

PAGES

MISSING



QUEEN ELIZABETH SIGNING THE DEATH WARRANT OF MARY QUEEN OF SCOTS

From a Painting by A. Liezen-Mayer



The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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

For admission to the N. S. Normal College in future, says the November "Journal of Education," a passable proficiency in the scientific subjects of the High School programme will be required. Those who do not hold certificates attesting to such proficiency can take an examination upon the subjects on the opening day of the college.

Our supply of the August REVIEW is exhausted. If any subscriber has received more than one copy he or she will greatly oblige us by returning the extra copy.

A subscriber writes as follows:

"Many thanks for the article in REVIEW calling attention to the fact of how little pupils really know about the true meaning of Thanksgiving. I found that the intermediate department here knew absolutely nothing of its origin. So we had a Thanksgiving week—our composition work was on the history of Thanksgiving; our spelling from the same; the geography, the tracing of the voyage of the Pilgrim Fathers; our drawing of the fruits of the harvest; even our arithmetic had it. Grade five made out bills of the things they needed, etc.; Grade six with fractional questions concerning the land they needed; and on Friday afternoon we had suitable public exercises. To be sure, I worked harder, but never did I feel more satisfied with a week's work."

A report of the Gloucester County Teachers' Institute was received too late for this number. It will appear next number.

A movement is on foot for the making of better roads in these provinces. Get the school children interested in good roads. This can be done as a part of the nature work—the results of observations and discussions on the roads of the district,—how many, and in what directions do they run? Are they crooked or straight? Let the children draw them and talk about them at home. Perhaps there is an aged person in some home who can tell about laying out the roads years ago. We saw a road in the country on Thanksgiving Day that was a delight to travel on—ditches on each side, rounded and gravelled in the middle. Other country roads were muddy. Children will readily see why this one was not in that condition.

A few weeks ago someone sent a dollar subscription to the REVIEW with not a line to indicate who the sender might be. Even the postmark on the envelope was not clear enough to decipher. Probably the sender is wondering why the REVIEW has not been forthcoming.



Dr. Soloan maintains that our public school education is entirely inadequate and that federal money is required for the improvement of our common and high schools and for technical education. His paper on The Plight of the Atlantic Provinces, read before the Prince Edward Island Teachers' Convention, is published in the Charlottetown Patriot. It is a plea supported by many strong arguments for a more liberal support of education.

A writer on another page makes a reasonable plea for the study of parallel courses in English literature in the high schools of Nova Scotia, New Brunswick and Prince Edward Island. The REVIEW has favored such plan, as it could render more effective service thereby to the teachers of literature.

In the REVIEW for October an article appeared on Specialization of Higher Education: A Reference to Kings. An answer appears in this number from the pen of President Powell, and there the discussion must end so far as the REVIEW is concerned. We did not consider the article in the October REVIEW "scurrilous or defamatory," or it should not have been admitted to these columns. As it was written by a prominent Anglican, the inference was that he intended to spur the Church of England people in the interests of their time-honored college. If any misstatements of fact have been made President Powell has corrected them in his letter, so that there is no need to make further reference to them here.

In the death of Dr. J. R. Inch, late Superintendent of Education in New Brunswick, there is removed one whose memory is honored and revered among the teachers of the province. James Robert Inch was born at Jerusalem, Queens County, on April 29, 1835, and began teaching while in his fifteenth year. From that time until his death his life was devoted to educational work, his influence on which, both as a leader in the institutions at Sackville and as Superintendent of Education, was far-reaching and permanent.

Our readers will find the articles in this number of the REVIEW of more than usual interest.

Subscribers should read the Business Notice on page 129.

A SCHOOL ROOM PAPER.

The REVIEW has frequently spoken of the usefulness of a well conducted school journal, published by a committee of management, whom all the scholars are supposed to assist by contributions, either original articles or selections.

It was with considerable pleasure, therefore, that we received the other day from the pupils of the West Highlands School, Amherst, a copy of the latest issue of their weekly paper, "Wise and Otherwise."

The paper grew out of some remarks made on the subject by the editor of the REVIEW while attending the recent Teachers' Institute held at Amherst. The principal of the school writes us that he fostered the movement and saw it on a good working basis, before putting it in the hands of the pupils. Later issues have been wholly in their hands, and they have entered into the work with spirit and have carried it on with enthusiasm.

The board of management consists of an editor-in-chief with six associates. Their duties are to see that articles are written neatly with pen and ink, correctly punctuated and spelled, on slips of paper, four inches wide, these to be pasted on the paper or cardboard which forms the body of the paper.

The editors, who are in grades seven and eight of the West Highlands School, would be glad to furnish interested teachers with any facts they may desire regarding publication. The editors ask for any criticisms of their work. Here are a few: One would like to see more original matter especially regarding the work and sports of the school. This would promote a proper esprit de corps among the pupils, and at the same time furnish familiar subjects for essay and story writing. There are too many "culled" articles. "Scissors and paste" should not be resorted to too frequently in the make-up of a paper. There are a few misspelled words. Young editors should write with a dictionary within reach, to examine the different shades of meanings of words and note their proper spelling.

A subscriber, who recently removed from Nova Scotia to Massachusetts, renews her subscription and adds: "Your paper was such a help to me in other years that I feel as if I could not teach properly without it."—A. G. W.

CENTENNIAL ANNIVERSARIES OF THE
WAR OF 1812.

J. VROOM.

VI.—THE SKIRMISH AT LACOLLE—THE THIRD
INVASION.

NOVEMBER 20.—General Dearborn, Commander-in-Chief of the United States forces, had made his headquarters first at Greenbush and later at Plattsburg, on the western shore of Lake Champlain. At the latter place, by the middle of November, he had an army of eight or ten thousand men, with which he hoped to reach Montreal and occupy the Province of Lower Canada. This was called the army of the north, to distinguish it from that at Niagara, the army of the centre. The British forces in Lower Canada, numbering only three thousand, were so disposed as to be ready to meet the enemy by whichever route they came. The frontier posts which would meet the first attack were under command of Major de Salabery, a French Canadian who had already won distinction in the British service, and who was later to become famous in Canadian history. On the sixteenth, Dearborn moved towards the Canadian boundary with three thousand men, and it seemed that he was about to make an invasion in force. On the twentieth, a further advance was made by a party of six hundred under Colonel Zebulon Pike. Before daylight in the morning they had reached Canadian territory, and moved forward in two divisions to the Lacolle mill stream, which lies a little north of the boundary line. Here they took the blockhouse, or the building used for that purpose, the defenders making their escape in the darkness; and then the two parties began firing on each other, each being under the impression that the other was British. When they had discovered their mistake, de Salabery was approaching; and they hastily retired to their own side of the boundary line, leaving their dead and wounded on the field. This remarkable skirmish, in which the British practically had no part, began and ended the campaign of 1812 in that region. The threatened invasion was postponed. Dearborn's troops marched southward and went into winter quarters.

General Dearborn gave in his official report the reason why his army of invasion did not invade. It was because of the rawness of his troops. He was apparently too good a soldier to lead such men into battle. He did not wish to share in his own

person and command the fate which had for like reason befallen the army of the centre and the army of the west.

NOVEMBER 28.—Not counting Colonel Pike's harmless incursion, the third invasion was on the Niagara river, above the falls. Immediately after the battle of Queenston Heights, General Sheaffe agreed to an armistice on the Niagara frontier. The conclusion of this armistice by General Van Rensselaer was his last important work as leader of the defeated army of the centre. He soon resigned his command, blamed by his compatriots in the United States for faults that were not his, and reviled by his successor who had been to some extent the cause of his discomfiture. He was succeeded by Brigadier-General Smyth, who was to prove himself even more worthless in full command than he had been as a subordinate.

The armistice enabled Smyth to complete his preparations for invasion. By the twenty-seventh of November, he had at Black Rock an army of four thousand five hundred men, with boats enough for the embarkation of more than three thousand. Small parties of British regulars and Canadian militia guarded the upper part of the river, where a crossing was to be expected. At two points, not far apart, in the early morning of the twenty-eighth, small parties of the enemy effected a landing. There was heavy fighting before they were dislodged, with great loss on both sides considering the numbers engaged. Several other detachments attempted to cross; but their boats failed to reach the shore, and at daybreak further attempts were abandoned. Not long after daylight came, all had been either driven back or captured; for once again the invasion ended with the surrender of the commanding officer of the invaders and his men, though this time his rank was only that of captain, and he had but thirty men to surrender.

Later in the day, a large part of Smyth's army embarked in their boats. They remained near their own side of the river, ready to cross, while the British officer on the other shore was invited to surrender to save the effusion of blood. The British having declined the invitation, Smyth ordered his men to disembark and dine.

Disputes between Smyth and his officers delayed matters for the next two days. Another attempt to cross was about to be made before daylight on the first of December; but some of the men now refused to embark, and Smyth countermanded the movement. Then discipline ceased in his army.

