

PAGES

MISSING



"COWS AT WATERING PLACE"

From a Painting by A. Bonheur.

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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CONTENTS:

Editorial Notes.....	301
Some Ideas of Loyalty.....	302
School Excursions and Patriotism.....	302
The D. E. A. Meeting at Victoria.....	302
Empire Day.....	303
The Arms of the Provinces.....	304
Lessons in English Literature—VIII.....	305
The Covering and Song of Birds.....	307
The Schools and Springtime.....	308
Gems of Canadian Song.....	310
Canada—Historical, Physical, Political.....	311
The Union Jack.....	311
The Educational Paper.....	311
For Empire Day.....	312
Birds' Nests.....	313
The Care of Young Trees.....	312
The Flume.....	313
A Ballad for Brave Women.....	314
School Anecdotes.....	314
The Review's Question Box.....	316
Answers to Puzzles.....	316
The Tables Turned.....	317
Current Events.....	318
Manual Training Department.....	320
School and College.....	320
Recent Books.....	321
Business Notice.....	323

NEW ADVERTISEMENTS—School Globes, J. & A. McMillan, p. 297; L'Academie de Brisay, p. 298; Halifax Ladies' College, p. 298; King's College, p. 299; Dominion Educational Association, p. 315; Confederation Life Association, p. 321; Tiger Tea, p. 321; Education Department, N. B., Official Notices, p. 322; Maritime Business College, Halifax, p. 324.

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

FRIDAY, April 7th, is Arbor Day for Nova Scotia. In New Brunswick, where the choice is left to the inspectors, the above date has been selected for the southern portions of the province, and Friday, May 14th, for those districts in the north.

THE REVIEW'S Supplement picture for this month is by Auguste Bonheur, the French painter of animals and landscape, scarcely less famous than his sister, Rosa Bonheur. The picture is appropriate to spring and to the many references to country life in this number.

THE question to be settled: "Are you going to the D. E. A. at Victoria?" It may help you to decide when you read the advertising announcements.

THE live teacher will find much in this and previous May numbers of the REVIEW to help celebrate Empire Day—the 21st May.

With this number the REVIEW completes its twenty-second year. The prosperity it enjoys is due to the old friends who have so loyally supported it in the past and to the new ones who, in increasing numbers, help to swell its lists from year to year.

DR. INCH'S Official Notices on another page are of interest to New Brunswick teachers.

THE "business notice" on another page and the standing notice always printed on this page will help those readers who wish to help the REVIEW.

Maritime Province Students have done well, as usual, in the examinations at McGill University for the year just closed.

IN the recent report of Dr. Gulick, director of physical training for the City of New York, it was found that 75 per cent of the school children were in need of medical attendance. He estimates the annual waste of money, in New York alone, in trying to educate children, physically unfit to learn, at \$2,000,000. And he adds that, to spend two or three years in teaching a sick child what he would learn in one year if he were well, is poor financial policy. It is, indeed. In Canada the physical condition of school children is better than in New York, but there is no doubt that money spent in paying for medical care of children in the schools would result in a sturdier race of citizens and in a saving effected in maintaining hospitals and other charitable organizations, not to mention jails and reformatories.

Some Ideas of Loyalty.

There are some ideas concerning loyalty put forth in this number of the REVIEW to which our readers may give careful attention. Inspector Steeves points out very clearly that the spring time brings with it a desire on the part of every boy or girl to get away from the routine of lessons, and he suggests work appropriate to the season to satisfy this desire and direct it to lines of useful accomplishment. In another article there are suggestions to increase one's love of country by means of school excursions, and Mr. Peacock shows that manual training has its part in the work. In these and other suggestions given there is much to help the thoughtful teacher in stirring the hearts of the young people to a love of their country and the opportunities that are in waiting for them.

There will be much taught on Empire Day about the geography and history of the mother country, and the great men and women who have helped to make it what it is; of the resources of the Empire, and especially of Canada; and of the glories of the natural scenery of this beautiful land of ours. And all this is right and proper. But unless we are careful we shall *teach away* from what the boys and girls should know best and love best—their own home and its surroundings, the glorious bits of scenery that they may see from near hills, and the possibilities of prosperity and happiness that lie in the cultivation of the slopes and valleys around them. Best of all, the formation of habits of industry and self-reliance will enable these youths to seize upon and make the greatest use of their advantages.

Empire Day will stimulate teachers to make every school day an empire day, not to impart unrelated facts of history, geography, patriotism, but to develop boys and girls into men and women with a love for the land in which they live. To do this the school, especially the country school, must have clearer ideas of the nature, needs and environment of the child. There has been much progress in the betterment of rural schools in the past few years, but much yet remains to be done to bind their interests closer to the needs of the community, to make them centres of intellectual life, and to adjust the training of head and hand so that it will produce far better results than hitherto in rural education.

School Excursions and Patriotism.

A recent number of the *Journal of Geography* has an interesting article from a correspondent on "School Excursions as a Means of Teaching Patriotism in our Common Schools." The suggestions are so instructive that the REVIEW ventures to quote portions of the article with the hope that our teachers may be induced to follow the example of the Swiss schools. Parts of our Canada lack none of the grandeur of Switzerland, while in every section of it may be found scenes well fitted to nourish patriotism in the breasts of our youth. For to be patriotic means, first, to know and then to love the bit of country where one was born, and amid the scenes of which he grew in stature and in knowledge.

The patriotism of the Swiss people is proverbial. Every tourist visiting this little country among the Alps experiences the feeling that here, if anywhere on the globe, the people are truly patriotic. Even small children, when asked, what they love most, will immediately answer, "Switzerland." To them it seems strange that such a question should be asked.

The schools of Switzerland, from the lowest grade in the common school up through the university, see to it that the children gain a first-hand knowledge of their native land. School excursions under the guidance of competent teachers are a vital part of the school curriculum. Half-day excursions to some near-lying historical landmark or natural scenic wonder are frequent occurrences in every school. A one-day excursion is undertaken every semester (a term of six months), and to cap the climax, a two-day excursion is indulged in every year. On these occasions, the pupils and teachers alike see with their own eyes the high mountains and wonderful glaciers, of which they so often have read and sung. They pick the alpine flowers and slake their thirst in the cold glacier streams. But best of all, they are imbued with that spirit of grandeur and majesty which only those who have come close to nature can experience.

Is it strange that emigration from this little mountain stronghold diminishes every year, in fact it never was great, and that the Swiss invariably returns to his native land to live and die for it?

The D. E. A. Meeting at Victoria.

The approaching meeting of the Dominion Educational Association at Victoria, B. C., should attract a large number of teachers from every part of Canada. Since its organization in Montreal in 1892 the Association has had an uncertain existence until recently. At times, held under the wing of provincial educational associations, it has been all but

absorbed in these, but it has come to be more independent of late years. The meeting at Winnipeg four years ago was a large and enthusiastic one. That at Victoria this summer will no doubt be the highest yet reached in numbers and quality.

The opportunity for eastern teachers to take a journey through Canada to the city of Victoria the "Beautiful," and to the Great West—only a dream as yet to nearly all our teachers—is one which many will avail themselves of even at some personal sacrifice. To see those vast water-ways—our great lakes, the illimitable prairies, the Rockies and Selkirks, with the grand scenery of British Columbia, is to realize what Canada is and what it is capable of becoming, and to kindle the enthusiasm of all patriotic Canadians.

These should have two objects to aim at in their travels—to visit the Mother Land and our Great West. And they should see their own country first.

When we consider that the purpose of the Dominion Educational Association is to bring the teachers of Canada in closer touch with one another, to discuss questions common to all, and to understand better the conditions that prevail in different parts of their country, it will readily be seen what opportunities there are in it for the wide-awake teacher to enlarge his or her educational horizon. The teachers of the West, very many of them, have been educated in the East. The president of the Association, Dr. Alexander Robinson, is a native of New Brunswick, a graduate of Dalhousie University. Of the four inspectors of British Columbia, the senior, Mr. David Wilson, is a native of New Brunswick and a graduate of its university, while the three others are all natives of Prince Edward Island and graduates of Prince of Wales College. To meet these and other well-known educationists of that and the other provinces of the West will be an opportunity that may not soon occur again; and one is sure of a hearty welcome at their hands.

Empire Day.

To Canada belongs the honour of being the first to celebrate Empire Day. Mrs. Fessenden, of Hamilton, Ontario, was the originator of the movement to set apart a day on which "the children should be taught rightly to appreciate what they owe to the British Empire and recount its history and glorious achievements."

The Dominion Educational Association at its meeting in August, 1898, unanimously passed the

following, moved by Hon. G. W. Ross: "*Resolved*, That this Association recommends that the school day immediately preceding the 24th of May be set apart as Empire Day, and that the education departments in the provinces and territories be respectively requested to arrange for such exercises in their respective schools as will tend to the increase of a sound patriotic feeling." The education department of Nova Scotia was the first to issue directions for the keeping of Empire Day in the schools of that province, followed the same year by Quebec and Ontario.

To the devotion and influence of Lord Meath is due the success which has attended its celebration through the various parts of the Empire.

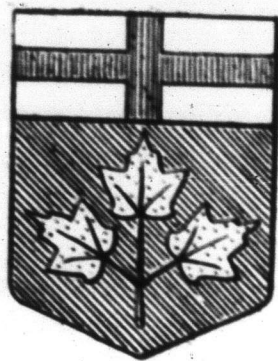
Canada having had such a prominent part in the initiation of the movement, every school should be proud to take a part in the celebration with all the resources at its command.

