

PAGES

MISSING

Educational Review.

Devoted to Advanced Methods of Education and General Culture

PUBLISHED MONTHLY.

ST. JOHN, N. B., FEBRUARY, 1914.

\$1.00 PER YEAR

Mrs. G. U. HAY, Proprietor.

ELEANOR ROBINSON, Editor and Manager

THE EDUCATIONAL REVIEW.

Office: 174 Waterloo Street, St. John, N. B.
TELEPHONE MAIN 1629-41.

PRINTED BY BARNES & Co Ltd., St. John, N. B.

CONTENTS

Editorial.....	177
How the REVIEW is printed.....	178
Winter plans for Summer Gardens.....	179
Nature Study of Animals.....	180
Centennial Anniversaries of War 1912.....	182
Geography in New Brunswick Schools.....	183
Geography Questions on Canada.....	184
Primary Poetry.....	185
Standardization of English Speech.....	187
In the West.....	188
Correct Usage.....	190
Comparisons.....	190
Talking in their sleep.....	189
Music in the First Grade.....	191
Current Events.....	193
School and College.....	195
Magazines.....	195

NEW ADVERTISEMENTS:—

Rural Science School, (p. 192.)

THE EDUCATIONAL REVIEW is published on the tenth of each month, except July. Subscription price, one dollar a year; single numbers ten cents. Postage is prepaid by the publishers, and subscriptions may begin with any number.

When a change of address is ordered, both the NEW and the OLD address should be given.

If a subscriber wishes the paper to be discontinued at the expiration of the subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired. It is important that subscribers attend to this in order that loss and misunderstanding may be avoided.

The number accompanying each address tells to what date the subscription is paid. Thus "319" shows that the subscription is paid to Jan. 1, 1914.

Address all correspondence to

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

The attention of teachers and students is drawn to the advertisements of the Truro Rural School and of the Summer School of Science which appear this month in our columns.

The Summer School of Science for the Atlantic Provinces has had twenty-seven successful meetings and many teachers stand ready to testify to the profit and pleasure they have gained from it. The strongest of its advantages is the opportunity it offers of seeing and studying

different part of the country. The session this year is to be held in Charlottetown. Those who already know the "Garden of the Gulf," need no urging to visit its pretty capital under such favorable conditions, and those who have never crossed the Straits should not lose such a good opportunity.

The statement made some months ago by the REVIEW that public opinion was coming to the aid of the teachers in asking for higher salaries has been quickly verified. In the city of St. John the salaries have been increased at the following rates: Principals of schools containing ten or more rooms receive an additional \$200. principals of smaller schools, \$150; teachers on the reserve staff, \$50; all other teachers \$100. This increase for grade teachers raises their maximum salary from \$400.00 to \$500.00, exclusive of government grant.

In Fredericton a memorial asking for higher salaries, presented by the Teachers' Association, was supported by a petition signed by two hundred representative citizens, and the school board, after considering this presentation of the case, voted a twenty per cent increase for all teachers of their appointment. This puts the salaries received from the Trustees by grade teachers of Fredericton at \$420.00 each.

St. Stephen, Moncton and Chatham are other towns that have lately shown appreciation of their teachers' work by making substantial additions to their salaries. The principal of the High School in Moncton now receives a salary of \$1,800; the principal of the Fredericton High School, \$1,840, and the principal of the St. John High School, \$2,000.

These facts and figures are encouraging. Teachers in the Maritime Provinces need no longer feel that in the West lies their only hope of obtaining a modest competence. The lead given by the larger communities must soon be followed, and the REVIEW looks forward to reporting further steps in this movement.

HOW THE REVIEW IS PRINTED.

GERALDINE COSTER

Few people realize what marvellous and intricate machinery and what hours of painstaking, accurate work are necessary in printing even a comparatively small publication. A visit to a modern printing office is a revelation of what machinery can do. Through the courtesy of Messrs. Barnes & Co., I had the pleasure of seeing a recent number of the REVIEW being printed, and I was so much impressed by what I saw, that I have attempted to describe it to other readers of the REVIEW.

When we entered the printing rooms, we were taken first to see a machine that looked at first sight like a large typewriter. At this a young girl was sitting apparently typing a manuscript. But a closer inspection revealed a much more complex mechanism than that of the typewriter. Instead of a sheet of paper, a good sized roll of paper about five inches wide was fixed in the machine. This roll was slowly unwinding, and each key that was struck made a small perforation in the paper. The perforated paper looked something like the roll that one puts into a mechanical piano-player or a musical box. Our guide told us that each little hole in the paper represented a letter or figure from the manuscript.

We next went into a small room shut off from the rest, as we suppose on account of the deafening noise of the machine working there. This, unlike the "typewriter," was worked by an electric motor. Into it was fitted one of the perforated rolls. This machine unwound its roll, and as each perforation caught in the tooth to which it belonged, mechanisms were set in motion which dipped out a little molten lead from a small trough, and forced it into a mould, from which it emerged a perfectly formed tiny piece of type stamped with the required letter. This letter slid along a slot into its place beside the previous letter. When a line was completed, it slid out automatically and took its place close above the previous line of type in a long strip, just the width and about twice as long as a column of the REVIEW. Our guide told us that if by some mistake a line was too long or too short, the whole great machine stopped of itself, and thus called the operator's attention to the error!

The columns of type are next taken to a proofing press. Here they are automatically smeared with printer's ink, and by means of a large revolving roller, a piece of paper is pressed down on the wet type, making an impression which is given to the proof-reader, who corrects it much as a teacher corrects an exercise, placing certain marks in the margin to show a spelling mistake or faulty punctuation. These corrected sheets go to a type-setter, along with the columns of type from which they were printed. The type-setter follows along the corrected proof, and picking out the wrong letters or signs in the type, puts in the correct ones which he picks from various little boxes beside him. The columns of type are then passed on to a "make-up" man, who arranges it into pages the form and size of the REVIEW. Then another impression is taken, and sent to the author for final corrections. When these final corrections are made the pages are placed on an iron table called a "stone," and locked solidly in a steel frame called a "chase." This "form," as it is called after being fastened in the chase, is then taken to the press, when the actual printing is done. Usually eight or sixteen pages are printed at one impression.

When the whole magazine is finished and mailed, what becomes of all that beautiful new type that the machine made? It is unceremoniously dumped into the melting pot, poured off into miniature "pigs" of about two by three inches, and then used again for the next issue.

I have not spoken of the advertisements, which because of the many different kinds and sizes of type required, are set up by hand, nor yet of the folding, binding, trimming, and other small but important processes in the making of a magazine. Space forbids a detailed description of these, but they are all interesting to watch, and to have seen them is to feel a new interest and pleasure in all the magazines and books of which our modern life is so full.

The REVIEW has received many compliments upon its improved appearance. One subscriber in Nova Scotia writes, "I liked the new dress in which the REVIEW appeared in January. I know the Partridge Berry well, and the day the paper arrived I had been out in the woods and gathered a large bunch of the berries and vines."

WINTER PLANS FOR SUMMER GARDENS.

L. A. DEWOLFE.

Nothing appeals to one more than photographs. Try, therefore, to have photographs of some bare back yard in Spring; and then get another picture of the same spot when the garden, shrubbery and vines are at their best. The contrast will make both parents and children think it worth while.

Have the children write letters describing all their garden operations and results. Let them state, too, how they like the garden work and what changes they would like to make next year.

Try to form clubs among your children. For example, some schools will form a Potato Club. Others a Rose Club, Tomato Club, Strawberry Club, Poultry Club, etc. In any one school, I advise only one club for the first year. If a Potato Club were formed, all the children would grow potatoes, competing for prizes. They will, of course, grow them according to scientific directions. Instead of a small potato garden, in many cases, the farmer will allow his boy to take charge of one-eighth of an acre of the regular potato field. If the boy can make his rows produce better potatoes than the adjoining ones of his father, it is something to be proud of. Surely the father would allow the boy part of the potatoes for himself, in payment for his work. Let him sell them himself, thus giving him a little business experience.

A teacher could do very much toward improving country appearance by organizing a Town or Village Improvement Society. Both parents and children may be members of this; but the parents must take the lead. Among the objects of such a society would be the improvement of fences about dwellings and on the roadside; the planting of trees along the roadside throughout the village; planting something on vacant lots and waste places; covering all unsightly spots and out-buildings with vines; planting hedges; painting houses; making gravel side walks in country villages, etc. In towns and cities, the Women's Council frequently undertake work of this kind. Such Society may co-operate with school clubs in holding a local fair once a year. No school section is too small to undertake such work.

One feature of these Improvement Societies should be its Literary Society. At its weekly

meetings, part of the time should be devoted to reading and discussing farm literature. Nor is farming the only phase of this work. Domestic Science for girls is equally important. The regular teacher has not time for this, but she can encourage the girls to learn the "why" of many of the home operations. Canned fruits and vegetables would be a valuable part of the annual fair. A winter exhibit of house-grown bulbs would also be interesting.

What Shrubby to Plant.

Cost is always an important item in the selection of shrubbery. For that reason, we should use as much native material as possible. A border of wild shrubbery may be indeed attractive. Apart from its beauty, such a border near a garden has its economic aspect. Birds prefer many of the wild fruits to cultivated ones. To save our cherries, raspberries, etc., from the birds, therefore, plant fruit-bearing wild shrubs near them.