It became a disorganized and angry mob from which he was glad to escape. His official report of the disgraceful affair ended the work of his campaign, and also ended his career, for his government dismissed him from the service.

Though the third invasion was in the end more inglorious, not to say more absurd, than either the first or the second, yet it had been much the most formidable in the beginning. The British lost more men in the three brief engagements of that dark morning than they lost at Queenston Heights. There was a battle prevented that day, rather than a battle won; but it was bravely done, and the twenty-eighth of November, 1812, is an important date in the annals of the war.

It is but fair to add that when the United States militiamen refused to cross the Niagara, they were quite within their rights in doing so. They were not enrolled for foreign service; they were there to defend their own country from invasion. Many of them, no doubt, like General Van Rensselaer himself, had been opposed to the war from the beginning, and would have been glad to see it stopped. They had no quarrel with their Canadian neighbours, and saw no good reason why they should be called upon to take aggressive action. They would leave that service to the regular soldiers, who had no choice in the matter.

School teachers declare that children have no intelligent comprehension of grammatical rules till they are at least twelve years old. The conversation of Hetty, who is eight, reported in the *Lutheran*, tends to confirm the statement.

Hetty's uncle, who is a school teacher, met her on the street one beautiful May-day, and asked her if she was going out with the Maying party.

"No, I ain't going."

"O my dear," said her uncle, "you must not say 'I ain't going.' You must say, 'I am not going,'" and he proceeded to give her a little lesson in grammar: "You are not going. He is not going. We are not going. You are not going. They are not going. Now, can you say all that, Hetty?"

"Of course I can," she replied, making a courtesy. "There ain't nobody going."—*Youth's Companion*

A subscriber, in sending subscription in advance, says: "I could not do without the REVIEW. I get my money back through the lessons on botany and nature-study. Wishing you every success. G.R.R.

BOTANY FOR NOVEMBER.

L. A. DEWOLFE.

Plants have now practically completed their preparation for winter. What preparation have they made?

Look at the buds on, say the beech and the elder. Note the scaly covering. What is it for? Take off the scales from the beech bud. See next year's leaves packed away for their winter sleep. Their white, downy covering probably serves two purposes: (1) protection against sudden changes of temperature during the winter, and (2) to avoid quick evaporation of water after the young leaves come out next spring. Did you ever notice that many young leaves were downy; though smooth when older?

What is packed away in the elder buds? Examine them. Masses of stamens are easily visible.

From these two buds, therefore, we learn that the tree has already made preparation for next year's seed formation; and strength to produce these seeds is assured by the supply of young leaves which are to feed the tree during its growing season.

What preparation have the grasses made for winter? Their stems are not so hardy as those of trees. Consequently, they are willing to sacrifice these parts; but not before they have stored in their roots sufficient plant food to start next spring's growth.

Just as the bud scales protected the young leaves and flowers from sudden changes in temperature, so the ground and the snow protect these roots from similar changes. To be sure, they freeze and thaw, but slowly doing so does not injure them.

Possible the most noticeable winter preparation is the falling of the leaves. Why do trees shed their leaves, and how? If a growing branch be broken from a tree, the leaves on that branch wither. This proves that the leaves give off water. Can the tree afford to lose much water in winter, when its roots cannot get a good supply? Then, would it not be wise to retain the small amount it has? This is done in most cases by throwing away the leaves, and thus preventing evaporation. The scar left by the fallen leaf is sealed by a layer of cork. [The teacher would do well to investigate this healing process in plants.]

Our evergreen trees do not lose all their leaves in winter. How, then, do they prevent too much

drying? Possibly the shape and texture of the leaf will help answer this question.

Does the wood in a tree prepare for winter? In a cross-section, we have seen the annual rings of growth. If the wood always grew at the same rate, these rings would not exist. In late summer, however, the tree grows slowly, making denser, drier wood than the spring growth. What has this to do with winter? If the newest, or outer layer of wood had an excessive amount of sap, what effect would severe freezing have? We know the more porous wood holds more sap. Slow growth late in the season, therefore, tending to store less sap, may prevent winter-killing. Fruit growers apply this principle in avoiding late cultivation and planting cover crops. Their fruit trees, being somewhat artificial, profit by artificial assistance in preparing for winter.

School children might profitably look for other examples of winter preparation. What about bulbs, tubers, etc?

In spite of these preparations, plants seem conscious of possible death during the long winter. Their habit of annual seed formation, however, assures life to the race, if not to the individual. The seed, therefore, is a resting winter form. In fact many plants (annuals) make no other preparation than an abundant seed supply. The seed is so dry that frost does not injure it; nor is decay likely to attack it.

To summarize, then, the winter problems are: (1) to avoid death of the individual by sudden freezing and thawing, as in perennial parts; or from excessive evaporation of water, as in leaves; and (2) to assure continued life to the race by storage of surplus food, and the formation of an embryo plant with its concentrated food supply in the seed.

Many plants have given up the first problem, and are content to direct all their energies toward the perpetuation of their race. Others, however, have solved, or are solving both problems.

The world is not yet finished. It is still in the making. To see the operations at their present stage, noting changes that take place in the habits of cultivated plants when moved from their native climate, helps us read the history of the struggle of all plants to meet winter and summer conditions.

In temperate climates, we have a seed-time and a harvest. In warmer countries, however, culti-

vation has made the two dates synonymous — or, rather, synchronous. Were it not for our extremes of heat and cold, many habits plants now possess would never have been acquired.

Let us, then, study these winter conditions, and try to learn what circumstance has brought about any particular structure our observations may lead us to discover.

GETTING READY FOR WINTER.

There's a little gray squirrel, high up in the tree,
He chatters and scolds. Is he talking to me?
"There are nuts to be gathered, there's plenty to do!
I'm getting all ready for winter. Are you?"

The flowers are asleep in their warm earthy beds,
The leaves form a blanket to cover their heads;
The woods are so still, for the birds have gone, too.
They're getting all ready for winter. Are you?

There are bulbs to be planted, and apples to string;
There are warm coats and caps from the attic to bring;
For winter is coming—there's so much to do!
I'm helping my mother get ready. Are you?

—Primary Education.

There is a story I have heard;
A poet learned it of a bird
And kept its music, every word.

About two thousand years ago,
A little flower as white as snow
Swayed in the silence to and fro.

Day after day with longing eye
The flow'ret watched the narrow sky
And fleecy clouds that floated by.

And swiftly o'er its petals white,
There crept a blueness like the light
Of skies upon a summer night.

And in its chalice, I am told,
The bonny bell was formed to hold
A tiny star that gleamed like gold.

Like the star
Which shines afar,
Without haste,
Without rest,
Let each one wheel
With steady stay
Round the task
Which rules the day,
And do his best.—Selected.

NATURE STUDY OF ANIMALS.

HORACE G. PERRY, Professor of Biology, Acadia University.

Cankerworms.

The Fall Cankerworm should be studied during November. This species and its cousin, the Spring Cankerworm, annually cause much destruction to the orchards of Eastern Canada. The Fall Cankerworm especially, is a great pest in the orchards of Nova Scotia.

On mild days and evenings, after the frosty nights of late October and early November, slender, delicate, silky winged moths make their appearance. The fore-wings are of a glossy gray color, and crossed by two rather irregular whitish bands. The hind-wings are grayish-brown with a faint blackish dot near the centre, and a more or less whitish band across them. These are the male moths of the Fall Cankerworm; the female is without wings, is slow moving, and rather spider-like in appearance. The body is of a shining ash color above and a gray beneath, and from three-tenths to four-tenths of an inch long.

She may be readily found by visiting the orchard with a lantern on some mild November night, when the males are plentiful. She is creeping up the trunk of the tree on her way to the twigs to deposit her eggs, ready for the spring hatching.

The larva appear in spring, about the time the tender leaves are expanding, and are often numerous enough to defoliate the tree. When full grown they measure about an inch in length; they vary in color from greenish-yellow to dusky or even dark-brown. The posterior part of the body is provided with three pairs of legs (pro-legs). The larva of the Spring Cankerworm is much like this, but it has only two pairs of pro-legs. Both these caterpillars are called loopers or measuring worms, because they alternately loop and extend their bodies when in motion.

When not eating they are often found with the fore-part of the body raised at an angle of about forty-five degrees, when they resemble a twig so closely in form and color that they usually escape detection—a good example of protective coloration and protective resemblance. When full-grown they descend to the ground, letting themselves down by a silken thread. They burrow in the soil and there pass the pupa state.

The moth of the Spring Cankerworm usually appears in the spring, but are occasionally found

with the Fall specimens. They are somewhat lighter in color, and in both sexes the adult of this species is distinguished by the presence of two transverse rows of stiff reddish spines, pointing backwards, on each of the first seven abdominal segments.