The first part of the day may be taken up with lessons on the Empire, for which preparation has been previously made;—such as its extent and resources; its history and institutions; its literature and distinguished statesmen, authors, soldiers, etc., the excellence of the British form of government and the privileges which all British subjects enjoy; the great extent and resources of Canada, together with some account of its system of government—Dominion, provincial, municipal, educational; historical incidents in connection with the development of the Dominion; and the part it has taken in the unity of the Empire.

In the afternoon or the evening a public entertainment may be given, in which saluting the flag, addresses, lantern lectures, reviews of cadet corps or physical exercises, concerts, sports, picnics and other treats and entertainments will serve to make the day a memorable one to the children.

In the larger cities and towns it will be comparatively easy to provide the public entertainment, but in the sections more remote the spirited and energetic teacher will lead the movement, gathering to her aid the older scholars, the parents and all the resources of the neighbourhood. Be sure that where there's a will there's a way.

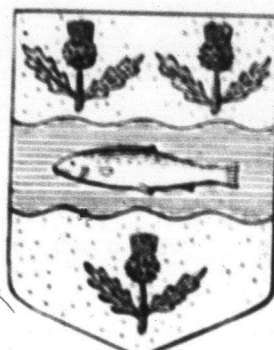
Why does not the REVIEW follow up an excellent article on "How to Study" by some suggestion on "How to Teach Children How to Study?" That is what puzzles me. I do not know how I ever got on without the Current Events' column. It gets better every day, and my children love it. G. C.



*Ontario.



Quebec.



Nova Scotia.



New Brunswick.



Manitoba.



P. E. Island.



British Columbia.



Saskatchewan.



Alberta.

The Arms of the Provinces.

For the convenience of our readers the illustrations accompanying the article by Mr. J. Vroom in the May, 1908, REVIEW on "The Arms of the Provinces," are here republished. Those who may wish to study the article more fully are referred to that number.

* A royal warrant appears in the latest number of the *Canada Gazette* adding to the arms of Ontario a crest and supporters. The crest is "a bear passant sable," which means that he is black and in a recumbent position, and the supporters are a moose and a Canadian deer. The motto is "*Ut Incepit Fidelis Sic Permanet.*"

This is the time of year when one's thoughts and desires turn naturally to the country. Take advantage of the instinct and fill the hours with material which has to do with country life. Interest your children in the life of the farmer; the dignity and beauty of labour; the manifold life and interest of the farm. If you live in the country this will be easy, but even in the city you will find some children who are familiar with the object and eager to tell what they know. Pictures and stories will make the work vivid, and it will surely be possible to take a trip some day to the nearest produce farm, even if the real country of hills and pastures be far away.—Selected.

Lessons in English Literature.—VIII.

By ELEANOR ROBINSON.

Le Morte Darthur.

When Chaucer wrote, and for nearly a hundred years after, all books had to be copied by hand. Many of these manuscripts, that is, hand-written books, are to be seen in museums and great libraries, and very beautiful some of them are; but, as you may imagine, they were rare and costly. But late in the thirteenth century the art of printing was brought to England by William Caxton, who set up a printing press at Westminster.

Caxton, who was a wise and learned man, did a great deal to increase knowledge in England. He made a wise choice of the books that he printed, sometimes translating books from other languages, sometimes printing the best books that had been written in English. Among the latter was Sir Thomas Malory's Book of King Arthur and of his noble Knights of the Round Table, called "Le Morte Darthur." This was printed at Westminster in the year 1485.

We know hardly anything about Sir Thomas Malory; indeed, we know nothing, certainly, but what he tells us of himself at the end of his book. He closes it in these words:

This book was ended the ninth year of the reign of King Edward the Fourth by Sir Thomas Malore, Knight, as Jesu help him for His great might, as he is the servant of Jesu both day and night.

He had great skill in telling stories, and he wrote beautiful English. His book is one of the very famous ones in our language, and has been printed over and over again since Caxton printed it, and read with delight by many readers in all the years since then.

Now, who was the King Arthur of whom Malory wrote? Some people have said, indeed it was said even in Caxton's time, there never was such a king, and that all the stories written about him were but fables. But scholars tell us that there certainly was a prince or leader of the Britons named Arthur, who lived in the beginning of the fifth century, and fought against the Picts and Scots who were invading Britain from the north, and the Saxons, or English, who were landing on the east coast. But anything more than this that we read about him must be taken as story, not as history. It must have been very soon after his death that songs began to be made about him and his great deeds, first among the British in Cornwall and Wales, then among the

people of Brittany, in France. There were prose stories written about him in Welsh and in Latin, and poems in Norman-French, and in the French of the south. And in all of these, Arthur is a great hero. "The old world knows not his peer," says one old writer, "nor will the future show us his equal,—he alone towers over all other kings, better than the past ones, and greater than those that are to be." And another, "In short, God has not made, since Adam was, the man more perfect than Arthur." And Caxton says, "In all places, Christian and heathen, he is reputed and taken for one of the nine worthy, and the first of the three Christian men."* It was said of him, as it has been said of other great heroes, that he was not dead, but would come again. Malory tells us that this was believed,—

Yet some men yet say in many parts of England that King Arthur is not dead, but had, by the will of our Lord Jesu, in another place. And men say that he shall come again, and he shall win the holy cross. I will not say it shall be so, but rather I will say, here in this world he changed his life. But many men say that there is written upon his tomb this verse:

Hic jacet Arthurus, Rex quondam, Rexque futurus.†

These stories about the hero-king went on growing and being added to, both in France and England, and stories about other heroes came to be connected with them: the story of Lancelot, of Tristan, of Merlin, the story of the Holy Grail, and many others, until they formed what is called a cycle, that is, a collection of stories, either in prose or verse, celebrating a particular person, or event. And these stories, in different forms, were known all over Western Europe in the time of Malory and Caxton. The latter says in his preface to "Le Morte Darthur":

He (Arthur) is more spoken of beyond the sea, more books made of his noble acts than there be in England, as well in Dutch, Italian, Spanish and Greekish, as in French. And many noble volumes be made of him and of his noble knights in French, which I have seen, and read beyond the sea, which be not had in our maternal tongue. But in Welsh be many, and also in French, and some in English, but nowhere nigh all. Wherefore I have emprised to imprint a book of the noble histories of the said King Arthur, and of certain of his knights, after a copy unto me delivered, which copy Sir Thomas Malory did take out of certain books of French, and reduced it into English.

* The nine worthy are: Three Heathen, namely, Hector of Troy, Alexander the Great, Julius Cesar; Three Jews: Joshua, David and Judas Maccabeus; Three Christian men: Arthur, Charlemagne, and Godfrey of Boulogne.

† Here lies Arthur, King that was, King that shall be.

But you must not think that Malory did nothing but copy and translate the French stories. He did a great deal more than that. He chose from them those that he thought most interesting and beautiful, altered them when he saw fit, added to them, or left out parts, arranged them all into one long story, beginning with King Arthur's birth, and clothed them all in his own beautiful language. He made the first great book of English prose, as Chaucer did the first great book of English poetry. But Malory's English, though it is less than a hundred years later than Chaucer's, is easier for us to read. In fact, we very rarely come upon a word that we do not understand.

The Round Table was made by Merlin, the magician,—

In tokenness of the roundness of the world, for by the Round Table is the world signified by right. For all the world, Christian and heathen, repair into the Round Table, and where they are chosen to be of the fellowship of the Round Table, they think them more blessed than if they had gotten half the world.

Uther Pendragon, Arthur's father, gave the Round Table to Leodogrance, King of Cameliard. After Arthur was made king, he wanted Guenever, the daughter of Leodogrance, for his wife, and sent Merlin to ask for her.

"That is to me," said King Leodogrance, "the best tidings that ever I heard, that so worthy a king of prowess and noblesse will wed my daughter. And as for my lands, I will give him wist I it might please him, but he has lands enough, him needeth none, but I shall send him a gift shall please him much more, for I shall give him the Table Round, the which Uther Pendragon gave me, and when it is full complete there is an hundred knights and fifty. And as for an hundred good knights I have myself, but I lack fifty, for so many have been slain in my days. And so King Leodogrance delivered his daughter Guenever unto Merlin, and the Table Round, with the hundred knights, and so they rode freshly, with great royalty, what by water and what by land, till they came nigh unto London."

Arthur was more pleased with the gift of the Table Round than if it had been right great riches. And he sent Merlin to seek through all the land for fifty knights of great valour and renown to fill up the seats. Merlin could find only twenty-eight, but afterwards the number was made up all but two, and the Archbishop of Canterbury came and blessed the seats with "great royalty and devotion."

All this we read in the third book of "Le Morte Darthur," and the story goes on to tell of all the adventures of the king and his knights, until,

through treachery and evil, "the noble fellowship of the Round Table is broken for ever."

Although the real Arthur lived in the sixth century, the manners and customs that are shown us in "Le Morte Darthur" belong to a time five or six hundred years later. It was a time when war was going on everywhere. War was the natural state of things. Everyone had to fight against the invaders of his country, and the destroyers of his home, against the heathen, against robbers. All men were born either freemen or serfs, and every free born boy was educated to fight. Every boy of noble birth looked forward to being a knight, and for this he went through a long and careful training, first as a page, then as a squire, and then when he had proved himself worthy, and done some brave deeds, he "won his spurs," and was knighted. But though most knights were of noble birth, a low born man, even a serf, might become a knight if he showed himself brave and gentle. We must understand that this knighthood was a very important thing. In times of constant war and unsettled government there was a great deal of cruelty and savage barbarism; but there would have been much more if it had not been for knighthood or chivalry. The knight was trained and bound by his vows to be not only brave, but gentle, loyal, courteous; to relieve the oppressed, to defend the weak, to care for all women, to make travelling safe, and to put down tyranny.