A few suitable shrubs for this purpose are Elders, Dogwood, Mountain Ash, Wild Cherry, Bayberry, Indian Pear, Mountain Holly, Viburnum, Hawthorn, Chokecherry, and Bearberry. A few to buy and plant for the same purpose are Virginia Creeper, Russian Mulberry and Buckthorn.

What Flowers to Plant.

It is wise to introduce new flowers, and thus give variety. There is a "sameness" about most country gardens that approaches monotony.

Among flowers well worth growing are Salpiglossis, Salvia, Zinnia, Centaurea, Candy Tuft, Snapdragon, Petunias, Poppies, Stocks, Foxglove, Bachelor's Button, Canterbury Bells, Sweet William, Cosmos, Verbena, Marigold, Asters, Clarkia, Columbine, Hollyhock, Kochia, Coreopsis, Helianthi, Scabious, Eschscholtzia, African Orange Daisy, Godetia and Helenium.

These are in addition to the good old Nasturtium, Sweet Peas, Phlox, Dahlias, etc., which no one will want to discard.

Order the seeds early. Read the directions on the packets. Study the seed catalogues. Above all things, don't plant too early in the spring. Have patience. Let each child have only one or two of the foregoing seed packets for the first year.

NATURE STUDY OF ANIMALS.

H. G. PERRY.

Most of the fur-bearing animals of the Maritime Provinces are included in two orders: the rodents or gnawers, and the carnivora or flesh-eaters. Besides these there are two other orders which are closely allied to the carnivora; the insectivora or insect-eaters, (shrews and moles,) and the wing-handed mammals, (bats.)

The rodents or gnawers are provided with sharp chisel-shaped teeth, well adapted for gnawing, with toothless spaces in place of the canines, followed by molars, adapted for grinding. They are chiefly vegetarian in diet. The carnivora have distinct conical canine teeth, and with molars more or less adapted for cutting. They are mostly flesh-eaters. The insectivora and bats are small carnivora-like animals, which, from their size, seem forced to take to smaller prey, as insects, etc. Some species of tropical bats are said to be fruit-eaters.

Our chief representatives of these orders are as follows:—

Rodents or Gnawers: Hares, beavers, muskrats, squirrels, woodchucks, porcupines, mice and rats.

Carnivora or flesh-eaters: Seals, raccoons, bears, otters, skunks, martens, fishers, ermines or stoats, weasels, foxes, wild cats, lynxes, and the occasionally found wolves, wolverines and panthers. Many of these animals are found only in the rougher and more unsettled parts of the country; others exist only in limited numbers; while others live in such close concealment that their very existence is unknown to many people.

Though the work of the nature student must necessarily be difficult under these conditions, yet through patience he can accomplish much. Little is known of the life habits of many of these animals. Much of the matter contained in popular animal story books of today is open to questions. These books may have a place in nature study, and undoubtedly do contribute something to the work, but like the stories of hunters and trappers and woodsmen in general, they need verification, and must never be substituted for patient observation on the part of the student himself.

For the last two hundred years the white man has waged a fierce warfare against these animals. It is only of late years that some have received

a partial protection through game laws, which at best have but poorly protected. That the bear, wolf, lynx, wildcat, and others of like nature should be exterminated is at once admitted, but on the other hand, there are many which through their destruction of weeds, injurious insects, and objectionable rodents more than compensate for the petty depredations charged against them.

It is a phase of the naturalist's work to help the farmer and lumberman to a just appreciation of their true friends and enemies, and it is largely with this object in view that we are now turning our attention to the wild animals.

Let us hope that every teacher and scholar will feel that each—every one—is called to a personal service in this work. It is true the opportunity for studying many of these animals may not come for years, but be prepared, for time brings many surprises. Others are found everywhere, and should receive careful attention. Make the familiar forms the basis for extended work. Keep notes, however brief; encourage illustrations; be alive to the educational value of the work yourself, and the study will live.

The Squirrel.

The red squirrel is a good representative of the rodents. For close study a caged specimen should be in the school. He soon acts quite naturally in confinement, and much can be learned from his general form, habits of eating, washing, and the like. Treat him to nuts and you will soon see his long front chisel-shaped teeth, and learn something of their use. How does he deal with a lump of hard candy? With a lump of soft maple or taffy candy? The side of the cage, if of wood, will soon show evidence of another use to which the animals of this order put their teeth. Why does he gnaw his cage? Where are the chipmunks or striped squirrels and the flying squirrels at this time of year? The gray squirrel is larger than the red, in the proportion of body length of about $7\frac{1}{2}$: $10\frac{1}{2}$, with a broad thick tail as long as the body. It has been occasionally reported in both Nova Scotia and New Brunswick. The gray species bears among naturalists a much better reputation than his red cousin, and every effort should be made to secure the preservation of this species.

Please report to me all appearances of the gray squirrel in your vicinity.

Rabbits and Hares.

The hare, often improperly called the "rabbit," is a familiar animal. Examine a specimen. To which order does it belong?

The chief distinctions between the true rabbits and hares may be stated as follows: rabbits live in burrows, hares in "forms" or nests, in hollow stumps or logs, or under brush heaps; rabbits feed by day, hares mostly after sunset and during the night.

As far as I am aware the only hare found in the Maritime Provinces is the Northern or Varying Hare, (*Lepus americanus*.) The fur of this species becomes white during the winter, and the hind feet are longer than the head, points in marked contrast to the cotton-tail of Ontario and the Eastern States. Mrs. Comstock in her "Handbook of Nature Study," bases her studies of the "rabbit" upon the cotton-tail, and tells several interesting stories about their habits and intelligence.

What is the winter food of the hare? Visit recently formed hard-wood brush heaps. Note the tracks in the snow, and how hard it is packed. What has happened to the twigs? How did the hare get the bark off the limbs? Does this help you to place it in its proper order?

Find one in the woods, or, better, along a road. As soon as you see it, begin whistling and walking slowly towards it. Note its listening position. How near can you get to it before it leaps away? Notice the length of its leaps, and its tracks. Its long strong hind legs enable it to take jumps of from ten to twelve feet. How is this of value to the animal? The fore legs are shorter and the feet smaller. What is the covering of the bottom of the feet? Learn to distinguish the tracks in the snow. At each leap you will find two small round prints close together, and associated with them two longer and larger marks of the hind feet, but a little forward of, and farther apart than those of the fore feet. From the tracks learn to distinguish the direction in which it is going. Does the length of the jump tell whether it is frightened or not?

Find the tracks of the squirrel and compare with those of the hare.

The Muskrat.

Another animal that deserves mention at this time is the muskrat. Why is it so named?

During thaws in the winter it frequently leaves ordinary haunts and is found around barns and other farm buildings. If a specimen is available, study its color, above and below, the texture of its fur, the size of its body, and the length of its legs and feet. From what you can learn of its habits of life determine the use of the front claws. Note that the hind feet are webbed. What is their use? Observe the tail. What is its covering? How flattened? Some naturalists says it is used as a scull and as a rudder to aid the animal in swimming, and also to slap the water as a warning to its fellows of approaching danger. Watch for verifications of these statements.

The food of the muskrat consists chiefly of weeds and roots. He is especially fond of the roots of the sweetflag, and the yellow pond lily. Have you ever noticed in the fall the empty clam shells scattered in the ice around small "air holes?" These tell of the muskrat's taste for clams, the only animal food of which he is fond.

During spring and summer watch streams and ponds to find the time of day when he is most active. Is he a good swimmer? Note how he carries branches of trees, grass, etc., in his mouth.

The muskrat is a builder. Late in the fall he constructs in the bed of the stream, or in a shallow part of the pond, a cone-like mound from two to three feet above the water. This is his winter lodge; its entrance is under water. It is built of grass and reeds, with a filling of mud, and made to look like a natural hummock. In the snug interior lined with dry lily leaves, grasses and weeds, he passes the winter. In some cases, according to the nature of the banks of the pond, he may pass the winter in his summer burrow.

Find such winter lodges, and sketch them. Look for tracks in the soft snow. During summer, tracks are plentiful in the soft mud near the edge of streams and ponds. The paired foot-prints are characteristic only as they are accompanied by a tail-mark, which is a continuous line where he walks, and a broken one where he jumps. You will be quite safe in

calling similar foot-prints, which are not accompanied by the tail mark, the tracks of the mink. Account for the difference in the tracks of these animals.

The muskrat's summer home is dug out from the bank with the main entrance below the water. The nest of this burrow is also lined with grasses, and always above the high water mark, and provided with an air hole above for ventilation and usually a hidden entrance leading out on the dry land. Locate such burrows along the banks of streams and ponds.

Large numbers of muskrats are killed every year for the sake of their fur, and besides man they have many other enemies;—foxes, dogs, weasels, minks, and even hawks and owls are said to prey upon them.

The muskrat is readily taken alive in wooden traps, set with a "figure four" baited with a parsnip or white carrot. A caged animal presents some advantage in studying structure, but nothing can take the place of observation of these animals in their natural haunts.