See Experimental Farms Reports for 1910. This publication can be obtained free upon application to the Minister of Agriculture, Ottawa. Every school should obtain and keep these reports and similar literature on file.

"Tangle-foot" is used to destroy these insects. A good substitute can be made by dissolving resin by heating and mixing it with an equal part of boiling castor oil. Each tree should be banded about four feet above the ground, or below the lower branches. Apply the mixture with a brush, and keep the bands fresh by passing a coarse wooden comb around it, and also preserve its continuity around the tree. The female moths in attempting to ascend are caught in the band.

There are other ways of protecting our orchards,—winter birds, especially the Chickadees, are fond of insect's eggs, and one writer says, he has demonstrated that an orchard can be practically rid of Cankerworms by protecting these birds and attracting them with the winter food. I have found beef-suet especially attractive food for winter birds. During the winter, have your pupils suspend pieces of suet in fruit-trees, and keep records of the visitors, and watch them carefully. Why do the birds (Chickadees) so carefully inspect the limbs of the trees? Dr. Hodge says,—“The English Sparrow was imported largely to destroy Cankerworms, but they have greatly increased where the sparrow has become most numerous.” Why is this?

The Preparation of Animals for Winter.

How is the horse preparing for winter? When is the fur of animals thickest, and best for market? What common animals begin to change the color of their coats at this season? What color do they assume, and why? What preparation have the Song Sparrow, Junco and Bobolink made for winter? Name other birds that have made a like preparation.

Keep lists of these in your school, and have your pupils watch for their reappearance in the spring. Perhaps some of your pupils can tell you of the preparation made by the Thistle birds or

Wild Canary for winter, and where it lives through the cold weather. The observing boy who is used to the woods may know the winter coat of this bird, and where and how it spends its time.

The wild goose is making ready for winter, and in many sections the passing flocks are conspicuous. Note the order or arrangement of each flock. Have they a definite order of flight? Where have they been during the summer? During the time of Champlain the wild goose nested in our Provinces. They were found in the vicinity of what is now St. John City; and an old account, of the "first fruits" sent the King of France from the settlers at Port Royal mentions, among other things, several wild geese, hatched from eggs found near the fort. Why has the wild goose moved its resting site farther north?

What preparation has the bear made for winter? the beaver? the different kinds of squirrels? frogs, toads and snakes?

These and similar topics will afford subjects for study, suitable for this season of the year. The teacher should ever be ready to suggest other subjects, which may be even better adapted to the locality of her school.

SUMMER SCHOOL OF SCIENCE—COURSE IN LITERATURE.

The students of English who are looking forward to next year's work are wondering what will be laid out for their attention. It has been suggested that the Summer School course be separate and apart from that of our High Schools, unless the educational departments of the three provinces agree upon one, so that the Summer School can teach it a year in advance.

After a year's study of a play or story or poem it stands to reason that a better examination can be written than by the one who has only three weeks in class. Since there is close competition, it is well for all to be upon an equal footing.

We are wondering how the Associate Secretaries are succeeding in their newspaper work—one has said that people would be tired of seeing even the name of the Summer School of Science. Business men have proved that advertising is a most valuable help and without it very little is done.

Since we know of its value, why should we hide its light under a bushel, but rather set it upon a candlestick so it giveth light unto all.

NINA E. DAVISON.

COURSES OF STUDY.

ELEANOR ROBINSON.

Let those who cannot join a reading club or society, console themselves with the thought that the formation of the habit of reading and the training of taste, which are our objects, must after all, be accomplished by individual solitary work. It is one thing to read spasmodically, when spurred on by the necessity of writing a paper, or taking part in a discussion. It is quite another thing to keep a solid book on hand, and read it regularly for the sake of the refreshment and energy that it gives and that our minds need no less than our bodies need regular food and exercise.

I believe that for most of us, and especially for young people, better than any help we get from clubs is training ourselves to the habit of reading something good every day. It is surprising how much valuable reading one can do with half an hour a day, and how, after a time, we are hungry for our regular solid reading, as for our meals. If you must have a club, have a Half-Hour Club, in which each member pledges himself or herself to read a book (not a novel, nor a magazine) for half an hour a day, and to pay a fine for every day in which the reading is omitted. Let each member choose his own books, and keep his own record, and, at the end of the year, let the fines go to buy a book for the person who has, in the opinion of some good judge, read the best set of books.

But people who are not used to reading sometimes feel a certain helplessness about choosing a book. There are so many books, and who is to say which will be useful? This feeling is probably the main cause of a state of things described by Mrs. Wharton in her witty short story "Xingu," "Mrs. Ballinger," she says, "is one of the ladies who pursue culture in bands, as though it were dangerous to meet alone. To this end she had founded the Lunch Club, an association composed of herself and several other indomitable huntresses of erudition."

Dismiss this fear, and dare to read alone, to choose your own books, and to take your own interest for your guide.

Lord Rosebery, who has long been looked up to as an arbiter in the matter of reading, said recently in public, "I firmly believe this, that if a man in his honesty and conscience proceeded to read the hundred best books in any list right through he

would never wish to read any thing again. I believe that the best literature for everybody is the literature that they can assimilate."

We cannot assimilate what does not interest us, so think what sort of book you do find interesting: History? Biography? Travels? Essays? Natural History? Scientific Discoveries? Choose one of them (not a big book, to begin with) and read it through. Ten to one you will find something in it that will put you on the track of your next book — some allusion that you want to hunt down, some beginning that you want to follow out. And one book will suggest another, until you will have read a "course" that is all your own.

Own the books that you read, if possible. There are so many cheap editions now that there is hardly any excuse for not having a collection of good books. Do you know Cassell's "National Library" of standard works, at threepence in paper, and sixpence in cloth? Or their "Little Classics," at sevenpence, and "People's Library," at eightpence? Cassell & Co., Ludgate Hill, London, will send you a list of these in response to a postal card. Then there is the well-known "Every Man's Library," with hundreds of books of all kinds, to be had from any bookseller for thirty-five cents a volume. Most of these are standards. But if you want new books, there is the "Home University Library," a set of new and specially written books, each one by a recognized authority, and dealing with subjects of special interest at the present time. For instance, Sir Harry Johnston has written "The Opening-Up of Africa," and Mrs. J. R. Green, "Irish National Democracy." These are also thirty-five cents, cloth bindings. Get your bookseller to give you lists of these, and other popular editions, and begin on the first one that tempts you.

Do not be afraid of attacking the greatest writers. There is a disinclination in us all to reach up to what seems far above us. But the very greatest writers of all, Homer, Shakspeare and Chaucer, come down to the very humblest of us, if only we will read them humbly and sincerely and patiently.

And about training one's taste to enjoy what is best. Guard the rule of reading only what interests you by bringing your interest every now and then to the bar of the best opinions and testing it. If you find that you cannot, at present, enjoy what the wisest judges agree in admiring and loving, do not be discouraged, but read on,

always trying to get one step higher than your present tastes, and after a time, try the better books again. Some day you will find that they will yield to you the secret of their charm.

As for novels read old books rather than new. You can afford to neglect the books that "everyone is reading," and that everyone will have forgotten in a year or two. Novels that are found to be worth reprinting in good, cheap editions can be trusted.

To sum up:—

1. Keep a solid book on hand, and read regularly, half an hour or more every day.
2. Read what interests you.
3. Test your own tastes by those of recognized authorities.
4. Own your books.

The December issue of the REVIEW will have an article on "Summer Schools and Holiday Courses."

NOTE ON THE NATIONAL HOME READING UNION.—I am delighted that so many of our readers have shown enough interest in the work of the Union to ask for specimen magazines, and sorry that I have had to ignore so many requests. I expect a new supply of leaflets at once, and shall be glad to send copies to any who care to repeat their applications. I have exhausted my stock of magazines.—ELEANOR ROBINSON.

For whistle alone to the end of the row
 May do for the weeds, but is bad for the bread.
 Whistle and hoe,
 Sing as you go,
 Shorten the row
 By the songs you know.—*Selected.*

Bright yellow, red and orange,
 The leaves come down in hosts,
 The trees are Indian princes,
 But soon they'll turn to ghosts.
 —*William Allingham.*

Rut-a-tut-tuts!
 Who can crack nuts?
 Squirrels, can you?
 "That we can, true—
 Rut-a-tut-tuts,
 We can crack nuts!"

Chicketty-chack,
 Cracketty-crack.
 "Pooh!" said the hammer,
 "Silence your clamour,
 Rut-a-tut-tuts—
 Who can't crack nuts?"

QUESTIONS ON "CRANFORD."—GRADE IX

M. WINIFRED MCGRAY.

1. What claims of high descent had Mrs. Forrester? Who wrote

"The gardener Adam and his wife
Smile at the claims of long descent"?

Also "A man's a man for a' that"? Who was Walter Tyrrell? In which of Shakespeare's plays and in which of Scott's novels does a Tyrrell figure? How is the name spelled in the play and in the novel?

