

PAGES

MISSING

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Devoted to Advanced Methods of Education and General Culture

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"Children of the Empire: Why are we fighting? Because the British Empire does not break its promises, nor will it allow small nations to be bullied."

This is a quotation from the message sent by Field-Marshal Earl Roberts to children in all parts of the British Dominions, on his 82nd birthday, in response to a request from the League of the Empire for a statement of the reasons for the war that young children could understand. The message is published by the League in the October number of the Federal Magazine, and also

printed, with a portrait of Lord Roberts, and flags of the Allies, on a wall-card (12 $\frac{1}{4}$ x 9 $\frac{3}{4}$ in., price 2d.) which is for sale at the offices of the League of the Empire, 28 Buckingham Gate, Westminster, London, S. W.

The *School World* for October prints a letter from Mr. Joseph Pease, Minister for Education, addressed to "My Colleagues in the National Service of Education," which should appeal to teachers throughout the Empire. The following words seem to us especially worthy of our most careful attention:

"Especially can pupils of every age be trained to feel, as the teachers must be feeling, that this is above all a time for the most exact, punctual and willing discharge of every duty of daily life at home or at school. Our daily work, whatever it may be, must be carried on with the same steadiness and devotion, the same resolve to be contented with nothing but mastery in the task assigned, as are expected from our comrades and fellow-country-men on service at sea or in the field. We must be worthy of them. Readiness to spend and to be spent in the common cause is the great lesson of war, and if it is thoroughly learned in our schools today, it will be a source of strength to our country for generations to come. Let us stand together; let us demonstrate the solidarity of all who work for education, and manifest, in the most constructive and most fruitful of the services of peace, the fraternity of the fighting line.

The attention of New Brunswick teachers is called to the official notices on page 123, and to the report of the High School Teacher's Association on page 111, of this issue.

In answer to a request from Nova Scotia for help in Grade XI literature, notes on *Julius Caesar* will be given in our December number.

Teachers who are planning their Christmas programmes will welcome Mrs. Lawrence's helpful suggestions for Christmas music.

NATURE STUDY OF ANIMALS.

H. G. PERRY.

Beetles.

In Fig. 1, is pictured one of our ladybird beetles. Several different species of ladybirds are often seen on warm days, even as late in the year as this, around gardens and fields, and even

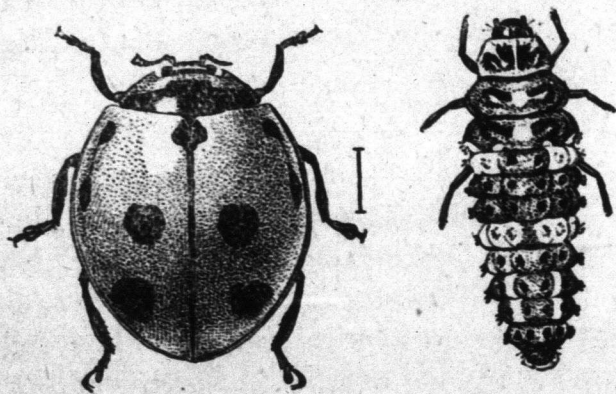


Fig. 1. The nine-spotted ladybird-beetle,—adult and larva.

about our houses. They are all much alike in general shape, vary but little in size, and in color are generally red or yellow with black "polka dot" spots, or black with white, red, or yellow spots. The number of spots varies according to the species, one of the most common having two black spots and red wing-covers, but some having as many as fifteen spots are frequently found.

Collect ladybirds. How many species do you find in your locality? Do not hold them prisoners very long, for they are on a very important mission at this time of year—that of selecting a home for the winter. These beetles hibernate during the winter in cracks and crevices around trees, stumps, fences and buildings. Account for their presence in our houses during the fall and winter. The writer has frequently found specimens flying about his study on winter evenings.

All the grades should receive instruction in the identification, the life habits, and the beneficial work of ladybirds. To make pupils familiar with these little creatures is to make sure of their interest, sympathy and protection. Some housekeepers also should receive instruction, for it is a common error to classify ladybirds, when found in the house, as "buffalo bugs" and to treat them accordingly.

