

THE EDUCATIONAL REVIEW

VOL. XXI. No. 8.

ST. JOHN, N. B. JANUARY, 1908.

WHOLE NUMBER, 248.

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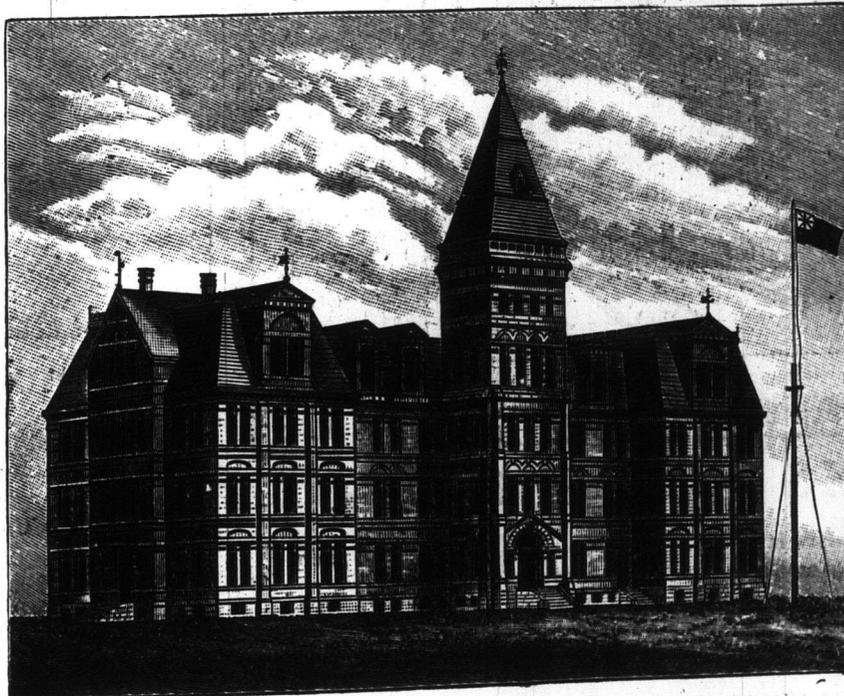
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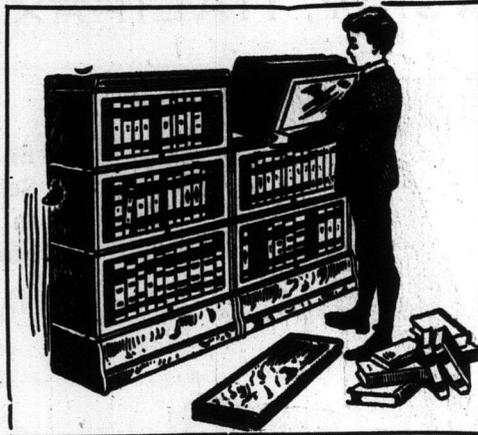
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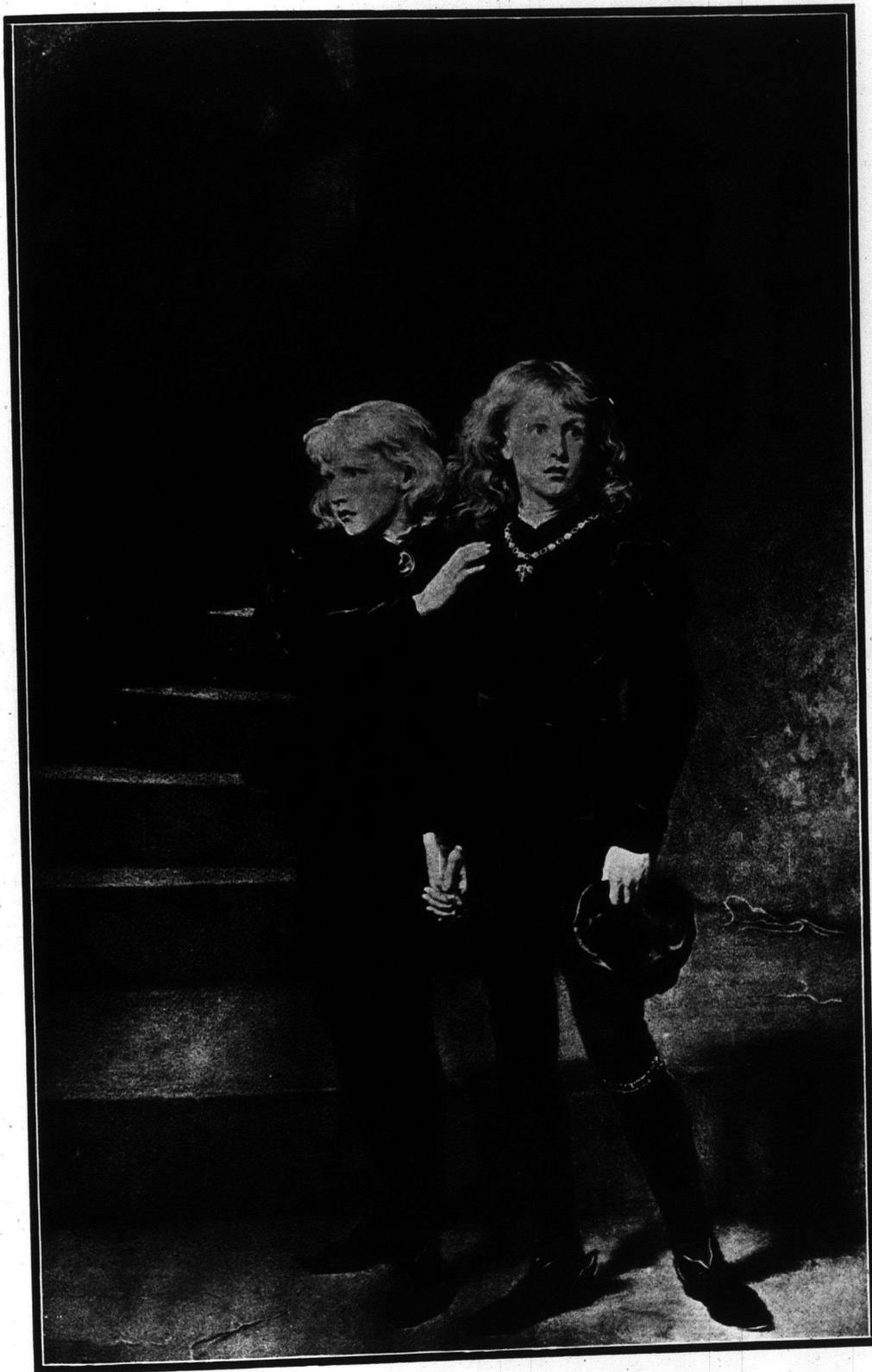
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ST. JOHN, N. B., JANUARY, 1908.

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G. U. HAY,
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Editor for Nova Scotia.

THE EDUCATIONAL REVIEW.

Office, 31 Leinster Street, St. John, N. B.

PRINTED BY BARNES & CO., ST. JOHN, N. B.

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THE EDUCATIONAL REVIEW is published on the first of each month, except July. Subscription price, one dollar a year; single numbers, ten cents.

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

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WE wish all our readers a Happy New Year.

A FEW days ago the REVIEW received from an unknown friend copies of the June, July and November numbers, 1887, of this journal. These will be paid for if the subscriber will send his name. One or more copies of the September number of 1887 are required to complete that year's file.

Acadia University has completed its second forward movement by raising \$100,000 in cash subscriptions. This entitles the university to receive an additional \$100,000 from Rockefeller, and also \$30,000 from Carnegie for a new science building. Happy Acadia!

A HANDSOME calendar comes from Acadia Seminary, Wolfville, illustrated with views of local scenery, and another from the Maritime Business College, Halifax.

THE death of Dr. William Bayard, in the 94th year of his age, removes one of the oldest and most highly respected citizens of St. John, N. B.—a man of remarkable energy and force of character.

At a meeting of the Executive Committee of the Provincial Educational Institute, held at Fredericton, on January 2nd, it was decided to hold the next meeting of the Institute at Fredericton on Thursday, Friday and Saturday, June 25th, 26th and 27th. At the close of the meeting Dr. J. R. Inch, Superintendent of Education, entertained the members of the executive and others at dinner.

The boys and girls of the Sydney, N. S., schools, have received a beautiful flag from the pupils of the Sydney, N. S. W., schools, and will send them in return a Dominion flag with a suitable inscription. It is pleasant to record an exchange of courtesies between these widely distant schools of the Empire.

WILL our subscribers please see that the number on their address label corresponds to the payments they have made. This number of the REVIEW is 248, and means paid to the 31st of January, 1908.

The *Utah Educational Review* is a visitor from the far west. It is a bright journal, full of interesting educational reading matter, and is heartily welcomed by its namesake of the east.

THE REVIEW thanks its readers for the many warm greetings which it has received at this season and wishes them in return a happy and successful year in their work.

In Mr. Hall's advertisement on another page teachers will find information about procuring material for manual training work.

Supervisor McKay's Jubilee.

