently acquainted with the special requirements of agriculturists in New

Brunswick to justify this expense. Very well; then let us have at least one on the normal staff who will persist in looking at our curriculum from the agricultural point of view.

Further, could not the work in physics or chemistry yield as much educational value if the hundreds of students returned to their homes thoroughly posted on fungicides and insecticides, or the physics of actual New Brunswick soil? Surely it is time every child in rural New Brunswick knew the formula and uses of Bordeaux mixture by heart! Or, take botany or bird study. Could not a study of rotation of crops, or the features of the desirable utility breeds of poultry be made to yield as much cultural value as a study of the cotton-plant or the humming-bird? Utility birds *are* beautiful, and an educational system is beautiful also when it fits teachers to secure the maximum for the town child, and the maximum development for the country child. Our maritime normal colleges have unwittingly helped to deplete our farms, and must now emulate the best farmers by returning more value *back to the farm*.

2.—FARMERS' AND TEACHERS' INSTITUTES AND  
SUMMER SCHOOLS.

The teachers have their annual institutes in every county, and have their provincial institutes also. Our farmers who have had three or four concurrent associations, meeting in one provincial institute, are now seeking to ensure annual county institutes. But there might well be closer intimacy. Would it not be well to have a larger share of time devoted to distinctly agricultural topics? It would surely be a pleasant change for teachers who are frequently weary of words ending in *ing*, or gerunds and infinitives. Could not educators be asked to address the proposed agricultural county institutes, and could there not be a summer school devoted entirely to agricultural education? Would it not be well to have speakers who would thoroughly awaken these gatherings as to the agricultural possibilities of these provinces, and thereby help to allay the restlessness which is said to prevail? Would there be so much need to persuade immigrants to re-people our vacant farms if the entire educational trend of such gatherings could periodically be arranged for the betterment of rural conditions? Would it not be possible to hold a summer school for rural teachers, say at Truro, to be addressed by our ablest agriculturists? And what is to hinder the federal minister of agriculture from calling such a conference on element-

ary education in the maritime provinces as he furnished at Knowlton and Inverness last year? Would it not be possible for educators and agriculturists to arrange for an entirely new kind of picnic this coming summer, or the combined department to send out an institute speaker on educational topics this very winter?

An excellent illustration of the facility with which, by a minimum of labour and no additional cost, important results may be achieved, was seen last week, when Mr. William McIntosh, of St. John, who has an excellent knowledge of entomology, lectured in the forenoon at the Fruit Growers' Association, Fredericton, and in the afternoon delighted the entire body of normal students by his address on insects injurious to orchard and farm. It was hard to believe that such beautiful creatures could ever become *pests*; but if he proved that the brown tail moth is an enemy which threatens to invade New Brunswick, the agricultural department can now thoroughly drill three hundred expert detectives in the normal college who will be eager for Easter vacation in order to capture the first intruder who may be found lurking in our midst.

The government has placed illustration orchards in the counties of New Brunswick. Could not orchardists give demonstrations in pruning, grafting and spraying next season, and the teachers and scholars of these districts be allowed to have credit for the time spent in witnessing these operations? Perhaps the day will come when every teacher and scholar in these provinces will become thoroughly acquainted with the peculiarities of the varieties of fruit which succeed in spite of meagre attention. Surely children would learn something about *form* and *colour* in a most delightful manner if our teachers could be instructed in the principles of fruit judging. The truth is, there is little need to talk of over-burdened curriculums, and greater expense; what we chiefly need is to learn that commercial prosperity depends on agricultural and industrial superiority, and that we need a federation and hearty co-operation of forces to achieve this much-desired result.

A herd of reindeer has been successfully landed in Labrador, where they are expected to be useful as they have proved to be in Alaska.

The invisible rays of light known as the ultra-violet rays can be used to photograph microscopic objects. This is said to double the capacity of the best microscopes, and a new era of microscopical discovery is expected to follow.

### A Garden in Winter.

A dear little lady, as sweet as the May,  
Said she meant to plant flowers the whole livelong day.  
"The weather is cold and 'tis winter I know,  
But I'll try it," said she, "and I think that they'll grow."

When the baby fell down she was first to his aid,  
She gave him a kiss, did this sweet little maid,  
"Jump up and don't cry, for I love you," said she;  
And so Johnny-jump-ups bloomed gayly, you see!

'Twas a chill winter's day, and yet once in a while  
A sunflower blossomed, and that was a smile—  
Sweet peas were her thank you, and other kind words,  
And the songs that she sang fluttered light as the birds.

The house was a garden. The light in her eyes  
Made it blossom with daisies in spite of chill skies;  
And when grandmamma said there was something to do,  
Forget-me-nots started, so gentle and true!

This dear little lady, as sweet as the May,  
Went about planting flowers the whole livelong day:  
"You're a flower yourself," said her mother at night;  
"My dear little Heartsease, my Lady's Delight."

—Primary Education.

In a memorandum on the teaching of history, the Scottish Education Department says:

While urging the importance of introducing, from the very beginning of the systematic study of history, some idea not merely of sequence, but also of casual relation, we must never forget that the child's first interest in history arises from vivid and picturesque detail, and this system of attraction should never be lost sight of all through school life. There is a second line of historical study to which some little time should be given in the supplementary course, wherever possible, namely, the history of our principal colonies and of the footing gained by the Anglo-Saxon race in various parts of the world. The scope and to some extent the method of history teaching in any particular class of school must be ultimately determined by the normal leaving age of its people. If they cease attending at fourteen years of age, all considerations lead to the conclusion that Scottish history must form the main subject of systematic historical study. In conclusion, the memorandum states there are two main sides to historical study in schools. There is, first, that aspect which is most fully exemplified in the preparatory stage, the making acquaintance—for the most part in literary form, and as part of the study of literature—with the materials of history. The other side is the systematic treatment of history so as to exhibit events in their due proportion and proper connection, with the view of approximating more and more closely as the study progresses to an adequate comprehension of the general movement of history.

"My wife has that awful disease, kleptomania."  
"Is she trying to cure it?"

"Well, she is taking something all the while."—  
*February Lippincott's.*

**Stories From Natural History.****The Shrew.**

The shrew is very much like a mouse to look at, but she is not one. With her long, sharp nose she hollows out underground passages in the fields and at the edge of the forest, but she never eats corn or any kind of grain, nor bread or cake, but lives on beetles or worms, or young mice, or a bird if she can catch one.