[If you chance to obtain a specimen of the gray or black squirrel (for at times they are nearly or quite black) I shall be pleased to receive it. Send live specimens by express, "collect," securely boxed and with sufficient food to last him in transit.]
H. G. P.

SPELL THIS.

Some of you who think you are well up in spelling just try to spell the words in this little sentence:

"It is agreeable to witness the unparalleled ecstasy of two harassed peddlers endeavoring to gauge the symmetry of two peeled pears."

Read it over to your friends and see how many of them can spell every word correctly. The sentence contains some of the real puzzlers of the spelling book.

He felt that everything was possible, and to one who is in this disposition the impossible is sure to come. Want of faith in the impossible is really responsible for all that is deliberately dreary in our lives. Those that go whistling down the road, eyes raised to the sun, and hope waiting round the corner, seldom find the excursion of life a disappointing one. — *Evelyn Underhil.*

CENTENNIAL ANNIVERSARIES OF THE WAR OF 1812.

J. VROOM.

XIX.—Another Winter Raid.

March 4.—There was less of actual warfare through the winter months than there had been in the first winter of the war; but an occurrence in itself hardly worth mentioning gives us a date for continuing the series.

Port Talbot, on Lake Erie, the scene of two more raids later in the year, was unsuccessfully attacked in February by a party from Detroit under Captain Holmes. Holmes, in retreating across the country, found his route intercepted by the British in superior force. This was at a point between London and Moraviantown. He chose a good position on an eminence, and threw up defences of logs. Captain Bladen, the British commander, attacked this position on the fourth of March. The snow was about fifteen inches deep, with a heavy crust, making it difficult to approach the little fort. Rejecting the advice of a Canadian to take a circuitous route and attack from the rear, Bladen made a direct assault, and was driven back with a loss of fourteen killed and fifty-one wounded. The raiders got across the river to Detroit with comparatively trifling loss. The attempt to capture them had failed discreditably; but they had failed in their object, and had done well to make their escape.

The story of this incident may be worth telling as a reminder that General Drummond was trying to re-establish military control of the western peninsula of Upper Canada. It corrects the impression that the invaders held the district in full and undisputed possession as conquered territory after the battle of the Thames. In fact, though they had formally annexed it by proclamation in 1813, they had not occupied it. Their most successful incursions in that region in 1814 were looked upon, even by themselves, as brilliant raids for the purpose of plundering Canadian territory; the excuse being that such a destruction of the enemy's resources was necessary for the safety of Detroit.

"Sarcasm," said Carlyle, "is the language of the devil." Be that as it may, it has turned many a school-room into a place of torment.

GEOGRAPHY IN NEW BRUNSWICK SCHOOLS.

ANNA L. RICHARDSON.
(Continued)

Let me digress here a little to speak of aids in teaching. First, what should a Geography text book furnish? Above everything, maps,—maps in abundance, and in clear colors, with all important places marked. The text now used in New Brunswick is lacking here. The one it superseded was very much better; indeed it was excellent in this respect. The text should be simple, concise and interesting, rather than full, in description. It should include an arrangement of topics in natural sequence.

The following supplementary material is within reach of every teacher, and something of the kind should in be a prominent place in the school room for the pupils to use:—Various Railway Guide Books, and other descriptive matter published by the C. P. R. the I. C. R., and other lines of railway. These may be had by sending a post card to the offices and agencies advertised in the newspapers.

Picture post-cards are plentiful, as well as illustrations from magazines, etc. Then the School Library should contain reference books in Geography. I noticed the following in the School Library in St. George. They are indeed excellent — "A Trip Around the World," "International Geography," "Picturesque Canada," "Auld Quebec," "American Homes" "Old New York and its Streets," "Rome and its Churches" and "Stoddard's Lectures."

Now to go back to the method employed in Grade V. and expanded in Grade VI. Each child provided himself with a note book which was to become a Geography of his own making, and as these would be shown at the public examination, and at home, great pride in their neatness and beauty was evinced by most of the pupils.

We began with North America, and by several oral lessons with the wall and book maps worked out the topics something in this order. Situation: It occupies the northern part of the Western Hemisphere; its boundaries, latitude and longitude were given; then area. We read in class from the text book the surface—much of which they did not understand. The teacher wrote from it upon the board, a brief and clear

paragraph about the surface, first in general, then in detail. Next followed in the same way: Climate, Coast Features, Resources and Industries; Political Divisions and Cities were written neatly in the note books from the board.

The note books were illustrated by pictures cut from papers, found at home, and pasted into the books during geography time at school.

In the meantime maps had been drawn, first in scribblers, then copied into the note book. One map for Surface, Coast Features, Resources, and Industries; another, when the topics were reached, for Political Divisions and Cities. Nova Scotia and Prince Edward Island, after the Dominion of Canada had followed North America, were thus put in.

Collections of products and industries were brought in when studied, by pupils who were assigned the work in advance. This was our Museum, and the beginning of work called "Specials" kept up to the end of Grade VIII. with adaptation to the age of the pupils.

In Grade VI, we reviewed North America from the previous year's books; began to study and make note books upon Quebec, and so to the Pacific Coast. Then followed Newfoundland and the United States. The study here of the Plant Belts and Animal Realms gave many opportunities of asking why? and effects in this way were traced to causes. The "Specials" here took the form of finding additional matter to supplement that of text books about events, persons, places, and industries mentioned in the lesson. Thus by connecting interesting events with places, pupils are beginning to prepare themselves to enjoy travel later on. Sometimes this matter was copied from a home encyclopedia, sometimes a cutting from a paper or an extract from a book was brought in and some practice in the use of books was thus acquired. The pupil came to the front of the room to read his "Special." Not many wished to shirk this work, and no one was allowed to do so.

The note-books, as things of beauty, had to be dropped when Grades VII. and VIII, were reached. The course in these grades is crowded, for all left over matter accumulates and must be noticed here. The text book must be more used by the pupil himself, but I have never found him able to use it unaided. Pupils recite

by topics. To do this we study the map at first, then, in class, the text part, and enclose in brackets the parts to be especially studied at home. The "Specials" are extended. A great deal of outside material is found, and the reading table has matter upon it for those who have little access to books and papers at home.

Our course of instruction practically makes Grade VIII. responsible for the whole book; and then lays down some of that same work for Grades IX. and X. Would it not be well to leave something for those Grammar School Grades to take up as new work? Then too, Geography is a living growing subject and Grade VIII. must keep it up to date.

If Geography for eight years continuously held the place in the list of studies here given it, surely with pupils of average ability and good intelligent home environment, a two-thirds value upon a fair Grade VIII. examination. should be only the usual result. Is it?

However, even if the marks are not all to be desired, I trust some geographical knowledge has been left with our pupils—a power to reason and judge developed—a greater power to help themselves by knowing where and how to look for material attained. An appreciation of an overruling power in this world, of nature and of man; an ambition to do their part in carrying on the world's work, as well as a deeper patriotism for their own Canadian Home; these may be a few results from Geography study in our schools today.

In a well-known Boston school there was a boy conspicuously dull at his Latin. He was a straightforward fellow and a gentleman by birth and breeding, but he was a bungler at syntax. One morning he had tangled himself in a simple phrase. The teacher asked a question that should have cleared him. But the poor lad did not know the answer. Then the teacher leaned back in his chair, rolled his eyes to the ceiling, and said for all the class to hear: "I have been told that it is a hard thing to stuff a wildcat with butter, particularly if you have to do it with a hot awl; but that is child's play compared with putting Latin in a boy like this." Of course the laugh came: but as the boys laughed they despised the teacher.

GEOGRAPHY QUESTIONS ON CANADA.

Nova Scotia, Grade V.

M. W. McGRAY.

1. Draw a map of the Great Lakes and St. Lawrence River, naming the canal, river, etc., by which one lake is connected with the other. Locate on this map, Quebec, Montreal, Toronto, Hamilton, Niagara Falls and Fort William.
2. Name the rivers on the Pacific Slope, giving their direction and telling where each empties. Which of the counties of New Brunswick touch the Bay of Fundy?
3. Describe the climate, soil, and surface of Prince Edward Island. Give the area; and name the three chief towns of the Island, telling a few facts about each. How near is Prince Edward Island to Nova Scotia, New Brunswick, and Cape Breton?
4. Name the oldest city and the largest city in the Dominion. What city is the capital of the Dominion? Where is it? Name three strongly fortified towns of the Dominion. What are the two winter ports of Canada? What port on Hudson's Bay has lately become very important? Why?
5. What and where are the following, and for what are they noted? The Banks, Dawson, Sudbury, Betts Cove, Moncton, Banff.
6. From what city in the Dominion is there a regular line of steamers to China, Japan, and Australia? Name four cities in Canada from which steamers run regularly to Great Britain. The Grand Trunk, Intercolonial, and Canadian Pacific Railways run from where to where?
7. Name the lakes of Manitoba. What place in Newfoundland is the landing-place of the Atlantic cable between Newfoundland and Ireland? Describe the city of Quebec, telling how it differs from other Canadian cities. Give the area of New Brunswick?
8. Where in the Dominion is coal abundant? gold? silver? copper? Where is lumbering the chief industry? the raising of cattle? the raising of potatoes? the canning of salmon? From what part of Canada do we get large quantities of furs? Which province has the most inhabitants in proportion to its size?