For King, for Faith, for lady fair,
See that thou fight.

says Douglas to Ralph de Wilton when he knights him, and that is what a knight was expected to do. You remember Chaucer's description of the "very perfect, gentle knight." Here is a picture from Malory to put beside it. When Sir Ector finds his brother, Sir Launcelot, who was the greatest of Arthur's knights, lying dead, he mourns for him in these words:

"Ah, Launcelot," he said, "thou were head of all Christian knights; and now I dare say, said Sir Ector, thou Sir Launcelot, ther thou liest, that thou were never matched of earthly knight's hand; and thou were the courtliest knight that ever bare shield; and thou were the truest friend that ever bestrode horse; and thou were the truest lover of a sinful man that ever loved woman; and thou were the kindest man that ever strake with sword; and thou were the goodliest person ever came among press of knights; and thou was the meekest man and the gentlest that ever ate in hall among ladies; and thou were the sternest knight to thy mortal foe that ever put spear in the rest."

(To be continued).

The Covering and Song of Birds.

BY W. H. MOORE.

Household cats are in the habit of killing birds that come about our lawns and hedges. How may we know if these birds are song birds unless we hear them singing and see them?

There is a more or less intimate relationship existing between the feathery covering and the song or voice of all wild birds. We may include the scaly covering of the feet along with the covering of the body. It is not really necessary that we need hear a bird sing to know if it is a song bird, for there are a great many days in a year that a bird does not, cannot, sing. If it is possible to handle a bird, we may readily find out if it belongs to the singers or oscines (*L. osces, -inis*, a singing bird).

Count the number of flight feathers growing on the outer joint of the wing; you will find nine or ten. Examine these feathers carefully. If there are ten long feathers, your bird is not a singer. If there are ten feathers, and the first or outer quill is very short, say one-third the length of the second, or if there are only nine feathers, the bird is a singer. Any thrush, nuthatch, titmouse or creeper shows this short primary to advantage—large enough not to be overlooked—small enough not to be mistaken. Among our birds having only nine primaries are the families wagtails, vireos, jays, warblers, swallows, tanagers, sparrows, including finches, etc., and the genus waxwing. Among the vireos may be found either nine or ten primaries.

Yet because a bird may have nine primaries, or having ten, and the first of these spurious or very short, it is not necessary that that particular bird must be a musician. Some of the warblers do not have any vocal calls that we may call true songs.

Now another singular fact is, a bird does not sing when its plumage is not in good condition. Most birds sing only during the nuptial season. It is at this time that the plumage is at its prettiest. Consider what a bird would be like if its plumage were not in good condition. The females are quite fastidious in their choice of mates, and no ragged, half-grown feathers would be tolerated in the attire of the opposite sex.

Without doubt many birds win their mates by pouring forth their sweet music, often accompanied by enraptured gestures and movements. And yet the song lasts but a short time. We might limit that time to two months, in some cases, in our northern latitude.

The male will sing to help win his favourite female. Soon nest-building begins, and his time is occupied in protecting the bird of his choice. Often he will have sorties with jealous rivals or enemies. Soon incubation begins, and he has other troubles and pleasures to fill his time; yet he will sing some, but after the young are hatched there are busy times around his home and he gets less opportunity to sing. Soon his plumage becomes worn, some feathers begin to fall out before the young are able to care for themselves. A sort of weakness comes over him. He loses his voice as well as his feathers, and so cannot sing any more until he again attains his nuptial dress the next year.

Note how joyously the bobolink sings while his black and white raiment is being worn. Note how silent he has become after donning his autumnal coat of tan and brown. Notice, if you will, the joyous song of the peabody bird or white-throated sparrow in spring time and along until July (we may hear him sing occasionally during July), but afterwards he is silent until mid-October. That beautiful bird and superior vocalist, the rose-breasted grosbeak, sings splendidly during the nuptial season, but when he begins to don the autumnal dress, the voice is a thing of the past, so far as the production of music goes.

But this is not all! We have a few species of birds, the males of which do not attain the adult plumage until the second year; and what is the result? Take the purple finch for example. The song of the young male is much inferior to that of the adult. Many observers have tried to create the impression that some females of this species sing. They do not, however. The young males, while wearing the same coloured plumage as the females, sing to a certain extent, but the song has not the joyous, rollicking spirit as that of the brilliantly dressed adult males.

Another singer we might mention is the redstart. The young male, in his second year, dressed in orange and blackish hues similar to those of the females, are unable to sing anything like as well as do the adult males.

There are several of our birds among whom the young males do not attain their full plumage, voice and actions until the second year. Consequently we have birds that sing to a certain extent, but do not sing with the true vigour which characterizes their song after their plumage has become perfect.

It is only after the nuptial dress has become perfect that the females take kindly to the ways of the

males, and it is only when the females take kindly to the ways of the males that the males give thanks in song—song full of melody, force, attractiveness. Is it only for thanksgiving that the males sing? Singing in thanks for the beautifully coloured raiment given them by their Maker?

Among the dull plumaged ground-nesting birds we find some of our best songsters. I have noticed that they do not sit by the nest and sing! I have observed that there is only one bird whose song betrays the whereabouts of the nest! The song is without doubt a means by which the female, while incubating, may keep trace of her mate. To me it seems to be a means of attracting the attention of enemies from the nest, and also for birds singing in early morning. Scents and perfumes are more easily noticed in the cool, damp air of morning and evening; so prowling, carnivorous mammals go slyly forth in search of prey. Now if the male was singing close to the nest upon the ground, that nest would likely be discovered and destroyed, as the maurauder would be attracted by the voice of the male. Among some of our sweetest singers the plumage of the male and female is much alike in colour. We may say that the song of the male is to attract attention *from* the brooding female upon the nest *to* the vociferous male in shrubbery or trees some distance away.

Among the brilliantly coloured birds there are few melodious singers. Their bright plumage seems attractive enough for their enemies, and is much more attractive to the eye than the sombre colours of the females. Thus these females are allowed to incubate in comparative safety while their brightly coloured mates take the eye of the enemy.

But were the modestly coloured singer to sing the year round, and the brilliantly plumaged tanager or oriole to hold his colours for the same period, it would not be well for them. Providence kindly takes from one his song and from the other the bright colours and puts them on an equal footing now with their mates the females and immature males.

Thus we are led to believe that there is a close relationship between a bird's plumage and its song; and the more thought and study one gives this phase of bird life, the more one is inclined to believe that nature study is worth while, that there is something drawing birds, flowers, insects, and man, mammals, reptiles, plants and man all more or less in touch with one another, and all more or less for the benefit of each other. Let us continue our observations.

The Schools and Springtime.

By R. P. STEEVES, M. A., Inspector of Schools.

Why Not Heed Nature's Laws?

Each year, as spring advances, the active and industrious teacher observes in pupils indications more or less pronounced of flagging zeal and attention. Such teachers begin at once to cast about them among changed conditions for ways and means of sustaining interest, while at the same time continuing the work of mental educational development. All alike admit that, if good results are to be achieved in school work, the interested, intelligent effort of the pupils must be secured and held. To do this is one of the highest accomplishments of the teacher's office.

Throughout the winter the printed page has, in a large measure, of necessity, been the medium of inspiration to pupil and teacher. Over it the conflicts of the school have waged. Often has the heart of the true teacher rejoiced to observe the increasing mental power, the quickened intelligence and fuller knowledge of the pupils, responsive to the influence of books and the culture they breathe.

But when the breath of spring comes into the schoolroom, abstract mathematics and language-study in all their concrete indoor applications and variations, with manual expression of the thoughts and principles grasped, in all their broad opportunities for developing interest and stimulating exertion, seem to have, for a time at least, lost much of their power to hold the mind in exercise. Who of those "in the thick of the fight" have failed to feel the great difficulty there is in spring in keeping school interest up to normal conditions? A sluggish, dull monotony affects and mars the most earnest efforts. The very air of the schoolroom seems infected. The loitering of pupils at the door as they enter the schoolroom, the absent-minded gaze through open door or windows, the failure to hear the words of teacher because other sounds not of the schoolroom fill their ears, proclaim to us ways of wisdom in which we, as teachers, would do well to walk.

A Word to the Teacher.

Long-continued strain of effort along one line, however well directed, induces a condition of mind favourable to change. The minds of pupils recoil from action of the same kind too long kept up. Variety in activity is a law of nature applicable with the best results in the work of children. The

farmer's epigram, "a change of pasture is good for calves," hits the same principle.

In spring, the lengthening of the days, the greater warmth, the re-appearance from beneath the snow of the soil with patches of multiplying points of green, the air redolent with the aroma of bursting bud and circulating sap, the chattering brooklet released from winter's grip, the flight and song of birds, and many other occurrences, proclaim the change in all the world. Man's work assumes a change. Why should not the work of children, those who are in training to take up a little later on the responsible activities of citizenship, continue with corresponding changes, not of method, but of implements? Why continue the winter plan until monotony is succeeded by rebellion, and, because of broken-down interest, pupil after pupil gives up effort and abandons school? How many country fathers who have wished to educate their children have been met by this spring-time problem, and have seen their cherished hopes shattered in a few weeks by first a willingness, and then a demand, to stay at home?

