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MISSING

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Devoted to Advanced Methods of Education and General Culture.

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NEW ADVERTISEMENTS — L'Academic DeBrisay, p. 50.

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The attention of teachers is directed to the official notices on pages 51 and 71.

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CHILDREN'S DAY.

FOR THE RELIEF OF DESTITUTE BELGIAN CHILDREN.

November 15th, 1916.

The following circular has been issued from the Education Office of New Brunswick:

"An urgent appeal has been made to His Honor, the Lieutenant-Governor, by His Royal Highness the Governor-General, enclosing a communication from the Lord Mayor of London and the Duke of Norfolk, respecting a proposal of the "National Committee for Relief in Belgium," that Canada should hold a Children's Day on behalf of the Children who remain in that part of Belgium occupied by Germany.

It is not proposed to ask the children themselves either to collect or to contribute money. The idea is that the *proceeds* of concerts, sports or other entertainments, quite in consonance with the ordinary routine of school life and organized by the children themselves (assisted by teachers and parents), should provide the contributions so urgently needed.

A careful analysis indicates that there are now as many as 2,500,000 children up to the age of 16, in that part of Belgium occupied by the Germans. The majority of these children are destitute. Through the neutral Commission for Relief they are provided with a daily ration which is just enough to keep them alive.

In response to this appeal the Board of Education has ordered:

(1) That Wednesday, November 15th next, be observed as Children's Day in New Brunswick, for the above purposes, and that it shall be recognized as a school holiday for those schools shall report its observance.

(2) That by means of advertisements and circulars sent to each school district, this object be brought to the notice of pupils, teachers and parents.

(3) That returns be made to the Chief Superintendent at the Education Office, Fredericton, N. B., not later than November 20th next. (Returns to be made by teacher on from supplied.)

The hearty co-operation and assistance of all the schools of the Province is solicited in this most deserving cause.

Belgium is suffering for principles dear to us all. The least we can do is to contribute from our abundance to her needs.

Circulars will be sent to the Secretary of each district so far as known, or supplied from this Office upon application.

The Secretary is requested to bring these circulars, upon receipt, to the notice of the teacher and pupils.

W. S. CARTER,

Chief Superintendent of Education."

Education Office, Fredericton, N. B.,

August 23rd, 1916.

The article on Arithmetic in Grade I by a primary teacher will be continued in the October issue.

NATURE STUDY OF ANIMALS.

H. G. PERRY.

The Cabbage Butterfly is a good subject for nature study work, especially during late summer and early fall. In the first place, it is easily distinguished and widely distributed, being found everywhere where its food plants abound; secondly, it has a strong economic side, and every country boy knows something of its ravages among cabbages and cauliflowers; thirdly, it lends itself readily to life in insect cages and thus makes possible all sorts of experiments and close observation; and lastly, this insect furnishes us with many interesting biological phenomena, such as parasitism, dimorphic forms, variation, etc., all of which should be taken up in the work of advanced grades.

Most boys and girls are already familiar, in a general way, with the white butterflies that flit on bright days in numbers around mustard plants, over nasturtium beds, and about turnip fields and cabbage patches. Here is a good chance to review some botany and to become familiar with the chief representatives of the mustard family found in your locality. Most of these plants are wild — weeds about gardens and fields; some are cultivated — used by man as vegetables. Make your observations in the school garden if you are fortunate enough to have one connected with your school; if not, get permission to visit private gardens and fields near the school. A turnip field is a capital place for this outdoor study. If none of these sources is near, good work may be done with caged specimens. Reference will be made later to this phase of the study.

Cabbage butterflies are of medium size, white above, with a tinge of yellow on the under parts. Collect several and ask the pupils to do the same. Note the exact length of the insect, and the spread of its wings from tip to tip. Measure several. Are they all *exactly* of the same size, or do they show variation? Older pupils should be taught how to plot the curve of variation for this species, using one-eighth of an inch or one-sixteenth as the unit of measurement.

Examine the butterfly carefully. How many pairs of legs has it? Is it a rapid walker? Can you suggest a reason why? Note the shape of the feelers or antennae, and the position and form of its eyes. How many wings has it? Note the

fine dust that is so easily rubbed off the wings. Under the microscope this dust is shown to consist of very minute scales, all of a definite shape and size. The scales cover the wings in regular order, much like the scales on a fish or the shingles on the roof of a house. Examine them under a microscope or good magnifying glass and see them for yourself. Underneath the scales the wings consist of thin membrane stretched between hard firm rib-like parts, the wing veins. This veining is also arranged according to a particular pattern in each species. The mouth parts are much elongated and lie close together, so as to form a long tube or "tongue," which when not in use is coiled in a spiral on the under side of the head.

The body consists of three distinct parts — head, with its antennae, eyes and coiled tongue; the thorax, with its wings and legs; and the long tapering abdomen, without appendages. The abdomen is made up of ring-like parts or segments, and on the sides of each segment are small openings, breathing pores.

At first thought it seems strange that an animal should not breathe by its mouth, but through holes along its sides, but when we consider its arrangement of muscles for contraction and expansion of its body wall, and how they move by involuntary action, much like the movement of our own diaphragm and intercostal muscles, we see that this is only another plan of the Creator to provide the tissues with oxygen.

But there are other insects with scale-covered wings, that are not butterflies, that you should learn to distinguish; for example, the great group of moths, little and big, that are attracted by lights during summer evenings. Collect several kinds of moths and compare them with butterflies. In dead specimens the distinction is easily made, for the feelers of butterflies are always knobbed at the end, while those of moths are either simple or feathered; in free living specimens we find butterflies flying during the day, while moths fly mostly at night, in the dusk and on dark cloudy days; and further, the wings of butterflies at rest are held erect, while those of moths are held out flat, or folded closely over the back or by the sides.

Examine the markings on the wings. The tip of the fore wings is always black, and this is followed by one or two round black spots on the fore wing, and one on the fore part of the hind wing. The specimens with two round black spots in the

fore wings are females; those with one, males; others without the round black spots are of a different species. This is a case of sex-dimorphism. More striking examples are to be found among many of the higher animals, *e. g.*, among turkeys, hens, moose, deer, etc., etc. Among moths the feelers of the male are often larger than those of the female, the color markings brighter, but the body smaller. Separate the sexes. How do they compare in size? Is there any difference in the degree of coloration?

In field-work watch the butterflies as they visit flowers. On what colored blossoms are they most often found? It is always interesting to watch them carefully on the flowers as they uncoil their long "tongues" or sucking tubes and insert them in the corollas for nectar. The sweet juice is drawn up the tube much as a child sucks up water from a cup through a straw. During their wanderings from flower to flower in search of nectar they aid in the cross-pollination of plants. But cabbage butterflies are also found on the foliage leaves of their food plants. Here they lay their eggs, and here the young caterpillars feed and grow.

The eggs are very small pale yellow elongated objects. On which side of the leaf are they placed? Are they found singly or in clusters?

When seen under the microscope they are very beautiful flask-shaped objects, ornamented with about twelve vertical ridges, each marked with cross striations.

In about a week tiny green caterpillars hatch from the eggs, and begin to feed on the leaves. They are greedy little creatures, and soon grow till the skin is stretched to its utmost capacity; at this point a new skin is formed under the old, and the latter thrown off. This molting, as it is called, is nature's provision for an increase in size, and occurs four times in the growth of this caterpillar.

Contrast the caterpillar with the butterfly form. Note its elongated body of thirteen distinct segments, its covering of fine white hairs, its green color, the narrow yellowish line along the back, and the broken yellowish lines, one on each side. Are eyes and antennae present? It is wingless, but it has eight pairs of legs; the three forward pairs are true legs, the five hinder pairs are called prolegs. Contrast the different kinds of legs.

Compare the motion of these caterpillars with that of the loopers or measuring worms. Examine one of the latter and account for its peculiar motion.

The mouth parts of this caterpillar are not much like those of its adult form, the butterfly. Watch it feeding and learn something of the shape of the jaws and their motion in cutting or biting.