During the day she is hidden underground and sleeps a great deal, but at night she wakes up and goes a-hunting. A favourite haunt of hers is the long tunnel dug by the mole in the ground, where she looks out for earth-worms or the grubs of insects that cannot get away quickly enough. But during these expeditions she must beware of the mole himself, for if he found her hunting in his grounds it would cost her her life. She walks down the mouse holes searching for food, for she is a very hungry little beast, and comes tripping up among the grass and the fallen leaves under the bushes, eating caterpillars and insects, and fights desperate battles with other shrews.

She is a good friend to the farmer because of what she eats, and does him no harm whatever, and yet he kills her whenever he sees her, because, at the first glance, she is so like a mouse. Cats and dogs, foxes and hedgehogs, and other animals that eat mice are misled by this likeness, hunt down the shrew and kill her. But it seldom happens that one of them will eat her, for she has a peculiar, musky smell, which these mouse-catchers do not care for. The dog sniffs the shrew he has killed, shakes his head and lets her lie. And so it happens that many times, walking through the wood in the morning, you will find dead shrews lying in your path, who have paid with their life for the fact that they were like mice to look at. Not only must you not be a thief, you must also do your best not to look like one.

**Coal and Petroleum.**

Many, many hundreds of years ago there stood a big forest of great trees, some with beautiful green leaves, others with needles and cones of firs. Underneath the trees grew herbs and flowers, and in marshy places horse-tail grass and other thirsty plants.

But it was lonely in this great swampy forest, only the leaves rustling to each other when the wind passed through them. Ants collected the fallen fir

needles and built them into a heap, which was the palace for their queen to live in, and flies and dragon flies buzzed from flower to flower, carrying messages from one to the other. There were no people living in the forest, and there were no children running about in it. The flowers never gazed with their beautiful eyes into a merry face, and not one was picked for a birthday bunch nor wound into a midsummer wreath.

Every spring new flowers blossomed and the trees bore new branches. All through the summer they drank in the warm sunshine, and the trees, like good housekeepers, stored up much of it in their wood. Every autumn the flowers laid themselves down in the water and slept in this moist bed, and the trees shed their leaves upon them, for they also were tired. When an old tree had stood for many a long year, he also grew weary and laid himself down in the water or on the soft turf. Herbs, grasses and moss covered him over, and new trees grew up above him. But every tree that laid himself down to sleep took his share of heat with him that he had gathered from the sunshine in his younger days and had stored up within him.

In this way many thousands of plants came to lie there together in a large bed. The water brought earth from the hills, with which it covered them, and made this coverlet thicker from year to year. Whether the trees and flowers dreamed sweet dreams deep down in their sleeping chamber, we do not know; but they had time enough to do so. Now, as they went on sleeping all too long, which, even for a tree, is not a good thing; they slowly lost their good looks, their green and gay colours. First they grew yellow, then they grew brown, and some black. Some fell into little flakes, like powder; others became much harder, almost like stones.

After many hundreds of years came the miners, who dug with their spades the upper layers of sleeping plants, dried them, and called them "peat." They dug deeper and found the trees grown brown, and called them "brown-coal." They dug deeper still and found the blackened plants, that no one could recognize as ever having been alive, and these they called "coal."

Much of the brown coal is burnt by people in closed iron furnaces, where it turns into tar; and from tar people distil oil and benzine. From the refuse they make paraffin and pretty candles that look as delicate as wax. In the same way coal is evaporated in the gas factory and is turned into

gas. This is conducted in long pipes into the street lamps and right up into the houses.

But to some coal, buried deeper than the rest, the time seems too long, and so, of its own accord, it changes into petroleum oil. As petroleum, it oozes out of the earth with water, people collect it, fill barrels with it, and sell it to those who wish to burn it in lamps.

So the old trees and plants come to be of use to people after all—warm their rooms for them in winter with the heat they gathered long ages ago from the sun, cook their dinner, bake their cakes and pies, and light their rooms at night.

#### The Mole in the Meadow.

In the big, green meadow lives a mole. Deep down in the earth he has dug a hollow cave, which is his house, where he lives with his wife and children. From the cave he digs a long gallery, which is the main run, right across the meadow, with by-runs right and left leading out of it, and at the end of each gallery he throws up the earth in small mounds. He is a very hungry little beast, and lives on nothing but earth-worms, insects and their larvae, which he hunts up in the earth with pain and difficulty, labouring from morning till night to satisfy his hunger. He can only find the worms with his snout, and it sometimes takes him many hours before he has dug up a morsel of food. So the mole deserves his meal as well as any miner in a mine, besides having to work in the dark without a miner's lamp. His snout serves him as a tool to work with, and his short paws, with their sharp claws, are his spades.

The mole is very useful to the farmer, because he destroys the mischievous grubs and worms in the ground, who gnaw the roots of the grasses and plants and spoil the crops. So you might suppose the farmer would be grateful to the mole, and sing his praises to everyone, but no such thing! Instead of that, he never stops abusing the hard-working little fellow, because of the hillocks that he throws up in the field, and which give the farmer some trouble to smooth down again. So he sends for the mole-catcher, who puts a trap made of a wire slip-knot in the main run. All the thanks the poor mole gets is an attempt on his life, and if the poor little fellow is not very careful he is caught in the noose and dies like a thief or robber. But what does the mole do, does he grumble? "The farmer says I spoil his fields, and he persecutes me,—I will take

my revenge and let his fields be spoilt. All the world calls me a bad mole and treats me like one, then let me be bad and do as much mischief as I can!" No, the mole says no such thing. He works on bravely in his old, accustomed way, and is none the worse for being abused. Till his end he remains a good, industrious mole, who only does good to others, though he gets poor thanks for it.—*Richard Wagner.*

[How many boys and girls have seen these mounds of fresh earth thrown up by moles in our fields and meadows? What other animals make such earth mounds, only much smaller?—EDITOR.]