Of the teacher, I would ask: Is there not just here a psychological principle that should guide and stimulate us for the benefit of our pupils? Can we not utilize the very occurrences that seem to attract our pupils away from us to increase their interest in school work by opening up new and living avenues of effort, and then to develop and foster a determination to remain longer in school, and make the best of their time? By holding to books always we thwart nature, and we defeat our purpose just where we desire most to accomplish it. By leaving, for the time, books in part and teaching through the open living scroll of nature, we take advantage of conditions to hold our pupils' thought and attention, and inspire a desire to know what others have thought and learned. This means an eventual return to books with greater zeal and earnestness.

A Word to Parents.

Of the farmer and country ratepayer, I would ask: Do you really believe that the soil, the growing plant and its insect enemies, the forest, mountain and valley, stream and ocean, with all animal creation, have nothing to yield when studied at first hand by your children? Sometimes you make use of agencies, not so much for their own value as because of what they enable other agencies to per-

form. May not the open book of nature, the training of hand and eye, as well as of mind thus afforded, give a bent and scope to the future citizen's life, that the indoor schoolroom might never supply? Does not the practical with the theoretical afford opportunities for testing and applying? Does it not furnish incentives for more diligent study that the single system fails to give? Why should the farmer who wrestles with problems incident to the productions of nature object to that education which, while it gives knowledge and mental training, at the same time puts the child into adaptive touch with his environment, and accustoms his mind and hand to work on that which his own and the world's prosperity depends?

It does appear that as a people we take too narrow a view of education, acting as though nature at first hand had no lessons of worth and training of superior quality to yield to all who wrestle to get them. Can it be that country people are ashamed of their occupation, and that they wish to train their sons and daughters away from rural life, and from an occupation which is at once one of the surest, happiest and most independent employments of man, and one also that is the most likely to yield a competence to those who put skilled brain and muscle into it? Can it be that they think they know all that is worth knowing about nature in her varying moods, and that they can teach this practically to their children without taking the time of school? Certainly not. Then let such possess themselves with the literature of the day on the subject, and let them, as faithfully as possible, peruse it, and they will see that agriculture is developing by leaps and bounds, and that almost limitless opportunities for comfort and plenty lie in her future path. Let the farmer remember, too, that he is not a teacher. Each to his calling will be found the best motto of practice in the present world of competition and specialization.

Field Excursions.

Among the many ways of holding the interest of pupils in school work in spring, the value of field excursions may first be noted. An hour spent in this way from time to time under the direction of a teacher, who has prepared beforehand by visits to the places selected and by a study of conditions, who therefore has much to suggest to the pupils for their active minds to work upon, will be not only enjoyable and attractive, but also an incentive to

study and thought. Collections of specimens may be made which will serve for many a thoughtful lesson before the next excursion is taken. As a result of one excursion, exercises in composition, written and oral, spelling, writing, arithmetic, may profitably follow in the schoolroom. Let no ratepayer begrudge the children's time thus spent an hour now and then. Let him not frown upon the skilled and conscientious teacher for a well-conducted effort of this kind. As an incentive to study, as a training for heart and hand, it will repay both principal and good interest.

The School Garden.

In the second place, the school garden is an adjunct to the pupils' work, which in countries of Europe and in the United States is proving of great benefit. In this province we have yet availed ourselves of it to a very limited extent. It is capable of the greatest usefulness and interest in country districts. In connection with this work, the recognition of weed and plant seeds, their germination, the study of insects destructive to cultivated plants, the soil, its preparation and fertilization, and kindred subjects claim attention. Training of this kind will soon be found reflected in a greater interest in country life and its pursuits. The knowledge thus acquired will be useful and practical, and, besides, a taste will be formed for country occupations. School garden work need occupy but little of the regular time of school sessions. A small plot of ground which can be increased, if found advisable, would at first suffice. It should be properly enclosed. Under a careful and industrious teacher the time the school is not engaged in actual school work will usually suffice to accomplish good results.

The Pupil's Garden at Home.

Again, plots of ground for children's use at home are of the greatest importance. In many sections of the United States farmers set off for their children plots of ground varying in size, which they are allowed to use for themselves. The children are to keep accurate accounts of expenditure and income. Each is encouraged to use a part of his plot for experimenting purposes, and to make accurate accountings of results, reporting the same to the teacher of the district school, and to the society or institute from which they obtain seeds. The parents, the teacher and the children are thus kept in touch with each other for mutual assistance and support. At the same time, through all the

grades, from primary to advanced, a spirit of country thought and sympathy pervades school work, a characteristic which, even though some of the pupils may, in after life, gravitate to the city, will always remain a lasting pleasure and benefit.

May we not hope that country people will look deeper than the surface of this question and give their adhesion to such a change in educational instruction as will eventually not only increase production at lessened expense, but will also make country homes more attractive, more cultured, and therefore more desirable?

Gems of Canadian Song.

No American or Canadian poet has sung the delights of faring on the King's highway so gleefully, so melodiously as Mr. Bliss Carman. His "Joys of the Road" is far too long to quote in its entirety. But here are a few selected couplets:

Now the joys of the road are chiefly these:
A crimson touch on the hardwood trees.

A vagrant's morning, wide and blue,
In early Fall, when the wind walks too;

The outward eye, the quiet will,
And the striding heart from hill to hill.

An open hand, an easy shoe,
And a hope to make the day go through.

The resonant far-listening morn
And the hoarse whisper of the corn.

A scrap of gossip at the ferry,
A comrade neither glum nor merry.

The racy smell of the forest loam,
When the stealthy, sad-heart leaves go home.

(O leaves, O leaves, I am one-with you,
Of the mould and the sun and the wind and the dew!)

The broad go'd wake of the afternoon;
The silent fleck of the cold new moon;

The sound of the hollow sea's release
With only another league to wend;

And two brown arms at the journey's end.
Those are the joys of the open road—
For him who travels without a load.

"The resonant far-listening morn" is a really great line, somewhat beyond the range of Wordsworth's thought. Those who know the cinematograph of Canada's scenery from the Atlantic to the Pacific will see that the journey described is along a road in New Brunswick.—Canada.

Canada—Historical, Physical, Political.

Now I will mention only one more thing, which I think is a supreme advantage which Canadians have. That is our history. We have never known a great nation yet without something in the way of inspiration in its history. Look at ourselves. Look at Canada, in the heroism of the French settlers; the Jesuit fathers, who planted Christianity among savages; the Hudson Bay people, who entered into those regions, tough, hardy, strong, romantic looking figures; then the great Loyalist migration to fill the Maritime Provinces and Ontario; then the hardy class of people who came from England and Scotland;—from Montcalm and Wolfe, and before it is one great romance, enough to inspire any man with the idea of trying to live something of a higher life.—*Geo. R. Parkin, C. M. G.*

This great country, bounded by three oceans, has the greatest extent of coast line; the greatest number of miles of river and lake-navigation; the greatest extent of coniferous forest; the greatest coal measures; the most varied distribution of precious and economic minerals; the most extensive salt and fresh water fisheries; and the greatest extent of arable and pastoral land of any country in the world.—*Hon. John Schultz.*

We have borrowed the federal idea from the United States and our parliamentary and judicial systems from Britain, and so we have formed a constitution better than that which either the mother country or older daughter enjoys. At any rate, we made it ourselves, and it fits us; and we have thus been taught that ideas belong to no one people, that they are the common property of mankind, and that we should borrow new thoughts from every country that has found, by experiment, that they will work well.—*Principal Geo. M. Grant.*

We have no abbeys or cathedrals where our warriors and statesmen are preserved. We have no monumental piles, fraught with the deeds of other days, to claim a tribute from the passer-by, . . . but in every village in our infant country we have the quiet graves of those who subdued the wilderness, who beautified the land by their toil, and left not only the fruits of their labours, but the thoughts and feelings that cheered them in their solitude, to cheer and stimulate us amidst the inferior trials and multiplied enjoyments of a more advanced state of society.—*Joseph Howe.*

The Union Jack.

The Union Jack is our national British flag, as distinguished from the banner known as the royal standard. It is a heraldic combination of the banners of St. George, of England; St. Andrew, of Scotland; and St. Patrick, of Ireland. The first Union Jack was designed, in compliance with a royal proclamation of James I, in the year 1606. There had previously been many disputes as to precedence of the English and Scotch banners, and it was decided to prevent further difficulties by uniting the two flags. On January 1, 1801, the second Union Jack was produced, the union with Ireland having made it necessary to incorporate the banner of St. Patrick. This second Jack is that in use at the present day. The banner of St. George is a red cross (the great symbol of the Christian faith) on a white ground, the ground being represented by a narrow border of white only. The banner of St. Andrew is a white cross, in the form of the letter X on a blue ground, and that of St. Patrick a similar red cross on a white ground. The difference in width between the strips or borders of white in the flag is of importance to its accurate representation.—*Dundee Advertiser.*

The Educational Paper.

Said one progressive county superintendent during a teachers' examination, "I hold that no one not sufficiently interested in the profession to subscribe for an educational paper is entitled to a certificate. Please state on your paper what one you are now taking. If not already a subscriber, you will find a number of sample copies of different ones on my desk from which to make your selection. You can leave the money with me for forwarding. No one who fails to comply with this rule need expect a certificate." That rule did good work. The educational paper, compulsory at first, soon grew to be regarded by all teachers as a necessity.