PRIMARY POETRY.

This month we are going to study a story poem. The man who wrote it was Henry Wadsworth Longfellow, an American poet. He was born more than a hundred years ago, and his birthday comes on the 27th of this month.

I knew a little girl who was very fond of reading and hearing Longfellow's poems. One morning, while she was getting dressed, she heard her father, who was reading the newspaper, call to her mother "The poet Longfellow is dead." "O dear!" said the little girl, "now I suppose we'll never have any more good poetry."

A great many children were sorry when they heard that he was dead. He loved children, and wrote many poems that they liked. And he has often been called the children's poet.

There is nothing about children in the poem we are going to talk about. It is a story of a horse, and it is called "The Bell of Atri."

Once upon a time, far across the ocean, in the land of Italy, there was a little town called Atri. In that country was a wise and good King who wanted all his people to be fairly treated and happy, so he had a great bell made, like a church-bell, and hung up in the square in the middle of the little town. Then the King rode through the streets in a great procession. The trumpets blew, and then all the people were silent while the king told them what the bell was for. "Whenever any wrong is done to you," he said, "go to the square, ring the great bell, and the ruler of the city will see that you have fair play."

After this the people in Atri lived very happily. When a man was wrongly treated, he rang the great bell. Do you ever listen to a bell and think that it sounds as if it were saying certain words? When this bell rang, it seemed to say, "'Some — one — hath — done — a — wrong — hath — done — a — wrong.'" Then the Syndic (that is what the ruler of the town was called) would have the wrong put right.

Well, as time went on, the rope that pulled the bell wore out, and some one twisted a vine round it to mend it. The vine grew and grew, and its leaves quite covered the rope.

Now, there was in the town of Atri a Knight who was very fond of hunting,

Who loved to hunt the wild-boar in the woods,
Who loved his falcons with their crimson hoods,
Who loved his hounds and horses, and all sports."

But as he grew older, he lost his love for hunting, and for his dogs and horses, and cared for nothing but money. He sold his hounds and his falcons and all his horses but one, who was his favourite. And all day long he thought of nothing but how to save money. One day he said,

"What is the use or need
To keep at my own cost this lazy steed,
Eating his head off in my stables here,
When rents are low and provender is dear?
Let him go feed upon the public ways;
I want him only for the holidays."
So the old steed was turned into the heat,
Of the long, lonely, silent, shadeless street;
And wandered in suburban lanes forlorn,
Barked at by dogs, and torn by brier and thorn,"

It was very hot in Atri, and in the summer days, as is the custom in hot countries, every one rested in the afternoon. The shop shutters were put up, and the blinds drawn down, and there was no one in the streets. One afternoon while every body was asleep or dozing, the great bell rang out. Do you remember what it said? "Some — one — hath — done — a — wrong — hath — done — a — wrong." Can you say it all together, so that it sounds something like a bell?

Well, the Syndic was sound asleep, but the bell woke him. He got up, put on his robes, and very hot and sleepy, went out into the square to see who was ringing the bell. He hurried, for the bell kept on ringing. When he got to it, what do you think he saw? Why, the poor, thin, starving horse of the Knight of Atri eating and tugging at the vines that grew over the rope. "Ah ha!" cried the Syndic,

"This is the Knight of Atri's steed of state!
He calls for justice, being sore distressed,
And pleads his cause as loudly as the best."

In the meantime, all the townspeople had come running to see what was the matter. And one after another told how they had seen the poor old horse wandering about the roads without food or shelter. Then the Knight was sent for, and questioned. At first he only laughed; but at last he grew angry and said the horse was his, and he would do as he liked with it.

Then the Syndic spoke sternly to the Knight. He read aloud the King's command that any

one who was wrongly treated and rang the bell, should have the wrong put right. "You are a Knight," he read "and a Knight should be honored. But what honor will come to you from starving your poor horse? He cannot speak to tell his wrong, but he has rung the bell. Now according to the King's command, because the horse carried you well when he was young, you must give him food and shelter now that he is old."

The Knight went home ashamed, and all the people went to take the horse to his own old stable. When the King heard about it, he laughed for pleasure.

"The King heard and approved, and laughed in glee,
And cried aloud: "Right well it pleaseth me!

My bell pleads the cause
Of creatures dumb and unknown to the laws;
And this shall make, in every Christian clime,
The Bell of Atri famous for all time."

Let us see how well you remember the story. Where did it all happen? When? Do you know any other story that begins "Once upon a time?" Do you like stories that begin in that way?

What was the King like? What did he want? What did he have made? Suppose we put a picture of the great bell on the board. Where was the bell hung? What was it for? How did the people know this? Tell about the King riding through the street.

What was the ruler of the town called? What did he have to do when any one rang the bell? What did the bell seem to say?

What can you tell about the Knight when he was young? When he was old? What did he do with his favorite horse? What word does the poet use that means "horse?"

What had happened to the bell rope? Tell what the poor old horse did when his master turned him out.

How did it happen that no one was in the streets when the bell rang? Tell about the Syndic when he heard it. What did he say when he came to the bell? What stories did the people have to tell when they came? Then what did the Syndic do? Tell what the Knight said, and what the Syndic made him do. Was the Knight sorry for what he had done? How did the people feel about it? How did the King feel when he heard it? Had he meant the bell to be rung by dumb creatures, or only by men?

Then why was he so pleased? (What else could men do if they were ill-treated? What can you do? What can an animal do? Then why was the King so pleased?) Are dumb creatures unknown to the laws now? Are there any laws about how they are to be treated?

Who wrote this story-poem? When is his birthday? How long ago was he born? Do you know any other poems that he wrote?

[I hope you remember some of the verses about the moon that we learned last month. Longfellow wrote these lines about the moon.

"In autumn the blood-red Moon climbs the crystal walls of heaven."

Did you ever see the moon look red?

The teacher should bear in mind that the aim is to have the children grasp the story. Have the point about the reason for the King's pleasure clearly understood, but do not bear too hard upon the moral. Stimulate the imagination as they tell the story. Encourage them to give the different speeches in their own words, in the first person. Let one boy be the Syndic, and another the Knight. The whole story lends itself to acting, and there is room for everybody in the procession and the crowd.

Longfellow for Older Pupils.

For story telling, the Falcon of Ser Federigo, King Robert of Sicily, The Legend Beautiful, Azrael, are good selections. Longfellow has been called the poet (1) of the sea, (2) of night, and (3) of autumn. It would be interesting to justify these epithets by quotations; e. g. see for (1) The Building of the Ship, The Lighthouse, My Lost Youth, The Discoverer of the North Cape. (2) The Day is Done, Footsteps of Angels, Birds of Passage, Twilight. (3) Autumn, The Spirit of Poetry. Introduction to Tales of a Wayside Inn. Other interesting topics to trace in his poems are: The poet's friends; his travels; his home; his childhood and youth; what he writes of other poets, Keats, Chaucer, Shakespeare.

The Educational Publishing Company, 50 Bromfield Street, Boston, offer a store of useful and inexpensive material for programmes for Longfellow day; among other things there are portraits and blackboard stencils of the poet, and of his house in Cambridge.

THE STANDARDIZATION OF ENGLISH SPEECH.

By A. H. MacKAY, Supt. of Education, Nova Scotia.

The literary reviewer of the *Times* recently discussed "English Pronunciation," by Robert Bridges, the newly created Poet Laureate. He summed up the first change in regard to the degradation of our unaccented vowels, as "the blurring and running together of *a* and *e* and *o* and *u* into one indeterminate sound — the sound of the last syllable in *danger* — in which the Canadian hears no sound of *r*. He noted finally: "If we add to these the bogus pronunciations produced by unphonetic spelling, and the English habit of 'swallowing' words, there can be little doubt, for anyone who carefully observes his own utterance or that of his friends, that the speech of the educated classes in England is undergoing serious changes at the present moment. That these changes are regrettable most of us will admit. Whether or not they can be checked, or must be allowed to work their will unimpeded in the language, is another question."

About a month earlier Mr. W. D. Lighthall was denouncing the "defective English spoken in Canada" before the Royal Society at Ottawa.

In 1911, at the official Education Conference of the Education Departments of the Empire in London, where the simplification of English spelling was unanimously resolved to be *urgent*, high authorities from every quarter of the globe gave strong testimony to the tendency of variation, for some of which our present orthodox — but deformed — spelling was held responsible.

It was maintained, however, by your humble servant that the change of pronunciation today all over the world is going on at a very much slower rate than in the island of Great Britain before the day of general public education. Defective as are the keys to pronunciation in our dictionaries, there is evidently more stability in the qualities of speech at the beginning of this century than ever before. With a phonetic alphabet, or even without, we should now be able to transmit a uniform speech from the Planes of Shinar to the Isles of the Pacific, and from the date of the completion of the Oxford Dictionary to the final doomsday.

The anatomical diagrams of the numerous valuable texts on phonetics, and the ingenious notations of speech made visible, may not alone be able to accomplish it, but with the admirable and absolute physical standard now possible in the phonograph we shall be able to transmit speech with precision uniformly over the surface of the globe and down the ages. Those who already in correspondence schools are learning to speak foreign languages from the phonograph, the thousands who already are answering their correspondence by speaking into the dictaphone and sending to their stenographers sound-engraved cylinders suggestive of the literary vehicles of ancient Sumir and Accad, the tens of thousands who now nightly see and hear the opera and the drama through the magic of the kinetophone — all these people need no further evidence of the present possibility of recording with precision the sounds of speech and the multiplication of its records indefinitely.