#### If You are Well-Bred.

- You will be kind.
- You will not use slang.
- You will try to make others happy.
- You will not be shy or self-conscious.
- You will never indulge in ill-natured gossip.
- You will never forget the respect due to age.
- You will not swagger or boast of your achievements.
- You will think of others before you think of yourself.
- You will be scrupulous in your regard for the rights of others.
- You will not measure your civility by people's bank accounts.
- You will not forget engagements, promises, or obligations of any kind.
- In conversation you will not be argumentative or contradictory.
- You will never make fun of the peculiarities or idiosyncrasies of others.
- You will not bore people by constantly talking of yourself and your affairs.
- You will never under any circumstances cause another pain, if you can help it.
- You will not think that "good intentions" compensate for rude or gruff manners.
- You will be as agreeable to your social inferiors as to your equals and superiors.
- You will not sulk or feel neglected if others receive more attention than you do.
- You will not have two sets of manners; one for "company" and one for home use.
- You will never remind a cripple of his deformity, or probe the sore spots of a sensitive soul.—*Success*

**Local Teachers' Institute.—A Suggestion.**

BY H. P. DOLE, TEACHERS' COLLEGE, COLUMBIA UNIVERSITY,  
NEW YORK.

Perhaps you will permit me a brief space in which to outline a plan by which I believe the Teachers' County Institutes might be made more interesting and helpful.

It is unnecessary for me to dilate upon the present practice at such gatherings, but I think I am within the bounds of truth when I say that the papers usually prepared and read on such occasions are oftener the compilation of facts gleaned from the writings of educational theorists than the results of personal experience in the schoolroom. Even the model lessons taught are given in unusual surroundings and to a selected class of pupils; hence have not the same value as work actually performed in the regular duties of the school.

If there is one thing more than any other which the teacher fails to get in his student days at normal school, it is a professional enthusiasm. It is, of course expected that this will come with practice, but alas! the situation of many teachers is such that they get little inspiration from their schools; and still less from the parents even in the towns and cities.

We have all heard so much complaint about the over-crowded curriculum, that a large percentage of teachers are apt to use this as an excuse for failure of all sorts. Evidently, then, any attempt to decrease the number of studies and still give the children as thorough an education as at present, would manifestly be a welcome boon to country teachers everywhere.

Let me mention the subject of spelling. The *Forum* of April and June, 1897, gives a study made by Dr. Rice, who carefully examined the spelling abilities of 33,000 school children in various cities, and who concluded that different methods of teaching, difference of home training, long or short periods devoted to the spelling lesson in school—all had little or nothing to do with the results achieved. It seems strange that ten minutes per day will secure as good results as sixty minutes on a subject such as spelling; but his figures seem to prove such a statement. Again, Oliver P. Cornman, of Philadelphia, made an exhaustive study of spelling in the elementary schools, and published an account of his investigations in 1902 (Ginn & Co.) Strange to say, that his results correspond with those of Dr. Rice in many essential features

Using this subject of study as an illustration,

what is there to hinder a group of teachers from getting together even in the country sections and making careful experiments of some of the newer methods of teaching, not only spelling, but grammar, arithmetic, history—in fact all the subjects of the course. This would necessitate, first of all, the purchase of the newest and most authoritative works on the subject which is to be investigated, but by each teacher buying her share and exchanging with the others of the group, a great deal may be obtained for very little cost.

After a new method is tried for a sufficient length of time, and results carefully noted, these might be collected into a paper of real interest to every teacher in the county. In this way, instead of the county institute being a welcome opportunity to get away from the drudgery of keeping school for two days, it would become a time of renewing one's interest in the profession, in child study and in original investigation.

Those who find themselves interested even in one narrow section of the educational field must needs come in contact with the philosophy of education and genetic psychology if he ever succeeds in pursuing his investigations to safe and sure conclusions.

Would such knowledge be a hindrance to a teacher even in a country school? If we believe the evidence of the greatest educators we must recognize the fact that unless a teacher is well grounded "professionally," his development ceases after five years' of service. After that time he becomes a pedagogical automaton, keeping school and drawing a salary. On the other hand, one who has delved deep into the theories of education will always be able to find something deeper to search after, and actual investigations show that a teacher so grounded will continue to improve for twenty, thirty, or even forty years.

Do we then need any greater stimulus to urge us forward?

I shall be pleased to assist in any movement along the above lines to the extent of my ability, and trust, Mr. Editor, that there may be some who will interest themselves in this work and be willing to give the results of their labours to others.

Why is thirteen called a baker's dozen?

Because in olden times a baker who gave short weight was subjected to severe penalties, and, to be on the safe side, he always added an extra roll to the dozen to make up for any possible deficiency in the others, and thus safeguarded himself.

### A Word of Cheer For the Country Teacher.

In the minds of most young teachers in the rural schools the idea is firmly rooted that city teachers have an easy time of it. Over and over young ladies have groaned over the problems of the country school and said, "If I could only get a place in a graded school all my troubles would be over." Nothing could be more misleading than this belief, for the city teacher has just as many stumbling stones in her path, and many good people will tell you more, than her sister in the rural school. There are advantages and disadvantages everywhere, and the teacher who expects to find a bed of thornless roses in a graded school will be sadly disappointed.

The country teacher has it in her power to help the pupils develop an independence of thought and expression unknown in the city schools. Manifestly it is impossible to allow the bright children to go on in a graded school without upsetting the whole machinery. The average pupils get along fairly well, while the dull ones are hopelessly behind in their work. The city teachers must prod along the dull boys and girls without actually overcrowding them, and provide employment for the bright ones to keep them out of mischief. It is true that the country teacher has dozens of classes, but that is not more trying than the endless grading and report making of the city teacher.

The young woman in the country dreams of social advantages and she pities herself for having to plod along in the dull round of duties year in and year out. I do not know how the impression ever went abroad that city teachers are society people, for nothing could be more false. Few teachers could stand the strain of getting to rest in the small hours of the morning and doing a day's work in the schoolroom the same day. And few teachers have friends and acquaintances among the "smart people" either. The teacher is regarded by society people very much as the clerk or other wage earner, unless she has powerful relatives or has won distinction in her work. It is safe to say that for every teacher who is in society in the city there are hundreds who are more hopelessly alone than the country teacher ever dreamed of being. In the country you are an important individual, while in town you are swallowed up in the great mass of humanity.