It is not entirely that we need new methods and devices. Of course they are needed. We need enthusiasm. The new impetus we get from the local institute comes in a different form with each issue of any live educational paper. The pupils enjoy it. It is evidence to them that we are interested in the work. They find in it instruction and entertainment. They realize more fully the magnitude of school work and what it is destined to accomplish.—*Popular Educator.*

For Empire Day.

An interesting exercise sometime before Empire Day would be to let the children name everything then can see on a cent. The exercise is appropriate and will test the ingenuity of the pupils. To give the teacher the opportunity to suggest the form of the answers and to announce the results, the answers are given in this number of the REVIEW.

You may find three flowers, a small promontory, isthmus, school children, covers, geometrical figure, youth and old age, messenger, a musical company, parts of a book, tropical fruit, a necessary quality for a newspaper reporter, instruments of torture, place of worship, a summit, small animals, a structure across water, musical instrument, country we all love best, an important part of a galvanic battery, entrance to a river, the cheapest organs in the body—two for a cent, what you like to receive from an absent friend, both sides of a vote, Latin name for a king (or queen).

Canada to England.

Mother of Empires! Thee we greet,
Queen of Dominions far and wide.
Thine armies cluster round thy feet;
Thy children gather at thy side.
Thy children gather when the sky
Grows darkest and the tempest lowers,
When thunders crash and death-bolts fly,
To battle for thy cause—and ours.
Mother of Victory! On thy shield
The triumphs of a thousand years
Are blazoned. From the embattled field
The lightnings of thy flashing spears
Illume the storied page, and dwell
Where Victory's arch in glory towers,
To show where heroes fought and fell
To win thy liberties—and ours.

Mother of men of mighty mould,
Who built fair freedom's fabric strong;
Who kept their chartered rights of old,
But overthrew the chartered wrong;
Who knew in equity to draw
The rule of balanced rights and powers,
And stablished justice in the law,
Thy people's heritage—and ours.
—A. T. Freed, in *September Canadian Magazine*.

England, Mother England.

(The author of this beautiful song is Mr. Edward C. Booth. It is printed with high appreciation in the year book of the Royal Society of St. George).

Little lonely woman, watching o'er the waters,
Tell me what you look for with your eyes of gray.
"Far beyond the ocean I have sons and daughters;
What a mother's heart can love, her eyes can see away."

Day by day I see them—day by day I hear them—

Hear the murmur of their voices ever in the sea,
And my heart is yearning, yearning to be near them.

Children, I your mother am; cry "Mother" back to me.
Make me proud, my children; that one word my heart
shall fill,

Grey-hair'd England is your mother, call her "Mother"
still.

Little lonely woman watching o'er the waters,

Let your bosom swell with pride, your mother's heart
rejoice,

Far beyond the ocean you have sons and daughters,

Sons and daughters swift as flame to leap up at your
voice.

Whisper but a summons, sign to them in need,

East and West and North and South sound back the
answ'ring hum,

Stir of children marching, beat of hearts that bleed,

Thunder of ten thousand lips; "O mother! here we
come.

England, Mother England, all our blood cries back to thee,

Blood of kinship beats to bloodlike waves that seek the
shore.

Bind us close, Oh! mother, let us gather at thy knee;

Hand in hand there let us stand, thy children evermore."

The Care of Young Trees.

A great many people in planting set the trees out without any pruning. The result is they either die outright from excessive evaporation or so many buds start that none can make much growth, and the tree is irretrievably damaged.

Pruning of the mangled roots is also very important. Always make a clean cut at the end, and it is all the better if this is made near the trunk. It is from the cut end that most of the new roots start. The small fibrous roots do not help sustain the tree, as only a very slight exposure to air suffices to kill them. They are better to be cut off than to be left on. Great care should be taken in transplanting to filter and mix the soil with the roots. Nothing is so good for doing this as the human hand.

Shoots that start to run into the centre will, if allowed to grow, greatly interfere with other limbs. It is best to check this growth while it is small.

With regard to spring or fall planting, plant in spring any tree whose hardiness is at all doubtful. Peaches and plums especially should be planted in spring. Apples, pears and cherry trees can be planted in the fall if care is taken to protect the roots the following winter. Half-hardy trees are always more liable to injury if planted in the fall.

Pruning should also be done in spring for trees not fully hardy. Grape vines, however, are better pruned in November, as there may not be sufficient favourable weather for pruning before the sap starts.

—Selected.

Birds' Nests

Sparrow—

Where have I built my nest?
Come to the field with me.
Look in the grasses at your feet,
You'll find it hard to see.
In dress of modest brown
We're scarcely noticed there,
And in our happy little home
We'll dwell quite free from care.

Woodpecker—

Where have I built my nest?
You surely must have heard
My rap-tap-tap; perhaps you thought
That could not be a bird.
In that old elm tree's branch
I've worked for days and days
With bill and feet, and hollowed out
A nest that's worth your praise.

Crow—

Where have I built my nest?
My time I do not waste,
Like the oriole, in weaving nests;
For that I have no taste.
I quickly built a nest
Of sticks, high in a tree;
Then off I flew to the farmer's field;
His corn has charms for me.

Robin—

Where have I built my nest.
Up in your cherry tree.
I surely shall be "right on hand"
When the fruit is ripe, you see.
'Tis made of twigs, weeds, stems;
With dried grass it is lined,
And then 'tis plastered o'er with mud,—
A strong house, you will find.

Kingbird—

Where have I built my nest?
Out in the apple tree.
You've but to stand on tips of toes
My little home to see.
No other birds dare come
To harm us in our tree;
I drive them all away; my crest
Proclaims me king, you see.

Red-winged Blackbird—

Where have I built my nest?
Down in a tuft of green,
Coarse meadow-grass near babbling brook,
Where rushes tall are seen.
Marsh marigolds lift up
Their cups of shining gold;
I soar above with outstretched wing
And sing forth, gay and bold.

Swallow—

Where have I built my nest?
Up in your barn; and then
I made a lining soft and warm
Of feathers from your hen.
You see us oft about;
We skim the water o'er

Most gracefully; in curving flight
We lightly dart and soar.

Humming Bird—

Where have I built my nest?
Indeed you have sharp eyes
If you can see it on this limb,
'Tis such a tiny size.
With lichens covered o'er
And lined with softest down;
A dainty house for a dainty pair,
No prettier in the town.

—*Laura F. Armitage.*

The Flume.

[For the Review]

The quaint Indian name Magaguadavic ("the river of big eels") is doubtless familiar to many, and recalls the stream which rising in York flows through Charlotte County to meet the waters of Passamaquoddy Bay. Some thirty-five miles from its source is a flume or passage of singularly rugged beauty.

This river narrows suddenly, and the deep gorge called the flume is buttressed on either side by solid ledges rising to a height of fifty feet or more. A bridge spans the gorge, and becomes in freshet time a point of vantage from which the tumultuous waters may be seen careering oceanward. One evening recently a party drove across the bridge and stood on a rocky ledge near by overhanging the flume. Above the dam the water was smooth, though flowing swiftly. Its surface was disturbed only when a stray log glided toward the dam. But what a contrast when we look below the dam and see the seething, whirling mass of water at our feet! As it glides over the dam a sudden fury seems to seize it as it breaks against the rocks through the gorge. The curling waves dash the white spray upward with the impelling force of the torrent behind. Like a serpent the water curves itself in many folds as it presses through the pent-up channel; but once over the dam it breaks into a thousand white-capped undulations. The logs seem to be caught by unseen hands and dashed down, down in the turbulence of the water, only to rise again and be carried away by the current.

We stood here for some time, then entered the saw mill adjacent. Here the river had risen till it had nearly submerged the great wheel and threatened to sweep the building from its foundations. From this point we could view the river for some distance both below and above the dam. Above it the smooth water gleaming in the evening light; below it the turbulent hurrying current carrying with it everything in its path.

M. A. S.

A Ballad for Brave Women.

A story worth telling, our annals afford,
'Tis the wonderful journey of Laura Secord!
Her poor crippled spouse hobbled home
With the news

That Bærstler was nigh! "Not a minute to lose,
Not an instant," said Laura, "for stoppage or pause—
I must hurry and warn our brave troops at Decaws."
"What! you!" said her husband, "to famish and tire!"
"Yes, me!" said brave Laura, her bosom on fire.
"And how will you pass the gruff sentry?" said he,
"Who is posted so near us?"

"Just wait till you see;

The foe is approaching, and means to surprise
Our troops, as you tell me. Oh, husband, there flies
No dove with a message so needful as this—
I'll take it, I'll bear it, good bye, with a kiss."
Then a biscuit she ate, tucked her skirts well about,
And a bucket she slung on each arm, and went out
'Twas the bright blush of dawn, when the stars melt
from sight.

Dissolved by its breath like a dream of the night;
When heaven seems opening on man and his pain,
Ere the rude day strengthens, and shuts it again.
But Laura had eyes for her duty alone—
She marked not the glow and the gloom that were thrown
By the nurslings of morn, by the cloud-lands at rest,
By the spells of the East, and the weirds of the West.
Behind was the foe, full of craft and of guile;
Before her, a long day of travel and toil.
"No time this for gazing, said Laura, as near
To the sentry she drew.

"Halt! you cannot pass here."

"I cannot pass here! Why, sirrah, you drowse,
Are you blind? Don't you see I am off to my cows?"
"Well, well you can go." So she wended her way
To the pasture's lone side, where the farthest cow lay,
Got her up from her bed, and with pail at her knees,
Made her budge, inch by inch, till she drew by degrees
To the edge of the forest. "I've hoaxed, on my word,
Both you and the sentry," said Laura Secord.