In the October REVIEW, reference was made to the work of ladybirds in preying upon aphids,

plant lice. It may be of interest to know that an Australian species, imported some years ago, has saved the orange groves of California, through its power to keep in check the cottony cushion-scale; and at the present time experiments are being made to combat the San Jose scale with an imported Asiatic ladybird. The larva of the ladybird is seldom found at this time of year, but was common all through the summer and autumn on plants infested with aphids or other insects upon which it preys. A twig of any plant covered with aphids in June or July, will be likely to show ladybirds in all stages; the familiar form of the adult beetle, and the clustered yellow eggs; the alligator shaped larva, with its red or yellow spots and warty spines, and the angular pupae suspended from leaves and twigs by their tails. Take this as a suggestion for summer nature-study.

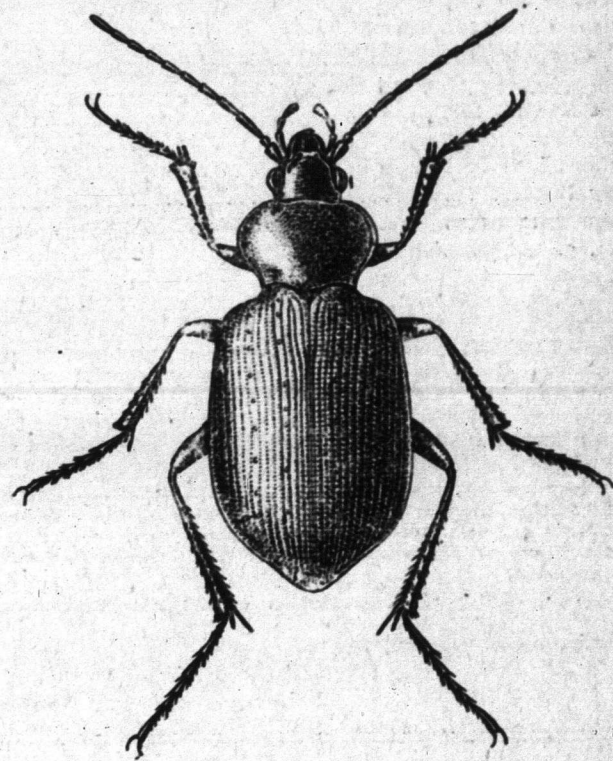


Fig. 2. European ground-beetle (*Calosoma sycophanta*) imported to prey on the gipsy and brown-tail moths.

Ground-beetles also are to be numbered among beneficial insects, and are of special value in protecting our gardens. They are shy insects and are often found in hiding under stones, bits of boards, rubbish and leaves. When exposed, note how rapidly the larger long-legged beetles get away. They are well fitted for chasing and capturing smaller insects upon which they prey. The larvae are also predaceous, and are said to feed on cutworms.

The Searcher (*Calosoma scrutator*) is our

largest species, and closely resembles the *Calosoma*, in Fig. 2.

The European species, shown in Fig. 2, has recently been imported into America to prey upon the gipsy, and the brown-tail moths.

Another species, the "Fiery Hunter" (*C. calidum*), is often found at this season of the year in rotten stumps and logs, and is readily distinguished by rows of small reddish or copper colored pits arranged lengthwise on the wing-covers.

Many interesting beetles are found in our ponds and streams. The small whirligig-beetle is too well known to need description. They are somewhat social in their habits, and are always found either darting around and around each other, or resting motionless on the surface of the water. When closely pursued, they dive and scatter in all directions.

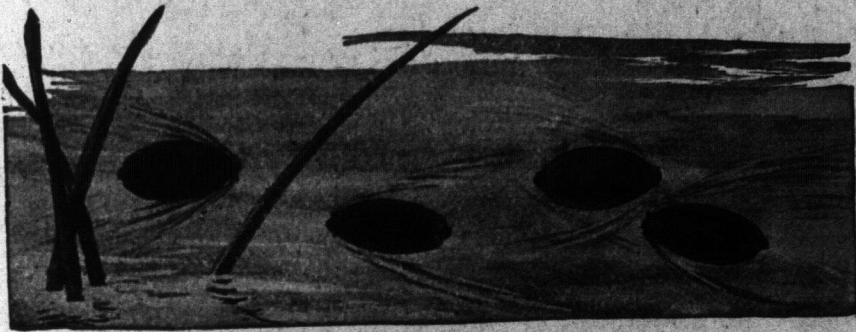


Fig. 3. Whirligig-beetles, Gyrinidae. (About natural size);

They are easily taken in a dip-net, but hard to catch with the hands. Capture some and note the peculiar odor they give off, when handled. If kept in an aquarium, it must be covered with cheese cloth, otherwise they will fly away. In their natural habitat they feed on the small insects that fall into the water. Supply your aquarium with similar food and note the result.