When the caterpillar becomes full grown it leaves its food plants and attaches itself to fence rails and sheltered places about buildings; and with the posterior end fastened closely to its support, and the anterior part supported by a girdle of silk, it passes into an odd-looking angular form, the pupa or chrysalis, the resting stage, quite unlike either of the stages already mentioned.

In this form they remain quiet all through the cold of winter, and are to all outward appearance quite lifeless; but under the influence of the warm sun of April and May they show signs of life, and finally split open along the back, and a beautiful, lively, winged creature, the butterfly, emerges.

These butterflies lay eggs, caterpillars are hatched, and pupae are formed, all in the space of a few weeks. The warmth and beauty of summer are so inviting, the calls of nature so urgent, that the butterfly cannot long be imprisoned in its pupal stage; the round of life is soon completed, and a new generation is on the wing, in from ten to twelve days from the time of pupation. Thus the cycle revolves till we have three broods or generations in the short space of a single summer.

This butterfly is not native to America, but reached us from Europe in 1860. It found its food plants abundant and its enemies scarce, so it spread rapidly from such starting points as New York, Charleston, Chicago and Quebec, and covered the continent. The larvae were especially destructive to the cabbage industry, and it soon gained a reputation that it still retains, as being the most destructive of all our butterflies.

But their enemies have now come to the front, and have increased so in numbers that they have restored the disturbed balance of nature.

If one collects some autumn cabbage caterpillars, and keeps them in a box for observation, he frequently finds only part of them passing into the pupal stage; from the others small maggots bore their way out through the skin, and settle upon the outside or on some near object, where they spin tiny cocoons. In a few days each cocoon

opens by a lid-like cover at one end and out comes a little four-winged fly, one of its parasites. By means of a long sting-like ovipositor these flies pierce the skin and deposit eggs in the caterpillar. The eggs hatch into small maggots, which feed and grow, and finally come to the surface as already described. The sting of wasps and bees is merely a modified ovipositor; nature has modified it for another use, and many of us have learned how well it serves its new purpose of defence.

But this pest has another parasitic enemy that helps to keep it in check — and keeps the balance of nature true. This enemy searches it out and deposits its eggs in the pupae. The eggs hatch, and the little parasitic larvae feed upon the tissue of the developing butterfly; they grow and finally change into their adult form, and then emerge into the light as little bronze-colored flies.

Exercises in the Life History of the Cabbage Butterfly. (Modified from exercises given in *Elementary Entomology*, by Sanderson and Jackson).

MATERIAL. These instructions are given for the study of the cabbage butterfly, though they may be applied to any other butterfly or moth, substituting, of course, the proper food plants, etc.

Each student should be provided with a flower-pot in which is growing a young cabbage or nasturtium plant. If the work is begun by the middle of September the butterflies should be collected and one pair placed in each of a number of breeding cages, with a young plant in each cage. Make daily observations for the presence of eggs. Observe how long it takes them to hatch. After they hatch place a lantern globe, the top of which has been covered with cheese-cloth, over each plant.

Exercise I. Egg deposition. Student should if possible, determine and make notes of the following points:

1. On what part of the leaf are the eggs deposited?
2. Are they deposited in clusters or singly?
3. The number of eggs deposited by one female.
4. The period of incubation.
5. Describe and make drawings of the eggs.

Exercise II. Observations on the larvae.

1. Determine and make notes of the number of molts.
2. Describe each of the larval stages.

Exercise III. Observations on the pupae. If possible, observe the transformation of the larvae to the pupal form.

1. Note the location selected for pupation, and the attachment of the pupae.
2. Observe the length of time in the pupal stage, noting the conditions under which they are kept.
3. Draw and describe.

Note.— If wanted for immediate use, the pupae should be placed at once, after pupation, in a light warm room, where they will probably emerge in a short time; if to be kept till spring, they should be removed to a cool dark place. Low temperatures are not injurious, but excessive moisture must be avoided. During the first part of April the pupae may be brought out and again placed under observation.

Exercise IV. The emergence of the adult (butterfly).

1. Note the date and the method of emergence.
2. Write a brief description of the adult.

FOR DICTATION.

which	separate	develop
whether	February	beneficial
grammar	accommodate	embarrass
business	acquiesce	privilege
parallel	judgment	until
management	analysis	lettuce
elm	precede	occasion
divisible	changeable	supersede
occurrence	committee	disappear
mischief	character	pursue
origin	exercise	handkerchief
potato	iron	together
beginning	surprise	thorough
Negroes	descendant	principal
professor	detained	government
analyze	vertical	governor
cleanse	noticeable	prejudice
regretted	miniature	restaurant
curiosity	umbrella	poem
brethren	particular	persevere
arctic	except	adjacent
pumpkin	admittance	recognize
similar	deceit	irrelevant
foreigner	niece	hygiene
seize	chimney	alley
ceiling	capital	necessarily

NOTES ON SCHOOL READERS.

BY THE EDITOR.

*THE DYING SWAN. N. B. Reader III, p. 34.

I do not wonder that people find it hard to teach this poem to young children. It is not likely to attract the pupils. But the teacher should study it until she feels its delicate beauty.

What is the poet presenting to us? A picture, and a very definite one. How easy it would be to paint a picture from this description.

The wide open plain, the gray clouds, the river winding slowly through the marshes with their changing colors of purple and green and yellow. The willows, the creeping weeds and mosses, the desolate pools. Far off, the snow-crowned hills. The only life in the picture is the swallow above and the swan below.

The whole landscape is probably suggested, at least, by the poet's own surroundings. For this is one of his early poems, published in 1830, when Tennyson's home was in Lincolnshire, a flat, marshy region. In the summer time the family often went to Mablethorpe, on the coast, a place referred to in the "Ode to Memory:"

"Or even a lowly cottage whence we see
Stretched wide and wild the waste, enormous marsh.

We are told that "the immense sweep of marsh inland, and the whole weird strangeness of the place greatly moved him."

We may also compare the fourth verse of "Mariana:"

"About a stone-cast from the wall
A sluice with blacken'd waters slept,
And o'er it many, round and small,
The clustered *marsh-mosses crept*.
Hard by a poplar shook alway,
All *silver-green* with gnarled bark;
For leagues no other tree did mark
The *level waste, the rounding gray*."

With the first three lines of the second verse, compare the lines from "The Lotos-Eaters."

"Far off, three mountain-tops,
Three silent pinnacles of aged snow."

The children should be told that the common swan of English rivers has no song, and is called the Mute swan, and although there is a species, the Whistling swan, a native of Ireland and northern

Russia, which has musical notes, and comes south in winter, yet the story, so often used by poets, that the swan sings a death song is purely legendary.*

Compare,

"like some full-breasted swan
That, fluting a wild carol ere her death,
Ruffles her pure cold plume, and takes the flood
With swarthy webs."

Passing of Arthur.

"An under-roof of doleful gray" and "the under-sky" ought to be explained by the children themselves. Since I have been asked to say what it means, I must explain that it means the clouds; but I should never tell a class such a thing as that.

"It was the middle of the day." Do poets usually state the time of day or year as plainly as this? Collect some examples.

"It was ten of April morn by the chime."
"It was the deep mid-noon."
"Now the noon-day quiet holds the hills."
"It was the time when lilies blow."

"What does "took" mean in

"And took the reed-tops as it went."

And in

"The wild swan's death-hymn took the soul
Of that waste place "with joy."

Compare,

"daffodils
That come before the swallow dares
and take
The winds of March with beauty;"
Winter's Tale, Act iv. Sc. iv.

"To hear the story of your life which must
Take the ear strangely."

Tempest.

And the common expressions,

"It took my eye — my fancy."

"One willow over the river wept." It is easy

*NOTE.— I quote from Mr. Littledale's Essays on the Idylls:

"Pliny," says Mr. Dyer, "alludes to a superstition by which swans are said to sing sweetly before their death, but falsely, he tells us, as proved through his own observation. Sir Thomas Browne, in his *Vulgar Errors*, says: "From great antiquity, and before the melody of syrens, the musical note of swans hath been commended, and they sing most sweetly before their death; for thus we read in Plato, that from the opinion of *Metempsychosis*, or transmigration of the souls of men into the bodies of beasts most suitable unto their human condition, after his death Orpheus the musician, became a swan.— *English Folklore*."