Lastly comes the question of wages. If your home is in the city and you do not pay board, the

increased wages will be more than the salary of the country teacher, but board and room rent, and car fare and laundry, and hundreds of other things, eat large holes in the seven or eight hundred a year that sounds so alluring. Perhaps you can only receive forty or fifty dollars per month in the country. I know many teachers who earn these amounts and pay from one dollar and seventy-five cents to two dollars per week for board and lodging. If you should try to find board and lodging for that amount in the city, people would probably think you had lost your wits. And generally the country board is delicious. I know there are people who talk slightly about the salt pork and potatoes served by the country housewife, but they know nothing by experience of the cream, fine bread and butter, vegetables, poultry and fruit that is consumed by up-to-date farmers. Nowhere do you find such delicious ham, such fresh eggs and variety of vegetables as in the country homes of intelligent and progressive men and women.

It is true the country schools lack the elaborate appliances the city schools possess, but in some ways that is a blessing, as the children learn well what they do study. The city libraries are absent, also, but the country teacher need not remain in ignorance on account of this, for travelling libraries may be arranged for and books and magazines purchased. There are many things to be considered on both sides, but the country teacher need not sigh for "greater opportunities if she will only "count her many blessings." Fresh air, a simple life, the love and esteem of a small circle of friends, and the simple opportunity to be a power for good in the community—all these are possible to the country school teacher.—*Popular Educator (adapted).*

#### A New Leaf.

He came to my desk with a quivering lip—  
The lesson was done.  
"Dear teacher, I want a new leaf," he said,  
"I have spoiled this one."  
In place of the leaf so stained and blotted,  
I gave him a new one, all unspotted,  
And into his sad eyes smiled—  
"Do better now, my child."

I went to the throne with a quivering soul—  
The old year was done.  
"Dear Father, hast Thou a new leaf for me?  
I have spoiled this one."  
He took the old leaf, stained and blotted,  
And gave me a new one, all unspotted,  
And into my sad heart smiled—  
"Do better now, my child."

—Kathleen R. Wheeler.

**Seat Work.**

Holding in mind that children are already too largely engaged in writing, I have shut out as far as may be that kind of work from this list, and have taken other forms of manual expression as a rest and change from the schoolroom routine.

One teacher had cut from old-fashioned magazines, school journals, advertising books, old readers, newspapers and other sources a great number of simple pictures. Each child was furnished with the small "Rainbow" crayons, and each one coloured pictures to suit his idea of harmony and fitness. Another grade was coloring the same kind of pictures with water-colours. As I looked, I was carried back to my own childhood when my water-colour box and one of mother's old-fashioned plates furnished blissful occupation for the rainy days. I remember that I worked at it with the same absorbed fascination these children show.

A second teacher had a unique exercise. On slips of cardboard scraps which, for the asking, the printer had saved from his cuttings, had been printed by means of a font of stamping type, the following sentences: "Lay two red circles. Put five yellow circles in a row," etc. Each child was furnished with a handful of parquetry circles and eight or ten of the printed dictation slips. He proceeded to arrange the circles as directed by the slips. If he finished his arrangement before the entire class was ready, he copied it on his slate, either making the circles with coloured crayons or copying in words, as: "I have two red circles. I put five yellow circles in a row," etc. Coloured parquetry circles are not expensive.\*

Another teacher had cut from old school journals outline pictures of objects and had pasted them upon cardboard for the sake of greater durability. On other slips of cardboard were written or printed the names of the objects. Pupils were supplied with both and requested to match the names to the pictures.

A high first and low second class were working with cut-up stories. Into each envelope had been put a story pasted on cardboard and cut into separate sentences. The children were arranging these sentences to make good stories. At the completion of the task each pupil would read the story so arranged. The material for the stories had been taken from old readers of the same grade.

In another first grade room outlines had been sketched on large cards. The children pricked these

outlines evenly with large shawl pins, to which had been fastened cork handles. At another time these outlines were sewed with coloured threads. The needles were carefully threaded before the session opened, and enough of them placed on the cushion so that each child could get a second when the thread in the first had been exhausted.

A happy low first band were stringing corn. The corn had been moistened and needles had been threaded with long wax threads. When strung, the short pieces were tied together and festooned about the walls in a regular design, making a pretty decoration. Where both red and white kernels could be procured, they were strung alternately, thus enhancing the effect.

A class had been supplied with cards, on which had been written the names of objects. The children were to draw the picture each word represented.

A class a little older were illustrating phrases in the same way. They were told to put "a hen" in five different places, so they drew a nest, a fence, a shed, a basket, a ladder, and wrote the word hen somewhere on each. Then they read their pictures — "a hen in a basket; a hen on a fence; a hen on a ladder," etc.

A grade which had been supplied with scissors (partly by purchase of ten-cent scissors by the teacher and partly by loan and donation by parents) were cutting squares, freehand. When the cutting was finished they were bidden to lay the corner of one square to the centre of another, and so continue, sewing or pasting each in position till they had a "chain" of squares. Another class were cutting strips and pasting rings, making a chain for decorative purposes. All sorts of geometric figures may be cut and sewed or pasted.

In older grades the cutting is utilized as a part of the arithmetic lessons in comparative measurements. The unit of measure, which may be a rectangle of any size agreed upon, is furnished each child. He then cuts from paper the rectangle which will represent two, three, etc., up to the required limit.

A first grade takes great pleasure in cutting free-hand the various objects alluded to in their lessons. I recall seeing in one room the cutting representing the dog drawing a wagon, which was the subject of the morning's lesson.

Much of the cutting may be done with paper which has been previously used for examination purposes in older grades. Cutting from coloured paper the squares, triangles and circles to be used in

\* Address Thos. Charles, 211 Wabash Ave., Chicago.

stringing corn (two grains, then a circle, or any dictation taking account of number) pleases the children much. This can usually be obtained at a printing office. One office in a country town used to furnish me with pounds of scrap regularly.

Shoe pegs bought at a shoeshop and coloured brilliantly with analine dyes are useful. The first exercise with them is simply to sort into piles of the same colour. The second is to arrange in some simple design, indicated by a coloured drawing on the board by the teacher. The design increases in intricacy as time goes on. Original designs are praised and encouraged.

Drawing oblongs one inch by two, dividing by a vertical line through the centre, and placing dots domino fashion in these halves to represent the combinations of the number lesson, is a favourite occupation of a high first, particularly if coloured pencils are furnished with which to make the dots.

A teacher cut from cardboard squares and circles one and a half inches in diameter with oblongs and triangles to correspond. (Some teachers have them cut from tin at the tin shop). The children are given these one at a time, and are taught to follow the perimeter with the pencil. Special attention is paid to the arrangement in some symmetrical order, and finally to grouping in designs. The triangle, for instance, repeated around a common centre, makes an octagon. The children are allowed to colour them in contrasting colours. As soon as they have mastered the drawing and arrangement of each set singly, each pupil is furnished with two figures, as a square and a circle, and encouraged to find a new and pretty arrangement.