Another and larger form, the predaceous diving-beetle, *Dytiscus*, is more often found in pools of standing water, than in streams. When at rest they suspend themselves at the top of the water with the tip of the abdomen at the surface; this enables them to draw air under the wing-covers, where the breathing pores are situated. Note the position of the breathing pores, in the different families of insects you have studied.

From an aquarium specimen, determine whether these insects breathe air or water.

The *Dytiscus* is a representative of the great

family of water-beetles, Dytiscidae (*Dy-tis'ci-dae*); nearly 300 North American species are known.

The Dytiscidae are usually brownish black and shining. The commoner species range from one half to three-quarters of an inch in length, while the largest are about an inch long. They all have thread-like antennae; the hind legs are the longest, and are fitted for swimming, being flattened and fringed with hair.

These insects are very voracious, preying on other insects, and at times even on small fish. In the aquarium, they can be fed on any kind of meat, raw or cooked. The larvae are ferocious, elongated, spindle-shaped grubs, which, on account of their bloodthirstiness, have been called "water-tigers."

The water-scavenger beetles (*Hyd-ro-phil'-i-dae*) form another family of beetles, found mostly in quiet pools. They closely resemble the predaceous diving-beetles, but are easily distinguished in the water by a film of air under the abdomen, which gives their under surface a silvery appearance. The wing-covers are more highly polished, and the body more flattened below and more convex above than in the diving-beetles. They are also distinguished by their club-shaped antennae, and long palpi. These palpi are often mistaken for the antennae, which are usually concealed beneath the head.

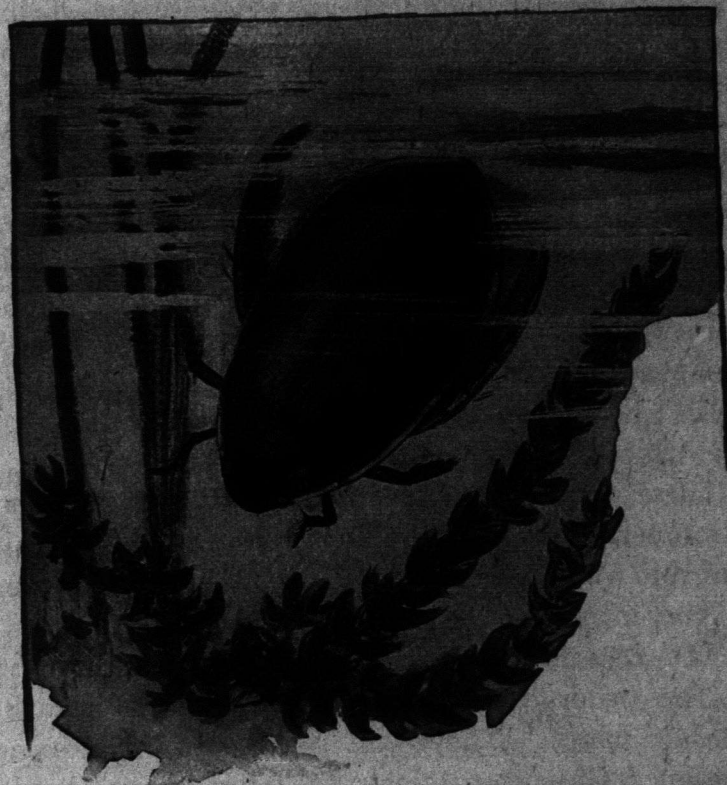


Fig. 4. The diving beetle, *Dytiscus*. (Slightly enlarged).

The scavenger-beetles feed on decaying vegetable and animal tissue and also on small, living animals; the larvae are said to feed entirely on living forms, such as insects, snails, tadpoles, etc.

About 150 species belonging to this family are found in North America.