In the December REVIEW brief mention was made of the whole-hearted way in which citizens of all classes, teachers and school children, of Halifax have united to do honour to Alexander McKay, supervisor of schools for that city. Mr. McKay has just completed fifty years of work in connection with the public schools of the Province of Nova Scotia, twenty-six of which have been spent in supervising the schools of Halifax. His activity during that period has not been confined to the city of Halifax, but has been felt in every part of the province. Next to the Superintendent of Education, there has been no more potent influence, during these years, in shaping the educational policy of Nova Scotia than that of Alexander McKay.

He has taken a prominent part in the proceedings of the Provincial Educational Association, and in similar gatherings throughout the province and elsewhere; but it is to the city of Halifax that he has devoted his intense energy and his rare executive ability. He has brought its school organization to a very high state of efficiency; he has secured a staff of highly qualified teachers, for whose mental and material improvement he has unceasingly devoted himself; and his tactful consideration of both teachers and children has won for him their affectionate regard. Nor has he been unmindful of the welfare of the city of Halifax, in suggesting and aiding to carry out plans for its moral and social improvement. The Victoria School of Art and Design owes its existence, in great measure, to his efforts.

In the celebration of Supervisor McKay's Jubilee the teachers took the initiative, presenting him with a valuable gold watch and chain; then the school board voted him a two or three months' vacation for a trip abroad, with an extra grant, in addition to his salary, of \$300 for expenses; the children of the public schools presented him mementoes in gold of their regard, and finally the citizens of Halifax held a public meeting in the City Hall, Mayor MacIlreith presiding, and presented him with an illuminated address and a purse of \$500 in gold.

The REVIEW adds its congratulations to the many warm expressions of regard that have been showered upon Mr. McKay. Although his name appears as one of the editors of this paper, he has been so loyal to the interests of the Halifax schools as to

give very little time to writing editorials for the REVIEW. What he has written has been consistent with the rest of his work—thoughtful and progressive.

Picture of the two Young Princes.

The beautiful picture that is sent out with this number of the REVIEW will recall a tragic story from the pages of English history. The two young princes, Edward V and Richard, Duke of York, sons of Edward IV, were imprisoned in the Tower of London, and probably murdered by their uncle, the Duke of Gloucester, who made himself king (1483). The murder of the two young princes was long a mystery, and is not yet entirely clear; but twenty years after their disappearance Sir James Tyrrel confessed that he had secretly strangled and buried the two boys in the Tower. Two hundred years later two skeletons, which corresponded to their size, were discovered buried under the steps at the foot of the staircase in the Tower. The painting is by Sir John Millais (*pr mil-lay'*).

The two lads stand as if in fear, pressing close together. The elder seems to feel that he must be brave because he is a Knight of the Garter, as is shown by the emblem just below his knee. His brother places one trembling hand on his shoulder and grasps the elder's fingers with the other. They look in different directions, as if they heard a sound, and the painter represents a shadow like that of a man with uplifted arm on the left behind them, as if ready to strike the fatal blow.

One of His Majesty's inspectors was examining a class of young boys in mental arithmetic. "Now, my boy," he said, pointing to a curduroyed youngster, in front, "how many do five and four make?" The lad scratched his head, looked inquiringly at the ceiling, but gave no answer. "Look here," said the gentleman, "supposing I first gave you five rabbits, and then afterwards gave you another four. How many rabbits would you have altogether?" The boy turned his eyes upwards again for a moment and then cried out confidently, "Ten, sir." "Ten, you dunce!" said the inspector, sharply; "how ever do you make that out?" "Coz, sir, I've got a rabbit of my own at home!"

Nature Study for Winter.—I.

A "Constant Reader" of the REVIEW asks for some general directions for carrying on nature work during the winter. The following outlines may serve for January and February, in addition to those given by Mr. Moore's "Nature Study Class" on another page. The talks may occupy five or ten minutes every day, or longer if the teacher has time and the children are interested. They are sure to be interested if the nature study is taken from what they observe about their homes, in their walks to and from school, and in short excursions they may make with their teachers.

Bring the children into sympathy with animals, their habits and how they adapt themselves to the cold of winter. What has become of the countless numbers of insects that made the fields alive in October? In many schools there are cocoons, gathered in the fall from apple and other trees, containing caterpillars; and the pupils are waiting to see what will come out of these cocoons in the warm early days of spring. Many insects, such as butterflies, moths, etc., laid their eggs in some safe place and then died. Some bees and wasps, after their active summer's work, are sleeping in a torpid state in the ground, or in hollow trees. The bear—our largest wild animal, except the moose—hibernates or sleeps through the winter in some secure hiding place. The moose, caribou and deer herd together in some warm secluded spots in the wilderness, and browse upon lichens and the tender twigs of trees. The fur or hair of the wild animals and of many domestic animals grows thick and warm on the approach of winter. In the warm days of spring this covering is shed. Many of the boys and girls have noticed tufts of hair or fur where the cows and other domestic animals have scratched themselves against the fences and out-buildings of the farm.

This adaptation to climate is one of the interesting facts about animals; another is how their colour is adapted to their surroundings. The children have noticed the different colour of the rabbit or hare in summer and in winter. This is for protection as well as comfort. The hare has many enemies, and his colour, like the snow in winter and like the dried forest leaves in summer, admirably serves the purpose. "Why do not the fox and other wild animals change their coats in winter?" some pupils will ask; and the question may not admit of a ready answer, but it will suggest thinking

and conversation. Some animals are harmless and not so well able to take care of themselves as others; and nature may help to befriend them.

The woods in winter are not gay with the songs of birds. Where are these feathered friends? Some are still with us, such as the chickadee, junco, pine grosbeak and the golden-crowned kinglet, that tiny bird whose "tchip, tcheep" may be heard in thick coverts. Will the boys and girls remember these, especially the chick-a-dees and juncoes, and an occasional robin, who, in the coldest weather and in the deepest snows, will come about our dwellings when food is scarce. Do not disappoint them, but have some crumbs and suet ready.

The object of these lessons is not to teach zoology or ornithology, but an appreciation of birds and animals. Talks on kindness to animals, stories, and pictures of birds and other animals in their homes will be interesting supplements of the teacher's lessons.

Many winter birds are able to take care of themselves, such as the English sparrows, crows, woodpeckers, blue jays, and a few others. Notice the habits of these and how they obtain their food. Where do they live in winter? How do they keep warm? Encourage the children to talk about their pets or home animals, the cat or dog, and the birds in cages, the habits of these, their intelligence when properly taught and kindly treated. The claws of the cat, the soft, tough cushions on the bottom of her paws, the sharp teeth in front for cutting the food and the longer teeth for tearing it; all may serve to illustrate the way cats get their food, and also others of the cat family—the lion, tiger, panther, etc. Compare the dog with the cat and his food, and the way he obtains it. Has he the same tough cushions on his paws? Are his claws as sharp as those of the cat? Are there five on the front feet and four on the back, as in the feet of the cat? The long sensitive whiskers and the bright eyes of cats may be explained by the fact that these help the animal to find the way in dark places. Does the dog hunt at night? Is he provided with whiskers? Which makes the best hunter, the dog or the cat?

Other members of the dog family, such as the wolf and fox, may be illustrated by pictures and stories, as well as the different dogs in other countries, as the Eskimo, shepherd and St. Bernard dogs. Compare the dog and cat with grass-eating animals, as the horse, cow and sheep, the kinds of food they use and the manner of taking it.

**The Nature Study Class.—I.
A Hardy Winter Bird and its Habits.**

W. H. MOORE.

Nature students, you are no imaginary class, many of you have been met personally at outings, at different times and places. The outing for January will be along the river, where some of you may get a chance to observe one of our hardy winter birds.

We take this trip at this season because we will have better walking now than later in the winter, when the snow will be deep and our bird will be more difficult to approach. Doubtless many of you have snow-shoes, and as you walk through the woods you will notice many tracks of animals, some large and some very small. You should learn to know animals by their footprints, and we will try to help you later.

The subject for this month will be the American golden-eye whistler. Do not be alarmed, it will not hurt any of you, for it is only a duck. There! See! Over there in that air-hole in the river you notice a number of dark specks appearing and disappearing. We will go along the bank behind this cluster of red willow bushes and so be enabled to approach closely to our point of interest. As we go along just notice the colour of the twigs of the willows, for about June your attention will be drawn to it again. Yes, we will stop here, for this is the best place for the whole class to observe the birds, and there is quite a flock.

Quite right you are in thinking there are two species of ducks here. No, those white fellows are not eiders, they are the adult male whistlers, and those dark coloured ones are the females and young males. The males do not get the white plumage before the second year. This accounts for the small number of white birds in the flock. If we are fortunate enough to have a good field glass with us we will be able to observe the difference in size of the bills of the two sexes, the bill of the female being the smaller. Where do they go for food? Why they are feeding now while they stay under water. They remain down from half a minute to a minute and one-half, and you will notice they come to the surface near where they go down. But there seems to be no grass there for food! No, they feed upon fresh water molluscs, both bivalve and univalve, and for these snails the ducks must dive to the bottom and gather them from among the stones

of the river bed. No, the snails do not hibernate, but congregate where there are warm places in the water. Warm places in the water? Yes, where this open water is, we seldom find ice, for there is a good stream of spring-water flowing in here. This is a favourite roosting place for ducks.