*Reprinted from REVIEW, February, 1903.

to pick out many examples from Tennyson of these pictures of single trees:

"Hard by a poplar shook alway."
 "One sick willow sere and small."
 "Dewy-dark aloft the mountain pine."
 "The windy tall elm tree."

always with the exact qualifying word to make us see the tree as the poet saw it.

It is to be feared that a bit of modern slang, much in use among boys, will spoil the picture of the swallow. "Chasing itself at its own wild will."

Marish. Webster quotes the two lines from verse two, in illustration of the use of marish for marsh.

He also gives from Milton,

"Evening mist
 Risen from a river, o'er the marish glides."

Be sure that the children separate the simile from the picture in

"As when a mighty people rejoice
 With shawms and with cymbals, and harps of gold,
 And the tumult of their acclaim is rolled,
 Thro' the open gates of the city afar,
 To the shepherd who watched the evening star."

My experience is that unless care is taken, simile and metaphor are often confused with what they are meant to illustrate. To avoid this, read the verse first, leaving out these lines, and then, after the picture has been visualized, ask, "To what does the poet compare the swan's song? With the lines of the simile compare the following:

"Sounds, as if some fair city were one voice
 Around a king returning from his wars."

from the conclusion of "The Passing of Arthur."

The children may pick out the words that describe the plain, the words expressing movement, expressing colour, and use these words in sentences of their own. What is the general effect of the picture? How does it make us feel? Cheerful? Sad? Dreary? Pick out the words that are more likely to be used in poetry than in prose, like, *a-down, anear*.

Compare the description of the song of the swan with the words describing the sound she makes in "The Eagle and the Swan."

What other poems by Tennyson are in your reader? What other selections about birds?

The virtue which we appreciate, we to some extent appropriate.— *Thoreau*.

NOTES ON HIGH SCHOOL LITERATURE.

BY THE EDITOR.

[Our thanks are due to an unknown correspondent who kindly sent a correction of a careless slip in the August "Notes" on "the Island of the Scots." The note read, "The pass of Killiecrankie, where Claverhouse was defeated." Claverhouse was killed at Killiecrankie, but his army defeated the Covenanters.]

THE DAY WAS LINGERING.

Author. Charles Heavyside, born in Lancashire 1816. Came to Canada 1853. His greatest work, *Saul*, a drama, was published in 1857. He died in 1869. His sonnets are of a high order. See EDUCATIONAL REVIEW, November, 1908.

Be sure of the exact meanings of *myriad*, *horologe*, *millenium*. *Prime* in line 14, seems to mean the first hour in the beginning of all things.*

"The music of the spheres" has many references in literature.

In *Arcades*, Milton says —

in deep of night, when drowsiness
 Hath locked up mortal sense,

Then listen I

To the celestial Sirens' harmony,
 That sit upon the nine infolded spheres,

Read the whole passage, and compare the references given in the notes.

Ptolemy, a celebrated Egyptian astronomer of the eleventh century, taught that the earth is fixed in the centre of the universe, and the heavens revolve round it from east to west carrying with them the sun, planets and fixed stars in their respective spheres. Plato says that a siren sits on each sphere, and that these revolving produce the most ravishing musical harmony.

Study the varied metres and the rhyme scheme of this poem.

ON FIRST LOOKING INTO CHAPMAN'S HOMER.

Author. John Keats, one of England's great poets, born in London, 1795, died at Rome, 1820. A friend of the poet Shelley, who wrote *Adonais*, a lament for Keats, upon his death.

A sonnet has fourteen ten-syllable lines. The rhymes are variously arranged. Find other sonnets and compare the rhyme schemes. Why is *The Day was Linging* not a sonnet?

This sonnet was written when Keats was about

*An interesting and informing discussion of the word *prime*, by the late Principal Cameron, of Yarmouth, is to be found in the EDUCATIONAL REVIEW for June 1898.

twenty. He had never studied Greek, so he could know the *Iliad* and the *Odyssey* only in translation. George Chapman, a contemporary of Shakespeare, translated Homer into English rhyming verse.

The realms of gold. The world of books is divided into kingdoms which the different writers hold "under fealty" to Apollo, the god of music and poetry. Keats had read much before he came upon Chapman's Homer.

Of gold, precious, often used in speaking of poems or books.

Tales and golden histories,
Of heaven and its mysteries.

Keats.

The Golden Treasury, The Golden Legend.

Western Islands. Keeping up the figure of travelling, Keats may be thinking of the travels to the west of the explorers of the 16th and 17th century. To the ancients the western limit of the world was Gibraltar.

My purpose holds
To sail beyond the sunset and the baths,
Of all the western stars.

Tennyson's *Ulysses.*

Demesne, de-mene. Land subject to a lord or king. Line 7 should read:

Yet did I never breathe its pure serene.

Cortez, the conqueror of Mexico, did not discover the Pacific. It was the Spanish explorer, Balboa, who discovered it, in 1513.

Keats, in this poem, pays tribute to Homer and to Chapman. Shelley pays tribute to him in *Adonais*. What other poets have praised their fellows in verse?

GREAT THINGS WERE NE'ER BEGOTTEN IN AN
HOUR.

Author. Sir Daniel Wilson, archaeologist and writer, professor of history, and from 1881 till his death, president Toronto University. Born in Edinburgh 1816. Died in Toronto 1892. Knighted 1888.

Give attention to the meaning of the words: ephemerons (an unusual word. The adjective, "ephemeral," is common), cope, rife, arena, dower.

To what word do lines 5 and 6 form an adjunct? Express lines 6 and 7 in the fewest and simplest words possible. Can you quote other poetical ways of saying the same thing? Express the metaphor

"Laurels that are won — are past" in literal language.

"Sultry noon
And summers' fiery glare."

Does this convey one idea, or two?

Do the last two lines introduce a new thought, or only carry on the main thought of the sonnet?

Compare this sonnet with the one preceding, as to number and arrangement of rhymes.

Compare, for thought, Christina Rossetti's poem. "Does the road wind uphill all the way?"

A WOOD LYRIC.

Author. William Wilfred Campbell. A well-known Canadian poet and prose writer. Born in Berlin, Ontario, 1861. For an outline of his life and work, see EDUCATIONAL REVIEW, July, 1908.

The notes on this poem in the Reader are all that is necessary. Another poem that may be compared with it, is Longfellow's "Sunrise on the Hills," especially the last stanza. Is there anything faulty in grammatical construction in lines 11 and 12?

TO NIGHT.

Author. Percy Bysshe Shelley, one of the greatest of English poets. His beautiful lyrics are famous. Born 1792. Drowned in the Bay of Spezzia, 1823.

This is one of the most perfect lyrics in the English language. Three points to note in studying it are: 1. The vivid personification. 2. The simplicity of the language. 3. The variety in the metre.

Personification consists in attributing life to inanimate things. It may be done in different ways, the chief of which are: (a) By adjectives, as, in *The Vision of Sir Launfal*, p. 272, "The *churlish* stone." (b) By verbs, as in *The Revenge*, p. 240. "A wind. . . *awoke* from sleep." (c) By addressing inanimate objects, or abstractions, as if they were persons. "West wind, blow from your prairie nest." p. 203. This last is the strongest form of personification, and is combined with the figure of apostrophe.

Find examples of all three ways of personifying in *To Night*. How is Day personified in line 10? Does Shelley make day masculine or feminine? What about Death? How is light imagined in line 17?

In what different ways does Shelley express

morning, noon, and evening? Give examples of other poetical expressions of time.

"Thy brother Death came." In another poem Shelley makes Death the brother of Sleep.

How wonderful is Death
Death and his brother Sleep.

Which seems the more appropriate?

Line 9. Night's mantle is adorned with stars.

Line 13. Why "*opiate* wand?"

Note the fitness of the comparison in lines 24-125.

Thy sweet child sleep, the filmy-eyed,
Murmured like a noontide bee.

Mr. Fowler says of "filmy-eyed." "A whole picture in an epithet."

A LEGISLATIVE HISTORY OF NEW BRUNSWICK EDUCATION.