Representatives of both these families are readily secured by sweeping the bottoms of ponds with a dip-net. They make good subjects for school study, and can be kept in aquaria, covered with cheese cloth, for a long time, when properly supplied with food. When free in nature, they fly from pond to pond and are frequently found near electric lights in towns and villages.

The adult form of the May-beetle or June-bug, as it is called in some localities, is too well known to need further description. Fig. 5 is given to illustrate its life history. Note the shape and position of the larva in its little underground home. These larvae are the well known white grubs, often turned out by the plow. They feed on the roots of grass, corn and garden plants, but the adult is said to feed at night on the leaves of various shade and fruit trees. The pupal stage is also passed underground. Dig in garden earth for larval and pupal forms. The adult form, quite inactive, is often found in the ground, during spring and early summer. Is it likewise found in the fall?

Compare the life history of the May-beetle with that of another familiar beetle, the Colorado potato-beetle.

How many stages are present in the life cycle of the potato-beetle?

How do these compare with similar stages of the May-beetle?

In what form does each of these beetles pass the winter, and where?

These and other questions from the teacher, if properly answered, will tend to develop this line of work and bring many happy surprises to the interested teacher.

The insects mentioned in this article belong to the order Coleoptera, (Gr. *koleos*, sheath: *pteron*, wing). They all agree in possessing hardened sheaths to cover the hind wings (hence the name), and biting mouth-parts. The Col-

optera are true beetles, not "bugs." In their life cycle, they undergo a complete metamorphosis; their larvae are called grubs.

The Coleoptera is a large and important order; there are said to be about twelve thousand species in North America, north of Mexico. We find a representative of the order, the sacred beetle, the *Scarabaeus* of the ancients, carved

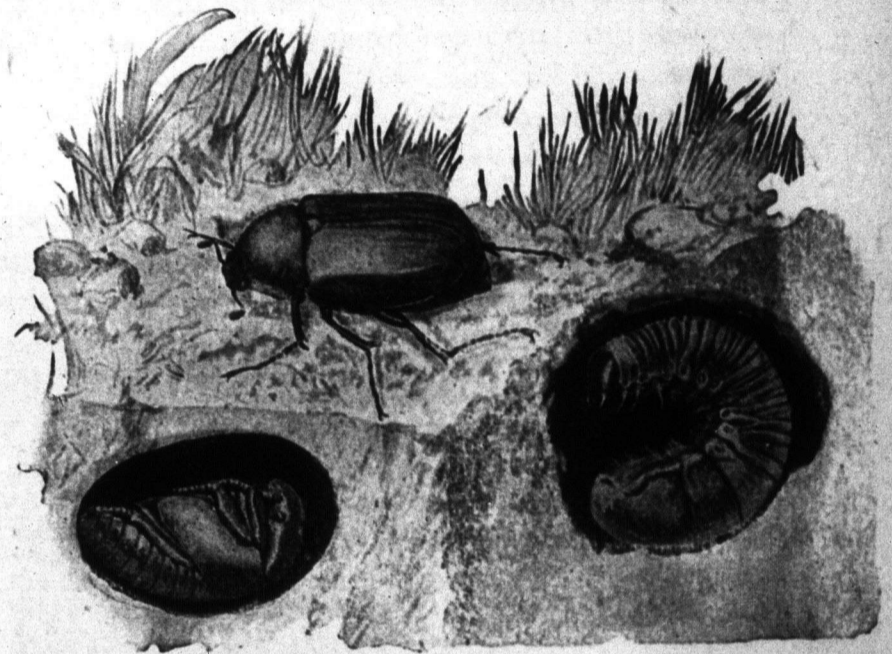


Fig. 5. May-beetle, showing larva (or white grub), pupa and adult. (Natural size).

on the monuments of stone of ancient Egypt, and history tells of the important part it played in the religion and symbolism of that country. And in our own day, we have hardly begun to compute either the harm or the benefit, arising from the habits of the various species of this order, to the agricultural and other industrial operations of our country.

[The cuts in this article have been copied from *Elementary Entomology*; Sanderson and Jackson; and *General Zoology*, Linville and Kelly, through the permission of their publishers, Messrs Ginn & Company, Boston, Mass.

SURE OF THE "PEP."