It is always well before using any kind of seat work to ask yourself: "Why do I use it? What will my pupils get from each of these forms of work?" No work should ever be given unless the teacher sees in it some gain to the child beyond the bare matter of busy fingers.—*Cora M. Hamilton.*

One learned professor says that the masculine habit of rigid, logical reasoning is contracted very early, and in illustration he tells the following story: A little boy and girl of my acquaintance were heard by their mother talking thus: "I wonder what we're here for?" asked the little boy. The girl remembered the lessons that had been taught her and replied sweetly: "We are here to help others." The little boy sniffed. "Then what are others here for?" he asked.

### A Model Canadian Literature Club

The Canadian Literature Club of St. Andrews, N. B., has been in existence for several years, and has done some definite work for its members in directing their tastes in the cultivation of the best features of our literature. A correspondent kindly sends us the programmes of two seasons' work, which we are glad to place before our readers, hoping that the literary spirit of the St Andrews' Club and the excellent choice of subjects may stimulate other communities to activity in a praiseworthy object:

#### PROGRAMME FOR 1906-07.

- Oct. 23, 1906.—Miss Marshall Saunders, and other Canadian writers of Animal Stories.
- Nov. 6.—Canadian Hymns and Hymn Writers.
- Nov. 20.—William Henry Drummond, Canada's most popular poet.
- Dec. 4.—St. Andrews in the Olden Time.
- Dec. 18.—A New Biography: the life of Dr. John Sprott.
- Jan. 15, 1907.—"The Imperialist," Sara Jeannette Duncan's Canadian Story.
- Jan. 29.—"The Doctor," Ralph Connor's new book.
- Feb. 12.—William Kirby, and "The Golden Dog."
- Feb. 26.—Norman Duncan, the fisherman's friend and interpreter.
- Mar. 12.—"Wacousta," the first Canadian romance.
- Mar. 26.—Charles Heavyside; Canada's greatest dramatist.
- Apr. 9.—Canadian Ballads, and Ballad-Writers.

#### PROGRAMME FOR 1907-08.

- Dec. 3, 1907.—Grand Pre in Literature.
- Dec. 17.—Literary Periods in the History of New Brunswick.
- Jan. 14.—Some New Canadian Books of the year.
- Jan. 28.—Charles Sangster, the Canadian Wordsworth.
- Feb. 11.—Bible Characters in Canadian Literature.
- Feb. 25.—Favourite Characters in Canadian History and Literature.
- Mar. 10, 1908.—"The Superintendent," Ralph Connor's new book.
- Mar. 24.—Literary Possibilities in the History of St. Andrews.
- Apr. 7.—Literary Products of Canada's Great West.

Dr. Sawyer, of Williston Seminary at Easthampton, Mass., was discussing the early education of the older generation. "It was not such as people get now," he said, "but I am not ashamed of it. When I think of it I am always reminded of an epitaph I once saw in a desolate little town. It devoted two lines to the virtues of the good woman buried there, concluding with this line: 'She averaged well for this vicinity.'"—*Everybody's Magazine.*

**Winter Suggestions.**

Keep a record of the weather and of all the extra cold days. Of the days of good sleighing, of good coasting, good skating.

Call attention to the way that smoke rises on a clear, cold day.

Have studies of the frostwork on windows these snapping cold mornings.

Fishing through the ice is a good topic for conversation and composition in the communities where it is common.

"A Slippery Day" makes a good subject for a semi-comic composition, especially for children who can illustrate their writing.

Lumbering is a good theme for February.

Study the trees that are cut by lumbermen.

The nuts of commerce are good themes for the season.

"Crows in Winter" would make a good subject for a few paragraphs by children that had observed them

Burns' "Cotter's Saturday Night" is good reading.

"The Wood Pile" is another good subject for a few paragraphs touching upon the varieties of wood, the qualities of each, the way in which it is chopped, etc.

The days are lengthening.

Watch for the northern lights. By what other name are they called?

You may find green ferns under the snow.

The pussy-willows are covered with tiny scales.

These are the days in which to read stories of the Eskimo.

Look at the snow crystals and sketch them.

How many different forms do you find?

You can now study the bark of the trees, and their general form.

"The Open Wood Fire" is a good subject for a dreaming composition.

The hare has put on his winter coat. What colour is it?

If there is a telescope in your neighbourhood, get a peep at the winter sky; if you have not that advantage, make the best use of your own eyes.

Have you read Ball's "Star Land?" It is one of the best books for your young people.

Does the sap in the trees freeze?

Can you tell by looking at the clouds whether we are going to have rain or snow?

Are the snowflakes larger in a severe storm or a mild one?

To what depth is the ground frozen?

What effect does the frost have on stones and cliffs?

Do more plants die of the cold winters when the snow fall is heavy or when it is light?

What animals feed on the young buds of trees?

Do you know another name for the chickadee?

How many animals can you name that sleep

days and prowl about for food during the night?—

*American Primary Teacher* (adapted).

A famous English gardener once heard a nobleman say complainingly: "I cannot have a rose garden, though I have often tried, because the soil around my castle is too poor for roses."

"That is no reason at all," replied the gardener. "You must go to work and make it better. Any ground can be made fit for roses if pains are taken to prepare it. The poorest soil can be made rich."

It was a wise saying, and it is true in other places than rose gardens. Some young people say, "I can't be cheerful," or "I can't be sweet-tempered," or "I can't be forgiving," as if they were not responsible for the growths in their soul garden because the soil is poor. But "any ground can be made fit for roses," and any heart can be made fit for the loveliest blossoms of character.—*Young People*.

A teacher in a down-town school has for her pupils the children of Russian parents. The other day she was explaining a sum in subtraction which the little ones found difficult to understand.

"Now," said she to exemplify the proposition, "suppose I had ten dollars and went into a store to spend it. Say I bought a hat for five dollars. Then I spent two dollars for gloves, and a dollar and fifty cents for some other things. How much did I have left?"

For a moment there was dead silence. Then a boy's hand went up.

"Well, Isaac, how much did I have left?"