With a lingering look at her home, then away
She sped through the wild woods—a wilderness gray
And denser and deeper the solitude grew,
The underwood thickened, and drenched her with dew;
She tripped over moss covered logs, and fell, arose,
Sped, and stumbled again by the hour, till her clothes
Were rent by the branches and torn, and her feet
Grew tender and way-worn and blistered with heat.
And on, ever on, through the forest she passed,
Her soul in her task, and each pulse beating fast,
For shadowy forms seemed to flit from the glades
And beckon her into their limitless shades:
And mystical sounds—in the forest alone,
Ah! who has not heard them?—the voices, the moan,
Or the sigh of mute nature, which sinks on the ear,
And fills us with sadness or thrills us with fear?
And who, lone and lost, in the wilderness deep,
Has not felt the strange fancies, the tremors which creep,

And assemble within, till the heart 'gins to fail,
The courage to flinch, and the cheeks to grow pale,
'Midst the shadows which mantle the spirit that broods
In the sombre, the deep haunted heart of the woods?

Once more on the pathway, through swamp and through
mire;

Through covert and thicket, through bramble and brier,
She toiled to the highway, then over the hill,
And down the deep valley, and past the new mill,
And through the next woods, till, at sunset, she came
To the first British picket and murmured her name;
Thence, guarded by Indians, all footsore and pale
She was led to Fitzgibbon, and told him her tale.
For a moment her reason forsook her; she raved,
She laughed, and she cried—"They are saved, they are
saved!"

Then her senses returned, and with thanks loud and deep
Sounding sweetly around her she sank into sleep.
And Bærstler came up, but his movements were known,
His force was surrounded, his scheme was o'erthrown
By a woman's devotion—on stone be't engraved—
The foeman was beaten and Burlington saved.

Ah! faithful to death were our women of yore!
Have they fled with the past to be heard of no more?
No, no! Though this laurelled one sleeps in the grave,
We have maidens as true, we have matrons as brave;
And should Canada ever be forced to the test—
To spend for our country the blood of her best!
When her sons lift the linstock and brandish the
sword,

Her daughters will think of brave Laura Secord!

—Chas. Mair.

School Anecdotes.

Two very good stories come from the Indian
Industrial school in Alberta, and they are vouched
for as true by the teacher who sends them to the
REVIEW:

The teacher was giving to the class the idea of
a lake, and the class already knew that a lake was
composed of water. "Now," says the teacher,
"when you go out on the lake in your boats, what
do you see all around you?" The interest was
keen, as everybody thought the question a simple
one. The answer came: "Ducks, sir!"

That boy had the instincts of a hunter.

Herbert, the five-year-old son of the principal,
boasted over the breakfast table of the learning he
was rapidly acquiring in school. "Well," said
the father, "what class are you in?" "I am in
the first grane," said Herbert, "and Edward is in
the second grane." No amount of argument could
convince him that he was in the first grade.

DOMINION EDUCATIONAL ASSOCIATION

VICTORIA, BRITISH COLUMBIA

JULY 13, 14, 15, and 16, 1909.

A GOLDEN OPPORTUNITY TO ALL CANADIAN TEACHERS to spend a delightful summer holiday on the BEAUTIFUL PACIFIC COAST OF CANADA

Two great attractions:

THE TEACHERS' CONVENTION AT VICTORIA offers a full programme of interesting and important educational topics discussed by leading educationists of Canada and the United States, and a select exhibit of artistic school work.

The **ALASKA-YUKON-PACIFIC EXPOSITION AT SEATTLE** within easy reach of Victoria, will present to visiting teachers the wonderful life, products, arts and manufactures of the Pacific Slope in one comprehensive exhibit.

RAILWAY RATES —Those attending the Convention will be able to take advantage of the special rates granted by the transcontinental lines to the general public for the Alaska-Yukon-Pacific Exposition at Seattle. These rates will be about single fare with stop over privileges and plenty of time allowed on ticket. Rates will be settled before June and can be obtained from any ticket agent. Teachers should see in purchasing tickets that stop over privileges are allowed and that the ticket reads for both Victoria and Seattle.

ACCOMMODATION, ETC., AT VICTORIA.

Competent committees at Victoria are making arrangements for the reception of visiting teachers. A list of hotels and boarding-houses, with rates, is being prepared and will be distributed with the final programme.

SIDE TRIPS.

A teachers' excursion by steamboat to points of interest near Victoria will be arranged for the afternoon of Friday, July 16th, and material is being prepared for distribution, to give teachers definite information on the many delightful trips that may be enjoyed during their visit to British Columbia.

Teachers can obtain programmes and circulars of information on hotel rates, etc., on application to the secretary.

J. D. BUCHANAN, Secretary,

547 10th Ave. W.,

VANCOUVER, B. C.

The Review's Question Box.

D. J. M. I., East Bay, C. B.—(1) What is the scientific name of the Peabody-bird? Has it any other common name by which it is generally known?

(2) There is another bird, very common in this locality. It is larger than a robin. It is of a dark grey colour, with under parts light grey or nearly white. If fed with crumbs it becomes very tame in winter. It is known as the moose-bird. What is its scientific name?

(3) Explain in full the following lines from Macaulay's "Virginia:"

She is my slave, born in my house, and stolen away and sold

The year of the sore sickness, ere she was twelve hours old.
'Twas in the sad September, the month of wail and fright;
Two augurs were borne forth at morn, the consul died ere night.

(1) *Zonotrichia albicollis*, in allusion to the zones or strips, black as well as white, on the head. Called also the White-throated Sparrow.

(2) *Perisoreus canadensis*; the first name given on account of its puffy thick feathers which protect it from the cold of our northern winters; the second because of its frequenting Canada chiefly. Other common names are Canada Jay, Whisky Jack, Caribou Bird, Meat Bird, Camp Robber. "They eat anything worth eating." It is one of our few non-migratory birds.

(3) The year of the sore sickness was the year 463 B. C., when a great plague raged at Rome, and the consul P. Servilius Priscus and the augurs Marcus Valerius and T. Virginius Rutilus died of it. The month of wail and fright was September, always an unhealthy month at Rome, when, presumably the plague would be at its worst. These details are added by Marcus to give an air of truth to his tale; they also explain the condition of the city. In such trouble and confusion the stealing of a child would draw little attention. The augurs were priests, who made known the future by observing the flight of birds, the lightning and other phenomena, or occurrences.

A Subscriber wishes to know the number of ocean cables, especially British cables, and what places they connect.

Two cables cross the Pacific ocean and eleven the Atlantic. Of the two crossing the Pacific, one is owned by Great Britain, Canada, Australia and New Zealand, as partners, and extends from Vancouver to Brisbane in Australia, with repeating stations at Fanning Island, the Fijis and Norfolk

Island. From the latter a branch extends to New Zealand. The cable from Vancouver to Fanning Island is the longest continuous cable in the world. The other Pacific cable is from San Francisco to the east coast of Asia, with repeating stations at Honolulu, Midway Island, Guam Island, having branches to all parts of the coasts of Asia and Europe, and to the islands adjacent. This is the property of the Commercial Cable Company.

Two, at least, of the Atlantic cables have ceased to be used. Of the remainder, two are German, two or three French, and the others British, extending either from Valentia Bay, in Ireland, or Penzance, in Cornwall, to Newfoundland, or Canso or Halifax, repeating from these stations to Eastern Canada, New York and other points in the United States.

In addition to these, there are networks of cables in the ocean waters contiguous to continents, with connections to the chief ports throughout the entire world.

The REVIEW is indebted to the courtesy of Mr. Geo. M. Robertson, Manager of the Western Union Telegraph Company, St. John, for the maps and data from which the above information is gained. The subject is of great interest to the students of geography in our schools.

Answers to Puzzles.

What may be seen on a cent (May REVIEW)—Tulips, rose, iris, chin, neck, pupils, lids, circle, 18-95 (or whatever date is found on the cent), one cent, band, leaves, dates, cheek, lashes, temple, crown, hares, bridge, drum, Canada, coils, mouth, nostrils, letters, eyes and nose.

Studies in botany (April)—Fir, beech, pine, lime, spruce, pear, yew, hop, aspen, leek, willow, brakes, dogwood, cat-tails, planetree, leatherwoods, the madder tree.

A quaint old rebus (April)—Book.

Industrious William (April)—Industrious William worked sixteen and two-thirds days and loafed thirteen and one-third days, so that at the end of the month he had earned nothing.

Character Hints (March)—1. Adam; 2. Arnold and Andre; 3. Franklin; 4. Sir Isaac Newton; 5. Wolsey, Mazarin and Richelieu; 6. Martin Luther; 7. Shakespeare; 8. Lord Bacon; 9. John Brown; 10. Sir Walter Raleigh; 11. Christopher Columbus; 12. Capt. John Smith; 13. Queen Elizabeth; 14. Joan of Arc; 15. Man in the Iron Mask; 16. King Alfred the Great; 17. George Washington and George III; 18. William of Orange.

Juvenile Geography (March)—Shanghai, Wales, Negro, Chili, Slave, Greece, Turkey, Cayenne, Cod, Sandwich, Champagne, Cork, Orange, Grapes, Guinea, Cook, Canary.

Nova Scotia Rural Science School,

CONDUCTED BY THE AFFILIATED FACULTIES OF THE
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TRURO, NOVA SCOTIA.