They come here for miles from up and down river out of the other air-holes. When coming in to roost they fly low over the water, and against the wind, in flocks of from two to twenty; the time of arrival being from about sundown until after dark. The whistler, although capable of seeing well by daylight, is greatly handicapped by being unable to see well after the light gets dusky. Rarely can a man approach them within two hundred yards in daylight, unless he tries to come upon them unawares. It is most interesting to watch this species during their mating season, which begins here late in March and continues throughout April. Should one flock, consisting of males, both old and young, and females be swimming about and observe another flock approaching on wing and about to alight, the adult males, which are really beautiful birds, swim out in advance, as also do the males of the newly arrived flock, and proceed toward each other. Occasionally one will throw its head back until its crest rests on the back and the bill points upward, and will utter a note sounding like *s-s-s-eet*. It is a difficult note for one to imitate, but once heard and its source observed, it is not readily forgotten. After this introduction, as it were, the members unite in one flock and proceed to enjoy themselves in duck fashion. The males also perform these gesticulations after they have chosen a mate, and one may frequently see the male throw back his head and give vent to his feelings by uttering this pleasant note, which I have heard only in spring time.

In May or June, when the female is engaged in incubating her half-dozen or more of eggs, the male is ever on the lookout for enemies, and is very successful in alluring man from the vicinity of the nest, which is placed generally in a hollow of a dead tree or stump, or, it may be, in an old crow's nest.

How well I remember walking along the tree-grown shore of an island and being accosted by an adult male, which flew near, making a piteous whining sound. After alighting upon the water a short distance away, he would keep some distance between us so long as I followed in a certain direction. If I returned to the place of our first meeting he would promptly begin his alluring performances. After

following for some time, he evidently was satisfied, and flew away. Why? This species breeds quite abundantly in the northern portion of New Brunswick, and the southward flight begins about the first of October. The adults moult in July and August, and at this period are sometimes quite unable to fly, owing to the loss of too great a number of the flight feathers at one time.

The natural enemies of the whistler, besides man, are the large owls, which take them at night. The mink and fox steal upon them when upon shore, and also pick up wounded birds.

This species gets its common name from its beautiful golden-yellow eyes, the whistling sound produced by the wings in flight, and because it may be found throughout North America. The scientific name is *Clangula Americana*.

There are many ways of getting parents to visit a school. One is to have a standing committee of pupils, whose duty it is to invite visitors. Such a committee should be changed every two or three weeks, and a record may be kept of the number of visitors secured by each committee. In this way competition will be aroused among the children, and even among the parents.

Everything, both in nature and the works of man, is produced by a process of building. The rock is built up of atoms; the plant, the animal, and the man are made of cells; a house is built of bricks, and a book is built of letters. A world is composed of a large number of forms, and a city of a large number of houses. The arts, sciences, and institutions of a nation are built up by the efforts of individuals. The history of a nation is the building of its deeds.—*Sel.*

My school days were happy, seriously speaking. I was a happy boy; all the year round I was happy. And in the loyal, tender, loving niches of my heart I have builded the fairest shrines my affection can fashion, wherein I have placed the images of the saints who were my school teachers. Some of them are living; some are dead; all are old and gray. But there, where I alone can see them, they are all living; they are all young, with the morning light of love and enthusiasm shining in their faces. Memory makes them beautiful, and the years cluster about their brows like stars.—*Robert J. Burdette.*

Canadian Literature.—I. Two Pioneer Poets of Canada.

ELEANOR ROBINSON.

Professor Cappon, in his "Studies in Canadian Poetry," says:

The true Canadian poet will be he who manages to get the right materials of Canadian life into his song in such a way that all the world may feel what it is that gives Canada character and significance amongst nations. I do not mean that we need any more heroic odes on Canada, or celebrations of Lundy's Lane or Chrysler's Farm, but rather a kind of poetry which is able to present the vital features of Canadian life in ordinary scenes and incidents which we recognize with pride and tenderness as distinctively national.

It may be that we, as a nation, are too young in experience for this true national poet to appear just yet. Perhaps Canada is like the ship "Dimbula" in Kipling's story, who only "found herself" and her voice after the first hard voyage, where all her parts learned to work together and together to resist the force of storm and tempest. However this may be, we are still looking for this true Canadian poet who will rouse our "pride and tendencies" in our distinctive characteristics, as, for example, Burns does for Scotland.

But Canada is not, and has not been, without her national singers. From very early times in her history, she has given birth to men and women who have expressed in verse, for themselves and for their fellow-countrymen, delight in her natural beauty, pride in her history and faith in her destiny. Some of these, especially among the writers of our own day, have reached a high level of literary attainment. Their poetry stands on its own merits, and is judged without reference to the country from which they have sprung. But there are others whose work, if tried by this universal standard, will be found wanting. Their aspirations may have been as high, their feeling as pure and strong, their efforts as earnest, but in accomplishment they have fallen short. Yet they have their place in the history of our country's literary development, and their claim on our attention. Especially is this true of those pioneer writers of verse who, in all the roughness of early colonial life, amidst the struggle for material necessities, with little of stimulation or encouragement, still helped to keep alive the sense of beauty and the recognition of the higher needs of man's life. The torch of poetry, sometimes, it is true, burned low in their hands, but at least they passed it on.

Writing of the period of Canadian history be-

tween the concession of responsible government and confederation, Dr. Bourinot says:

The poems (of this period) were imbued with a truly Canadian spirit—with a love for Canada, its scenery, its history, and its traditions. None of the writers were great poets, but all of them were more or less gifted with a measure of true poetic genius.

Among the poets to whom Dr. Bourinot refers was Charles Kingston Sangster, whose poems, "The St. Lawrence Rapid" and "The Plains of Abraham," are well known to our school children. Sangster was born at Kingston, Ontario, on July 16th, 1822. His grandfather was a United Empire Loyalist of Scottish birth, who had served as a soldier for thirty years. His father was a shipwright, but he died when the future poet was only two years old, leaving his family dependent upon their own exertions. Sangster's mother had to work very hard, and the boy left school to support himself when still very young. This he probably did without any great regret, as at that time, long before the system of free schools was even thought of, education in Ontario was at a very low point. Sangster himself tells us that he certainly learned nothing about writing English from his teachers, who could not even speak correctly. After ten years' service in the Ordinance Department at Kingston, Sangster went to Amherstburg, where he began to work as a newspaper reporter; he went on with this kind of work, either as reporter or editor, in different towns in Ontario until 1867, when he entered the civil service at Ottawa. All this time he had been writing verse, as well as prose, for the public journals, and his first volume of collected poems was published in 1856. He seems to have drawn his inspiration from the source that Mr. Roberts suggests in "Canadian Streams:—"

Oh rivers rolling to the sea
From lands that bear the maple tree,
How swell your voices with the strain
Of loyalty and liberty.

O unsung streams—not splendid themes
Ye lack to fire your patriot dreams!
Annals of glory gild your waves,
Hope freights your tides, Canadian streams!

The streams have not been left altogether unsung, however, for Sangster's book was called "The St. Lawrence and the Saguenay, and other Poems." The poem which gives its name to the volume is an account of an imaginary voyage with a dearly-loved companion down the St. Lawrence and up the Saguenay. There is little action in the poem, which consists chiefly of passages of description, and poetic

reflection inspired by the scenes through which the poet passes. Many of these expressions of feeling are patriotic in nature. The verse form is the Spenserian stanza, with occasional lyrics.

In 1860 appeared "Hesperus, and other Poems and Lyrics," a volume which added to the reputation that Sangster had already gained. His poems were favourably noticed in both English and American journals; and among those who recognized the writer as a true poet were Oliver Wendell Holmes and Jean Ingelow. The latter said of his verse, that it was "never careless and never affected."

Among the poet's qualities we notice a strong love of nature, a sturdy patriotism, and, in spite of his praise of peace* in "The Plains of Abraham," a martial spirit. The latter was perhaps nourished by thoughts of his soldier grandfather, and finds expression in lines like those in "The Song of Canada:—"

Sons of the mighty race, whose sires
Aroused the martial flame
That filled with smiles
The triune isles
Through all their heights of fame!
With hearts as brave as theirs,
With hopes as strong and high,
We'll ne'er disgrace
The honoured race,
Whose deeds can never die.
Let but the rash intruder dare
To touch our darling strand,
The martial fires
That thrilled our sires
Would flame throughout the land.

That he could also write in a strain of simple pathos is shown by the following little poem:

A LIGHT IN THE WINDOW PANE.
A joy from my soul has departed,
A bliss from my heart is flown,
As weary, weary hearted
I wander alone, alone.
The night wind sadly sigheth,
A withering, wild refrain
And my heart within me dieth,
For the light in the window pane.
The stars overhead are shining,
As brightly as e'er they shone,
As heartless, sad, repining,
I wander, alone, alone.
A sudden flash comes streaming,
And flickers adown the lane,
But no more for me is gleaming
The light in the window pane.