All we need now is the *standard speech*. Its records

multiplied by electrotypy can be made one of the cheaper essentials of every teachers' training college or school where English is used. The first work of all candidates for the teaching profession should be the complete mastery of the standard alphabetic sounds, which in turn it would be their duty to develop in the speech of every pupil in their schools. We find at present under good teachers that the Scotch, Irish and Welsh speak more distinctly than English people, who are not aware their pronunciation is not standard. When people who can use their vernacular dialects speak English more distinctly than the English themselves, we may be certain the standard English pronunciation can be very approximately acquired in any schools in any country.

But how shall we get the Standard English? Possibly no present dialect would be universally acceptable. But a competent and authoritative Commission might be able to agree upon an eclectic standard, the different standard sounds being selected on the merits of their musical quality and their distinctness from each other. These fundamental alphabetic sounds should be as few as possible for economic reasons, as well as for the greater ease of general mastery. Their aesthetic qualities would be none the less on this account.

The standard sounds spoken into the phonograph by a generally acknowledged beautiful speaker would be the fundamental feature — a standard for imitation; while phonetic texts, with their diagrams, signs, and exposition, would undoubtedly still be useful.

With a phonetic alphabet adapted to such a standard of sounds, the common sense of the people would be likely soon to insist on the rationalising of spelling, so that the written and spoken languages — the two now widely different — would become one, — beautiful, simple, and capable of continuing uniform throughout space and time.

Does not some such programme promise something attainable? Is it not worth some avocational effort at least on the part of everyone interested in the teaching and even the use of our language?

Many of our readers will be interested in Dr. MacKay's opinions as to the need of a standard speech, and the means by which it may be established. His article is reprinted in full from the "Teacher's World" (London) where it appeared in August, 1913. The supplement to the same issue contained an article on the subject by Professor Rippmann, Chief Inspector of schools to the London University, which is in substantial agreement with that of Dr. MacKay. Professor Rippman reminds us that the idea of an infallible authority on pronunciation is not very old.

In the sixteenth century there was doubtless a good deal more variety in "polite speech" than now, though not so much as the spelling of that age suggests. There were no pronouncing dictionaries in those days. Dr. Johnson, in 1755, only indicated which syllable was stressed. James Buchanan in 1757 was (as he maintained) "the first who endeavored to make the proper pronunciation of our

language of easy acquisition to foreigners, and to introduce an uniform one for the sake of the natives, amongst whom it is still so notoriously vague and unstable.

But Buchanan was severely criticized, and he and his successors,—Sheridan, Walker, Smart,—have one by one fallen from their pedestals of infallibility.

And so dictionary follows dictionary, each professing to give the correct pronunciation: some recent ones, however, show greater caution, and supply the anxious seeker with two or even three pronunciations of the same word.

What are we to do in such a case? Are we to say "iher" or "eether?" to give "launch" the sound of "aw" or of "ah?" to make the vowel in "off" long or short? to utter the "t" of often" and the "d" in "Wednesday?" to pronounce the "l" in "falcon" and "golf?" Again, are we to agree with certain Scotchmen in pronouncing "leisure" so as to rhyme with "seizure," or in stressing "inquiry" on the first syllable? Are we to follow certain Americans in adopting "dooty," "Toosday" "introduost?" It is no solution of the difficulty to say, pronounce as you please, any more than we can get over the difficulties of our chaotic spelling by saying, spell as you please. Before we can finally establish a spelling that is a guide to the pronunciation, we must determine what is the best form of English speech.

Professor Rippmann admits that to decide upon this "best form" and establish it as a standard is a difficult task, but he believes it can be done by means of phonetics. The usages of the best public speakers should be recorded by the phoneticians, and the records submitted to a representative conference on standard speech, to serve as a basis for their deliberations.

A writer in the current number of "The Journal of English Studies," discussing the best method of securing correct pronunciation in Schools, writes,

Every teacher of English, whether in the primary or secondary school, should be trained in phonetics, and pass an examination in spoken English, something like the oral examination now held in other languages, before he is permitted to teach it. At intervals, the teacher who has thus qualified should be compelled to submit to a further test, and if his pronunciation has deteriorated, to attend a second course in phonetics before his certificate is renewed. His case would be similar to that of the English-born French or German specialist who finds it necessary to make frequent visits abroad to prevent himself from becoming stale. By this means the teacher would possess an ideal by which to correct his own pronunciation and a partial safeguard from infection by his pupils; and by the constant application of phonetics to the reading and recitation of the pupils some improvement in their way of speaking also might, in the course of one or two generations be affected.

But it is hard to see how such a plan could be carried out until a standard English is agreed upon.

To quote Professor Rippmann again:

"In the absence of a standard, the existing differences are bound to become accentuated. Our spelling is useless as a check to changes in the development of English speech, and change is by no means inevitable or desirable. There may be no harm in a dialect changing, and it will doubtless continue to change; but if we once decide what is the best form of English, and set it before our teachers as the ideal, and train them so that they are keenly interested in the sounds of the living language, and learn to discriminate them—then, in these days of compulsory education, change will be much retarded, and may, indeed, be arrested. Then we shall enable every child to possess, in addition to its local dialect, a form of English speech that is clear and musical. That a rational spelling will go hand in hand with it cannot be doubted for a moment.

IN THE WEST.

The following account is taken from an article in "The School," written by J. T. M. Anderson, Inspector of Schools in Saskatchewan. The article is intended as a protest against the bilingual method, but our extracts are chosen to shew the conditions under which some teachers work in the West—the difficulties, the interest, and the rewards.

"Here is an example" writes Mr. Anderson, "of what can be done at school among foreigners by a patient and sympathetic English-speaking teacher." His experience is given in his own words:—

"After leaving Manitoba I took charge of a school in a large foreign settlement in Saskatchewan. I distinctly remember the long dreary drive of twenty-five miles, through hail and slush, behind a patient ox-team, as my secretary escorted me from the little railway siding. Long after the "midnight dreary" we pulled up before a low mud-covered hut which I supposed was his stable, but which I soon learned was to be the joint abode of the man, his wife, four children, and the new teacher. It was one small room, but it served as bedroom, dining room, and kitchen, besides having other uses too numerous to mention. I shall pass over that first night. It is too painful to recall.

Next morning I met my trustees, only one of whom, a Swede, was able to speak to me. Of the other two, one was a Hungarian, the other a Pole. I ascertained that it had been proclaimed throughout the neighborhood that I was to open school that morning, and I further learned that it was a new school, and they had never had a teacher before. I was informed by the Swede, a very genial fellow, that most of the people had never seen a

Canadian teacher, and he smiled as he added that seven nationalities were represented in the district.

I did not eat much breakfast; I couldn't. My environment forbade it. If I had had money enough I would have taken the first train for the East. But I resolved to try to do my duty, at least for a time. Upon my early arrival at the schoolhouse I found that several sleigh loads of people had got there before me, and when I entered the room I found fifty or sixty boys and girls standing round the box-stove. The parents stood about and eyed me curiously. One or two of the more enlightened said, "Good-day, meester," which was practically their entire fund of English.

With some little difficulty I persuaded the parents to go home, and then I turned to my prospective pupils. After they were all in their seats I took my place before them. I soon learned that over forty of them knew no English, not even, 'Yes' or 'No.'

Space does not permit a detailed description of the excellent work of the teacher, but some of the general results of his efforts must be recounted. His feeling of aversion soon wore off and he became intensely interested in teaching these children English. In a few days they were making use of English sentences, executing commands and playing games. The little girls began to appear in cleaner dresses; the boys made free use of soap, towels and combs; and instead of the huge "chunks" of bread in filthy rags, there soon appeared neatly wrapped lunches, with the bread carefully sliced. Thus the work went merrily on, and in three months the enrolment reached over sixty.

Then came a grand union picnic of the six or seven school in the vicinity. A parade was held, and the pupils of the school described won first prize for best marching and general appearance. How proud those parents were! A great many Canadians were made that day.

After summer vacation the teacher returned to his now beloved work with renewed vigour and the fall term ended with a grand concert on Christmas Eve. Over forty numbers appeared on the programme, and over forty children read, recited, sang, or took part in dialogue, and "every word used was English." It was interesting to listen to seven boys, each reciting a verse from "The Choice of Trades," and each boy of a different nationality. At the conclusion of the programme a beautiful Christmas tree was stripped of its presents, and many a little heart thereby made glad. Then came the national anthem, sung by these coming citizens, while their more or less ignorant parents looked on with smiling faces.

Thus in about nine months these children gained a good working knowledge of our language, were given an insight into Canadian social life, and started on the march upward. All this happened about four years ago, but this good work is still going on, and this year a Polish boy from this original class obtained a third class teacher's diploma.

A teacher receives in the way of respect and love very much what he or she deserves.—
A. C. Benson.

TALKING IN THEIR SLEEP.