"Vy didn't you count your change?" said Isaac in a disgusted tone.—*Woman's Home Companion*.

A few numbers are missing from the files of the earlier years of the REVIEW. These will be gladly received and paid for by the editor. They are the numbers for December, Volume II; February and March, Volume III; January, February, March, November and December, Volume V.

### How Saturday Became a School Holiday.

In the little history of American life, entitled "Our First Century," by George Cary Eggleston, will be found the following account of the origin and use of Saturday as a school holiday: "As Sunday was very rigidly observed as a Sabbath, and as all work was forbidden on that day, the boys of every family were needed on Saturday to cut and split the Sunday's supply of wood, and to do such other things as might serve to spare work on Sunday. The girls were needed to roast meats, bake beans, make pies, and in other ways provide supplies that might carry the family over Sunday without the necessity of cooking. As a necessary consequence, schools were closed on Saturday in order that the boys and girls might help in the necessary preparation for the Sabbath, and, although the conditions which gave birth to the practice have long since passed away, the practice itself survives in most schools to this day."

### Letter From South Africa.

The following extract is from a letter dated November 30, 1907, from a Nova Scotian teacher who has been for several years in South Africa. Some educational conditions there, especially the time of "midsummer" and "midwinter" holidays, will be of interest to readers here:

Enclosed please find order for my subscription to the REVIEW and *Canadian Magazine*, both of which are very welcome visitors. The teachers who wish to stay here now are busy studying the Dutch language. I have been studying it for six months and feel that I have made some progress. There are few Dutch children in the Hebrew schools, but we feel we must teach the language which is an essential for any appointment under government control. I expect to be off to the coast in two weeks' time for the midsummer holidays. I am going this year with the Misses Bridges, Burpee and Yerxa. I spent my winter holidays in Rhodesia, and got as far north as the Zambesi river. I visited Mrs. White on my way home, and she spent two weeks with me in Pretoria a short time ago. She was Miss McLeod, of Fredericton.

The Canadian History Readings, published by the EDUCATIONAL REVIEW, finds favour among teachers, as the following will show: "I have received your excellent book—the Canadian History Readings—and have read with pleasure and enjoyment many of its beautiful descriptions of the historic events of our country. I find it of great assistance in the teaching of history."—F. A. H.

The dullness and disorder of some pupils will be explained by what they eat. A hungry child will usually be a dull and restless one; and this seems to be true also of adults. Could you arrange it so that pupils may have a warm luncheon? In some country schools teachers are devising ways of warming the midday meal of pupils, and even serving them with a cup of warm milk. In city schools in some places—the movement is spreading rapidly—children are given a glass of milk and a bun in the middle of the session, and I know of no place where the plan has been tried and given up. We shall some day realize that a pupil must be well nourished if he is to study his lessons as he should and behave himself; and we should look after the physiological basis more than we do now in cases where pupils seem to be deficient in intellect and will. Mind and body are a unity; if the latter is not in good repair, the former will be handicapped in every way.—M. V. O'Shea.

### CURRENT EVENTS.

Another revolution is in progress in Hayti, and the rebels have succeeded in capturing some small coast towns.

Windmills are used in Denmark to generate electric power.

It is announced that the United States authorities will leave Cuba to the government of its own people not later than the first of February, 1909.

Now that commercial messages are sent by wireless telegraph across the Atlantic, we are asked to prepare our minds for the belief in a still greater wonder in electrical transmission. It is predicted that we shall soon be able to telephone to Europe without wires.

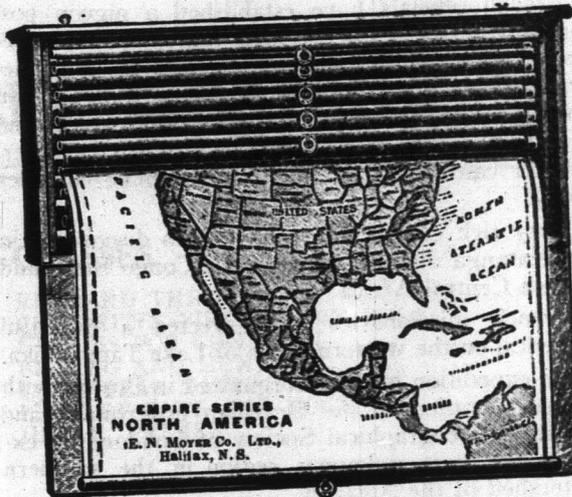
Over fifteen million dollars' worth of sugar from Hawaii was brought across Mexico last year by the new Mexican railway for delivery at Atlantic ports.

There is an Asiatic immigration question in Africa, as well as in Canada and Australia. Six thousand natives of India have left the Transvaal rather than submit to the conditions imposed upon them by the Transvaal government.

The truth about the Congo seems to be that, while there have undoubtedly been many instances of cruelty, yet, on the whole, the Belgian government of the region has been wise, considerate and beneficial. There is the conclusion of Dr. Frederick Starr, who has lived for nearly a year in the Congo Free State, and travelled fifteen thousand miles on its rivers. The Free State government has, however, now come to an end; and the country will be governed henceforth as Belgian territory, its officials being responsible to the Belgian parliament.

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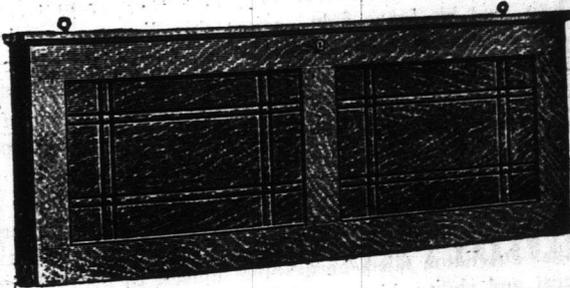
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The dread of another famine in India, has been relieved by the fall of copious rains in the Punjab.

French officials have established a pigeon post throughout the Upper Congo region, where telegraph wires were stolen by the natives and telegraph poles pulled up by elephants. The pigeon houses are one hundred and twenty miles apart; and by entrusting the message to one bird after another, a letter can be carried six or seven hundred miles a day.

Very rich copper mines have been discovered in the Katanga district, between the Congo State and British Central Africa.

French missionaries have erected a beautiful cathedral on the western shore of Lake Tanganyika.

An expedition has been organized in Boston, with the co-operation of the Brazilian government and the Royal Geographical Society of London, to explore the vast unknown region in the southern watershed of the Amazon.