* The last line of this poem, as printed in N. B. Reader, No. 3, p. 178, should surely read. "Is harsh discord to the music of your undertoned acclaim," instead of "In harsh music, etc."

The voices that pass me are cheerful,
Men laugh as the night winds moan,
They cannot tell how fearful
'Tis to wander alone, alone.
For them, with each night's returning,
Life singeth its tenderest strain
Where the beacon of love is burning
The light in the window pane.

Oh sorrow, beyond all sorrows
To which human life is prone,
Without thee, through all the tomorrows
To wander alone, alone!
Oh dark, deserted dwelling
Where hope like a lamb was slain!
No voice from thy lone walls welling,
No light in thy window pane!

The poet was depressed at times by the want of public appreciation of his work; but in a letter to a friend, written rather late in life, he says:

Fame is dross to me. I write because I believe it to be my duty, and succeed or fail, what little light I have shall not be hidden under a bushel.

He died at Ottawa in 1893.

Sangster is said to have "the honour of being the first poet who made appreciative use of Canadian subjects in his poetical works." In 1861 there was published at Toronto "The Emigrant, and other Poems," a book which also dealt with Canadian subjects, and was imbued with Canadian sentiment. The writer, Alexander McLachlan, was not, like Sangster, a native born, but came to Canada from Scotland in 1840, when he was twenty-two. He had learned the trade of a tailor in Glasgow, but, not unlike some immigrants of our own time, he seems to have thought that no apprenticeship was needed to such a business as farming. At any rate, he tried farming in Ontario, but was not very successful. He afterwards held the post of government emigration agent for Scotland. He had many appreciative readers during his lifetime, and, after his death, which took place at Orangeville, Ontario, in 1896, his poetical works were collected and edited in one volume, with an introduction and a biographical sketch. Professor Cappon speaks of McLachlan as "that hardy self-taught Canadian Scot," of the sincerity of feeling in his poetry, and of "his peculiarly Scotch strain, with its pathos, its reverence and its radicalism all so distinctively Scotch."

In the poem called "Indian Summer," there is feeling for nature's moods, together with a sim-

licity of language, that reminds us of Wordsworth. We quote from the first and last stanzas:

Down through the blue the sun has driven
And stands between the earth and heaven,
In robes of smouldering flame.
A smoking cloud before him hung,
A mystic veil, for which no tongue
Of earth can find a name.

The air is thick with golden haze,
The woods are in a dreamy maze,
The air enchanted seems.
Have we not left the realms of care,
And entered in the regions fair
We see in blissful dreams?

O Indian summer, there's in thee
A stillness, a serenity,
A spirit pure and holy
Which makes October's gorgeous train
Seem but a pageant light and vain,
Untouched by melancholy!
But who can paint the deep serene—
The holy stillness of thy mien—
The calm that's in thy face,
Which make us feel, despite of strife,
And all the turmoil of our life,
Earth is a holy place?
Here, in the woods, we'll talk with thee,
Here, in thy forest sanctuary,
We'll learn thy simple lore;
And neither poverty nor pain,
Nor strife of tongues, nor thirst for gain,
Shall ever vex us more.

[The writer is indebted for the information in this series of articles to Morgan's *Canadian Biography*, Dr. Rand's *Treasury of Canadian Verse*, MacMurchy's *Canadian Literature*, and for details of Sangster's life to an article by the late Dr. Stewart in the *Canadian Magazine* for May, 1895.]

As soon as any trouble is afoot between a home and school, the teacher should do what she can to remedy it. She should go into the enemy's camp, and by her honest, frank and kind conversation with him, stop the trouble and get his friendship and respect. To do this she must have the spirit of good will and sympathy, and be able to see matters from the point of view of those with whom she has the trouble. But if the teacher is to blame in the first place? Then there is nothing better than to own up to it frankly and to show a proper desire to make things right.—*Sel.*

Thank you for your great interest in subscribers. I find the REVIEW a great help, and eagerly look for its coming each month.—H. E. B.

The Federation of Rural Forces.—II.

The Character of the Forces Available.

I.—THE HOME.

T. HUNTER BOYD.

In a former article attention was chiefly directed towards the nature and extent of our needs; it now remains to undertake the far more agreeable task of reviewing the forces at work which consciously or otherwise are relieving them. The first place must be accorded to the home. The earliest and most constant influences are exerted in the homes, and this is particularly true of rural homes, because the town child is subject to the potency of the *street*. The cities have their problems, but we are concerned with none of them just now, except to say that in a larger degree than many urban populations appear to realize, the rural problem is also a city problem. The towns are constantly replenished from the country, and it is to their interest, even on the lowest basis, that a regard for the highest in all respects should be steadily sustained. The country, on the other hand, has a sacred right to expect that the finest fruit of its efforts should be conserved. If *country* wishes to imitate *town*, let it be jealous to emulate only that which merits adoption.

Parents in a God-fearing home on a farm should be able to make more delible impressions, for they have fewer competitive influences. Individuality should be more marked, but there is need to beware of isolation and ultra-individualism. Wherever this is abnormal, there is a constant tendency towards suspicion, jealousy, and sometimes a harshness which renders co-operation amongst farmers, as a class, well-nigh an impossibility.

Conditions are entirely changed in the history of even one generation. Formerly there was only a local market to be considered, business was done by trading in kind, there were no mail order transportations, and only large merchants found it necessary to study the market columns. The horizon was very limited, needs were simpler, but the effort to cope with them furnished an education which did not get its due merit. Now the too frequent and mistaken idea of aping the superficialities of town life have eliminated many good things by the rural house door which educators would fain introduce re-labelled by the schoolhouse window. "Manual training" and "domestic economy" were never named, were taught, however, *empirically*, and produced resourceful men and women. If

parents could only realize the nature of the forces that were reduced in efficiency, when the log cabins were deserted, they might become more tolerant of those who propose to amend these character-forming deficiencies by making provision for them in the best educational programmes of to-day. The intelligence was trained through the occupations, and no one desires to minimize the value of the products. But how great are the economic and industrial changes! The home is no longer the unit, but the county or province, and the boys who remain on the farm may affect the fortunes of their community or country to a greater degree than some of their fellows who go into offices or stores. If a clerk proves dishonest, he may temporarily affect the business of his employer; but if a young farmer shipped a dishonest barrel of apples (but for the severe scrutiny of the Marks Act inspector) he could damage the reputation of a whole consignment. Let a man ship a carload of turnips that are not worth hauling, and he strikes a blow at the reputation of his county. Hence, the home must increasingly be relied upon for cultivation of integrity, thoroughness, accuracy, promptness and system.

THE CHURCH.

The most constant factor is, as we have seen, the home. The church is a powerful agent when uninterruptedly present. But it is precisely in the rural sections that there is a constant fluctuation. There are nearly 600 school districts in New Brunswick having a claim on the poor aid to the extent of almost \$12,000; and when people act thus in the matter of education, which is regarded as a necessity, and where there are legal requirements, it is little wonder that rural congregations are so universally in a dependent condition. This makes pastoral tenure uncertain, necessitates large areas for oversight, invites only student or untrained service, and in too many cases the men who have such spiritual charges lack the buoyancy that would ensure their best. Improved agricultural conditions ought to make the work of the churches more effective and the services more regular; and apart from the highest considerations, which require no mention here, one of the prime agencies for promoting the social instincts, and securing co-operation, is the church. It is not necessary that all attend the same church, perhaps not even desirable, but it is not possible to overstate the desirability of attending some church. It would be well, perhaps, if some rural churches

were institutions, but all should be inspirers of what is best. If the altruistic tendencies are cultivated, every Sabbath it may be easier for centralization of schools to be adopted, or the production of one chief commodity to become the ambition of the parishioners. It would surely be easier to secure the success of the bacon hog husbandry, or a large mail-order for first class seed grain, or the reproach that New Brunswick has not one co-operative cow-testing association. When we have a body of laymen in all denominations, who are as prominent in agricultural pursuits as in ecclesiastical courts, a brighter day will dawn; and instead of thousands of dollars being expended by all the churches to help along poor districts in these provinces, the people will be self-respecting and lending aid to pioneers in the west.

III.—THE SCHOOL.

There is no doubt that the rural school requires modification. The affiliation of normal college and agricultural college at Truro makes the prospect brighter for the country child in Nova Scotia, and the opening of evening technical schools may render the inauguration of rural evening school work somewhat more likely. When batches of students begin to return from Ste. Anne de Bellevue to share with others the benefits we hope for from that institution, still more may be expected. Principal Jas. W. Robertson gave an address in Halifax in March, 1903, in which he spoke of evening continuation classes in rural districts in connection with groups of schools, or in connection with consolidated schools. It is interesting to know there is one group of schools in Nova Scotia under the efficient care of Mr. Percy J. Shaw, B. A., of Truro. In Nova Scotia some fifty schools have been consolidated into about twenty sections. It is unfortunate that too much stress was laid upon the financial aspect of this movement. Many persons hoped to get off with less taxation, and are disgruntled if these results are not achieved. They do not appear to be so anxious to secure *better results* for the same outlay. Some are more anxious to increase bank accounts than to expand the minds of the children. In the address by Dr. Robertson at Halifax, just referred to, he said: "As there is progress out of ignorance into enlightenment, out of helplessness into personal ability, out of selfishness into public spirit, there is much substantial gain." Is it not almost time that campaign work was undertaken throughout the whole of our rural sections by means

of stereopticon work, showing the existing buildings in all the provinces, and pictures of school gardens, mode of transportation, and so on? Hitherto our schools have been uniformly affected by the requirements of the classical side of our universities; is it not almost time that agricultural colleges were equally potent in determining the curricula of rural sections? Surely *practical pursuits* ought to be, in a larger degree, the basis of education. Cannot school work be more closely associated with familiar objects, and the school be made the natural expression of the community in which it is found?