"You think I'm dead,"
The apple tree said,
"Because I have never a leaf to show,
Because I stoop,
And my branches droop,
And the full, grey mosses over me grow;
But I'm alive in trunk and shoot.
The buds of next May
I fold away;
But I pity the withered grass at my root."

"You think I am dead,"
The quick grass said,
"Because I have parted with stem and blade;
But under the ground
I'm safe and sound,
With the snow's thick blanket over me laid,
I'm all alive and ready to shoot
Should the spring of the year
Come dancing here,
But I pity the flower without branch or root."

"You think I'm dead,"
A soft voice said,
"Because not a branch or root I own,
I never have died,
But close I hide
In a plump seed that the wind has sown.
Patient I wait through the long winter hours.
You will see me again;
I shall laugh at you then
Out of the eyes of a hundred flowers."

THIS COLD LITTLE MONTH.

This cold little month with its twenty-eight days
Is the season of snow with its fast-fleeting sleighs,
When icicles hang from each corner and nook,
And skaters are skimming on river and brook,
When the sparrows come in from the snow-covered lane,
And chirrup for crumbs by the bright window pane,
And dear little Cupid stops in on his way,
With missives of love on St. Valentine's Day.

— *Ladies' Home Journal.*

THE SNOWSTORM.

Announced by all the trumpets of the sky
Arrives the snow, and, driving o'er the fields,
Seems nowhere to alight; the whited air
Hides hills and woods, the river and the heaven,
And veils the farmhouse at the garden's end.
The sled and traveller stopped, the courier's feet
Delayed, all friends shut out, the house-mates sit
Around the radiant fireplace, enclosed
In a tumultuous privacy of storm.

— *Emerson.*

CORRECT USAGE.

Fill the blanks with "see, "saw", or "seen." After they have been filled in correctly, have them read by a number of pupils to get the drill on the necessary words.

"Did you — my bat, Tom?"

"I — you with it yesterday. I haven't — it today."

"Have you — it today, mother?"

"No; if I had — it, I should have said so long ago. Perhaps Frank has — it."

"Have you — my bat, Frank?"

"No, Robert, I haven't — it. In fact, I've been so busy that I haven't half — you. How could I have — your bat?"

"My bat isn't always with me. I thought you might have — it about the house."

"No I haven't — it. Maybe Margaret — it yesterday and put it outside."

"I think I — your bat in the yard this morning, Robert," called out Mr. Gresham.

"I remember now that I — it here myself," cried Robert, rushing out. "Thank you, father."
— *The Teacher*.

Not long ago the School Board of a New Brunswick town that has an exceptionally fine staff of teachers had an application from a teacher holding a Superior School license and a Physical Training certificate. She offered her services for \$260 a year in addition to the government grant. Her offer was not accepted. She received an answer to the effect that the Board did not care to engage a teacher who was not worth more than the sum mentioned.

It is well that such instances should be known. We hear a great deal about the need of increased salaries for teachers, and the REVIEW has always supported the demand. But are teachers themselves quite free from blame for a low standard of payment? Do they set a fair value on their work? And if not, do they realize the injustice they are doing to the whole profession, as well as to themselves? If a teacher with the credentials named, is really worth only \$260, is she worth anything? The School Board in question do not think so.

The REVIEW has to thank the St. John Business College, and the Canadian Office and School Furnishing Company of Preston, Ont., for very handsome calendars for 1914.

COMPARISONS.

In the issue of *The Schoolmaster* for October 11th, an account is given of an interesting educational experiment conducted at a American school. Complaints that reading, writing, and arithmetic are not so well taught as they used to be are heard frequently in America concerning American schools, as well as in England about our own schools. In Springfield, Mass., U. S. A., the matter has been brought to a test. In 1890 there were discovered in the attic of the High School building in Springfield old sets of examination questions that had been written in the fall of 1846. They consisted of printed questions in geography and arithmetic, with answers written on the printed sheets, and written tests in spelling and penmanship. Two of these tests were later, in 1905, given to 245 ninth-grade pupils in the Springfield schools, and the results were compared carefully with the results of the tests of 1846. The following is the comparison:—

SPELLING.

	1846	1905
Number of pupils who took tests....	85	245
Average per cent. correct.....	40.6	51.2

ARITHMETIC.

	1846	1905
Number of pupils who took tests....	79	245
Average per cent. correct.....	29.5	65.5

Of the class in 1846, only sixteen of the eighty-five pupils stood as high in spelling as 70 per cent., the present "passing" mark in most schools. Three pupils had no words spelled correctly; nine had only one right; while twenty-four, or more than one-fourth of the entire class, misspelled seventeen or more words. Comparisons of the geography and penmanship were even more exclusive evidence of the superiority of the pupils of 1905 over those of 1848.

— *School World*.

Look not mournfully into the past; it comes not back again.

Wisely improve the present; it is thine.

Go forth to meet the shadowing future without fear and with a manly heart.

— *Longfellow's Hyperion*.

MUSIC IN THE FIRST GRADE.

GRACE M. POORBAUGH.

An experienced primary teacher in New Brunswick pronounces upon this, "One of the most sensible and workable papers I ever read" Through the courtesy of "The Western School Journal," we present it to our readers:

Nothing plays a more important part in the life of the primary school than music. Be ready to sing a number of songs for the children the first day of school. They will like nothing better.

Let the songs which we teach be seasonable — songs which will correlate with whatever we are teaching, or those which have an all-the-year-round fitness. With such a variety of song books on the market, it will not be at all difficult to do this. Always select songs which tell a story, for these alone arouse interest.

When teaching a song first sing it to the children. After singing it, find out by questioning if they understand the words. If there is any part they do not understand, explain it to them. Sing the song several times, letting them listen. Then repeat one line at a time and let them repeat it after you. When they know the words fairly well, sing one phrase at a time, and let them sing it after you. Repeat this several times, then let them sing it through with you.

After singing it with them several times, let them try it alone, that you may hear their mistakes if they make any, and that they may become independent in their singing.

Begin at once the work of individual singing. Not enough attention is given to this in the primary grades. We all agree that individual reading is absolutely necessary in order that every child may become a good reader; then why isn't individual singing just as necessary if every child is to become a good singer? It is an easy matter to get little children to sing alone. They are eager to do it.

Perhaps some may sing all in one tone, but that does not detract from the real pleasure in trying, nor from the value of the effort. Many of the children know songs before they come to school. Say to them, "Who would like to sing alone for us?" You will be sure to get volunteers. When the child comes forward and sings, be sure that nothing happens to embarrass

him. The most important thing is to make him lose all self-consciousness.

If through self-consciousness or nervousness he gets it wrong, help him. It is a good plan for the teacher to hum along with the child and encourage him to follow her. Never tell him he sang wrong, or did not know the song, or did not go up, or any of those things, but rather praise him for his effort.

You will find that in nearly every case where an upper grade pupil protests that he cannot sing, at some time some one has laughed while he was trying. All of us are very sensitive to criticism when we sing. This danger, therefore, cannot be too strongly guarded against with little children. Select some of the best and some of the poorest singers to sing alone every day. There are several reasons for doing this. It develops poise, self-reliance and self-expression just as in the reading lesson. It creates a desire on the part of the pupils to do better than some one else has done, which of course leads to marked improvement in the singing in general.

At all times insist that the children sing softly. Do not tolerate for a moment harsh singing. Another point to be kept in mind in the music work is this:

Children do not make progress in any subject unless they have daily practice. Is not this daily practice just as necessary in music? Do not, however, have the music work come all at one time. The rote song is a means of relaxation. When the children become restless and tired, arouse them by the singing of some well chosen song.

Vary the work from time to time, not all rote songs or all drill work, but some of both. Always have several rote songs going at the same time that the children may not tire of any of them.

Suppose you try this plan once a week; perhaps Friday afternoon will be best. It will add variety to the work and be something to which the children can look forward. Call it a concert. They will enjoy it, for they delight in doing things that sound "grown-up."

Let them select the songs they want to sing. Some may sing solos and two or three children may sing together. Of course the school is the audience during it all.

So far nothing has been said about real drill

RURAL SCIENCE SCHOOL

TRURO, N. S.

The Rural Science School will open at Truro, Wednesday, 10 a. m.,
July 8, 1914, and will close Thursday evening, August 6.

Classes are open to teachers of Class A, B and C, who are recommended by the Normal College Faculty. Those of Class B and C who are strongly recommended by an Inspector are also admitted.

Application for admission must be made before June 30. The Course of Study follows:

COURSE OF STUDY.

1. All Candidates for R. S. Diploma shall be required to complete satisfactorily the following courses: (a) Nature Study—1 hr. per week for 1 term, (b) Horticulture—3 hrs. per week for 1 term, (c) Biology—2 hrs. per week for 1 term, (c) Botany—6 hrs. per week for 2 terms.

2. Candidates shall elect as "majors" one subject from each of the groups A and B following:

A	Entomology.
	Chemistry.
B	Economic Zoology.
	Agriculture.

Each of the major courses elected shall involve as a minimum 6 hrs. per week class and laboratory work for two terms.

3. Candidates shall elect any two of the following as "minors," involving as a minimum two hours per week class and laboratory work for one term: (a) Bacteriology, (b) Brush and Cardboard Work, (c) Woodwork, (d) Mechanics, (e) Wether-work, (f) Geology and Soil Physics, (g) Birds, (h) Plant Diseases.