JOSEPHINE H. McLATCHY.

(Continued).

IX. "And whereas difficulties have frequently arisen from the school house being the property of private individuals as built on their land; be it etc., That the justices of the peace in their respective Counties and also Trustees of Schools in the several Parishes shall, as much as in them lies, endeavor to cause the School House to be built on the public ground of any County on property conveyed to the Justices of the Peace for that purpose, who are hereby empowered to receive conveyance of the same, and to hold the same for the use of such schools; and that no School House shall be removed from one part of the Parish to another part thereof, without an order of the Justices in their General Sessions, to be made, if they shall so think of it, upon application and with consent of the majority of the Trustees."

X. "And whereas, it is expedient for the applicants for Parish School licenses to undergo an examination as to moral character, literary attainments and loyal principles, before obtaining a legal authority to undertake the highly responsible and important duty of teacher." "Be it therefore enacted, That it shall and may be lawful for His Excellency, etc., by and with the advice of His Majesty's Executive Councils, to appoint three or more persons in each and every County of this Province, who shall constitute a Board of Education in the same, and them or any of them from time to time, at pleasure to remove, and supply

with deficiency caused by such removal or death, or resignation, or absence; [by further and other applications.] to receive other and further applications from such persons as may hereafter desire to obtain Parish school Licenses for their respective counties and to appoint an early and convenient time to hold a personal examination of the applicant or applicants and to determine upon his, her or their applications and to report thereon to His Excellency, the Lieutenant-Governor," etc.

XI. The trustees may remove a teacher for immoral conduct, etc., Section III of the present Act, but must report to the Board of Education, who in turn report to His Excellency, etc.

XII. Schools established under Act 1833, 3 Wm. IV, Cap. XXXI, to continue until its date for expiring, namely, March 8, 1838.

XIII. This Act to continue in force until April 1, 1839.

[Continued by 2 Vic., Cap. 10, 1839 until April 1, 1843; also by 6 Vic., Cap. 38, 1843 "Revised and continued" until May 1, 1845; again continued by 8 Vic., Cap. 96, until May 1, 1847, then expired.]

(5). 10 Vic., Cap. LVI, Act of 1847.¹

An Act to provide for the support and Improvement of parish schools.

Passed April 14, 1847.

I. There shall be three parish trustees appointed by the Court of General Sessions at the time of the annual parish appointments.

II. Duties of the Trustees: (1) To divide the parish into as many districts as may be necessary and convenient. (2) When the inhabitants have provided a sufficient school house and means of supporting a teacher the trustees are then to agree with licensed teacher for the term of six months or one year; must give such a teacher a written memorial and "shall consider such teacher in public service." (3) To visit and inspect the school at least once in six months and are empowered to inquire into any matter pertaining to the school. (4) To admonish or reprove for defects in the routine of the school or to displace the teacher for intemperance, immorality or repeated neglect of duty. The same must be reported to the Lieutenant-Governor.

¹Taken from the Acts of New Brunswick, etc., printed in 1847, Lugrin, Fredericton.

III. "That His Excellency, the Lieutenant-Governor, or the person administering the government for the time being shall, with his Majesty's Council, be constituted a Provincial Board of Education."

IV. "And, in order that a uniform and efficient system of instruction may be adopted and continued in the Parish Schools of this Province. Be enacted, That it shall be the duty of the said Provincial Board of Education, and they are hereby empowered and required, as soon as may be after the passing of this Act, to establish a training school at Fredericton, and thereunto appoint a teacher, duly qualified and to fix his salary so that the same shall not exceed £200 per annum, and to require such and so many of the licensed teachers of the Schools within this Province for the time being, as may be deemed necessary, to attend the said Training School for the purpose of being instructed in the art of teaching."

V. And, Be it enacted, "That the Board of Education shall appoint a Secretary to the Board and shall fix the salary so that such salary shall not exceed the sum of £100 per annum."

VI. And, etc., "That it shall be the duty of the teacher of the said Training School to train the said School instructors in the art of teaching, which training shall include thorough knowledge of the method of conducting a Common School, and especially the art of communicating the rudiments and elementary branches of Common School Education, in a manner to the ages, capacities and conditions of the Youth of the Province, as the said School Instructors may be afterwards required to teach."

VII. And etc., "That there shall be attached to the Training School in Fredericton, a common school, with a sufficient number of pupils from five to sixteen years of age, as a model for the practical illustration of the Art of Teaching, and that no School Instructor shall receive a certificate of his competency until he shall have given satisfactory evidence of the same by conducting exercises of the Model School, and instructing the pupils therein to the entire satisfaction of the teacher of the training schools and agreeable to such regulations as may be established by the Provincial Board of Education."

VIII. And, etc., "That a sum of 10d. a week for a period not exceeding ten weeks shall be

allowed and paid to every licensed teacher so called upon to enable him to pay the necessary expenses of Board and Lodging while attending the said Training School, and a like sum shall be also allowed to any licensed teacher who, with the proper testimonials of character, may think proper to learn the art of teaching in the said Training School. Provided always that no payment shall be made to any such Teacher or Candidate until he shall have produced a satisfactory certificate of competency and time of attendance from the Teacher of the Training School, the same to be granted under the direction and agreeable to the regulations of the Provincial Board of Education."

IX. And, etc., "That it shall and may be lawful for the Provincial Board of Education if they shall deem it fit and proper to appoint such number of said trained Teachers as they may think necessary to train and instruct other Teachers and approved Candidates and establish the same in any of the Counties, Towns, or Parishes in this Province or in any of the Parish Schools therein, subject to such instructions, rules and regulations, as they, the said Provincial Board of Education, may think proper to prescribe."

X. And, etc., "That it shall be the duty of all teachers having licenses within such period of time after the passing of this Act as may be appointed by the Provincial Board of Education, to attend, either at the Central Training School in Fredericton, or at some other Training School within the Province, and there undergo a regular course of instruction in the art of teaching, to the satisfaction of the Provincial Board of Education and subject to the instruction of such Board."

XI. And, etc., "That the teacher when so trained, shall, under the direction of the Provincial Board, be passed in the following order, that is to say, teachers of the lowest class shall be qualified to teach Reading, Writing, Spelling and Arithmetic, of Whole Numbers, including Simple Interest and the Combination of Rules called "Practice;" teachers of the second class shall be qualified to teach Spelling, Reading, Writing, Arithmetic, English Grammar, Geography and Bookkeeping; Teachers of the highest class shall be qualified to teach Spelling, Reading, Writing, Arithmetic, English Grammar, Bookkeeping, Natural Philosophy, Algebra, Geometry, Trigonometry, Mensuration, Land Surveying and Navigation."

(To be Continued).

FOR THE MONTH.

BIBLE READINGS.

- | | |
|--------------------------|-----------------------------|
| 1. Proverbs, xii, 1-14. | 1. Proverbs xiv, 5-17. |
| 2. St. Luke, vi, 13-19. | 2. St. Luke vii, 1-10. |
| 3. Proverbs, xii, 15-28. | 3. Proverbs xiv, 26-35. |
| 4. St. Luke, vi, 20-29. | 4. St. Luke vii, 11-18. |
| 5. Psalm xxiii. | 5. Psalm cxxxviii. |
| 1. Proverbs xiii, 1-14. | 1. Proverbs xv, 1-10, 13-18 |
| 2. St. Luke vi, 30-35. | 2. St. Luke vii, 19-28. |
| 3. Proverbs xiii, 15-24. | 3. Proverbs xv, 20-33. |
| 4. St. Luke vi, 39-49. | 4. St. Luke vii, 36-50. |
| 5. Psalm xix. | 5. Psalm xxiv. |

FIND OUT WHY.

Slow children are often very irritating to a teacher who thinks and acts quickly. But do not speak too quickly in reproach to the slow ones until you know the cause of the slowness. A child who works deliberately, but steadily and well, should not be hurried. It will perhaps only confuse and disconcert him.

The slowness may be due to some physical cause, as dull hearing, or defective eyesight. Or the mind may be slow to take in directions.

When a child gets behind-hand because he dawdles, fusses over trifles, or is inattentive, it is worth while to give a little drill on prompt beginnings and attention to orders.