2. What did Miss Matty mean by the "sanctuary of home"? Describe some of the morning costumes worn by the ladies in Cranford.

3. Why had Mrs. Jamieson tabooed Mr. Hoggins as vulgar and inadmissible into Cranford society? What did Lady Glenmire think? Account for the difference in opinion.

4. What did the principal shopkeeper of Cranford keep for sale in his shop? Is this unusual? How about Eaton's in Toronto?

5. Who carried the letters in Cranford? What difference was there between Miss Jenkyns's giving and Miss Matty's? What did Miss Jenkyns always send to the babies? To the father and mother?

6. Collect all the "Preference" terms used such as "Basts," "Spadille," etc. What do they all mean? How do you think the game was played? How many were needed to play a game? When there were too many for one and not enough for two games, how did the hostess manage on at least one occasion?

7. How much money did Miss Matty set aside for her silk gown. How much is that? How did she manage to see things early and yet not be over-curious? What color do you think she would have chosen? How old was Miss Matty?

8. Describe the Spring Opening at the Cranford shop.

9. How did Miss Matty receive the news of the Bank Failure? Is this the way you would have expected her to behave?

10. Write a few lines on Miss Matty's philosophy—on Martha's reasoning—on Stonehenge—on Lalla Rookh.

11. How was Miss Matty fitted to earn her living? In what way did Martha and Miss Matty's friends come to the rescue? Describe the business meeting at Miss Pole's.

12. What arrangements were made for Miss

Matty to earn her living? What objection had she to selling tea?

13. After how many years' service did Mrs. Fitz-Adam's Rosy strike for higher wages? For how much did she strike? Was this reasonable or not?

14. What was Mrs. Jamieson's decision upon Miss Matty's selling tea? Upon Lady Glenmire's marriage?

15. Describe Lady Glenmire's first appearance at church as Mrs. Hoggins.

16. How were Mrs. Jamieson and Mrs. Hoggins reconciled?

17. Describe Peter's home coming and tell what changes he made for his sister and others.

18. From what you have read in "Cranford" tell the story of Peter's life and of Miss Matty's love affair.

19. Describe Mary Smith's father—Compare him with Captain Brown.

20. Is "Cranford" a novel or what? Give reasons for your answer.

21. If you were asked to illustrate "Cranford," what half dozen scenes would you select? Describe your illustrations.

LIVE GEESE ON TRAINS.

Freight trains over the Intercolonial Railway from Point du Chene, are carrying some pretty noisy freight these days. Live geese are being shipped from Prince Edward Island to the Boston market in great quantities. The birds are sent by steamer from Summerside in crates, and are loaded on freight cars at Point du Chene, each car being connected into a moving tenement, capable of transporting 500 or 600 of the bipeds.

Point du Chene is a quiet place enough ordinarily but just now the silence is broken by a stupendous honking and hissing, and the din of a train load of live geese may be better imagined than described. And the noise continues all along the route.

The geese are being shipped to Boston, consigned to a syndicate that is handling poultry on an extensive scale. The birds are not killed at once, but kept for awhile and fattened until they are sufficiently juicy for the palates of American epicures. Raising geese is a profitable occupation with the prices now prevailing.

Moncton, N. B., October 24th.

THE UNIVERSITY OF KING'S COLLEGE.

TO THE EDITOR OF THE EDUCATIONAL REVIEW:

SIR:—An article appeared in the October issue of the EDUCATIONAL REVIEW, which is so manifestly unfair to King's College, that I feel in duty bound to answer it.

There are two ways of viewing the article referred to and signed "Educationist." First, it might be deemed the work of an enemy who wished to injure King's College in the minds of your readers, or on the other hand it might be considered as the misjudged and badly directed javelin of a friend, meant as a prod to urge on the supporters of the College to greater effort. The latter view seems on the whole the fairer method of consideration, though our prodding friend might have used either a private letter to the Board suggesting his remedy for glaring abuses and defects, or he might have chosen the English Church papers to speak to the people really affected and not have rushed into the secular press to speak so approvingly of our Bishops and clergy.

"Educationist" implies that King's College is, to a great degree, a sectarian institution, but he does not tell the public that there are no religious tests for professors or students, save for the president and the professors of divinity. King's College is open to all, and at the present time has two professors and one lecturer, who are not members of the Church of England, and many of the students belong to other communions.

The method of compiling statistics, which state only a partial truth, may be the work of a true friend, but we fail to understand what King's is to gain by such considerate treatment. "Educationist," unless he is a very young brother and lacking in experience, must know that crises come in the affairs of all institutions which are of a respectable age. It may be true that a school or college has flourished for thirty years without any crisis — so have many insurance companies — but sooner or later circumstances alter and new conditions arise, which put the various institutions to the test, and many are forced to retrench, while others pass out of existence. Numbers and size, wealth and popularity are not always signs of ability, nor evidences of worth.

Storms have beaten on King's for one hundred and twenty years and once or twice the ship has laboured heavily, but now with sails set and flags flying she is steering for her haven. While King's College may not have as many sons as some of her

younger sisters, yet in 1910, she had forty-two; in 1911, forty-nine; in 1912, sixty-five. One cannot stop to correct "Educationist's" figures, for he is a friend, who wishes to show his interest, and we must protect him.

The friends of King's College are attempting to raise \$125,000 in five years; barely two have passed, and already those who believe in her ideals have become responsible for about \$60,000 to maintain "this ancient and picturesque seat of learning."

"Educationist," if a member of the Board of Governors, might lend his strength of mind and lungs, at the proper time and place, to help remedy the defects, of which he seems to have had some special revelation, and so aid in the salvation of this "discounted relic of the past."

His Grace the Archbishop of Canterbury falls a victim to the lash of "Educationist's" pleasing sarcasm. The reasons why the Board of Governors keep His Grace as the patron of our university may be thus briefly stated:

First, we are not unmindful of our past with England's splendid contribution of men and money to the cause of higher education, nor do we forget the part played by the Church of England in the history of Canada.

Second, we want to preserve as close a relationship as possible with the whole Empire, and through the Archbishop we have a living link with the mother heart. Imperial Federation does not seem an impossibility, for we are still parts of a greater whole, where blood and breed, King and flag, British freedom and British ideals prevail.

We are thankful to have as patron of the University of King's College, England's first Archbishop.

"Educationist" has a special method of showing his friendly feeling for the clergy, and the Bishops and deans fall victims before his gifted pen. The printed list of the Board of Governors of King's College contains the names of thirty-six persons, of these two are Bishops, seventeen are clergy and seventeen are laymen. If we take the Executive Committee of the Board of Governors, the group of men selected to carry on the business of the College and University between the meetings of the whole Board, we find, of the thirteen composing this committee, five are men in orders and eight are laymen. One can scarcely conceive that such a Board would be dominated by priestcraft, when the proportion of clergy to laymen is as five to eight.

Of course there is a great deal of truth in

"Educationist's" contention regarding the ability of the "reverend, very reverend, most reverend and right reverend gentlemen forming the government of King's" "to deal with the carnal affairs of this world." He well says, "whose minds are turned towards the eternal verities," and "this is no reflection on them." He forgets that eight out of thirteen on the Executive Committee are after his own heart, and seventeen out of thirty-six of the present Board of Governors are laymen. A careful scrutiny of the actual work done by the members of the Board of Governors reveals the fact that neither clergy nor laity can lay claim to all the brains or business ability. Some of the wisest, sanest, soundest suggestions have come from the Bishops and the clergy, and some likewise from the lay members of the Board. Some, whose good influence in the affairs of the College cannot be disputed, are in orders, and, on the other hand, several who are not in the ranks of the clergy make admirable leaders on the lines of progressive policy.

The foolish, childish idea that all so-called business men are wonderful managers and directors falls to the ground, when we consult statistics and find the number of wasted estates, failures and losses due to the wise management of these so-called business men. There are clergymen to whom the Creator has given both brain and business ability and whose contribution to the welfare of the state and the betterment of mankind is a well-known and acknowledged fact.

But "Educationist" has left out of his calculations altogether the true work of the Board of Governors, that of managing the affairs of the University and of the College. The University of King's College is a body with degree-conferring powers, granted in this case by the Crown. Through its Convocation degrees are granted, and by its Chancellor or Vice-Chancellor they are conferred. The College consists of the president, the professors and the student body, and it is the duty of the Board of Governors to see that qualified men are appointed to fill the various chairs and to give instruction in those subjects which they deem most valuable to the educational interests of their constituency.

The government of King's College and University is vested in the Board of Governors, and the said Board appoints all officers and frames all rules and ordinances touching matters respecting the College and University. The work of the Board is largely educational and the raising of money is a secondary consideration.