The establishment of a permanent court to settle all disputes that may arise between the republics of Central America would seem to be a guarantee of permanent peace, were it not that rumours are already heard of a new insurrection in one of them. The court is to sit at Carago, Costa Rica. The establishment of this Central American Court of Justice, as it is called, is intended to be a first step in the fusion of the five Central American states into one nationality.

Mulai Hafid has been formally proclaimed Sultan of Morocco, and has proclaimed a holy war. A holy war, as distinguished from an unholy war, is one fought in the name of religion—in this case the Mohammedan religion; and every man in Morocco who is not a Mohammedan is to be considered an enemy. The situation is very serious, whichever one of the rival sultans may in the end prevail.

Flasks, retorts, test-tubes and other vessels for use in the chemical laboratory, are now made of silica. The vessels are thin, tough, strong, harder than ordinary glass, and not cracked by sudden changes of temperature.

### SCHOOL AND COLLEGE.

A valuable paper was read at the January meeting of the Nova Scotia Institute of Science on the Myxomycetes of Pictou County, by Clarence L. Moore, M. A., supervisor of schools for Sydney, C. B. The myxomycetes are a group of slime moulds or fungi which infect damp earth and decaying vegetable matter, their ravages often affecting root crops, such as the turnip, cabbage, etc.

James B. Westhaver, A. M., Ph. D., professor of physics at the University of Denver, and considered one of the brightest men in Colorado educational circles, died January 1st, 1908, after an illness of two weeks. He was born in Lunenburg, N. S., in 1862, and was a graduate of the Truro Normal School and of Denver University.—*Truro News*.

The Moncton, N. B., board of school trustees has decided to increase the salary of lady teachers \$25 a year, and the teachers of grade seven \$25 additional. This brings the salary of a female teacher two years on the staff up to \$350 for the lower grades and \$375 for the higher grades.

The New Brunswick government has decided to establish a chair of forestry in the University, the establishment to date from July 1st of the present year.

The sudden death of Mrs. Duff, wife of Professor A. Wilmer Duff, of the Polytechnic Institute at Worcester, Mass., was heard with regret by a large circle of friends in New Brunswick. Mrs. Duff was Miss Isabelle McIntosh, of Kingsclear, York County. She was a graduate of the University of New Brunswick, and it was while attending the university that she met with Professor Duff, who was then a member of the faculty, and to him she was later married.

Mr. Martin G. Fox took charge of the superior school at Apohaqui, N. B., on the re-opening of the schools in January.

Rev. Dr. Charles H. Paisley, professor of New Testament exegesis and church history in Mt. Allison University for the past eleven years, and a distinguished scholar and preacher, died suddenly of heart failure at Sackville on the 20th January.

One hundred volumes have been recently added to the library of the Alma, N. B., superior school, of which T. E. Colpitts, B. A., is the principal. Apparatus has also been added to the chemical and physical laboratory.

Mr. Chester Martin the first Rhodes scholar to go from New Brunswick to Oxford University, and who graduated from Oxford last year, has won the Beit scholarship of £50 for the best essay on the subject of British-Colonial history. The competition was open to Oxford graduates of twelve years' standing, and the honour of being first among bright Oxonians the world over is a high one.

The death of Mr. W. J. Shields, principal of the Hantsport schools, after a ten days' illness of pneumonia, on January 5th, is a distinct loss to the ranks of teachers in Nova Scotia. The town of Hantsport also loses a public-spirited citizen, who was foremost in education and good works. Mr. Geo. W. Dill, Ph. B., formerly principal of the Douglas Avenue school, of St. John, and more recently on the staff of the St. John high school, has been appointed to succeed Mr. Shields. Mr. Dill is an excellent teacher, and has had long experience in educational work.

The death took place early in January of Dr. Frank H. Eaton, superintendent of schools for Victoria, B. C. Dr. Eaton had been a sufferer for many years from tuberculosis, and his brave fight against this disease was plucky and determined to the last. He was a graduate of Acadia in 1883, and received his doctor's degree from that institution about three years ago. He was an active member of the senate of Acadia University for many years, and was principal at one time of Horton Academy. In 1879 he was appointed teacher of mathematics and physics in the normal school, Truro, which position he filled with marked ability. In these and other important educational positions that Dr. Eaton filled, he devoted himself to his work with zeal and ability, his remarkable energy overcoming many obstacles, especially in later years when the disease to which he succumbed was upon him.

# Supplementary Reading

## FIRST BOOK CLASSES

BAKER'S ACTION PRIMER .....	\$0.25	REYNARD THE FOX .....	\$0.30
FAIRY READER .....	.35	CHILDREN'S FIRST STORY BOOK .....	.25
EASY STEPS LITTLE FEET .....	.25	STORIES FOR CHILDREN .....	.25
INDIAN PRIMER .....	.25	FISHING AND HUNTING .....	.30
STORIES FOR LITTLE PEOPLE .....	.25	FIRST YEAR NATURE READER .....	.35
CHILD LITERATURE .....	.30	BOOK OF CATS AND DOGS .....	.17
CHOICE LITERATURE .....	.22	JINGLE PRIMER .....	.30

## SECOND BOOK CLASSES

FAIRY STORIES AND FABLES .....	\$0.35	FIVE LITTLE STRANGERS .....	\$0.40
THE STORY READER .....	.30	BIG PEOPLE AND LITTLE PEOPLE .....	.30
OLD TIME STORIES .....	.40	IN FIELD AND PASTURE .....	.35
ANIMAL FABLES .....	.30	GRANDFATHER'S STORIES .....	.27
FIFTY FAMOUS STORIES .....	.35	FRIENDS IN FEATHER AND FUR .....	.30
ROBINSON CRUSOE FOR CHILDREN .....	.35	STORIES OF HUMBLE FRIENDS .....	.50
CHOICE LITERATURE (Intermed.) .....	.28	STORIES OF SHY NEIGHBORS .....	.50

## THIRD BOOK CLASSES

TRUE FAIRY STORIES .....	\$0.35	FAMILIAR ANIMALS .....	\$0.50
LEGEND RED CHILDREN .....	.30	STORIES OF GREAT ARTISTS .....	.40
PROSE AND VERSE FOR CHILDREN .....	.40	STORIES OF GREAT MUSICIANS .....	.40
OLD STORIES OF EAST .....	.45	STORIES OF HEROIC DEEDS .....	.30
OLD GREEK STORIES .....	.45	DISCOVERERS AND EXPLORERS .....	.35
THIRTY FAMOUS STORIES .....	.50	BOY ON FARM .....	.45
OLD NORSE STORIES .....	.45	ANIMALS AT HOME .....	.45