4. Work done in the Normal College in the following courses will be credited to the candidate for a Rural Science Diploma: (a) Brush and Cardboard Work, (b) Woodwork, (c) Wether-work.

Buy a single ticket and procure a Standard Certificate.

For further particulars see Journal of Education, October, 1913. For lists of boarding houses and similar information, apply to

E. W. CONNOLLY, REGISTRAR

work. Is there anything which we teach in the primary grades or, in fact, in the upper grades, which does not require drill, drill, drill? The music work is no exception.

Just as variety of drill work is necessary for the learning of words in the reading work, so must there be a variety in this drill work while teaching the technical parts of music.

This drill work should begin the first week of school. Children love to play games. Tell them that you are going to show them how to play a game. [This game is a drill on the octave do—do.] Ray stands and calls "Bennie," using the tones do—do. Bennie stands and calls "Teddy." Then Teddy stands and calls "Eddie;" and so the game goes on as long as you care to let it. They will like it so well that you can use it at least several times a week. Not only is it a splendid octave drill, but the children are learning each other's names, which is necessary at the beginning of school.

Another device which is a good octave drill is this: Let the children play the aisles are streets; the seats, houses; the children, the people

living in these houses. They have often seen men selling vegetables and heard them as they called, "Potatoes," "Apples," etc., They may take turns in playing they are men selling things. This device is especially good during the fall months. Did you ever know of a child who didn't delight in playing engine? Let one row of children play they are the cars, and one child as leader be the engine. As they go round the room the engine goes toot—toot, toot, toot (do—do, sol, do). Then you may say, "the train is nearing the station," and the train slacks up and stops. [Then you may say, "there is always newsboys at the station selling papers. Who would like to be a newsboy?" Every hand goes up.

Then you may put a cap on some child's head and some papers under his arm, and he starts out calling "morning papers," using the octave do, do, do—do.

Another child may sell water lilies in the same way; another may sell popcorn; another sandwiches.

Then some child may be the brakeman and

call "All aboard" (do, do—do) and the train moves on.

As the train comes into the next station, the newsboy may call "evening papers."

This device may be carried farther.

Let the passengers leave the train and go to their homes. (Seats.)

Then some one may call "Supper" (octave do—do). After supper all heads may go down on the desks and every one is asleep for the night.

Then some one may waken them by calling "Breakfast" (octave do—do).

The time for the music lesson is over for the day, and the children have been wholly unconscious of the results you have obtained—to them it has simply been play.

At another time you may tell them about large bells which when played upon make beautiful music. Such bells are called chimes.

Then you may ask them if they would like to have some real, live chimes, some that they can really play. By this time you should know which children make the tones correctly. Select eight of the best singers and ask them to stand in a row before the school. Tell them you are going to change their names to: do, ti, la, sol, fa, mi, re, do.

As you pass in front of them, touch each child on the head and give him his new name. At first you may ring the chimes yourself, singing up and down the scale so that the children may hear the correct tones.

Then select some child to come forward and play the chimes.

At first only the scale descending and ascending can be used, but after a time easy skips may be introduced, as 1-3, 1-3-5, 1-3-5-8, etc.

The children never tire of this device. Each time it is used, a new set of children be selected to be the bells. The same device may be changed to that of a piano and carried out in the same way. This device may also be used with good results. Play the children are ringing a church bell. Raise arms as if holding a rope, and as they do this sing ding-dong, to the octave do—do, meanwhile pulling down the rope.

The dredging of a thirty-foot ship channel from Montreal to the sea is practically completed. The work of dredging covered a total distance of about seventy miles.

CURRENT EVENTS.

To Canadians the leading event of last month was the death of the High Commissioner, Lord Strathcona, which took place in London on the twenty-first of January. The Canadian House of Commons, which is now in session, adjourned for the day out of respect to his memory. Lord Strathcona was born in Scotland. In early manhood he was employed for some years in Labrador, as a factor of the Hudson Bay Company. Later he went to the Northwest; and he was the last to hold the position of Governor of the Hudson Bay Territory before the transfer of the territory to the Dominion of Canada. He was one of the promoters of the Canadian Pacific Railway, and on its completion in 1886, he received the honour of Knighthood. As Sir Donald Smith, he was a prominent man in Canada; being president of the Bank of Montreal, founder of the Royal Victoria Hospital in Montreal, and a generous benefactor of McGill University. In 1897, he was raised to the peerage as Baron Strathcona and Mount Royal; and as High Commissioner for Canada he has been recognized as one of the leading statesmen of the Empire. His funeral in Westminster Abbey was attended by the High Commissioners of the other Dominions, and the ambassadors of foreign powers, and the King and Queen were officially represented.

The Canadian railway report for the year ending with last June shows that there were at that time over twenty-nine thousand miles of railway in operation in the Dominion, and more than eighteen thousand miles under construction.

The new Canadian parcel post system comes into operation this month. The limit weight is eleven pounds. Five cents will carry a parcel one pound in weight for a distance of twenty miles. For ten cents, it will be carried to any post office in the province, or in an adjoining province; for twelve cents, to any part of the Dominion, except where long journeys by stage coach or dog teams make a higher rate imperative.

By the new regulations for leasing petroleum and natural gas areas, Canada keeps absolute control of such deposits. The government reserves the right to take over the works at any time. It is estimated that the development of the New Brunswick shales will give employment to eight thousand men. It is reported that a very large oil producing area has been found in Alberta.

The redistribution of seats in the Dominion Parliament follows the decennial census. Quebec retains a membership of sixty-five, the representation of the other provinces to be rearranged proportionately. New Brunswick will thus lose two members, Nova Scotia two, Prince Edward Island one, and Ontario four; while the Western Provinces will gain by their relatively large increase in population.

A commission will be appointed to report upon the Georgian Bay Canal scheme, the cost of which is figured at more than a hundred million dollars. It is proposed to carry ocean going ships by this route from Montreal to Georgian Bay; and, incidentally, to develop valuable water powers along the route. But, though the project has been put forward from time to time for fifty years, the great cost has heretofore been prohibitory.

SUMMER SCHOOL OF SCIENCE

FOR ATLANTIC PROVINCES OF CANADA

Session of 1914 at Charlottetown, P. E. Island, July 14th to 30th

NATURAL SCIENCES, LITERATURE, ETC., TAUGHT. SPECIAL ATTENTION
GIVEN TO AGRICULTURE and SCHOOL GARDENING, Also PHYSICAL TRAINING

A LARGE NUMBER OF SCHOLARSHIPS FOR COMPETITION. TUITION FREE.

All information cheerfully furnished by J. D. SEAMAN, Secretary, 63 Bayfield Street, CHARLOTTETOWN, P. E. I.

The proposed new storage dam on the St. Maurice River, if it is built, will be the largest dam in the world; and the proposed new dry dock at Halifax is to be the largest in the world. The latter will probably be built on the Dartmouth side of Halifax harbour, and the work will begin this year.

The Royal Geographical Society has made a grant in aid of Sir Ernest Shackleton's proposed expedition to the South Pole. A feature of his plans which is of much interest, is the use of sledges driven by propellers like those of an airship, which are expected to carry the vehicle rapidly over the snowy plains.

The Russian government will send out an expedition to search for Lieutenant Sedoff, who set out from Russia in 1912 to reach the North Pole, and who was said to be using polar bears to draw his sledges.

At Lake Magadi, in British East Africa, there are soda deposits that cover an area of thirty square miles. A new factory and a railway ninety-five miles in length are expected to furnish for export one hundred and sixty tons a year, and the supply of raw material is almost inexhaustible.

The agreement between China and Russia respecting Outer Mongolia has not brought peace in Inner Mongolia. The Mongols are fighting for their grazing lands, and do not wish to be driven into the desert by the Chinese.

Australia is making greater use of wireless telegraphy than any other country in the world. It has twenty or thirty wireless stations, and there is no part of its twelve thousand miles of sea coast, it is said, that cannot be reached by wireless messages.

The latest change in the map of Africa is the amalgamation of Northern and Southern Nigeria into the single colony of Nigeria, which took place last month. The new colony has a population of about eighteen million.

An extension of the present railway across German East Africa will be opened up early this year to Lake Tanganyika. At the lake end the Germans are building a port, from which steamers will run to the Belgian Kongo. There another port is being constructed, as the terminus of a railway called the Great Lakes Railway, which in a few years will connect with other railways in the Belgian Kongo and with steamers on the Kongo River.

There are still some who believe that Dr. Cook was the first man to reach the North Pole; and it is possible that the Macmillan expedition, now in the Arctic regions, may

discover what Cook named Bradley Land and verify his description. The strongest argument in favour of Cook's claims is that his descriptions of conditions in the neighbourhood of the Pole were confirmed by Peary's descriptions. Cook has recently made very serious charges against Peary, and asked to have them investigated.

Captain Amundsen plans to sail from San Francisco on his north polar journey next June. It may fall to him to discover Cook's Bradley Land, or Peary's Crocker Land or both.

Nothing farther has been heard from the lost ship of the Stefansson expedition.