No one supposes that we have arrived at a state of perfection at King's College, but we are striving to reach those things which are before, pressing on to the mark of high efficiency. Our aims, our hopes, our ideals transcend mere earthly standards. We seek not quantity but quality, not shrewdness but integrity, not cleverness but honour, not selfishness but goodness, not personal ease but national service, not individual promotion but human betterment, not the praise of men but the praise of God.

In the frantic lust for place and power, in the mad, wild rush for gold, it is well that some institutions are brave enough to still stand firm in their allegiance to truth, to serve the best interests of mankind and to sound a warning blast against the crushing onslaught of blatant materialism, which measures only by its false earthly standards of size and wealth and forgets that man doth not live by bread alone, but by every word that proceedeth out of the mouth of God.

The principles upon which some of the Universities of the Maritime Provinces are built have stood the test of centuries, and, when the wild revolution in France tore the national life in shreds, these principles, which we have inherited from men of British breed, kept England's populace from shedding innocent blood. Who can tell what the future is to bring forth? Already prophets foretell the coming cosmopolitan reign, when national differences shall vanish, established customs die and recognized ideals perish; before the mighty sway of this earth's last grand and perfect merger all human struggle, all ancient strife, all selfishness shall be forever obliterated.

History tells a sadly different story of world-wide Empires and contradicts the cosmopolitan prophecy. Mergers, combines, and federations are frequently the most deadly instruments for crushing the heart of the poor and robbing our fields and homes of their human product. It is well that we still have a few places, where men with clean and holy aspirations have a right to teach under the protecting arm of a Church that has stood for centuries as the friend of the poor.

Righteousness and not gold exalteth the nation; Nineveh, Babylon, Greece, Egypt, Rome, write their wretched stories on the pages of history for our warning, and from our inmost hearts we cry, "Lord God of Hosts, be with us yet, Lest we forget, lest we forget."

Yours faithfully,

T. W. POWELL,
President.

THE BENEFITS OF THE KINDERGARTEN AS A SOCIAL CENTRE.

BY JESSIE DAVIS, Chicago, Ill.

The fourth of a series of articles supplied by the National Kindergarten Association, 1 Madison Ave., New York City.

The following experiment was once tried in the second grade of a private school. The children were each given a note-book in which the teacher told them to draw a picture of an Indian wigwam. On the opposite page they were to write down how many people they thought would be needed to make the wigwam. At first they thought two or three, but later decided that one Indian could make the wigwam if he took enough time. Then, on the next page, they each drew a picture of an Eskimo's igloo. They again discussed how many people would be needed to make the igloo, and again decided that one Eskimo could do the work if he took the time. On the next page the children then drew a picture of the kind of house they lived in. Then they began to write on the opposite page how many people it would take to build the house we live in. As there were several houses going up in the neighbourhood, the children easily found the number of workmen engaged in the various processes of building. They began by writing on the list so many graders, so many masons, so many carpenters, until they had lists of over a dozen different kinds of workmen employed in building the house, with numbers varying from two or three to over twenty. They then added up their lists. On the following page they began writing the list of how many people it would take to prepare the materials with which the workmen built the house. This brought large guess numbers as, so many men in the iron mine, another large number employed in cutting down the trees, another large number in the saw mill, others making glass, and so on, until the list grew up into the thousands. Then came the transportation, so many men working on the railroads, so many driving horses, so many men on the ships. And then came the list of the people who make the things to furnish our houses. This brought in to the list the people in other countries, until finally one child said, "Well, it looks as if it took all the people in the world to get our houses ready for us to live in." So, as the rest agreed, they all wrote down the following statement: "It takes all the people in the world to get our houses ready for us." Then teacher and children talked about the difference between savage and civilized people, and the

children themselves expressed the difference in these words which all wrote in their books: "Civilized people help one another more." Surely this is the real meaning of civilization, that people have learned to help one another more.

With the advancement of civilization there has come about a corresponding need for education. Through education, that which the race has gained is handed on to the children, who thus profit by the experiences of their ancestors. The deepest experience which has been gained is the experience of the advantages of co-operation.

The school should, therefore, prepare the child to live with others, to enter into the life about him. Indeed, the strongest desire of the child is for just this social life. When he first starts to school he anticipates with far greater interest the playmates he will meet, than the books he will use. The most educative influence is not the first reader but the other children.

Now, it is this social training which forms the most important part of the Kindergarten. The child entering Kindergarten is brought into a little community in which he is given the opportunity to mingle with others, to develop his social nature. If we examine the various instrumentalities which have been planned for use in the Kindergarten, we will find that they all tend towards social development. All help the child to play his way into the life about him.

In the songs and stories the Kindergarten employs a time-honoured means for developing social participation. Music, particularly singing, has always been one of the best means for bringing people into sympathetic relations with one another. Stories tell us about others. Stories of heroes inspire the child, as they always have inspired his ancestors with ideals of helpfulness and self-sacrifice. Even the gifts and occupations have their greatest use, not in the knowledge of form and materials they give, but in the opportunity they offer the child for participating in the work of the world. He is really playing at making the things which some day he may actually make out of larger and more permanent materials. But it is in the games that the Kindergarten uses the most complete form of social life. No one can play a game alone. Games are the child's social world. There is in the game a law which all must obey; one must "play fair." There is no greater training to fairness than the games. This is the very

basis of social life. Without this "playing fair" society, nations, could not exist.

Thus the aim of all the instrumentalities of the Kindergarten is the development of the social nature of the child.

The need of the school system for the Kindergarten is just this need of the child for social development. The great problem of the primary teacher is, not the teaching of reading and writing, but the adjustment of the child to the social order of the school room. Her difficulties are social rather than mental. The child is more interested in the other children than in his books, and yet if this is his first experience of any kind of school life, he does not know how to get along with his playmates. The primary teacher has not the best means at hand to give her pupils this training, but the Kindergarten has, for it is a play-school, and that does not mean an idle school but a very busy school; for "play is the serious business of childhood."

But most profoundly does the Kindergarten begin training the child to become a member of the community. Every Kindergarten is a little community in which the children are living in play the ideal elements in the life of the larger community which surrounds them. The uplifting of the community must begin with the training of the individual who is to do the uplifting. And the foundation of this training must be laid in childhood. If in the little child there grows the feeling of sympathy with the home, some day he will do his share towards uplifting the home. If he is in sympathy with the workman, some day he will help to uplift the workman. If he is in sympathy with the law because he obeys it, some day he will help in making right laws. If some day he is to be a citizen, not merely of his own country but of the world, if he is to help bring about right relationships between nations, then the seeds of sympathy and love for humanity must be planted in the hearts of the children.

However widely Kindergartners may differ on points of use of materials, on forms and sizes of gifts, or forms of games, they are at one on this fundamental point of the importance of social development. It is the one aim underlying the whole Kindergarten system, which has as its ideal end the development of a strong character, a complete personality.

TEACHERS' CONVENTIONS.

Prince Edward Island Convention.

The Annual Convention of the Teacher's Association of P. E. Island, was held in Prince of Wales College Hall, Charlottetown, September 25th to 27th, with a record attendance of 279.

At the opening meeting the Association was addressed by the President, Hammond Johnson, followed by M. L. Perrin, LL.D., Ph.D., of Boston University, who spoke on The Modern Child. It was a splendid address and much appreciated by the hearers.

On the evening of the 25th, a public meeting was held, with acting-Premier McKinnon in the chair and a number of prominent men on the platform. The Hall was crowded and the addresses by Dr. Perrin and David Soloan, LL.D., Ph.D., of the Normal College, Truro, were listened to with a great deal of pleasure and interest.

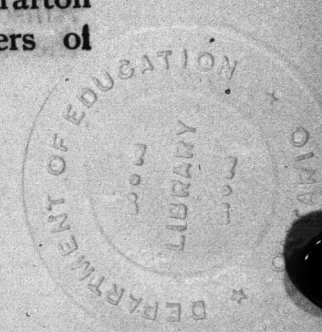
On Thursday morning, September 26th, the teachers were addressed by Superintendent J. A. Clark of the Experimental Farm. He spoke on the need of school gardens in the teaching of botany and agriculture and invited teachers to visit the farm, with or without their scholars, at any time, where he would meet them and give as much help as he possibly could. He also offered to assist teachers in procuring trees for the school grounds and seeds and plants for the teaching of botany and agriculture.

He was followed by R. H. Campbell, Superintendent of Education, who spoke of the improved conditions in education in the Province, and said that, having started, they would continue to improve from year to year.

The closing meeting on Friday, the 27th, was taken up with the Question Box, reports of committees, election of officers, etc.

The Convention was one of the best ever held by the Association, both in the attendance and in the interest taken in the proceedings by the teachers.

The following are the officers for the year 1912-13. President, R. H. Campbell, Chief Superintendent of Education; Vice-President for Prince Co., W. Boulter, Inspector of Schools; Vice-President for Queen's Co., J. A. Devereux, Inspector of Schools; Vice-President for King's Co., Lloyd Shaw, New Perth; Recording Secretary, M. E. Francis; Secretary-Treasurer, G. H. Campbell, 15 Grafton Street, Charlottetown; additional members of



Executive Committee, J. A. Landrigan, G. McCarthy, B. A.; J. D. Seaman, G. W. H. Beers, Mrs. E. A. Westmoreland.