A laborer in one of our plantations a few days ago went up to one of the overseers and in a serious manner, which evidently showed that he was really seeking enlightenment, said in his local vernacular, which we cannot attempt to reproduce: "Massa, is it true that before the war the Kaiser sent a bag of rice to King George and told him, 'King George, I got as many soldiers as they is rice in the bag,' and that King George sent the Kaiser a bottle of nigger peppers and tell him: 'I only got as many soldiers as is in this pepper bottle, but you just bite one and then you'll see if your soldiers like these?'"—*Barbadoes Standard*.

MATERIALS TO AID NATURE TEACHING.

L. A. DEWOLFE.

Some of the questions asked in the apple article last month have puzzled a few readers. Teachers have asked for answers to three or four of these questions; but I shall wait another month to see if more inquiries are made. Then, I shall answer all at once, through the REVIEW.

One teacher asks if it would be possible for me to begin a series of questions and answers on botanical topics in the REVIEW, similar to those published two years ago. Certainly. But why won't the teachers themselves ask the questions? I believe the REVIEW can be made extremely helpful if all will take part in asking questions or reporting their experiences.

Instead of asking questions in this article, may I suggest ways that might make nature work mean more to our school children? All will admit that geography and nature work are really one subject. Physical geography treats of the earth, the stars, the planets, mountains, rivers and lakes, a hundred and one things, all of which are natural. The word itself implies nature study. Commercial geography treats of our control of natural powers and our use of natural objects. Our nature work, then, can effectively link itself with geography.

For example, a child may be asked to name the minerals of his province. As such, the question is useless. If, however, some object in the school room suggests a discussion of minerals, their location, manufacture and use, the question may be a very attractive one.

Possibly the iron nails in the floor would bring up such questions as the countries in which iron is found, the condition in which it is found, how it is mined, how it is smelted, things manufactured from it, methods of transportation, by-products of its manufacture, the galvanizing of iron, etc. Doubtless all teachers bring up these topics. But, too often, the topics are named without their making any impression on the child's mind.

Would it not be wise to have the following material in the school room to illustrate iron and its products? Have the children make maps showing the distribution of iron ore in workable quantities. With advanced grades, these would be world-maps. With the middle grades, they

should be provincial maps. Have samples of magnetite, hematite, limonite and siderite. Beside them, have pig iron, wrought iron and steel. Have, also, pictures of blast furnaces and open hearth furnaces in order to help explain the process of manufacture. Have, also, pictures of iron mines. Have the children make lists of things made of iron. As their knowledge increases, they will add to this list. Get pictures of steamers and trains carrying iron ore or iron products.

Children who like manual training might make a cardboard model of a blast furnace. Sample of coke and limestone or dolomite are also necessary, since these are used in the smelting. Slag, too, should be in the collection, and with it could be a small bag of cement and of fertilizer; thus the children learn that the waste from one operation may be profitably used in some other industry. They will learn, too, how closely industries depend on each other.

In the collection of raw materials, include red ochre and yellow ochre; and with them, exhibit a piece of wood that had been painted with paint, made from these ochres. A can of ochre paint would be more real still. Have also some dyes made from iron salts.

A cube of iron pyrites is interesting on account of its crystallization. To call it "fool's gold" may be suggestive. But to exhibit with it a bottle of sulphur, with pictures showing how sulphur is manufactured from iron pyrites, brings it in contact with affairs of real life rather than leaving it an isolated object on a museum shelf. But even the object on the museum shelf means infinitely more than the printed word of doubtful pronunciation in the text-book. With the pyrites and the sulphur, put a bottle of sulphuric acid. Then is pyrites valuable?

It may be urged that to follow this method, one never reaches the end. That everything suggests something else, and requires something else to illustrate it. That is one of its strongest points. There is only one nature. The teacher who can link all knowledge together, instead of dissecting it into unrelated fragments is certainly on the right road.

What a fairy story is suggested when I dip my steel pen into ink! Our iron collection might have contained some green vitriol — a salt of iron. A piece of black leather and a bottle

of ink might illustrate two of its uses. The teacher with a good imagination might picture a fragment of iron being broken apart in some far-off land; the separate pieces being loaded on different vessels; taken to different ports; manufactured into different compounds; until at last, like Evangeline and Gabriel, after many wanderings they meet. But how changed they are! I wonder if the part that became a pen recognizes its mate in the form of ink? Chemistry is full of fairy stories.