Yuan, President of the Chinese Republic, has dissolved his parliament, or what there was left of it. As a substitute, he has organized an administrative assembly of seventy-one members, chosen by himself and the provincial governors. Apparently he intends to rule as dictator, and the semblance of republican government is at an end. By a recent decree he has made Confucianism the state religion, at which the Mohammedans as well as the Christians of China will be displeased.

A revolt in Hayti was followed by the flight of the President of the Republic of Hayti and his prime minister, and by the landing of German and United States marines to protect foreign residents. There are two rival revolutionary armies in the field. One of them has suffered a defeat in an engagement with the other; and the victorious leader, General Zamor, has proclaimed himself President of the Republic.

A very important change in the Mexican situation has been brought about by a change in the attitude of the United States government. The embargo on arms entering Mexico from the United States has been raised. This will strengthen the hands of Carranza and Villa, the leaders of the insurrection in the north.

A military revolution in Peru, similar to that which placed Gen. Huerta in control in Mexico, has placed Auguste Durand, a former revolutionary leader, in possession of the seat of government. The President of Peru was made a prisoner, and the premier slain in the attack on the palace. A civil war may be expected to follow.

Prince William of Wied has been selected by the Powers as ruler of Albania, and has entered upon the duties of his office. Thus Albania becomes an independent principality, and is no longer a part of the Turkish Empire. It is also settled for the present that Greece is to hold certain islands occupied by her forces during the Balkan wars. But it is

too soon to say that the danger of another war is over; for Turkey has bought a large battleship from Brazil, and seems to be preparing for another war with Greece.

Money has been raised in France by popular subscription to build an aerial war fleet of two hundred or more aeroplanes. The fear of war is very real.

The Panama Canal is so near completion that a large ocean steamer could now pass through. States coastwise ships from Panama Canal tolls, as being in

President Wilson is opposed to the exemption of United violation of the Hay-Pauncefote treaty, which provided that the canal should be open to ships of all nations on equal terms. It remains to be seen whether the United States Congress will adopt his view of the matter.

SCHOOL AND COLLEGE.

The school estimates for 1914-15 in Halifax provide for a school nurse to follow up the work of the physician in medical inspection of school children. The nurse will begin her duties in May.

In other cities where medical inspection in schools has been adopted, the nurse's work has been found a true economy, not only controlling the spread of contagion and infection, but preventing the development of diseases and enabling children to remain at school when otherwise they would have lost time and missed promotion.

The short course at the Truro Agricultural College closed on January 16th. It was a remarkable session in point both of attendance and of interest. Three hundred and fifty-one men students were enrolled, and many women also attended the classes. Much enthusiasm was evinced at the convention of the Women's Institute on the 14th. By far the greater number of students were Nova Scotians, but fifteen went from New Brunswick, and returned full of praise for the facilities of the Truro College, and for the work of Principal Cumming and his staff.

The first Agricultural College for New Brunswick will open about the first of February at Woodstock, when the New Vocational School erected by the executors of the Fisher Estate, will be deeded to the Provincial Government. The Principal of the new College is Mr. Robert Newton, a graduate of MacDonald College, Ste. Anne de Bellevue, and lately on the staff of the Central Experimental Station at Ottawa. In addition to his work as Principal of the College, Mr. Newton will also act as advising specialist to the Provincial Department at Ottawa. The agricultural work will be carried on in the basement and the top floor of the new building. The Domestic Science department is to be in charge of Miss Marven of Sussex, a graduate of the Mount Allison School, and Miss Winifred Smith of St. Stephen has been appointed teacher of Manual Training.

The Board of School Trustees of Fredericton have decided to put up a new building in Smythe Street for a graded school, rather than a new High School building with provision for industrial training.

The Alumni Scholarship at the University of New Brunswick, \$50.00 a year, tenable for three years, has been won by Mr. Leo C. Kelley of Fredericton, now in his freshman year. The Wetmore Scholarship of \$50.00 was awarded to Mr. Earl Oulton, of Moncton, a junior at the University.

A delegation from the Women's Canadian Club of St. Stephen, N. B., has asked the School Board of that town to introduce the Kindergarten system in the public schools.

During the Christmas holidays a conference of educational authorities was held in Halifax for the purpose of revising the curriculum of the High Schools of Nova Scotia, so as to meet modern requirements. The committee will meet at Easter and draw up a report to be submitted some time before the Interprovincial Conference in Halifax next August.

Throughout January and February, Halifax Public Schools open at 9.30 a. m. instead of at nine

The University of Kings College, Windsor, N. S., has had a most successful and encouraging year. During the summer the college building was altered, repaired and improved, and its accommodations are now taxed to the full. Including the eighteen students at the Law School in St. John, the enrolment is now a total of ninety-four.

The pre-vocational school at Calgary has begun work with an attendance of thirty-nine boys and forty-six girls. This school is an experiment, but it is confidently hoped that it will succeed in keeping the children in school longer, and in turning them out better fitted for work, than the present schools are able to do.

THE MAGAZINES.

How the cause of Bird Conservation is being served by the art of the theatre is shown in the February number of the "Century," which prints an abridgment of Mr. Percy MacKay's Bird Masque called "Sanctuary." This Masque, which has already been performed in New Hampshire, and will shortly be produced in New York, is also to be given in London by the Royal Society for the Protection of Birds, to influence the impending plumage bill. The "Century" has a paper on "The Two Mona Lisas," discussing the historical question whether the Mona Lisa of the Louvre, or that of the Prado in Madrid is the older. A most interesting article on the theatre is contributed by the famous actor Forbes-Robertson, who in his turn is the subject of "An Appreciation" by Richard LeGallinne. Teachers and parents will find interest and instruction in "The Boy who goes Wrong." Some excellent short stories, and varied articles make up a particularly attractive number.

Walter Rackham continues his illustrations of Mother Goose in the January "St. Nicholas." The admirable "More than Conquerors" biographical sketch has the sculptor St. Gaudens for its subject. Black-on-Blue is a fascinating story for stamp collectors, and "The House-keeping Adventures of the Junior Blairs," will interest domestic science students and furnish them with new recipes. "The Runaway" has a good instalment, and our old friends of the "Rose Alba" appear as Christmas Waits. A hitherto unpublished letter of Miss Albott's fitly appears in this magazine, with which she was so long associated.

Two very good stories are now running through Littell's "Living Age." "The Promise of Arden" by Eric Parker, and "The Power House," a mystery story by John Buchan. This magazine gives a selection of articles on political, social and literary topics of a uniform high standard.

Why Our Students Succeed.

From the day a student enters our College to the day of graduating every hour of time is put to the best possible use. Teachers and students work together with a definite purpose. Courses of study full and thorough but no aimless work, no useless repetitions, no nonsense. Every step a preparation for practical business life.

Personal interest taken in the progress and welfare of every student. Students can enter at any time. Catalogue free to any address.



S. KERR,
Principal.



OVER 65 YEARS' EXPERIENCE
PATENTS
TRADE MARKS
DESIGNS
COPYRIGHTS & C.

Anyone sending a sketch and description may quickly ascertain our opinion free whether an invention is probably patentable. Communications strictly confidential. HANDBOOK on Patents sent free. Oldest agency for securing patents. Patents taken through Munn & Co. receive special notice, without charge, in the

Scientific American.

A handsomely illustrated weekly. Largest circulation of any scientific journal. Terms for Canada, \$3.75 a year, postage prepaid. Sold by all newsdealers.

MUNN & Co. 361 Broadway, New York
Branch Office, 625 F St., Washington, D. C.

Canadian History Readings

Published by
The Educational Review.

Contains a capital selection of stories about leading incidents in our history. It is published in 12 parts. The twelve parts may be obtained complete for 75 cents by sending that amount to the

Educational Review, St. John, N. B.

Slate Blackboards

CHALK CRAYONS, SCHOOL SLATES,
SLATE PENCILS, LEAD PENCILS,
SCHOLARS' COMPANIONS.

W. H. THORNE & CO., Limited.

HARDWARE MERCHANTS,
Market Square, SAINT JOHN, N. B.

FIRE INSURANCE.

INSURE WITH

THE SPRINGFIELD FIRE AND MARINE INSURANCE COMPANY

Established 1849. Cash Assets Eight Million Dollars.

KNOWLTON & GILCHRIST, 132 Prince Wm. Street, ST. JOHN, N. B.

Applications for Agencies invited from Teachers

Gen. Agents Maritime Provinces.

THE MERIT OF OUR School Furniture

is acknowledged by all of our customers, and they number thousands — once a customer always a customer — for durability, honesty of construction, and superior points of merit, our goods EXCEL ANYTHING IN THE SCHOOL FURNITURE LINE.

Our Patent "Ball Bearing" School Desks lead all others, and are the only School Desks ever made having a PERMANENTLY NOISELESS BALL BEARING SEAT HINGE. Our Combination "Ball Bearing" Adjustable School Desk is the GREATEST SUCCESS EVER ACHIEVED IN SCHOOL DESK CONSTRUCTION. The time has passed when students must adjust themselves to fit the desks. Health and comfort demand that the desks should adjust themselves to fit the students. THAT IS WHY OUR ADJUSTABLE DESK SHOULD BE IN EVERY SCHOOL IN THE LAND.

THE CANADIAN OFFICE & LIMITED
SCHOOL FURNITURE CO.
ST. JOHN, N.B. ONT.