Northumberland County Institute.

One hundred and one teachers met in the Northumberland County, N. B., Teachers' Institute at Newcastle, October 10 and 11. The president, L. R. Hetherington, occupied the chair, and stimulating addresses were given by Dr. Carter, Chief Superintendent of Education, and Inspector Mersereau.

Mr. C. J. Mersereau, late principal of the Chatham Grammar school, gave an instructive address on Physical Geography. Mr. F. W. Harrison, musical director of the Fredericton schools, explained by means of charts how music could be taught in the primary grades; and Mr. Fletcher Peacock, director of Manual Training in New Brunswick, claimed that manual training and domestic economy in the schools should be supplemented by technical trade schools, supported by public money. Mr. W. H. Belyea, Mayor of Newcastle, read a paper on the proper balancing of our educational system. He thought that more stress should be laid on industrial, agricultural and commercial subjects. Mr. J. L. Stewart, M. P. P., gave a humorous and instructive address on The Teacher from the Viewpoint of the Trustee.

These papers were followed by brisk discussions. Dr. Carter said that twenty-five per cent. of our revenue was spent on education—a good showing. The true end of education was to develop good citizens. But let us not wholly desert the old education that had carried us so safely in the past. Shall we make our schools technical? Then what trades shall be taught? There are so many. Take away geometry and algebra, and there would be no engineers, no navigators, no land surveyors or architects. When he heard of too many lessons he thought that anything that would keep children off the street corners was not too bad. There were many forestry students at the University of New Brunswick, and more engineering than arts. He hoped the day would never come when a cultured education cannot be obtained by any man who desires it. A public meeting was held on the evening of the tenth, at which Dr. Nicholson, chairman of the Newcastle school board, presided. Addresses were made by Mayor Belyea, Mr. Peacock, Inspector Mersereau, Inspector O'Blenes and Dr. Carter.

On the second day of the institute Inspector O'Blenes gave an instructive lesson on the teaching of number work in the primary grades. He recommended teaching to grade one all the numbers up to 100. Professor W. M. Tweedie, of Mt. Allison, gave an excellent paper on English in the Schools. He recommended analysis instead

of parsing, with plenty of exercises in oral and written work.

The following officers were elected: President, Principal G. H. Harrison; vice-president, Miss Mary Carney, Douglastown; secretary, treasurer Principal H. H. Stuart, Douglastown (re-elected). Additional members of executive, Miss E. K. Daley, Blackville; Principal C. D. Orchard, Loggieville.—Condensed from the Chatham World.

Kings and Queens Institute.

The Teachers' Institute for Kings and Queens, N. B., met at Sussex, October 24 and 25. The attendance was 121, the largest in the history of the Institute. A full and carefully prepared programme was carried out with energy and promptitude. President C. T. Wetmore, of the Kingston Consolidated School, presided, and C. N. Biggar, Esq., was the efficient secretary. The meetings were held in the Sussex High School, a model and a well appointed school in every respect.

Among those present who took part in the proceedings were Dr. W. S. Carter, Superintendent of Education; Chancellor Jones, of the University; Fletcher Peacock, Director of Manual Training; Inspector R. P. Steeves, Dr. G. N. Pearson, chairman of the Sussex school board; Rev. Dr. Flanders and Dr. G. U. Hay. A well attended and enthusiastic public meeting was held on the evening of the 24th, at which inspiring addresses were delivered by Mayor Perry, Chancellor Jones, Rev. Dr. C. R. Flanders, Chief Superintendent Dr. Carter and Dr. G. N. Pearson. A fine musical programme was carried out, and music formed a feature of the programme at every session of the Institute.

At the afternoon session of the first day the institute divided into sections,—primary, intermediate, advanced, trustee and ratepayer,—for the various work assigned to them. At the close of this session the teachers and visitors were invited to a social in the vestry of the Methodist church, where refreshments were served by the ladies of the Sussex school staff.

A new feature of institute work which was successfully inaugurated a year ago was continued this year. In view of its importance the REVIEW devotes more attention to this portion of the programme than to others. The object is to get as many ratepayers and trustees as possible together and discuss matters affecting school districts generally. The work laid out this year for the section was as follows: Parish assessment, difficulties encountered by school trustees, school visitation and its value, and the ratepayers' view of practical education. This section was well attended and was called to order by Geo. Raymond, Esq. The first topic discussed was Parish Assessment. It has been a question for some time, in the minds of some, whether each school district should be assessed separately for school purposes

or the whole parish assessed as one and the apportionment made in that way.

Dr. Carter spoke on the appointment of assessors. The general impression seemed to be that the valuation was too low and that there were many difficulties in the way in increasing it. Some held that consolidation was the only hope of the country district. A majority thought that the parish should be made a unit and have five trustees who would have charge of parish schools. Three of these should be elected by a town meeting (so called) and two should be appointed by the government. The county fund, it was shown, was too low and should be raised from thirty to sixty cents, and all property should be taxed.

The quality of trustee boards came in for some discussion, which was opened by Mr. Geo. Raymond, who seemed to think that many trustees were only interested while they had children going to school. The consensus of opinion was that the present method of assessment was very faulty. A committee consisting of George Raymond, S. H. Flewelling and H. R. Keith, was chosen to formulate a scheme for better assessment and the appointing of permanent assessors.

The opinion was expressed that school trustees were negligent in their duty as laid down in the law requiring them to visit their schools once a month. Some held that if the regulation were too stringently enforced it might, on account of personal duties, prohibit many good men from acting as school trustees. The question of compulsory vaccination was also taken up and discussed by S. H. Flewelling, Dr. Jones, Dr. G. N. Pearson and others, but no definite conclusion was arrived at in the matter.

REVIEW QUESTION BOX.

M. H. W.—Can you tell me the origin of the name Tobique and whether it has two pronunciations or not.

In Ganong's "Place Nomenclature of New Brunswick" it is stated, "Probably named by the English for an Indian chief, named Tobec, who lived at its mouth." In pronunciation the accent is on the last syllable, although the tendency of English-speaking people is to put the stress on the first syllable

J. D. G.—Please answer the following:

1. What is the capital of the Union of South Africa?
2. Is there a place in Nova Scotia by the name of Plymouth, and if so, where?
3. "Ivanhoe:" How did Gurth come to leave Cedric first? He is called a captain later. And how did Ivanhoe come to be in Torquilstone Castle?
4. What is the capital of Australia?
6. In Waddell's Chemistry, pages 40 and 41: In a t. t. there is a piece of P. No fire is set to it. After some days, it says, examine again. He says, "the water inside and outside at the same level show how to prove the propor-

tion of N. in air." I think the P. would consume the O. and that the water would rise one-fifth in the tube and that then the t. t. should be pressed down in the water. Am I right? Explain.

1. Pretoria is the seat of administration; Capetown, the seat of the legislature.

2. Yes, in Yarmouth County.

3. Gurth left Cedric to follow the fortunes of Ivanhoe. (See Chapter VI., and later Chapter X., where he appears as the servant of the Disinherited Knight). After Cedric had seen Ivanhoe drop down senseless in the lists, he sent Oswald to convey him to Ashby. Oswald, not finding Ivanhoe, who had been carried off by Rebecca, secured Gurth and took him back to Cedric as a captive.

Ivanhoe was taken prisoner, together with Isaac of York and Rebecca, by DeBracy and the Templar, and carried to the castle. (Chapter XIX.) E.R.

4. In 1908, the federal parliament chose the Yass-Camberra district, consisting of 100 square miles, near the town of Yass, New South Wales, as the capital. The city is now being built. In the meantime, parliament meets at Sydney and Melbourne alternately.

5. The correspondent is right in the main. A test tube, however, is not used in the experiment, but a cylinder large enough to provide that the volume of the phosphorus is almost negligible as compared with the air. The value that he gives namely, one-fifth, is approximate, probably as close as could be expected in this experiment. It is a pity to use symbols instead of the names of elements and compounds. Phosphorus unites with oxygen but P does not unite with O; it is 2P that unites with 5 times O.

The relation by weight of N to O is 7: 8, no matter where found, but that is not the relation by weight of nitrogen and oxygen in the air.—J. W.

F. P. H.—Please answer in the REVIEW the following questions:

1. Bird seen: In length about six inches, slender, having a long, dark bill. Its back was ashy blue. Its head had a central black stripe, with white stripes on each side. Its under parts were reddish or salmon color, shading to yellowish on sides. It kept flitting about pecking at the trees, and was very tame.

2. Are the Canadian Song Sparrow and the White Throated Sparrow only two names for the same bird, or is the former the same as the common Song Sparrow?