If this cannot be undertaken during the day, it ought to be provided for in the evenings, for those who are loyal enough to stay and cultivate their own province, and upon whom the persistence and improvement of our chief resources depend.

The latest movement in the United States is the inauguration of the National Society for promotion of industrial education. The sooner we wake up to realize that commercial supremacy depends upon industrial superiority the better. There are far too many persons and communities waiting for something to turn up, hoping for boons by change of government, or re-adjustments of tariffs, whilst farms are allowed to deteriorate.

IV.—THE LIBRARY.

Another important factor is the library. The value of good literature is now more generally recognized, but facilities for providing it are not so efficient in rural sections as they should be. In many sections of the United States there is the most intimate relation between the school and the public library. Scholars are no longer content with snippets from great authors in their school readers, but ask and receive the entire works of literary men, or pursue their bent with biography and travel. There are not many public libraries in these provinces, and not all of them have children's sections. It is gratifying to see such a good section in St. John, and the movement is growing. Probably the best instance of co-ordination is to be found in Amherst, N. S., where Principal Lay is both educator and librarian. The citizens are to be congratulated upon the commodious premises, the choice selection of volumes, and especially the guide to its contents. There is no reason why every village could not procure precisely the same volumes, not always on hand at the same time as in Amherst,

but all the works could be secured in turn by affiliation with McGill travelling library.

In Nova Scotia, where a bonus is given to teachers in rural schools for care of libraries, not twenty in the province availed themselves, and not more than \$100 government grant was made for this purpose; and less than \$300 was expended on new books. It is gratifying to note that there was a fair demand in the scientific section, and adults participated. In New Brunswick, the amount expended during the past few years has been about \$300. Matters might be improved considerably if rural communities, as a whole, would undertake to use the libraries, though the schools could still be the custodians. Meantime the most obscure rural community can ask to participate in the treasures of McGill University to the value of \$250 per year for the small cost of \$12, if there can be brought about a federation of rural forces—the home, the church, the school, and, not least, the organization provided in the Farmers' Institute system.

A Suggestion for High School Literature.

In teaching Milton's companion poems, "L'Allegro" and "Il Penseroso," the following device has been found to add to the student's interest and appreciation. Write the poems out in parallel columns, section for section, with distinguishing headings, thus:

L'Allegro:
(the birth of melancholy)
Hence, loathed melancholy,
Of Cerberus and blackest mid-
night born
In Stygian cave forlorn
'Mongst horrid shapes and shrieks
and sights unholy,
(Melancholy is banished)
Find out some uncouth cell.

Il Penseroso.
(the origin of joys)
Hence, vain deluding joys
The brood of folly without
father bred,
How little you bestead,
Or fill the fixed mind with
all your toys!
(Joys are consigned to)
Dwell in some idle brain.

And so on to the end. It takes careful study to match the corresponding passages, and it is far from being a mere mechanical exercise, for the beauties of the poem are more clearly discovered by being thus closely contrasted. [The writer is indebted for the suggestion to Professor Stockley, lately of the University of New Brunswick.—E. R.]

A love of nature, as John Burroughs says, is never to be cultivated by "dumping a lot of bare facts on children." "To make it a task," he says, "there's no good in that. Let children soak themselves in the atmosphere of nature. Don't stick it on the outside. Let them absorb it. What we want is the love of these things. If we have that, it deepens our enjoyment of life."

A Reading Lesson.

VICTORIA C. WRIGHT (Adapted.)

The Children's Hour.

Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupation
That is known as the Children's Hour.

I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study I see in the lamplight,
Descending the broad hall stair,
Grave Alice and laughing Allegra,
And Edith with golden hair.

A whisper and then a silence;
Yet I know by their merry eyes
They are plotting and planning together
To take me by surprise.

A sudden rush from the stairway,
A sudden raid from the hall!
By three doors left unguarded
They enter my castle wall!

They climb up into my turret
O'er the arms and back of my chair;
If I try to escape they surround me;
They seem to be everywhere.

They almost devour me with kisses,
Their arms about me entwined,
Till I think of the Bishop of Bingen
In his Mouse Tower on the Rhine.

Do you think, O blue-eyed banditti
Because you have scaled the wall,
Such an old moustache as I am
Is not a match for you all!

I have you fast in my fortress,
And will not let you depart,
But put you down into the dungeon
In the round-tower of my heart.

And there will I keep you forever,
Yes, forever and a day,
Till the walls shall crumble to ruin,
And moulder in dust away!

—H. W. Longfellow.

I selected for grade four the "Children's Hour" for a reading lesson because there is so much in that little poem, and I have heard teachers say they find it difficult to teach to children. When I assigned the lesson, I said that our next lesson was a beautiful poem. As there would be much to learn, we would have to go very slowly, and we would study the first five verses at home. I told the children to try to look up and find out the meaning of any difficult words, and we would talk about them in the

class and the beauty of the language used. I also asked them to learn the author's name, and any other poems of his they could find elsewhere; in fact, to get all the information they could about him.

When the hour for reading came next day, I began by asking the author's name. They said H. W. Longfellow, and some knew Henry as the first name; so I wrote on the board Henry Wadsworth Longfellow. No one had learned where he belonged, so I wrote, Born in Portland, Maine, lived in Cambridge, Mass., during the latter part of his life. I told them of his house in Cambridge, and that there was a hall there called after him, also a park. One or two told me they corresponded with some friends in Portland, Maine, so I told them to try to get a post card with the picture of his house. Others had magazines with pictures of him and his house, so I told them to bring these.

They all knew the poems in the reader that he had written, "The Brook and the Wave" and "The Arrow and the Song," and many were anxious to tell me of other poems, so I wrote a number on the board, as "The Rainy Day," "The Building of the Ship," "The Birds of Killingworth," "Hiawatha," "Evangeline," etc. I promised that some Friday afternoon I would read them Hiawatha's first deer hunt, and about his mittens, and the building of his canoe. I encouraged those who had a copy of Longfellow's poems at home to get some one to read selections to them. Their teacher of last year had told, or read, to them "The Birds of Killingworth," and I told them "The Story of Evangeline." Perhaps you will think all this would take a great deal of time, and never a word about the lesson; but it does not take so much time as you would think; and if it did, what is one aim in teaching? Is it not to encourage the children to find out the standard authors and their works, and direct them what to read in each grade? If the efforts of the teachers were seconded by parents, we would not have so many young men whose knowledge of English literature ends with "Nick Carter's" library, or young women, whose favourite author is Bertha M. Clay. It was because a teacher told me that those selections in the old fourth, fifth and sixth readers, "Archery in the Olden Time," "The Siege of Torquilstone," etc., were written by Sir Walter Scott that I first read "Ivanhoe," and subsequently other of his books. Don't be afraid of your time; think of results.

But to get back to my subject. Having discuss-

ed the author and his works, take up the lesson proper. Read the poem through. Perhaps it would be well to have one or two read the first verse. It will not be well read till it is understood, so proceed to discuss it. "Between the dark and the daylight." Ask what time that is. By questioning they will tell you early in the evening. "When the night is beginning to lower." What time did Longfellow spend with his children? The evening. What should he have said? Between the daylight and dark? Why did he put it the other way? For the sake of rhythm. They have learned already that poets have privileges that other people must not take with English. Ask them what time we call between daylight and dark. Some one will tell you twilight. Get them to see that twilight means between lights. Ask them the meaning of lower (pronounced like "bower"). They will tell you fall, come down, darken the sky. Quote that line from Longfellow's other poem, "The day is done, and the darkness falls from the wings of night," or "Now came still evening on, and in her sober livery all things clad."

"Comes a pause in the day's occupations." They know a pause means a stop. They have looked up occupations, and found it means business or work that takes up the time. You do not tell them this, they tell it to you, if you question them right.

We will take for granted that by the time they have got to this lesson you have taught the children subject and predicate; so now you can question as to the things Longfellow wanted to tell in this verse. They will tell you, "A pause in the day's occupations" comes between the dark and the daylight. Take "That is known as the Children's Hour." What is known as the children's hour? A pause in the day's occupations. What word means this? They will tell you "that." Now what does all this mean? They say at once, he stops his work to play with his children, when it is too dark to see to work, but too early to have the other lights. When they understand the verse, they read it much better; but before they read it again, get one or two to tell it in their own words, and you will find they do it very well.