Assisted by JOHN DEARNESS, Vice-Principal Normal School, London, Ontario;
C. L. MOORE, Supervisor of Schools, Sydney, N. S., and others

JULY 6TH TO AUGUST 19TH, 1909.

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The Government will pay transportation of Nova Scotia teachers in attendance.

Teachers may qualify at same time for Physical Drill Diploma, Grade B, or for certificate of proficiency in language-teaching in bilingual schools.

For circular giving full particulars write

D. SOLOAN, LL. D.,

Principal, Normal School, TRURO, N. S.

or M. CUMMING, B. A., B. S. A.,

Principal, Agricultural College, TRURO, N. S.

The Tables Turned.

An Atkinson wife has had a cruel truth told her by a heartless doctor. He said her husband would not live long unless he gets some rest. Last night, as she sat in an easy chair and watched him take off his coat on coming from the office, put on a gingham apron, and go to work cheerfully washing potatoes for supper, and pounding steak, occasionally stopping to care for the baby, her heart smote her.

She noticed that he looked thin and careworn, and that he brought the bucket only half full of water from the well.

She spoke to him kindly, and her heart smote her a second lash when he looked up surprised. Was it true that in the rush and worry of stirring the country up to political truths she had forgotten to be kind to him?

She kissed him tenderly when he handed her a cup of tea at the table, and his eyes filled with tears; it was so long since he had heard a tender word. She praised his biscuits; then he broke down and cried.

The result of this tender little scene was that this-

morning the woman cancelled all lecture engagements and resigned from all committees.

She realized that since it would not do to hire a strong girl to assist him with the heavy housework, it will be better for her to stay at home and aid him by tender sympathy and loving words.

Oh, wives, take warning from this little tale. Speak gently to your husbands ere the cold sod closes over them, and it is too late. Praise their coffee and biscuit.

A kind word costs so little, and never gets through travelling.—*Atchison Globe.*

The swelling buds on shrub and tree,

The golden gleam of daffodil,

The violet blooming fair and free

Where late the winds blew harsh and chill,

The lily lifting up its breath

Where snow-drifts spread but yesterday,

All cry, "Where is thy sting, O death?"

O grave, where is thy victory?"

Each Eastertide the old world sings

Her anthem sweet and true and strong,

And all the tender growing things.

Join in her resurrection song.

—*Jean Blewett.*

CURRENT EVENTS.

Germany expended last year on her army and navy two hundred and thirty-three millions of dollars; Great Britain, three hundred and forty-five millions; the United States, four hundred and seventy millions.

Preparations are being made for a suitable celebration of the hundredth anniversary of the introduction of steamboat travel on the St. Lawrence. The first successful trip was made by a little steamboat called the "Accommodation," which left Montreal for Quebec on the first day of November, 1809; and, though late in the season for river navigation, in due time arrived safely at the city of Quebec.

A British cruiser has sailed up the Amazon to Iquitos, Peru, a distance of two thousand three hundred miles, and found an ample depth of water all the way. Iquitos is less than five hundred miles from the Pacific coast. The return voyage to Para, at the mouth of the river, was made in two weeks, including a stay of five days at Manaos. This voyage, in connection with the recent cruise of another vessel up the Madeira to Bolivia, will have the important result of proving that the upper waters of these rivers, though as yet uncharted, are navigable for large vessels, and will be of great use in the future development of trade.

Dr. W. A. R. Mitchell, a Canadian, was the surgeon and biologist of the British Antarctic expedition under Lieut. Shackleton, which succeeded in approaching nearer to the South Pole than any one we know of has yet been to the North Pole.

A million acres of forest land in the Rainy River district has been set aside as a forest reservation and game preserve. An equal area has been set apart for a like purpose on the Minnesota side of the boundary line.

Canada will build vessels for coast defence, and take such other steps as are needed in the interests of the Empire, acting under the advice of the imperial naval authorities. There seems to be a general feeling that before long defence will be needed. It is expected that Lord Kitchener will be sent to Canada to examine the local defence forces and report to the authorities what steps should be taken to improve their organization. The vote in parliament pledging Canada's willing contribution to the national defence was unanimous.

Lord Strathcona has given ten thousand dollars a year for the promotion of military training in Canadian schools.

Both in parliament and by public meetings, the attention of the British government has been drawn to the fact that other nations are building dirigible air ships, and it is urged that the construction of a British air fleet should be taken up with energy. Already the British navy has a gun especially designed for the destruction of air ships.

Terrible massacres are reported from Persia and

from Asia Minor, where local insurrections have got beyond control. In Arabia, at last accounts, the disorders had subsided, and everybody looked to parliamentary government as the remedy for all political wrongs. It has not proved efficient throughout the dominions of the Sultan and the Shah.

Wireless messages from Cape Breton have been received at Paris, France, several times within the last month.

A telephone receiver having no diaphragm is a new invention. It reproduces the voice distinctly, without the disturbances from the instrument which are so unpleasant a feature of the older machine.

The REVIEW seldom has to correct a statement of fact in its notes of Current Events; but a correction is needed in respect to the alleged discovery of an Egyptian account of the circumnavigation of the continent of Africa. The inscriptions which gave a pretended account of the voyage have proved to be forgeries.

A process of making rubber from naphtha is said to be under test on a large scale in the Caucasus.

Individual drinking cups are used on a railway in the United States. They are of tough waterproof paper, to be used once only, and then thrown away.

Cipriano Castro, ex-President of Venezuela, who has taken passage for that country on a French steamer, was landed at Martinique, by order of the French government; and later compelled to return to Europe on another steamship. The British government refused to let him land at Trinidad, where, no doubt, he intended to organize a Venezuelan revolution in his favour.

An Australian statesman suggests the formation of a body to be called the Grand Assembly of the Empire, to which each self-governing British colony should elect five members. No recommendation of this Grand Assembly, according to his proposals, would have the force of law until adopted by the legislature of the represented country. If the plan is adopted, he believes it will lead in time to an Imperial Parliament having full legislative powers. Some such plan may be brought before the Imperial Conference, which meets again in 1911.

Civilization is responsible for the spread of the sleeping sickness in Central Africa, by which the country around the west coast of Lake Tanganyika has been almost entirely depopulated within the last six years. The disease is invariably fatal. It has been known in Africa for more than a century; but in the old days, when a tribe had no intercourse with its neighbours except in the way of warfare, it was of local occurrence. Now, with the suppression of native warfare and the increase of travel, it is found exceedingly difficult to check its spread, the prevention of which is by far the most serious problem confronting Europeans in Africa at the present time. It prevails, as yet, only along the banks of rivers and lakes that lie within fifteen degrees of

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the equator, the infection being conveyed chiefly by the bite of an insect which is not found elsewhere.

Better methods of lumbering are called for, as under present methods there is great waste of the bottoms and tops of trees. It has been stated in parliament that in one area in British Columbia this waste was found to be more than nine thousand dollars a mile.

An uprising of the military at Constantinople caused a change of ministry, bringing into power for the time being those who are opposed to the constitutional government; and the Sultan was supposed at least to have given his tacit consent to the movement. A larger military force then marched to the city to support the Constitutionalists, demanding the punishment of those responsible for the uprising. Later advices state that the Constitutionalists or Young Turks party have captured

Constantinople with little opposition and but slight loss of life, and that Sultan Abdul Hamid's abdication has been forced, and his brother Mehemmed Rechad Effendi chosen as the new ruler of the empire, a man sixty-five years of age, not strong physically, and inexperienced in affairs. The situation is not without danger to the peace of Europe.

We are told that in France there are twenty-eight thousand schools with school-gardens attached to them. It is difficult to over-estimate the value of such an addition to the school work.

"In learning," proudly said the birch,
"I once played quite a part;
Whenever little boys were dull,
Why, I could make 'em smart."

—St. Nicholas.

Manual Training Department.

By F. PEACOCK.

Industrial Patriotism.

One of the functions of the school is to serve the nation by teaching patriotism—not that wordy jingle that is sometimes called patriotism, but a deep and well-balanced regard for country, fostered and supported by facts that will bear examination and reflection. History, literature, etc., may serve as good helps to inspire this feeling, but after all most young people are more interested in the present than the past. That which the country has to-day, and its possibilities for the future, they feel to be their own. Just here is where Canadian teachers should be strong. We are a young nation, and while we may not yet be as honored in history or as rich in literature as some older countries, when it comes to a question of resources, of prospects and possibilities, no teacher has a stronger cause and better material by means of which to inspire a wholesome and responsible love of country than has the Canadian teacher in Canadian schools.

But the teacher who uses our unmeasured latent wealth as a means of teaching patriotism is but poorly performing his duty if he does not inspire in his pupils, not only a pride in it, but a consuming desire to have it used and developed. The patriot is not the man who spends his time and energy either boasting or dreaming about the greatness and wealth of his country, but rather he who uses his abilities and activities to make that country greater and richer still. The more ability and power the latter has to foster industry, to develop resource, to create wealth, to facilitate production, and to stimulate material growth, the greater asset he is to his nation. Therefore a school, in order to do the maximum service for the state, should deal with these practical problems, as well as with purely academic ones.

Valuable Collection to be Replaced.