1. From the description, which is not complete enough, the bird is probably the red-breasted Nuthatch (*Sitta Canadensis*). Chapman's Hand-

book of Birds of N. E. America describes it as follows: Top of the head and a wide stripe through the eye to the nape, shining black; a white line over the eye; upper parts, bluish gray; no black marks on the secondaries; outer tail-feathers, black, with white patches near their tips; middle ones, bluish gray; throat, white; rest of the under parts, ochraceous-buff or rufous. This bird has an evident partiality for pine trees.

2. They are different birds. The Song Sparrow (*Melospiza fasciata*) is so common in Eastern North America, that it is not correct to call it the "Canadian" Song Sparrow. Its song is heard throughout the season, and when once known cannot be mistaken for that of any other bird. The White-throated Sparrow or Peabody-bird (*Zonotrichia albicollis*) has a square white patch across the throat, while the Song Sparrow's throat is streaked with black on the sides, with wedge-like black or brownish streaks on the breast which tend to form a patch in the centre. Its plaintive melody is variously interpreted, commonly as "Tom Pea-bod-y, pea-bod-y, pea-bod-y or, oh Can-a-da, Can-a-da, Can-a-da."

CURRENT EVENTS.

The principality of Lichtenstein, which, though it claims to be an independent state, is so small that it is generally omitted from a list of the countries of Europe, has now for the first time issued postage stamps for itself. Heretofore it has used Austrian stamps.

Cuba is now one of the countries with which we have a two cent postage rate.

An agreement has been reached by France and Spain in respect to their division of territory in Northern Africa. The portion of Morocco nearest to Gibraltar, of course falls to Spain; while the French sphere of influence will include the western regions. Tetuan will become the capital of Spanish Morocco, and Fez the capital of French Morocco. Tangier will be neutral territory.

The new revolution in Mexico, which threatened to overturn the government, and which was led by Felix Diaz, a nephew of the former president, has suddenly collapsed. Diaz is a prisoner of war, and will probably be shot. There is another revolution in Yucatan.

The revolution in Nicaragua has been suppressed by the help of United States marines. That seems to mean, at least for the present, that the United States forces are in control of the country. Threatening revolutions in Honduras, Cuba and Santo Domingo have also ended in failure. In Ecuador, the insurgents have been more successful, having recently captured the city of Limonez.

Early in October, Montenegro declared war against Turkey and invaded the Turkish province of Albania. Two weeks later Turkey had commenced war against Servia and Bulgaria, and Greece had sent an army into Macedonia.

From Servia and Bulgaria, powerful armies at once entered Turkish territory, and swept southward so rapidly that the Turks could not withstand them; and now, at the end of another two weeks, it appears that the war must be near its end, with the Turkish armies completely vanquished, and Constantinople threatened by the victorious armies of the allies. Adrianople is invested or has fallen; Uskub, in Macedonia, has been taken by the Servians or Serbs; Scutari is invested by the Montenegrins, and the Greeks are moving on Saloniki. Later reports show that both Adrianople and Saloniki have been captured. This is the situation on the first day of the month; but events move so rapidly there that much more may have occurred before this page reaches the reader. Once more in the history of Europe it seems as if the Turkish Empire is at an end. It is believed that the great powers of Europe have already agreed upon a plan of intervention; which may include a joint occupation of Turkish territory, similar to the occupation of Crete.

When it was seen that the Balkan war was inevitable, Turkey made peace with Italy, leaving Italy in undisputed sovereignty over Tripoli, except in so far as the Mohammedan tribesmen are disposed to dispute that sovereignty. Certain rights are reserved to the Sultan. It remains to be seen how long there will be a Sultan to exercise them.

The great battle of the Thracian plains in which the Bulgarians drove the Turks back upon the defences of Constantinople, whatever its immediate results, must stand as one of the important events in the history of Europe. Two of the four divisions of the Turkish army were completely shattered. The Turkish regulars seem to have behaved nobly in defeat; but the irregulars are repeating the atrocious crimes that have always disgraced their armies, and thus surely hastening the time when the last Turk will be driven out of the country and it will again come under Christian rule. Greeks, Servians and Bulgarians, as they advance, are forming their own civil governments in the conquered country. The Turkish government, admitting defeat, has asked for the intervention of the powers, but the allies will not consent, expecting to be able to make their own terms after the fall of Constantinople.

The presidential election in the United States has resulted in the choice of the Democratic candidate, Governor Wilson, by a large majority.

Hon. James S. Sherman, Vice-President of the United States, died on the thirtieth of October. His death will make no difference in the political situation, though he was a candidate for re-election.

The public accounts of the Dominion, which have just been published, show a surplus of nearly thirty-eight million dollars.

There is a considerable industry every autumn along the shores of Rice Lake, bordering on Peterborough and Northumberland counties, Ontario, in the harvesting of black rice. The sole right to gather this product is vested in the Indian tribes of the district and the process is interesting. In gathering, a sheet is spread in the bottom of a canoe and while one man in the bow paddles, another in the stern, with the aid of two sticks, bends the rice over the side of the canoe and beats the grain out upon the sheet. When a load is thus gathered it is taken ashore and spread in the sun to dry. When sufficiently dry it undergoes a process of parching, being for this purpose placed in a large iron

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NOVA SCOTIA SCHOOL CALENDAR.

Nov. 11 Second Quarter begins.
Dec. 21 First day of Christmas
1913 vacation.
Jan. 6 Public Schools and Normal
College re-open.
Jan. 30 Class D. Normal College
completes course.
Jan. 31 Last day of first half school
year.
Feb. 3 Third Quarter begins.
Feb. 10 Class C. admitted to Normal
College.

March 1 Preliminary intimation Uni-
versity Graduate Exam.
March 3 March Annual Meeting of
School Sections.
March 5 Class A. [Reg VII (c)]
admitted to Normal.
March 21 Good Friday (holiday).
April 14 Fourth Quarter begins.
May 1 Applications for University
Graduate Exam. due.
May 2 Arbor Day.
May 23 Empire Day.

May 24 Victoria Day (holiday).
May 24 Applications for High School
Examinations to be in.
June 3 King's Birthday (holiday).
June 23 Regular Annual Meeting of
School Sections.
June 23 Normal College closes,
June 24 High School and University
Graduate Exams. begin.
June 26 County Academy Entrance
Examinations begin.
June 30 Last teaching day of school
year.

pot over a slow fire and continuously stirred. It is then ready for threshing, which is accomplished by putting it in an iron pot or a large wooden bowl, hollowed out of a log, into which a man with moccassined feet gets, and jumps upon the grain until it is separated from the chaff. The last operation is winnowing. For this the rice is poured into birch bark baskets, and out in the open wind is gently shaken by a squaw until the chaff is blown away. This black rice is more expensive than the white rice, and by many is considered a delicacy. Any surplus that the Indians have is readily sold in the vicinity.

The election in Cuba on the first of November has placed the Conservative party in power. There was no disorder.

It is reported that the steamer "Minto," after her summer's work in exploring the shores of Hudson Bay, found Hudson Strait so filled with ice, when she reached there on the fourth of October, that she was compelled to turn back, and will probably pass the winter in one of the Hudson Bay ports.

SCHOOL AND COLLEGE.

The government of New Brunswick intends to establish two agricultural colleges, one at Sussex and the other at Woodstock, providing the executors of the Fisher estate would be willing to erect such a building, containing also

the domestic science and manual training branches of the public school.

Miss A. R. McRae, recently vice-principal of the school at Magrath, Alberta, has been appointed vice-principal of the school at Claresholm, Alberta.

Mr. C. D. Richards, principal of the Fisher Memorial School, Woodstock, N. B., has resigned, to enter into legal partnership with Mr. O. S. Crocket, M. P., Fredericton. Mr. A. E. Floyd, a recent graduate of the University of New Brunswick, has taken Mr. Richards' place.

Halifax has recently lost by death a most estimable citizen in Mr. R. J. Wilson, for many years the efficient secretary of the school board.

Mr. R. L. Simms, recently principal of the Consolidated School, Florenceville, N. B., has resumed his studies at the University of New Brunswick, entering the junior year in the arts course.

Mrs. Nina E. Davison is teaching one of the Grade II departments of busy Amherst.

Dr. Aaron Perry, formerly professor of English Language and Literature at Okanagan College, B. C., has been appointed to the Chair of English at the University of Manitoba, Winnipeg. Dr. Perry is a graduate of Acadia, and pursued postgraduate courses at Yale and Chicago. In the latter he recently took his Doctor's degree. Dr. Perry has proved himself an ambitious and untiring student, and has won promotion by his own steady efforts.

RECENT BOOKS.