When you have mastered that verse, go to the second; "I hear in the chamber above me the patter of little feet." They know a chamber is a bedroom, and that patter is the soft sound their feet make. They will tell you the rain patters on the roof. One of them told me he knew a recitation about Santa

Claus, and in it was, "I hear the patter of the reindeer's hoofs." Get them to see what a pretty thought it is.

Now ask them what Longfellow is speaking about. Himself. What word means himself? I. What is he saying about himself? They will tell you he hears the patter of little feet, the sound of a door that is opened, etc. If you get them to tell it in their own words, they will tell you he hears the children walking in the nursery over his head, opening the door and talking softly. Just here you might take the word "that." They have told you in the verse before it meant "a pause in the day's occupations." In this verse it means a door, and you might give a lesson on the relative pronoun without calling it by that name. Get them to see how often "that" means some word or phrase that goes before it. Question them till they can substitute which for it, or if it was a person mentioned before, get from them the word "who."

Now we are ready for the third verse. What is a study? If they do not know, ask them, when they study. They will tell you when they learn their lessons. What do they learn their lessons out of? They will tell you books. How? By reading. What did Longfellow do besides read? Write poems. So they will see that a study is a room for reading and writing, and generally has plenty of books. If none of the brightest of them know that a place with plenty of books is called a library, give them that word, and write it on the board.

Take the word descending. They will tell you it means coming down. Ask them the word that means going up. They will tell you ascending. Write both on the board. As in the other verses, get them to see the subject and predicate, and they will read it much better afterwards. Now, that is as far as I got in one lesson, and we found it very interesting. We followed the same plan in the succeeding lessons. I told them the story of the Bishop of Bingen, and I showed them pictures of his castle. I also told them something of the way people fought when castles were built, and why they had to be so strong. When we came to the word unguarded, we had a lesson on the prefix *un* till they saw it meant not, before a word, and thus completely changed the meaning of the word. As we read these verses they had no trouble in seeing that the children were playing a game of pretending, as they themselves love to play, and that they pre-

tended their father's study was the castle, and his big chair the tower, and they were robbers coming to take his castle.

When we came to the word *banditti*, they told me they could not find it in the dictionary; so I asked them if they found any other word that looked like it. They had found *bandit*, robber, so I put that on the board, and the plural—*bandits*. Then I explained that the *banditti* was an Italian word; that *banditto* was the singular and *banditti* the plural, and meant robbers. When we came to the last verses, we spent some time on the word *fortress*. I told them about Quebec, Halifax, Gibraltar. We discussed the word *dungeon*; and when we took those verses as to their meaning, it required very little questioning to get from them that Longfellow was talking about the love he had for his children, and how their memory would always be in his heart as long as he lived. After we had read the whole poem, a number told me the story in their own words orally. Then they wrote it as a composition. I sent six pupils to the board, and we all criticised their stories—in regard to punctuation, English, etc. I also had them write sentences, using the hardest words that occurred in the lesson. It took us the greater part of a week to read this poem, but the children never lost their interest. Before giving it up, I had them memorize it for their Friday's recitation.

In addition to the above excellent plan of lesson, the editor gives a few general directions: In introducing any of Longfellow's writings, the teacher may show the poet's love for children, not only for his own, but for other children. The following will serve to illustrate:

Here is a passage from one of Longfellow's letters written in 1862: "My little girls are flitting about my study as blithe as two birds. They are preparing to celebrate the birthday of one of their dolls; and on the table I find this programme, in E's handwriting, which I purloin and send you thinking it may amuse you. What a beautiful world this child's world is! So instinct with life, so illuminated with imagination! I take infinite delight in seeing it go on around me, and feel all the tenderness of the words that fell from the blessed lips, 'Suffer the little children to come unto me.' After that benediction, how can anyone dare to deal harshly with a child!"

One instance will illustrate his kindness toward children whom he did not even know. One Christmas day Signor Monti, a friend, was accosted while on his way to the Longfellow house, by a little girl who wanted to know where the poet lived. The kind-hearted Italian courteously showed her the way; and when they arrived at the house,

he told her to look through the window and she would see a beautiful old white-haired gentleman—that was Longfellow. When he went in, he said, "Do look out of the window and bow to that little girl who wishes very much to see you." But Longfellow did better than that: he hurried to the door and called her in. When she had entered, he chatted kindly a few minutes and then showed her the "old clock on the stairs," the chair made from the village smithy's chestnut tree, and many curious souvenirs gathered during foreign residence and travel.

The following description of Longfellow's children, from a letter to "Emily A., written from Nahant, August 15, 1859," will be of interest. These are the children alluded to in stanza three of "The Children's Hour—Grave Alice and laughing Allegra" (accent on the second syllable), "and Edith:"

Your letter followed me down here by the seaside, where I am passing the summer with my three little girls. The oldest is about your age; but as little girls' ages keep changing every year, I can never remember exactly just how old she is, and have to ask her mamma, who has a better memory than I have. She is a nice girl, and loves poetry almost as much as you do. The second is Edith, with blue eyes and beautiful golden locks which I sometimes call her 'nankeen hair,' to make her laugh. She is a very busy little woman, and wears gray boots. The youngest is Allegra; which, you know, means merry, and she is the merriest little thing you ever saw,—always singing and laughing all over the house. I do not say anything about the two boys. They are such noisy fellows it is no use to talk about them.

All teachers may not have at hand the story of the Bishop of Bingen, alluded to in the seventh stanza. Southey tells it in his poem, "Bishop Hatto," and the tale from Brewer's "Handbook" is that—

During the famine of 970, he invited the poor to his barn on a certain day, under the plea of distributing corn to them; but when the barn was crowded, he locked the door and set fire to the building; for which iniquity he was himself devoured by an army of mice and rats.

Stories from Natural History.

Cat and Squirrel.

There was once a poor cat whose kittens had all died, leaving her very sad. So the game-keeper brought from the wood a tiny baby squirrel whose eyes were not yet open, and who could neither eat nor drink alone. The children laid the helpless little creature by the mother cat and she gave him to drink and licked him as if he were her only baby. She kept him warm by night, and if a dog came near who might hurt her foster-child, she would put up her back, bristle her coat and fly at the enemy till he ran away.

But when the squirrel grew bigger and could run about alone, pussy took him for walks, showed him all about the house, and gave him lessons in

the art of catching mice. First she laid a dead mouse before him and instructed him how he should catch hold of it. Then she brought a half dead one, which could still run a little, and Master Squirrel was to catch it. Finally she brought a live one, let it run away and caught it again. All this her foster-child was to imitate, that he might learn to get his own living and shift for himself in the world. But the squirrel was most inattentive and clumsy during these lessons, for he cared neither to catch nor eat a mouse. He could not even learn to talk in cat language, and if pussy called "miau," he answered "mrr" in squirrel talk. The cat did her very best for him, but it was all no use. She was very troubled, thinking, no doubt, "What is to become of such an ignorant child? How is he to get on in the world? How is he to get his living?"

She led the way into the garden, and her squirrel son hopped beside her, till they came to the nut tree, beneath which the mice had a hole. Here the lesson in mouse catching was to begin. But the squirrel had hardly set eyes on the lovely tree before he had shot up the trunk. From among the rustling branches above he looked down upon his foster-mother. Pussy could climb, too; for she had been up into the nut tree before now, stalking sparrows. So she took a run at it and clawed her way up the trunk. Hardly had she reached Master Squirrel than he jumped from one branch to another right up into the thinnest branches in the crown. From there he peeped merrily down upon the world, picked a nut hanging beside him, cracked it, ate up the sweet kernel and threw the shell down to mother cat.

That was more than puss could understand. She climbed down again from the tree, and thought the matter over. By and by the two lived happily together in the garden, each one took care of himself and went on his own way. The cat crept after the mice below, caught them and ate them, while the squirrel rocked high up among the branches and munched nuts. We each have our own lives to live, and everyone must make the best of the gifts he has.

A Little Bird in an Eagle's Eyrie.

Once upon a time there lived in a great forest a yellow wagtail, who wanted to build a nest so as to hatch and rear a brood of young. But where was she to hide her nest away from the many beasts that prey upon the lives of young birds? If she built it on the ground, concealed in soft moss or

high grass, the fox was sure to come along, and, sniffing around with his sharp nose, he would find it out, however well it might be hidden. Cats and martens threatened the life of her little ones if she built in the bushes, and squirrels, sparrow-hawks, owls and other birds of prey that love to plunder nests lay in wait on the tree tops. Wherever could this little bird choose a safe place?

In the midst of the forest stood a mighty oak, and in the highest crest an eagle had built his eyrie. He had heaped up a mass of strong, dried sticks with some finer brushwood as a lining, and this was his nest. Every year he added new twigs and sticks to this pile, so that the eyrie became higher and thicker every season. Among the lower twigs there were many loop-holes and hollows, and in one of these loop-holes beneath the eyrie the little bird built her nest. She lined it with moss, feathers, wool and hair, and there she laid her eggs and hatched them. There at last she was safe.