If children are habitually unpunctual, try to find out the reason. Do they stay too long in bed? Can they tell the time? Are their clocks right? Do they play on the way? Have they any notion of the importance of punctuality? If you can find out what lies behind a fault, you are on the way to finding the remedy.

MANUAL WORK

Cut squares of paper two inches, or four inches each way. Fold square in two, corner to corner, like a turnover. Fold in four, like a handkerchief. The requirement is to get the edges exactly even.

The older children may make drinking cups, from directions put on blackboard. Any paper with a fairly hard surface will do.

Cut paper eight inches square. Letter lightly in pencil, upper left hand corner A, upper right hand corner B, lower left hand corner C, lower right hand corner D.

On line A. B. take a pt. E. $3\frac{1}{2}$ inches from B.

On line B. D. take a pt. F. $3\frac{1}{2}$ inches from B.

Fold C over to B.

Fold D over to E, and A to F.

Fold down C. towards you, and tuck in B. on the other side. Open the cup, and it is ready for use.

MEMORY WORK.

The old-fashioned plan, in use when the writer first went to school, of writing out from memory every day a verse, or a few lines of prose, putting in every stop and capital, and spelling every word right, produces really surprising results. Vary your reading and spelling lessons once a week or oftener,

by having this done on the blackboard, and corrected by the class. And have the class pick out bits of conversation, or verses with a good many stops and capitals, to be studied and reproduced in this way. You will find that this device stimulates observation, and makes for accuracy.

THE BRIDGE.

It's nothing but a street of boards
Above the railroad tracks;
You hear the trains roar underneath,
You see them through the cracks.

The whistle blows a noisy blow.
The smoke puffs up the air.
I'm not a bit afraid, and yet
I'd rather not be there.

— *Little Folks' Magazine.*

A MISER.

A miser, traversing his house,
Espied — unusual there — a mouse,
And thus his uninvited guest,
Briskly inquisitive, addressed:
"Tell me, my dear, to what cause is it
I owe this unexpected visit?"
The mouse her host obliquely eyed,
And smiling pleasantly, replied:
"Fear not, good fellow, for your hoard!
I come to lodge, and not to board."

— *Cowper.*

THE BEHAVIOUR OF KITES.

"The tree-tops sing, the lilacs sway,
The clouds skim by like cotton sails;
I've walked the gardener's beds all day
Through watching kites with swinging tails.

The kite, when first you take him out
Upon the hill where breezes swish,
Will knock his head and flop about,
And wriggle like a drowning fish.

But give him string, up, up he'll rise,
To soar at ease from place to place;
A-wobbling down when daylight dies,
A smile upon his painted face.

If Aunt would only watch the kite,
Perhaps she'd get to understand
The reason why I fret and fight
At being led about by hand.

If she would let me out instead
Across the fields, I'd never fight,
And end by coming home to bed
A-smiling nicely, like the kite." > >

— *St. Nicholas.*

in the money, of which the eldest gets 6. ∴ the proportions are:

$$13 : 6 :: \$1,200 : A's = \$553\frac{1}{3}$$

$$13 : 4 :: 1,200 : B's = 369\frac{2}{3}$$

$$13 : 3 :: 1,200 : C's = 276\frac{2}{3}$$

c. The hands of a clock coincide first after 4 o'clock at $\frac{1}{11} \times 20$ mins. or $21\frac{9}{11}$ mins. past 4 ∴ the minute hand of the clock has moved $81\frac{9}{11}$ spaces since it indicated 3 o'clock. The correct time then was 1 min. to 3 and when the clock indicated 4 o'clock the correct time was $\frac{1}{2}$ min. past 4. Hence the clock indicated:

60 min. spaces in $61\frac{1}{2}$ mins. correct time
and 1 " " " $61\frac{1}{2}$ " " "

$$81\frac{9}{11} \text{ " " " } \frac{61\frac{1}{2} \times 81\frac{9}{11}}{60} \text{ mins. correct time}$$

$$\frac{1}{11} \times \frac{9}{11} = \frac{9}{121} = 83\frac{1}{121} \text{ mins. correct time.}$$

Since 1 min. to 3, or $83\frac{1}{121} - 61 = 22\frac{1}{121}$ mins. past 4 — correct time.

d. Examination Paper 53, page 130, question No. 4, Academic Arithmetic.

Vol. of sphere = $\frac{4}{3}Pr^3 = \frac{4}{3} \times \frac{2}{7} \times 1000 = 11\frac{1}{7} \times 1000$ cu. ft. 1 cu. ft. of air weighs .0808 lbs. and 1 cu. ft. of hydrogen weighs .0056 lbs. ∴ a cu. ft. of hydrogen will support .0752 lbs. nearly.

Since the volume of the balloon is $11\frac{1}{7} \times 1000$ cu. ft. it will contain $11\frac{1}{7} \times 1000$ cu. ft. of hydrogen and will support:

$$\frac{116000}{21} \times .0752 \text{ lbs. or } 315\frac{2}{21} \text{ lbs.}$$

The discrepancy between this answer and that given in the book is due to the use of $\frac{2}{7}$ for P. If .14159 be used the answer will be a trifle less, but the method is the same.

The agricultural education that we hear about should not be confined to the country. The city needs it, too. A man went into a Boston department store the other day and asked for a hoe. The young woman at the counter passed him a trowel, and finding that it was not what he wanted, asked him to pick out a hoe from the pile of garden tools. He did so. Then the saleswoman made out the slip, "One hough, 75 cents."—*Selected.*

The Rural Education Monthly, published by the Elementary Agricultural Division of the Department of Agriculture for New Brunswick, like *The Rural Science Bulletin* of Nova Scotia, seeks to aid those teachers who are doing nature study and school garden work. The first number appeared in June of this year.

PUBLICATIONS RECEIVED.

SPECIAL BULLETIN FROM THE COMMISSION OF CONSERVATION, OTTAWA.

A report just issued by the Commission of Conservation, "Conservation of Fish, Birds and Game," directs attention to the great value of these resources to Canada. The volume is a report of the proceedings of a conference of the Committee on Fisheries, Game and Fur-Bearing Animals of the Commission, and contains a fund of information regarding the present condition and the necessity for protection of Canada's fish, birds and mammals.

Canada is taking a prominent part in the international movement for the protection of wild life. A Migratory Bird Treaty between Canada and the United States is under consideration. Through the influence of the Commission of Conservation and other interests, bird reservations are being created, where the birds may find safe nesting and breeding places.

The fur-bearing animals of Northern and Western Canada are being rapidly exterminated. This is clearly shown by the present report. To secure their more adequate protection, the Commission is advocating the amendment of the Northwest Game Act to place responsibility for its administration upon the Dominion Parks Branch, which already protects the animals in the Dominion National Parks.

The future of the fisheries of Canada is dealt with in an able manner by the highest authorities in this country. That they are of great present value is recognized, but there is also a potential value in our oceanic and inland waters which, upon development, would mean the creation of new industries. To meet this condition, the Commission is suggesting vocational training and simple demonstration stations for the fishermen, that they may take advantage of the most practical and modern methods of their calling.

The report is replete with illustrations applicable to the subject matter. Teachers will find it of value in geography and nature study lessons.

The Teachers' College Bulletin, published by the Teachers' College, Columbia University, New York City, gives details of a large number of courses offered in the school of education, and

leading to diplomas and degrees, for 1916-1917. The session lasts from September 27th to June 13th. The estimated expense for the Academic year is from \$585 to \$880.

The tenth annual announcement of Macdonald College, Ste. Anne de Bellevue, Quebec, has been received. This well known institution, which is a college of McGill University, is divided into three schools. (1) *The School of Agriculture*; (2) *The School for Teachers*, and (3) *The School of Household Science*. *The School of Agriculture* offers a four years course, the first two at McGill University, the final two at Macdonald College, leading to the degree of B. Sc. in Agriculture. There is also a two-year course leading to a diploma. *The School for Teachers* is a Normal School for the Province of Quebec and offers diplomas of four grades, viz., Elementary, Kindergarten, Model School, and Academy.