In Thompson's *New Junior Latin Course* provision is made for a course in Latin grammar and composition for use in schools. Accidence and syntax are correlated from the beginning. Each lesson contains a short extract in Latin for translation into English and this extract is largely made the basis of teaching. The pupil is encouraged to look upon Latin as a medium for the expression of thought and not merely as a school exercise. The text, which is well arranged, favors this plan. (Cloth, pages 390, price 3s. 6d. University Tutorial Press, New Oxford Street, London, W. C.)

Tate's *New Junior Latin Reader* provides a graduated course of lessons in translation from Latin into English for beginners from thirteen to fifteen years of age. The book is divided into three parts, the first consisting of easy extracts, the second and third of more difficult ones. All extracts are from Roman historians and poets and prose writers, broken up at first into clauses and sentences, then printed as continuous passages, to illustrate the structure of the Latin period. The passages deal with separate episodes and incidents, all of which will be helpful to the student in his later reading. (Cloth, pages 242, price 2s. The University Tutorial Press, New Oxford Street, London, W. C.)

Bailey's *Second Stage Inorganic Chemistry* is intended to provide, with the First Stage, by the same author and his associates, a complete course for students of inorganic chemistry. Much stress is laid on experimental work. The book is arranged in such order as to enable the student to readily grasp the principal facts relating to the metallic elements. The type and illustrations are clear and the mechanical make-up of the book is a stimulus to the student. (Cloth, pages 544, price 4s. 6d. The University Tutorial Press, London, W. C.)

Stewart and Satterly's *Junior Sound and Light* is elementary in character, containing the simple rudiments of sound and light. Professor Satterly is lecturer in the University of Toronto. The treatment is so clear and simple that teachers in elementary schools will find the book useful in conveying to their pupils simple ideas in their nature-study lessons on sound and light. The illustrations are plain and add greatly to the value of the book. (Cloth, pages 227, price 2s. 6d. The University Tutorial Press, London, W. C.)

The Homes of Many Lands (India) by John Finnemore. This is a fascinating book, attractively illustrated and clearly printed. The subject matter, dealing with home and school life, the pleasures and sports, legends, homes of the wild folk and other features of life in India, are admirably portrayed and will prove as interesting to grown-ups as to children. (Cloth, pages 87, price 1s. 6d. A. & C. Black, Soho Square, London, W.)

"Peeps at History." *The Barbary Rovers* by John Finnemore. This is another book of absorbing interest to the youthful reader, and one that will supply a chain of events not told in the general history—the Barbary Corsairs, their captures, the tributes which they exacted from all merchantment on the Mediterranean, the escapes and redemption of their captives, their redoubtable opponents, the Knights of St. John, and their final overthrow, are told in a style that makes history more fascinating than cheap novel reading. The series includes "Peeps" at Nature, at Great Railways, at History, at Heraldry, at Great Industries, at

the Heavens, etc. (Cloth, pages about 100 in each volume, price 1s. 6d., postpaid 1s. 10d. A. & C. Black, Soho Square, London. Agents, The Macmillan Company of Canada, Toronto.)

Other books of this series, "Peeps" at Great Cities (Florence), at Many Lands (Java, Newfoundland, Ancient Egypt) at Heraldry, have been received. They are of such interest that our reviewer has to read them from cover to cover before he writes. School libraries will find these books both attractive and useful to pupils. They are among the best books we have ever seen for children.

Two books recently published in the "Everychild's Series," in which teachers will be much interested, are *Historical Plays for Children* and *Great Opera Stories*. The latter embraces the stories of six great German operas, taken from original sources, as follows: Children of Kings; Hänsel and Gretel; The Master Singers; Lohengrin, the Knight of the Swan; The Flying Dutchman; Tannhauser, the Minstrel Knight. The former (Historical Plays) are intended for reading lessons in the class-room and may also be used, with a few simple costumes and other suggestive properties, for occasional entertainment. Many of the subjects of the readings are Canadian characters, or those who have been associated with the history of Canada, such as General Wolfe, La Salle, Henry Hudson, Magellan, Sir Walter Raleigh, Joliet and Marquette, Columbus and others. The idea is a novel and original one, appealing to the imaginative and initiative impulses of children. The stories are adapted for the fourth, fifth and sixth grades. (Cloth, price 40 cents net. The Macmillan Co., New York; The Macmillan Company of Canada, Toronto.)

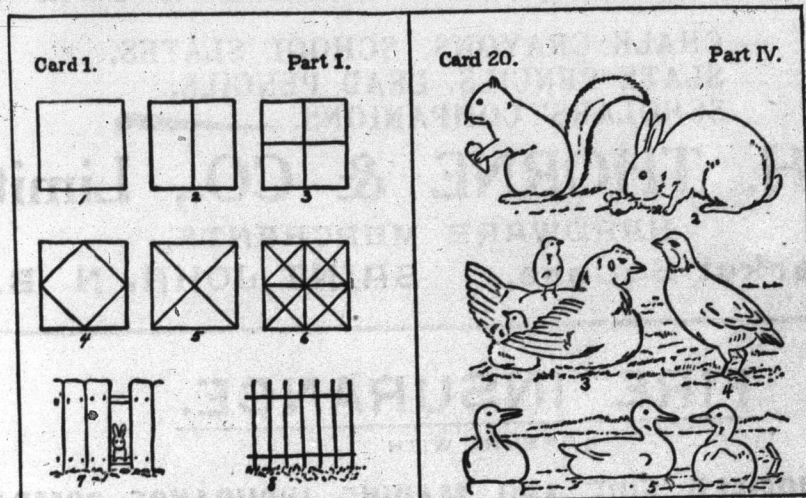
There has been published by the Cambridge (England) University Press a neat and useful little volume, illustrated, on *House Flies and How they Spread Disease*, by C. Gordon Hewitt, D.Sc., the Government Entomologist of Canada. Dr. Hewitt is becoming well known by his researches and his lectures throughout the Dominion, and his little book may be regarded as authoritative on the subject. He has certainly arranged his material in a very clear, concise and instructive manner. Teachers can hope for nothing better on the subject. (Cloth, pages 122. The Cambridge University Press; The Macmillan Company of Canada, Toronto.)

Stirling's *Atlas of the Life of Christ* is a little book that will be welcomed by New Testament students. It is a series of maps on which, as far as possible, Christ's journeys have been traced, and the different incidents of His ministry marked and described at the places where they occurred. (Paper, 8d. net. Cloth boards, 1s. net. Geo. Philip & Son, 32 Fleet street, London, E. C.)

Philips' *Practical Map-reading Cards* provide a complete course covering the main features of the geography of the world, and consisting of forty-eight cards of exercises, measurements, etc., intended to familiarize pupils with the general characteristics of the great land masses, physical configuration of countries, direction of rivers and mountain ranges, the position and size of towns, islands, etc. (Price 1/2d; 25 of a kind, 1s. net. Geo. Philip & Son, 32 Fleet street, London, E. C.)

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A FEW BUSINESS HINTS.

The cost of publishing the REVIEW has been increased during the past year twenty-five per cent. To meet this additional expense our subscription rate should have been advanced to \$1.25 a year. We are unwilling to do this, and if our subscribers pay promptly and in advance, we shall continue the old rate of \$1.00 a year.

We would like to avoid sending out bills or statements to subscribers. This costs time and money, both of which we would like to save and use in making the REVIEW more valuable. Further, we are certain that our subscribers would like to be relieved of the necessity of receiving bills or "duns." They need not receive them by carefully reading the notice under table of "Contents" on our first page and then comparing the number given there with the number on the address sent with each month's REVIEW. A simple process of arithmetic will show whether they owe the REVIEW or not. If they owe, payment should be made without delay.

The more thoughtful and considerate of our subscribers—and they are many—have, by a prompt and generous support, maintained the good financial standing of the REVIEW for nearly twenty-six years. We hope others may follow their example and enable the REVIEW to complete successfully the first half century of its existence.

Money is needed to do this. Therefore, pay your subscriptions and pay now. Do not wait for statements of account.

The REVIEW is sent to subscribers until notice is sent to discontinue. Some teachers are careless and fail to do this. Others fail to notify us of a change of address. Both these causes, where teachers change frequently, lead to confusion on our mailing list. A subscriber, to whom we had sent a bill recently, refused to pay and wrote in reply: "I have not seen the REVIEW for over a year." Here a lack of consideration was shown in not asking the REVIEW to be discontinued or the address to be changed. This is not kind, nor is it business-like. Many teachers change their address so frequently that it is almost impossible to keep trace of them, and the REVIEW has often to depend on the friendly offices of inspectors, who are busy men, to find them. Will our subscribers try to realize the difficulty of keeping correctly a list of several thousand names, and help us to make that task as light as possible. They may do it by observing these simple rules: Pay promptly and in advance; send changes of address at once, giving the *old* as well as the *new* address; pay all arrears *now* and start afresh.

Kindly send me the REVIEW for one year for which please find enclosed one dollar. I have not been taking it for the past year and have missed the excellently condensed form of Current Events.
—L. P. L., Vancouver, B. C.

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