The big bird paid no heed to the little bird. She was too small to serve as booty, and so quick in slipping in and out of the branches that he could never have caught her had he wished to do so. But the many enemies of the little bird, the martens, cats, squirrels, sparrow-hawks, kestrels, and whatever else their names may be, all these never ventured to come near the eagle eyrie. They feared the strong claws and the sharp beak of the king of birds.

Now when the wagtail's young, hidden so safely away, slipped out of their eggs, they opened their beaks wide, for they were very hungry. And here again their busy little mother had made a wise choice in living beneath the eagle's nest, for the mother eagle feeds her young on animals she has plundered, such as hares and chickens. Many bones, skin and pieces of flesh remained from the meals of the eagle family, and round these pieces swarmed hundreds of flies and beetles, which the little bird deftly caught and carried to her children, finding enough for herself and family, and to spare.

So you see that, although the yellow-wagtail was a very little bird, she had her wits about her.

CURRENT EVENTS.

A large part of the coastwise trade of Eastern Asia is now in the hands of the Japanese, and British steamships in the east are feeling the resulting loss of business.

Oscar II., King of Sweden, died on the 8th of December, and was succeeded by his son under the title of Gustave V. The late king was much loved by his people, over whom he had ruled for thirty-five years.

More than half the sugar produced in the world is made from beets.

Travelling by airships is now so far a matter of fact that a map has been prepared in England showing the location of valleys in which such ships might find refuge in a storm.

A flying machine on which Professor Bell has been at work for some years, has made its first successful ascent at Baddeck, N. S., where the inventor has his summer residence.

The revision of the Vulgate, which has been entrusted to the members of the Benedictine Order will take about a quarter of a century to reach completion. The Benedictines were chosen for this work because of their great learning.

It is estimated that rats do fifty million dollars worth of damage a year in England. In some European countries organized efforts are being made to check their ravages.

The great squadron of United States war ships ordered to the Pacific coast is now on its way thither. Though small as compared with the British fleet assembled in home waters in recent years it is the largest fleet that ever started on so long a cruise.

The new British torpedo boat destroyer Tartar on her trial trip made a speed of over thirty-seven knots an hour.

The difficulty of drying and pressing peat has been the chief hindrance to placing it on the market as fuel. In Germany it is now mixed with waste coal and used to make gas for driving engines, a ton of crude wet peat thus treated producing six hundred horse-power of energy.

Sulphate of magnesia, commonly known as Epsom salts, is said to be a safe and useful anaesthetic.

In France they have discovered a method of transmitting electrical power without wires. It is to be tried on street car lines and applied to different forms of machinery.

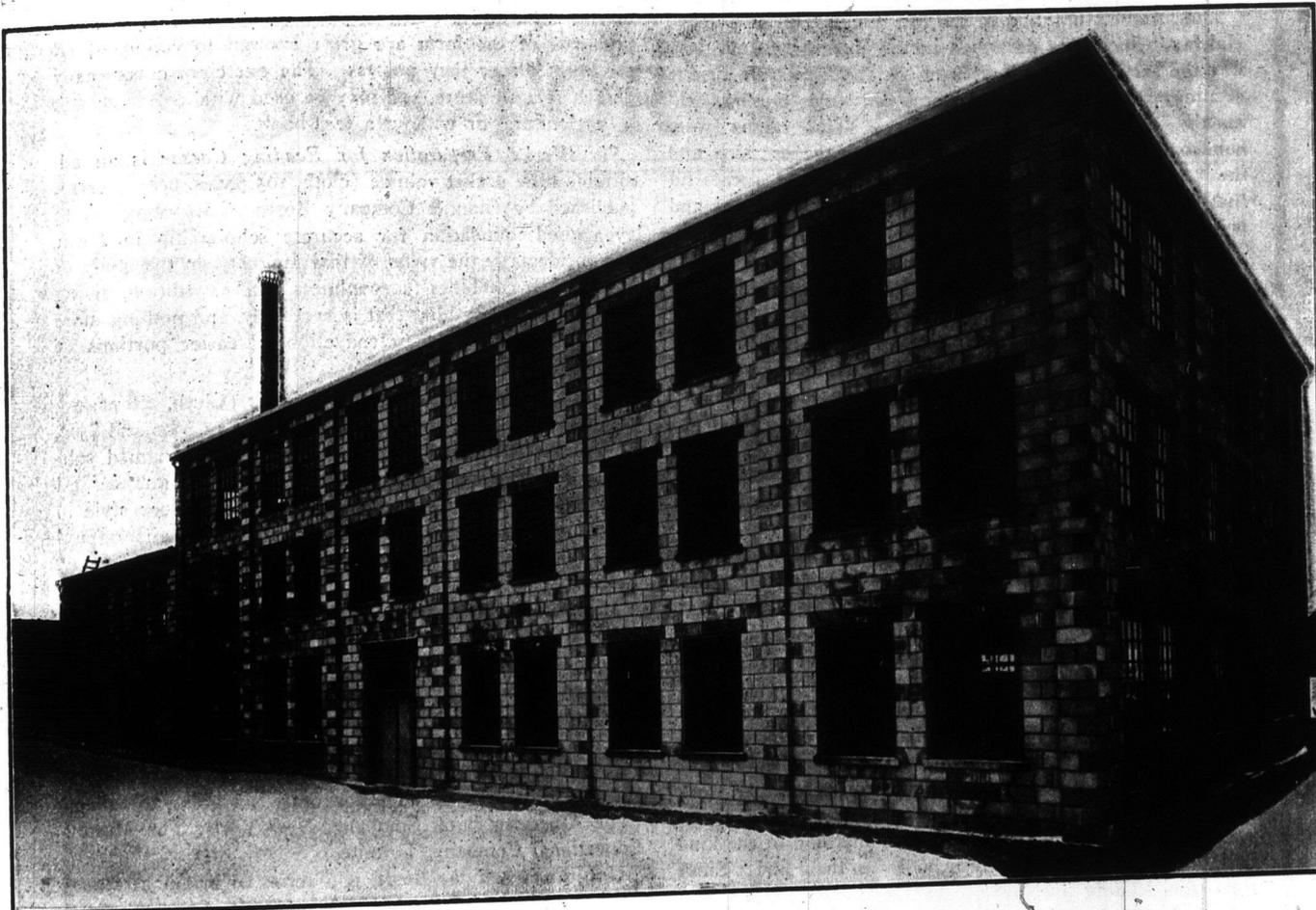
Another crop failure in India has brought a return of famine conditions in some of the provinces.

Oklahoma has taken its place as the forty-sixth state of the United States of America. The new state includes Indian Territory, and its population is about one and one-half millions. Guthrie, its capital is a city of twenty-five thousand inhabitants. The name Oklahoma means "Land of the Fair God."

As a result of their peace conference, the five small states of Central America, have formed an alliance and agreed to submit to an international court all disputes that may arise between them.

SCHOOL AND COLLEGE.

The teachers of Sydney Mines, C. B., have asked the school board for an increase of salary. A correspondent of the *Sydney Post* puts their case strongly in the following words: "The salary paid the teachers is admittedly too small to permit of their living here without calling upon their own financial resources, and it is either a case of the school board realizing this and acting accordingly, or the problem will develop into a serious one. A teacher receiving only a salary of \$190 per annum cannot procure clothing and other necessaries of life on one dollar a week, but this is what she must do when it is considered many of them must pay \$14 per month for board alone. The unreasonable-



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ness of the thing should appeal to the school board as well as the town council." The increase has been granted.

The fine new building of the Maritime Business College, Halifax, which was described in the REVIEW of June last, was the scene of a very pleasant social function on Friday evening, Dec. 20th, when the first Christmas closing, held in the new building, took place. The rooms were handsomely furnished and decorated for the occasion and the "At Home" was declared to be the most successful that has marked these annual gatherings. Diplomas and prizes were awarded to successful students.

The formal opening of the fine new school building at Middle Sackville, took place on Friday afternoon, Dec. 20. Addresses were delivered by Premier Robinson, Dr. J. R. Inch, Chief Superintendent of Education, Inspector O'Blenes, Dr. Andrews, and Mr. T. B. Kidner, Director of manual training. The building is pronounced creditable to the enterprise of the people of Middle Sackville. Mr. F. S. James, B. A., is the principal of the school.

Halifax will require nearly \$154,000 to maintain the schools of that city the coming year—\$16,000 more than last year.

The board of education of New Brunswick is instituting an enquiry into the feasibility of introducing technical schools in the manufacturing centres of the province.

Principal W. F. McLean, of the Harcourt Superior School, has been appointed assistant teacher of manual training in the Provincial Normal School at Fredericton.

The report of Supt. Fraser, of the School for the Blind, Halifax, shows that 168 persons have been under instruction during the past year, 97 males and 71 females. During the current year a course of training for newspaper work will be established. Several years ago a commercial course was begun, and this was the first time anything of the kind had been introduced in any school for the blind. Since then the leading institutions in the United States and Europe have adopted Dr. Fraser's methods.

Reports from several counties of Nova Scotia, such as Cumberland and Colchester, and Kings County, New Brunswick, where a scarcity of teachers prevailed for several years show that more schools were in operation during the past term than for some time past.