The School of Household Science offers (a) a one-year (homemaker) course, leading to a certificate; (b) a two-year (institution administration) course, leading to a diploma; (c) three short courses each of about three months duration, providing training in practical work in all branches connected with the home. (d) a short course in dress-making.

For particulars, apply to The Registrar, Macdonald College, Quebec.

RURAL SCIENCE 1916.

The Rural Science School, held in Truro every summer, opened this year with an enrolment of one hundred and ninety, the largest attendance in the history of the school. This number included, besides the regular first and second year students, some few who came for Physical Drill only, and several graduates.

Bird walks, botany tramps and insect hunts by day and by night, supplemented the excellent work done in the classroom. Also, in connection with the botany and bird study, an illustrated lecture was given on each, the former by Mr. L. A. DeWolfe, and the latter by Mr. E. C. Allen.

The school was fortunate in being able to attend an illustrated lecture on school gardening given by Mr. Kilpatrick, president of the School Garden Association of America. The slides, which were beautifully coloured, amply proved that if a teacher really desires a school garden, be the

school yard ever so desolate, there is no such word as "cannot."

The social side of the school was not neglected. The first Friday evening a welcome reception was held in the assembly hall of the Normal College. At this pleasant function the students learned to know each other and became acquainted with the instructors with whom they were to be associated during the next four weeks.

The senior and junior botany classes were entertained by the ever hospitable Mr. and Mrs. DeWolfe at their home on Bible Hill.

Two very enjoyable out of town excursions were taken, one to Folleigh Lake and the other to Shortt's Lake.

On Friday, August 4th, the students attended the meetings of the Entomological Society of Nova Scotia, of which Mr. E. C. Allen, the instructor of entomology, is president. The day being the anniversary of the declaration of war, the evening session was postponed until Saturday and was again postponed until Thursday. Instead, Professor Cumming gave the second of his bacteriological lectures and Dr. Creelman, principal of Ontario Agricultural College, Guelph, spoke for a short time on the Rural Problem.

Towards the end of the session the students held an exhibition of the work done during the summer. Besides the usual display of pressed plants, insects, cut flowers, minerals and wood-work there was a very creditable showing of canned vegetables done by the class in horticulture under the supervision of Mr. Shaw.

The school closed on Thursday evening, August 10th, with an illustrated entomological lecture by Mr. Allen. After the lecture, the certificates were given out, and the scholarships awarded.

So, amid good wishes and smiles and handshakes innumerable, ended the session.

HARRIET L. LINDSAY.

GOLDENROD.

Graceful tossing plume of gold,
Waving lowly on the rocky ledge;
Leaning seaward, lovely to behold,
Clinging to the high cliff's ragged edge;
Burning in the pure September day,
Spike of gold against the stainless blue,
Do you watch the vessels drifting by?
Does the quiet day seem long to you?
—Celia Thaxter, in "Seaside Goldenrod."

RELIGIOUS EDUCATION.

In December, 1914, The National Education Association of the United States offered a prize of \$1000 for the best essay on "The Essential Place of Religion in Education, with an Outline of a Plan for Introducing Religious Teaching into the Public Schools." 432 essays were sent in. The prize was awarded to Charles E. Pugh, University of California. Several essays were given special mention, among them the one written by Anna B. West, of Newburyport, Mass, which we have read with great interest and sympathy. The conditions of the contest, "to define religion in a way not to run counter to the creeds of Protestant, Catholic or Jew" made the task a difficult one, and we confess to some surprise that the writer has succeeded in presenting so promising a plan as she has, under the severe disadvantage of omitting all references to what seems to us, and we presume also to her, the central and essential fact of Christianity.

Mrs. West recognizes the difficulties of organized religious teaching in the public schools. "It is an educational enterprise only a little less difficult than it is important." It would seem that she has slight hope of seeing such an enterprise seriously undertaken. But we are grateful that she has made her contribution towards it, and glad to bring some passages of her essay to the notice of our readers. We believe that a thoughtful reading of the whole essay would be helpful to all teachers, whether giving technical religious instruction or not, who desire to give "such moral training to a thinking being as will enable him to live in harmonious relations with God and in unselfish co-operation with his fellowmen."

This is Mrs. West's definition of teaching, and it underlines her whole plan. The child's thought is to be directed towards God who loves him and gives him all, and secondly, as a consequence, towards his fellows, whom he is to love and serve. The rule of conduct for the little children is — Give. The three ideas to be illustrated are: God as our Father. God's creatures His children. God's children are brothers. The Bible stories to illustrate this are. 1. Joseph, son and brother. 2. Moses, leader of his people. 3. Samuel hearing his Father's voice. 4. David and the victory God gave him over the giant. The writer advises teachers to "prepare story telling carefully.

It is well to write the four stories and commit them to memory. Always tell stories in the same language or the children will be disappointed. Make them simple and vivid. If the children like one story much better than another, work over the condemned story until the children are won to it. Satisfy your critics. You will be repaid." The suggestions for memory work are: The Lord's Prayer, The Great Commandment (St. Matthew, 22: 37-39), Little Children and the Kingdom of Heaven (St. Matthew 19:14) and selections from Psalms 103, 104, and 23. "The teacher should not be denied the privilege of choice. There is a wealth of passages in the Psalms suitable for young children. But only those that express beauty in nature, beauty in human acts, joy in the thought of God, trust, confidence and the worship of praise should be selected for the kindergarten or Grade I."

In grades I, II, and III, obedience as an expression of love is the virtue to be kept before the children. To be obedient the child must be punctual, patient, persevering, industrious, truthful. The Bible stories to be told are the four previously used. completed as illustrating obedience as holiness, that is, as wholly loving God. "But do not call them illustrations; simply stories." Then come the stories of Abraham and the offering of Isaac. The Siege of Jericho, Story of Daniel, Story of David and Jonathan. Parts of the 29th Psalm are added to those already memorized, and passages from St. Matthew 5 and 6, and the first four commandments are also to be learned.

In grade IV, where the study of history begins, the children are to be led to reason with themselves on the evil of disobedience, to see that it comes of selfishness and want of love, that it leads to hatred and other sins, and that it brings suffering. Later on, their sense of personal responsibility is to be developed, and from that, the desire to contribute to the good of others, and an ideal of citizenship. Historical characters are to be tested by their value to their fellowmen. More historical setting is to be given to the Old Testament stories already known, and the stories of Saul and David, Elijah and Elisha are to be told, as well as the parables of the Prodigal Son and the Good Samaritan. The Lives of Solomon, Josiah, and Isaiah are studied as biography. Psalms from which passages are learned are 5, 8, 27, 42, 46, 63, 91, 96, 139. Lastly, in the High School, there is to be studied

an outline biography of Jesus "the Great Humanitarian," based on St. Mark's gospel.

The writer of the paper stresses the need of instructing children about the will, and how it may be trained. We are reminded of a passage in a modern novel, where an educated young Englishman in great trouble consults a priest, not of his own religion. The priest, in answer to the inquiry of the boy's mother how he had helped him, said, "I told him about the will. *He seemed never to have heard of it.*" Among the "statements of the results of human experience" which Mrs. West would lead the High School student to discover for himself in history and biography are the following: "Nothing can be forced on the soul from outside against its will. The will selects and appropriates out of the experience of life; and character inevitably reveals the food it lives upon." "Just and right discipline never really comes from an outside source, not even when the state shuts a thief in prison or puts an end to a murderer's existence, but is always what the free spirit inflicts upon itself in its spiritual choices and refusals. All history, all biography, may be an illustration." "Freedom is perfect obedience to God's law, and it is attained by being willing to live in harmony with God's law. Freedom, then, lies in the will."

"There may be an *educated will*, one which exercises in harmony with unselfish aims and brotherly purposes, pleasing to God, the Perfecter."

Not in the discovery of axioms, still less in mere listening to them, however, does the writer trust for the growth of the religious life of the child. "To know about religion and to be religious are not the same thing. No religion that is not a moulding force of character is vital." "Not by multiplying admonitions, but by enveloping it with the right atmosphere," does such a life grow. No outline, no scheme, however carefully thought out, and strictly followed, can be in itself enough. "Religious teaching may suffuse every subject in the course of study." The interior life of the child depends to a great degree upon the nobility of character and the sympathy of the teachers, and by far the most helpful influence is, "the constant revelation of a life that looks Godward."