## FOURTH AND FIFTH CLASSES

ARABIAN NIGHTS .....	\$0.60	GEOGRAPHICAL READER, ASIA .....	\$0.60
TWELVE CHRISTMAS STORIES .....	.50	GEOGRAPHICAL READER, N. AMERICA .....	.60
MYTHS GREECE AND ROME .....	1.50	GEOGRAPHICAL READER, EUROPE .....	.70
ROMANCE CANADIAN HISTORY .....	.75	STORIES OF ENGLISH .....	.65
TALES FROM TENNYSON .....	.50	TALES FROM ENGLISH HISTORY .....	.50
SHAKESPEARE'S COMEDIES .....	.50	STORIES OF THE OLDEN TIMES .....	.54
CONQUEST OF NORTH WEST .....	.60	OUTDOOR STUDIES .....	.40
STORY OF CAESAR .....	.45	WASTE NOT, WANT NOT STORIES .....	.50

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### BOOK REVIEWS.

The *Canadian Almanac* comes from Messrs. Copp, Clark Company, Toronto, in the sixty-first year of publication, fresh and full of information as usual. It is not easy to imagine how any one who has to look up references about Canada, the provinces, and many about the empire, can get along without this useful compendium. Its educational information gives facts about the colleges, normal schools, agricultural and other schools, and bureaus of education throughout Canada that could not easily be obtained elsewhere. Its commercial, statistical and financial facts must prove invaluable to any business man, while its general information on almost every conceivable point in which people are interested is compressed within 500 pages (nearly) of closely but clearly printed matter. Price, 50 cents.

*Modelling in Relief* is a beautifully printed and clearly illustrated book, by Dora Pearce, principal of the Streat-ham Hill School and Kindergarten, London, published by Geo. Philip & Son, 32 Fleet Street, London. Its aim is to give brief, but accurate, directions for conducting lessons on raised map modelling in clay, the better to develop ideas of countries, of high and low lands, and also to make children more proficient in touch and manipulation of material, and to develop their powers of observation and capability of doing. Price, 2s. net.

Black's *Picture Lessons in English*, Book III, is a well conceived attempt to suggest by coloured illustrations topics for composition writing for young children, and also to lead pupils to acquire insensibly elementary notions of grammar. There are fourteen page illustrations in colour, followed by suggestions for combining facts relating to them into sentences. Price, 6d. A. & C. Black, Soho Square, London, W.

The development of the form of the *Short-Story* is very successfully treated by Professor Brander Matthews, Columbia University, in a series of twenty-four specimen stories, combined in one volume (cloth, pages 399; price, \$1.00). The earlier tales presented are not true short-stories; each of them lacks one or another of the essential characteristics of the type. The more modern examples are true short-stories selected from the chief modern literatures, English, French, German, Russian and Norwegian; and they present many contrasting shades of local

colour. The introduction traces the growth of the form through the history of literature and seeks to set forth the attainment of the type. The notes prefixed to the several specimens outline briefly the biographies of the authors, and discuss succinctly their literary position. The American Book Company, New York. Morang Educational Company, Limited, Toronto.

Eddy's *Text-Book in General Physiology and Anatomy* (cloth, pages 521, illustrated; price, \$1.20) is the latest and most progressive work on this subject for schools. Physiology is treated as a study of function in living forms, and as a part of the training in biologic science, and not as an isolated subject. The physiological processes are presented as activities common to all living matter, and much space is given to the comparative study of function in the animal forms other than man. Such a method of treatment permits the work to be used to supplement the study of zoology and botany. The teaching of recent biologic science is recognized in the prominence given to the cell and protoplasm as the structural and physiological units. The American Book Company, New York. Morang Educational Company, Limited, Toronto.

### RECENT MAGAZINES.

In the *Chatauquan* for January, article number five of the Great American Scientists' series is devoted to Samuel Pierpont Langley, the late secretary of the Smithsonian Institution, Washington, whose death nearly two years ago deprived the United States of one of the greatest of her scientific men.

In the Contributors' Club of the *Atlantic Monthly* for February there is an article on the Folly of Taught Grammar in which the writer humorously depicts the calamity that would follow a universal vogue of correct English, "if we should wake up some morning to find every one saying 'I shall' and 'I will' in their proper places, the newsboy purged of slang, the racy brogues dislodged from the street car and the street corner, the hired man pronouncing according to Webster," etc.

In Littell's *Living Age* of January 25 there is an interesting article on The Race for the Poles, giving descriptions of the dozen expeditions, nearly, now engaged in a quest for the Poles. Another article in the same number traces the growth of the Literary Movement in Ireland, showing that that country is producing for the first time in her history, literature in the English language.

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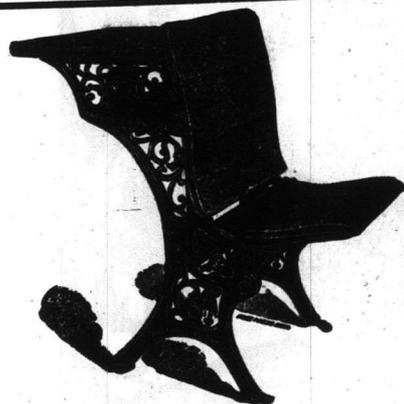
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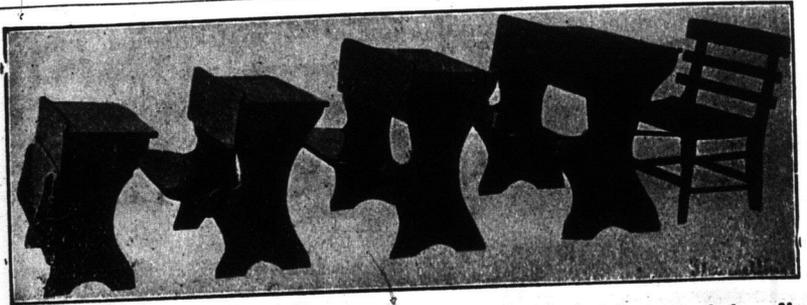
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