A movement has been made in St. John to amend the school law so as to permit the trustees to furnish free school books to the pupils in that city.

BOOK REVIEWS.

Mr. Howard Trueman's recent book on *Early Agriculture in the Atlantic Provinces* will attract many interested readers. It is the work of a man whose busy brain has not ceased its activity after a strenuous life on the farm, but who has put into a permanent form in his later life the steps through which agricultural development has passed. Professor Andrews, of Mount Allison, contributes a concise and suggestively written introduction. There are portraits of Hon. John Young, the "Agricola" of Nova Scotia, Col. Wm. Blair of Truro, Hon. L. P. Farris, Commissioner for Agriculture for New Brunswick, Senator W. D. Perley, Professor M. Cumming, the author, and a few others.

A manual of exercises covering many phases of agriculture for teachers and students has been published by Orange Judd Company, New York, entitled *Rural School*

Agriculture (cloth, 290 pages, price \$1.00. The aim of the book is to enlist the interest of the boys and girls of the farm, and awaken in their minds the fact that the problems of the farm are great enough to command all the brain power they possess. The exercises cover many phases of agriculture, and may be used with any text-book of agriculture, or without a text-book.

Six Weeks' Preparation for Reading Caesar is an admirable little pocket volume (cloth, 105 pages, price 50 cts), published by Ginn & Company Boston. Its object is to lay a good foundation for accurate scholarship in Latin, and incidentally the value of that language in the study of English. It combines thoroughness with expedition, giving the beginner everything that is necessary, and nothing more than is necessary, for introduction to easier portions of Caesar's "Gallic War."

Moral Training in the Public Schools (Cloth, 208 pages) includes five essays, the outcome of prizes of \$500 and \$300, offered for the two best essays on the above named subject. The five essays constitute a useful volume for all who feel an interest in public schools. The clear style in which each is written and solutions of problems offered make the book a profitable one. (Ginn & Company, Boston.)

Mumber's Text-Book in Physics (cloth, 411 pages, price \$1.20, illustrated), is thoroughly scientific and written in a clear, simple style. It is well proportioned, and emphasis is placed on physical relations, and it lays a clear foundation on the well established facts and principles of the subject. It meets equally the needs of students who are preparing for the most exacting college entrance examinations, and also those other students who are not going to college. (The American Book Company, New York; The Morang Educational Company, Toronto.)

Gray Lady and the Birds, is a series of bright attractive stories, by Mabel Osgood Wright. (Cloth, 437 pages, price \$1.50 net, with 36 illustrations, some of them in colour). These stories of the bird year begin with the fall migration. They are strikingly adapted, with the beautiful series of illustrations, to awaken an interest in bird life in the young, and, best of all, create a desire to preserve these beautiful and useful creatures. (The Macmillan Company, New York; The Macmillan Company of Canada, Toronto.)

American Philosophy: The Early Schools (Cloth, pages 595), by I. Woodbridge Riley, professor at the University of New Brunswick a few years ago, is published by Dood, Mead and Company, New York. It is a painstaking attempt to reconstruct a period of philosophy, a large part of which exists only in manuscript. The author has devoted three years to this laborious service while holding the Johnston Research Scholarship, at John Hopkins University, and the effort to place in each durable form a source book of American philosophy, from scattered almost accessible materials, will be appreciated by scholars.

Literature in the Elementary School (Cloth, pages 305, price \$1.00 net) discusses the kinds of literature and the elements of literature serviceable in the grades of the common schools, including the story, the choice of stories, folk-tale and fairy-story, hero tales and romances, nature and animal stories, etc. The book is highly suggestive to the teacher. (The University Press, Chicago).

Linguistic Development and Education, by M. V. O'Shea (Cloth, pages 347, price \$1.25 net) is the result of a series

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of experiments relating to the teaching of language and observation upon very children from the beginning of their expressive activity onward. It is an interesting study of the development of language in children and a valuable book for parents and teachers. (The Macmillan Company of Canada.)

Muller's New Marchen (cloth, 152 pages, price 30 cents) is an excellent example of pure colloquial German full of everyday expressions and idioms. It is interesting and easy, and admirably adapted for beginners. The notes and vocabulary are complete. (The American Book Company, New York; The Morang Educational Company, Toronto.)

In Stories from French Realists (cloth, 185 pages, price 40 cents) appear representative stories by Zola and De Maupassant suited for school reading. The scenes are laid in France, and the life is wholly that of the present day. There are helpful notes, exercises for retranslation, and a full vocabulary.

The Copp Clark Company, of Toronto, have decided to publish Hay's Public School History of Canada, in a volume separate from Robertson's History of England. This makes a convenient pocket edition at the low price of twenty cents.

Suggestion in Education by M. W. Keatinge, M. A. (cloth, pages 202, price 4s. 6d.) is a scholarly and extremely interesting view of an attractive phase of education. A few headings of chapters will illustrate the scope of the work, "Hypnotic Suggestion," "Operations Preliminary to Suggestion," "The Process of Suggestion," "Suggestion and Initiation," "Character, Method and Suggestion," "Education as Creative," etc. The book is a judicious, sympathetic and careful piece of work. (Adam and Charles Black, Soho Square, London, W.)

Book III of *Black's Literary Readers* (cloth, pages 187, price 1s. 6d., illustrations, some in colour) has a number of excellent stories for boys, many of them dealing in an interesting way with portions of the empire. (Adam and Charles Black, Soho Square, London.)

Simple Object Lessons from Nature (cardboard, pages 63, price 2s. 6d., with blackboard illustrations) is in three parts dealing with plants, insects and sea animals not in a formal manner but presenting certain subjects in a simple and interesting manner, with directions for using specimens easily obtainable for class use. (George Philip & Son, 32 Fleet Street, London, E. C.)

In *Wright's Short History of Greek Literature* (cloth, 543 pages, price \$1.50) we have a general survey of the whole field of Greek literature, from Homer to Julian. It

contains such helpful features as numerous parallels quoted from English literature, lists of standard translations, and references to modern essays dealing with the Greek masterpieces. It is a book that will appeal both to the general reader, and to the college student. (The American Book Company, New York; Morang Educational Company, Toronto.)

André Laurie's *Memoires d'un Collegien* (cloth, 281 pages, price 50 cents) furnishes, in an attractive manner and in simple style, a good idea of the work and play of a French schoolboy. It is provided with notes explaining all necessary points; with exercises based on the text, for translation from English into French; and with a complete vocabulary. (The American Book Company, New York; Morang Educational Company, Toronto.)

Newton and Treat's *Outline for Review in English History* (cloth, 76 pages, price 25 cents) presents a concise and clear cut summary of the principal events of English history in a form most convenient for reference, and in chronological order. An index groups battles, laws, and wars both alphabetically and chronologically, and at the end of the volume are typical college entrance examination questions. The book will be of great help for review. (American Book Company New York; Morang Educational Company, Toronto.)

RECENT MAGAZINES.

The *Atlantic Monthly* for January opens with an appropriate New Year's note from its editor on, Turning the New Leaves. Mr. Paul H. Hanus contributes an excellent article on Industrial Education, and there is a strong essay on The Peace-Teaching of History. Other essays, stories, poems, and a more than usually delightful budget from the Contributors' Club, make up an interesting New Year's number.

The weekly numbers of Littell's *Living Age* for December have the continuation of that strong story which is running as a serial—The Return of the Emigrant. In the latest number, Dec. 28, there is a review of Thackeray's Ballads, and a suggestive article on Victorian English, in addition to other interesting excerpts from the English magazines.

The Christmas number of the *Canadian Magazine*, in addition to its excellent literary features, showed a marked advance artistically. The January number shows some particularly attractive illustrations, among which are the drawings of Louis A. Holman illustrating an article on old Acadian forts.

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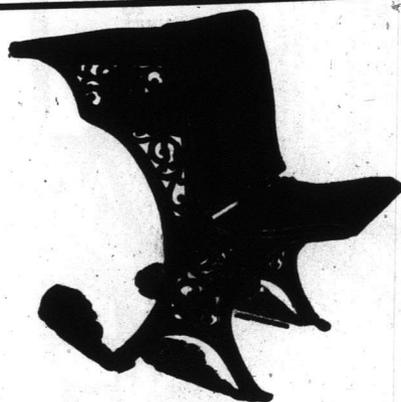
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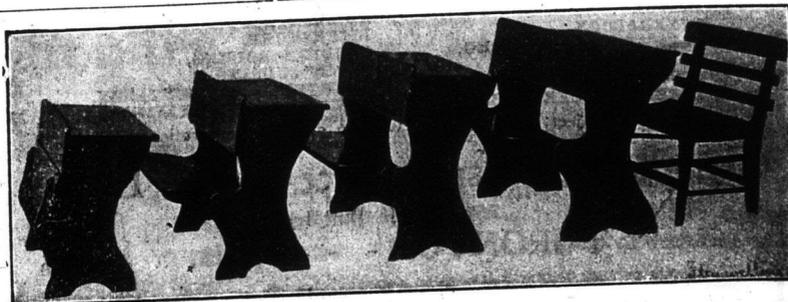
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