[The prize essay, together with the four winning special mention, and a synopsis of the points brought out by other writers, are printed in a monograph issued by the National Educational Association, Ann Arbor, Michigan. Price 30 cts.]

SUGGESTIONS FOR TEACHING SPELLING.

1. In conducting the spelling recitation pronounce the words distinctly and accurately. Require the pupils to pronounce before they spell.
2. Do not pronounce a word a second time for careless pupils, otherwise habits of inattention are encouraged.
3. Have pupils keep a list of the words they misspell. Give frequent reviews of these words until they are mastered.
4. Compose sentences for dictation into which are introduced homonyms, possessives, abbreviations, contractions and arbitrary signs. Insist on the proper punctuation and capitalization of these exercises. Didn't your nephew buy a cream separator? My niece came home on Wednesday, April 7th, at 6.35 p. m., etc.
5. Teach syllabication and accent. It will help both spelling and pronunciation. Occasionally require pupils to pronounce each syllable in oral spelling, thus directing attention to its phonic value.
6. Give exercises in words often confounded in spelling, pronunciation, or meaning: Emigrant immigrant, dying, dyeing; lightening, lightning, etc.
7. Keep on the board a list of the common words often mispronounced: Often, arctic, helm, bellows, ewe, quandary, etc. Give frequent drill in pronouncing these.
8. Teach word-building with prefixes and suffixes. Show the important parts played by des-, un-, ful-, less-, er-, or, etc., in the formation of new words.
9. Study related words: Elect, election, elector, electoral, electorate, etc.
10. And lastly let it be kept in mind that correct spelling is a habit, and like all other habits is best acquired by attentive and interesting repetition. All work then in this subject should be conducted with this end in view; and every known method and device should be used to lighten as much as possible the drudgery necessary to make the pupil a good speller.—*Charlottetown Guardian.*

A little learning is not a dangerous thing to one who does not mistake it for a great deal.—*Blanco White.*

SHALL AND WILL, SHOULD AND WOULD.

Exercise in Goggin's *Elementary Grammar*, page 125.

I.

1. We *shall* be glad to see you.
4. I *shall* be eighteen in July.
"Shall" expresses futurity.
2. We *will* give you what you need. Promise.
3. I *will* shoot at least one goose if I remain a week. Determination.
5. He fears that he *will* not be able to play.
6. They say that they never will forget his kindness. "Will" in both sentences expresses futurity.
7. I *will* fall into the water and nobody *shall* pull me out and I *will* be drowned. Determination expressed by all three forms.

II.

Sentences 1, 4 and 8 present no difficulties. The distinction between futurity and determination of the speaker is easily seen.

The verb to be used in questions depends upon the verb expected in the reply.

5. *Shall* I buy you that book? is the correct form. It means, "Do you desire or command me to buy it? "Will I?" here, could be correctly used only in repetition of another's question, as, *Will* you buy me that book? *Will* I? Of course I *will*. The same applies to (7). *Shall* we see you at the lecture? where "shall" expresses futurity.

III.

1. I *should* like to win the medal. = I *shall* be glad to win the medal.
2. What *should* we do without railways? Futurity. (conditional.)
3. One *should* always do one's best. Obligation.
4. If he *should* fall he *would* be killed.
5. *Would* you help me if I *should* fall?

In subordinate clauses, after if, though, when, etc., *shall* and *should* are used for all three persons. (*Mason*.)

6. They declared they never *would* forget his kindness. Futurity.

"He who is always inquiring what people will say, will never give them opportunity to say anything great about him."

APPRECIATION.

In a big hospital in a big middle west city lies a little, white-haired woman in what the doctors say will be her last illness. She is old and very frail. There seem to be no relatives. Friends are very few. But there is a magnificent bunch of fresh flowers always on the little table beside her bed. Somebody, evidently, has not forgotten the little, old school-ma'am.

That somebody happens to be the chief of police for the big city. With the first box of flowers came a letter from the chief. It read something like this:

"Dear Miss E——. — I have just learned that you are among the patients at this hospital. Perhaps you do not remember me, but I shall always remember you. It was a good many years ago that I was your pupil. I was a dirty-faced, irresponsible little brat on the road to good-for-nothingness. Nobody took any interest in me except to shoo me away and threaten to call the police if I didn't scoot. I had no respect for man, God, or the devil. Nobody took the pains to understand me — till I entered your grade.

"All that I am, and all that I ever hope to be, is your work.

"I have had other teachers. I learned from them much that was good. But it was you who found the spark of worth-whileness in me and taught it to raise its head and live. You put the sustaining support under my soul and it is you I have to thank for my self-respect and the respect of others.

"God bless you. Willie R——."

The little, old teacher cried over that letter. She keeps it tucked under her pillow, and many times a day she feels for it and thanks God. She loves the flowers, too; but she loves the letter more.

I wonder if there are not more of us who could send some such message to some tired old teacher who labored long and conscientiously over us — some soul growing discouraged in the last lap of life's journey.

When we're the pupil we don't always appreciate what teacher does for us. When we're older and we know, we're too careless to make the acknowledgement.—*Selected*.

CURRENT EVENTS.

Monday, the ninth of October, is Thanksgiving Day in Canada, following the plan recently adopted of choosing a day which will give a week-end holiday in the middle of autumn.

The name of Berlin, Ontario, has been changed to Kitchener. It is proposed in South Australia to give English or native Australian names to a number of places that now have German names. It is to be hoped that the English names selected will not be names of places in England or elsewhere; for, on general principles, such transplanted names as London and Paris, or New London and New York, are quite as objectionable as Berlin.

Unfortunately, there is a serious shortage of the wheat crop in our western provinces. This will add to the hardships in that part of the Dominion which are due to the war, and which have caused a large emigration this year to the north-western parts of the United States, principally of those who had come from that region when times were more prosperous in Canada.

Without waiting for the arrival of the vessel which was being sent from England, Sir Ernest Shackleton made a third attempt to rescue his men who had been left on Elephant Island, in the Antarctic Ocean, and succeeded in bringing them back in safety to Punta Arenas, Chile. His two earlier efforts failed because of the ice conditions.

Donald B. MacMillan, the Arctic explorer who sailed from New York in 1913 in search of Crocker Land, and who found that it has no existence, is expected to reach port in Newfoundland or Cape Breton about the last of this month. He is returning on a Danish steamer chartered for the purpose.

Steffanson, the Canadian explorer, is continuing his work of exploring and mapping the new land which he discovered north of the mouth of Mackenzie River. He will probably not return until next year.

An agreement for linking the railway systems of Sweden and Russia by bridging the river which forms the boundary line has been ratified. This will give another avenue for Russian trade during the winter months.

The corner stone of the parliament building at Ottawa was laid on the first of September fifty-six years ago, by the late King Edward, then Prince of Wales. It has been moved to a new position, a hundred feet east of its former position, and was there relaid on the first of this month by the late King's brother, the Duke of Connaught. His Royal Highness will probably leave Canada before the end of this month, having completed his term of office as Governor-General, and will carry with him the best wishes of all Canadians.

The Panama Canal is again blocked by a land slide.

A conference now in session is expected to settle the differences between the United States and Mexico.

A conflict between Chinese and Japanese troops in Manchuria may have important results, as it leads to the discussion of Japanese claims to special privileges in Manchuria and Inner Mongolia.

The Germans and their allies are no longer winning. This, perhaps, is all that can be said of the general situation. The end of the war may be yet a long way off; but we seem to have the advantage now in every field of action, and if we can keep up the struggle long enough we shall win. The greatest

losses are usually on the side of the offensive, and our lists of casualties are already showing the cost of a forward movement. The British losses on all fronts in August, in France, Macedonia, Egypt, Mesopotamia and South Africa, were nearly one hundred and twenty-eight thousand.