Among the losers by the recent unfortunate fire at the Kingston consolidated school, the manual training teacher, Miss Annie Darling, sustained a serious loss by the burning of all her models, exercises, notes and drawings. These represented the products of nine months' steady work in the training course at the Provincial Normal School, and

consisted not only of woodwork and drawings, but also of an extensive general course of raffia, cardboard and colour work for the primary and middle grades. At the suggestion of Director Kidner, the Manual Training Teachers' Association have taken up the matter of assisting to replace Miss Darling's collection. Mr. H. V. Hayes, the president of the Association, and his assistant, Mr. Frank S. Morrison, have kindly offered to donate the woodwork for the first and second year courses; the staff of the manual training department of the Normal School will provide drawings and notes of the full course, and the rest of the members will contribute certain other items of the collection as may be arranged.

May—that's the month for gold!
The fields hold out their gowns of green
Till the sun coins his yellow sheen,
And fills them full as they can hold
With fairy gold.

E. T. K., in *Spectator*.

SCHOOL AND COLLEGE.

The Charlotte County Teachers' Institute will hold its next meeting in Milltown on the 23rd and 24th of September.

The REVIEW extends its congratulations to Inspector G. W. Mersereau, of Doaktown, on his appointment as Colonel of the 73rd Regiment.

The friends of Mrs. Alexander J. Kent, of Moosejaw, Alberta, were greatly shocked to hear of her tragic death by poisoning early in April. Mrs. Kent was formerly Miss Miriam Kyle, of Gibson, N. B., and for two years was principal of Harcourt superior school.

The death of Miss Edna W. Gilmour, one of St. John's brightest and most capable teachers, occurred in April after a brief illness.

Three students of Mount Allison University, Sackville, N. B., have won three valuable mathematical scholarships at Harvard University this year, Mr. Lloyd Dixon, M. A., of Sackville, winning the Thayer scholarship of \$300; Mr. Roy D. Fullerton, B. A., of Point de Bute, and Mr. C. Albert Oulton, '09, of Lorneville, each winning a scholarship valued at \$150.

The friends of Professor Roy Elliott Bates, of Acadia University, are pleased to hear of a distinguished honour which has recently been conferred upon him. A few days ago he received notice of the acceptance of one of his paintings by the committee of the Paris Salon. The subject of the painting is 'September in Picardy,' and is the result of work done last summer during his sojourn in Longpre, and at the Valley of the Somme.—*Wolfville Acadian*.

At a recent meeting of the board of school trustees in St. Stephen, N. B., the salaries of Principal McFarlane

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TEACHERS, ATTENTION!

Any teacher coming to Alberta should write to the undersigned. If you can come now so much the better.

Write a once to

W. B. SHAW,
RED DEER, ALTA.

and Mr. F. O. Sullivan, of the high school, were increased \$100 each.

Among the recipients of the honorary degree of LL. D. at McGill this year is Mr. Martin J. Griffin, C. M. G., the librarian of Parliament, Ottawa. Mr. Griffin is a native of Halifax.

Mr. R. W. Boyle, a native of Newfoundland, demonstrator in physics at McGill University, Montreal, has won His Majesty's Science Research Scholarship of the annual value of £150 sterling, tenable for two years.

Miss E. Iva Yerxa, for the past seven years a teacher in South Africa, has returned to her home in New Brunswick.

"Some children from the town picking Mayflowers at Arcadia in the rear of the schoolhouse on Wednesday afternoon, started a fire in the grass. The flames caught in the big spruce trees, which were destroyed, and sparks set the roof of the schoolhouse on fire. Neighbours raised ladders and succeeded in putting out the fire before much damage was done. Had it not been discovered just as it was in a few minutes, the fire would have been beyond control."—*Yarmouth Telegram.*

Teachers and parents cannot too urgently impress on children the dangers of setting fire to the dry grass in early spring. Such a fire, fanned by a strong wind, may soon get beyond control.

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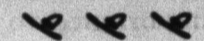
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BECAUSE—Boys and Girls save the cards of every package to send with the letters and try for the 545 prizes to be awarded in July, 1909.

Vancouver city is putting up a fine normal school building: Hitherto the school has had its quarters in the high school building.

The third Annual Playground Congress will be held at Pittsburg, Pa., May 11-14. Emphasis will be laid on exhibition features, in which will be shown winter activities for the all-year work of children's playgrounds, such as dramatics, music, folk dancing and games, etc. The Annual Playground Association of America has for its worthy object the utilizing of all means of recreation that will have a bearing on the welfare and happiness of children.

RECENT BOOKS.

Messrs. Houghton, Mifflin Company, of Boston, are beginning the publication this spring of a series of educational books or monographs, the plan of which is to present carefully selected writings upon education in convenient and attractive pocket editions at small cost. Special phases of educational theory and practice are to be included. In the number just issued are four essays on education by Ralph Waldo Emerson, from whose thoughtful writings every teacher will receive a fresh stimulus in his work. Another volume shortly to be published will be by President Eliot,

of Harvard, entitled, "Education for Efficiency. (Cloth, price 35 cents each. Houghton, Mifflin & Co., Boston).

Coe's School Readers offer much new, fresh and interesting material, including stories of adventure, of humor, of child life, of animal life, of chivalry, etc. They appeal to the teacher as well as to the pupil. The selections are of literary value, the teaching sound and wholesome, with high ideals. The books are carefully graded, the illustrations numerous and attractive, and the books admirably suited for supplementary use in connection with any standard series of readers. (Cloth. Third Grade Reader, 284 pages, price 40 cents. Fourth Grade Reader, pages 360, price 50 cents. American Book Company, New York; Morang Educational Company, Toronto).

With number exercises, diagrams and attractive illustrations, the *Number Primer* presents a novelty to the child mind that will at once make a vivid and lasting impression. It is capable of great results, and in the hands of a bright teacher will secure interest and rapid progress of little ones in arithmetic. It is intended from the first to be in the hands of the pupil. (Cloth, pages 176, price 30 cents. American Book Company, New York; Morang Educational Company, Toronto).

Messrs. Ginn & Company have just published a revised edition of the *Six Orations of Cicero*, comprising the Four Orations against Catiline, the Manilian Law, and the Oration for Archias. These are arranged in chronological order, but the Catilines have been treated with especial fulness, since it is with them that the study of Cicero is usually begun. The new edition is a model of beauty in the arts of binding, illustration and printing. (Half leather, pages 226, mailing price \$1.10. Ginn & Company, Boston).

In the Canadian edition of Stowell's *Essentials of Health* no pains have been spared to give a concise and effective text on this important subject. The book has recently been prescribed for use in the schools of British Columbia, and a section on tuberculosis by C. J. Fagan, M. D., provincial health officer of Victoria, B. C., has been added in view of the general interest on this subject. (Cloth, pages 315. The Educational Book Company, Toronto).

Since its first appearance in 1833, Schiller's *Maria Stuart* has remained one of the favourite German school classics in this country. The new edition, which has just been published by Ginn & Company, is based on a careful examination of Schiller's sources and an explanation of the historical details of the work. The introduction, notes and vocabulary, are very complete, and the binding and printing of a most artistic character. (Cloth, xlii+361 pages, mailing price 85 cents. Ginn & Company, Boston).

Der Fluch der Schönheit ("the Curse of Beauty.") the plot of which is based on the background of the Thirty Years' War is a story told in Riehl's simple, easy and straightforward style, with rapid action throughout. It is an admirable text for use by second or third-year pupils in the high school, or beginners in college, as it furnishes material for high literary quality for translation work, and at the same time supplies valuable historical information. (Cloth, xiv+137 pages, mailing price 45 cents. Ginn & Company, Boston).

Hoadley's Physical Laboratory Handbook is a collection of sixty-two laboratory experiments covering the various topics usually taken up in secondary schools. The experiments have been selected with care, and apparatus required is not elaborate. (Cloth, pages 107, price 50 cents. American Book Company, New York; Morang Educational Company, Toronto).

The *Primer of Nursery Rhymes* is a delightful and entertaining book for young children, with graded reading matter made up from carefully chosen illustrations. (Cloth, pages 126, price 30 cents. Houghton, Mifflin & Company, Boston).

Wendell B. Shaw will publish early in the fall under one cover two songs,—one entitled "Normal School," which was written by him while in attendance at the Provincial Normal School of N. B., and which was so kindly received by the students and teachers. The other is entitled "The Braves of the Nation," and is "dedicated to the teachers of Canada." The latter song is written for teachers' use in conventions and institutes. Mr. E. Cadwallader, of the Normal School, Fredericton, has written the music for both.

The "Canadian Magazine" for May is an interesting number. Besides the timely articles on subjects of importance to Canadian readers and stories, there are clever nature and character sketches.

Education Department, New Brunswick. Official Notices.

The number of teaching days in the present term is 124, except in St. John, where the number is 123.

The last day of the present term is Wednesday, June 30th, and the first day of the next term is Thursday, August 12th, except in districts which have eight weeks' vacation, under the provisions of Regulation 20 (2). In such districts the first day of the term will be Thursday, August 26th.

DEPARTMENTAL EXAMINATIONS.

The dates on which the next Departmental Examinations will begin are as follows:

Normal School, Third Class.....	May 25th.
Normal School, Higher Classes.....	June 8th.
High School Entrance.....	June 21st.
Normal School Entrance.....	July 6th.
University Matriculation and High School Leaving, } July 6th.

The above examinations will be conducted in accordance with the Regulations as given in the *School Manual*. Teachers are requested to see that their pupils who intend to present themselves for Normal School Entrance or for the Matriculation and High School Leaving Examinations shall have their applications, with the required fee, forwarded to reach the Inspector in whose district they wish to write the examinations, not later than the last day of May.

J. R. INCH.

Chief Supt. Education,

Education Office, April 23rd, 1909.