Important events have taken place within the last month, which are taken as indications of greater events impending. The arrival of Italian and Russian troops at Salonica is reported, and the Italians are pushing forward their army in Albania. Roumania joined the Entente Allies by declaring war against Austria on the twenty-second of August, and sending a large force across the border into Hungarian territory; and on the same day Germany declared war against Roumania, and Italy declared war against Germany, after apparently waiting for months for Germany to make the declaration. The Austrians were not prepared to meet the new enemy; and within a week the Roumanians had advanced so far as to occupy all the eastern part of Transylvania, a province of Hungary which is largely peopled by Roumanians, and which Roumania will claim as her share of the spoils.

The entrance of Roumania into the war increases the number of warring nations to fifteen if we count the little republic of San Marino as one. The others are Britain, France, Russia, Italy, Portugal, Belgium, Serbia, Montenegro and Japan, and now Roumania, making eleven in all, against Germany, Austria-Hungary, Turkey and Bulgaria. Perhaps we should add Persia, which, though it has not declared war, has been actively engaged from the first in resisting the Turks; and also Arabia, since the Grand Sherif of Mecca has proclaimed its independence and declared war against Turkey. Greece may be added to the number before many days. The Greek people have always been favorable to the Allies, and the German agents who have succeeded in influencing the Greek King and his advisers to maintain a more or less threatening neutrality are being driven out of the country or imprisoned. The Bulgarians who have invaded Greece have already come into conflict with Greek soldiers, and a declaration of war is expected to follow.

The conquest of German East Africa by the British, Belgian and Portuguese forces is nearly completed. Dar-es-Salaam (meaning the Harbour of Peace), the principal port and the ocean terminus of the principal railway, has been occupied by the British. The advance here within the past month has been more rapid and extensive than in any other theatre of the great world war; but there is still a formidable body of native troops under German leaders in the southern part of the territory.

The battle of Verdun still continues, though the Germans are losing ground; and the battle of the Somme, in which the Germans are slowly falling back before the French and British forces, is now the scene of the fiercest fighting on the western front. The Russians are still advancing in Galicia and in Armenia, and a Russian army is helping the Roumanians to defend their southern frontier against the Bulgarians. The Italians have won their first great victory by taking the Austrian city of Gorizia; and the Allied army at Salonica, which with the addition of the Greeks will number nearly a million men, is about to move for the reconquest of Serbia and the closing of the Teutonic avenue to Constantinople, the opening of which was to the Germans the greatest success of the war.

SCHOOL AND COLLEGE

The one hundredth anniversary of the founding of the famous Pictou Academy was celebrated with fitting ceremonies on August 27th, 25th and 29th, amid a large gathering of its former students.

The Academy was founded in March, 1816, by the Rev. Thomas McCulloch, afterwards President of Dalhousie College. It is estimated that more than six thousand students have passed through its class rooms, and it has sent out many who have become leaders in educational work or in other professions. It has been famous as a fitting school for the universities, drawing students from different parts of the provinces.

The celebrations began with special services in the churches on Sunday, the 27th, conducted by graduates of the Academy. On Monday a procession of over one thousand students and ex-students marched from the old Academy building to the present one where an open air meeting was held and addresses delivered. On Tuesday the chief event was the unveiling of a tablet erected at the entrance of the Academy by the Nova Scotia Historical Society, to commemorate the foundation and history of the institution.

Among the speakers during the celebrations were Dr. Stanley McKenzie, President of Dalhousie University; Dr. Ross Hill, President of the University of Missouri; Dr. A. H. MacKay, Superintendent of Education for Nova Scotia; Dr. Boyle, President of King's College; the Mayor of Pictou and Dr. McLellan, the present Principal of the Academy. The latter, in his address at the meeting announced that the sum of \$8,000, soon, it is hoped, to be increased to \$10,000, had been given to the Academy for bursaries and scholarships.

Of the one hundred and fifty-three candidates from New Brunswick schools who took the University matriculation in arts examinations, nineteen passed in the first division, seventy-seven in the second, twenty-eight in the third and twenty-six in the third, conditionally, while three failed. The first division was led by Miss Mary Chaisson, of St. Vincent's High School, St. John.

Miss Althea Wathen, of Harcourt, N. B., has been appointed manual training teacher at the New Brunswick Normal School, succeeding Mr. Roland J. Murray, who has enlisted with No. 8 Field Ambulance.

Owing to the large enlistment among men of the undergraduate age, the attendance this year at the University of New Brunswick, as at other colleges, will be very much smaller than in previous years.

Miss Annetta Charters, of Fredericton, is in charge of the Manual Training Department of the Consolidated School at Riverside, N. B.

Mr. R. H. Wetmore, formerly Principal of schools in Milton, Queens County, N. S., has taken the Principalship of the Parrsboro, N. S. Schools.

Miss Greta Wasson is teaching at Scotchtown, N. B.

Mr. J. D. Keane has been re-engaged as principal of Harkins' Academy, Newcastle, N. B. Miss Jennie M. Fellows of Flatlands and Miss Edith Baldwin of Douglastown, have been appointed to vacancies upon the staff of this school.

Mr. Fred J. Paterson has been appointed to a post on the teaching staff of the Fredericton High School.

Miss Rhoda MacDougall, who has been teaching for some years in the Model School at Fredericton, N. B., has taken Miss Gibson's place in the Winter Street School, St. John. Miss Alice Gallagher succeeds Miss MacDougall at the Model School.

The trustees of the Fredericton schools have decided to open a pre-vocational department for children who do not intend to go on to the High School. Miss Annie Pinder will be in charge of this department.

Miss Vera Webbe, who has been teaching in the Superior School at Milford, N. B., has gone to the La Tour School, St. John, to fill the place of Miss Rosalie Waterman, who resigned to be married. The vacancy left, in the Winter Street School, St. John, by the resignation of Miss Etta Barlow, has been filled by the appointment of Miss Emma Colwell, formerly on the Victoria School staff.

Mr. Hayes, formerly principal of the St. John Manual Training Department, is in charge of the Victoria School, and his place at the Manual Training School is taken by Mr. A. G. Gunter.

Lieutenant Robert Newton, of the 34th Siege Battery, director of Agricultural Schools in New Brunswick, has rejoined his unit at the front, after recovering from wounds received in action.

The students of the New Brunswick Rural Summer Schools at Sussex and Woodstock, published conjointly during the session, *The Rural Science School Bulletin*. This is an interesting and solidly instructive pamphlet, and reflects the greatest credit upon those who in the stress of the summer work gave their time and energy to produce it. The editor, Mr. Emerson C. Rice, was assisted by a staff representing both faculty and students.

The essence of intellectual living does not reside in extent of science or in perfection of expression, but in a constant preference for higher thoughts over lower thoughts. Here is the true secret of that fascination which belongs to intellectual pursuits, that they reveal to us a little more, and yet a little more of the eternal order of the Universe, establishing us so firmly in what is known, that we acquire an unshakable confidence in the laws which govern what is not, and never can be, known.—
Philip Gilbert Hamerton.

RED ROSE TEA "is good tea."

OFFICIAL NOTICE.

New Brunswick School Calendar,
1916-1917.

1916. FIRST TERM.

- Oct. 9—Thanksgiving Day (Public Holiday).
Dec. 19—Exams. for Class III License begins.
Dec. 22—Normal and Public Schools close for Christmas Vacation.

1917. SECOND TERM.

- Jan. 8—Normal and Public Schools re-open.
April 5—Schools close for Easter Vacation.
April 11—Schools re-open after Easter Vacation.
May 18—Loyalist Day (Holiday for St. John City only).
May 22—Exams. for Class III License begin.
May 23—Empire Day.
May 24—Victoria Day (Public Holiday).
May 24—Last Day on which Inspectors are authorized to receive Applications for Departmental Exams., Reg. 38-6.
June 3—King's Birthday observed (Public Holiday).
June 8—Normal School Closing.
June 12—Final Exams. for License begin.
June 18—High School Entrance Exams. begin.
June 29—Public Schools close for Term.

No Summer Vacation!

will be given this year, but we will do our "bit" by fitting young men and women for the work that is waiting for them. Students can enter at any time. Send for Catalogue



S. KERR,
Principal.



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