All the material named here is used in connection with one topic—iron. Every other topic will require more or less material. Try collecting it and see if school work won't go better. Report your successes and failures to the REVIEW.

CENTENNIAL ANNIVERSARIES OF THE WAR OF 1812.

J. VROOM.

XXVII.—The End of the Last Invasion of Upper Canada.

November 17.—The Canadian War of 1812 may be said to have ended in November, 1814. The later fighting in Louisiana and Georgia was practically another war, in which Canadians were not directly concerned. Its principal events, the defeat of the British at New Orleans and their subsequent victory at Mobile, took place after the treaty of peace had been signed in Belgium, though before it was ratified by the United States. This was long after actual warfare had ceased in Canada. Nominally, the war began when President Madison issued his declaration, on the nineteenth of June, 1812; and it ended nominally when he agreed to the terms of peace, on the eighteenth of February, 1815. Yet, in so far as it involved encroachments on Canadian territory, the war really began with the first invasion on the Detroit frontier, and at the Detroit frontier it ended.

As already noted, after Perry's victory had given him control of Lake Erie, the western peninsula of Upper Canada was exposed to raids. The worst of these, perhaps, was Campbell's raid, in May, 1814, in which he plundered and burned the village of Port Dover. But the last, and the most daring, was MacArthur's raid.

Leaving Detroit on the twenty-second of October, and going up the western side of Lake St. Clair, MacArthur crossed the St. Clair River and entered Canada on the twenty-sixth. By the thirtieth, he had reached Moraviantown, burning and plundering as he went. On the fifth of November he was near Grand River. There he soon learned that a British regiment had been sent from Niagara to intercept him; and also that General Izard had abandoned Fort Erie and retreated to United States territory; whereupon he hastened back to Detroit by another route, his course, we are told, still marked by wanton devastation and indiscriminate pillage. He reached Detroit on the seventeenth; the last invaders, as it happened, thus quitting Canada where the first had entered.

With his departure, active hostilities in Canada ended. Amherstburg was still held by a garrison placed there in 1813. An attempt to dislodge them was to have been made in the spring of 1815; but before that time came, the war was over.

A few words will sum up the situation as it stood when MacArthur and his Kentucky rangers had left the country. The fierce though intermittent warfare along the New York border had come to an end very suddenly when the strengthening of Yeo's fleet and the arrival of British and foreign regiments from Wellington's army had given the Canadians adequate protection. Then, as always, it was seen that the most decisive victories may be those not won in battle. When an army or a navy is too strong to be attacked, its work is already done; when too weak to resist, it is already vanquished. Apart from the occupation of Eastern Maine, there had been no war east of Lake Champlain, for Vermont and Maine were friendly states. In the west, where the war began and ended, there had been the greatest suffering though not the heaviest fighting. There, also, the incursions ceased with the strengthening of the British forces. From Lake Champlain westward, when the fighting along the border ceased, the British held all their own territory excepting Amherstburg, with one post in New York State and one in Michigan, both of which were to be lost by the peace. Next month we shall consider briefly what the peace meant to the people of British America and to all concerned.

**NEW BRUNSWICK HIGH SCHOOL
TEACHERS' ASSOCIATION.**

To all Teachers in the Province of New Brunswick.

GREETING:

There is nothing new under the sun, and even an organization, of and for teachers, is not novel. But, unlike the brook, with the coming and going of teachers these Associations have come into existence, exerted an influence and have decayed. The torpedo — 'non-support,' by name — has foundered many well-launched Associations, and it was not without some fear that a few teachers embarked on an enterprise similar in nature to that attempted a few years ago. A notice of the formation of the New Brunswick High School Teachers' Association appeared in a recent issue of the REVIEW.

At the first regular meeting of the Association the following Constitution was adopted:

1. **NAME:** The name of this organization shall be "New Brunswick High School Teachers' Association."

2. **MEMBERSHIP:** All teachers holding Superior or Grammar School licenses are eligible for membership.

3. **AIM:** The purpose of this Association is to promote the best interests of the teachers of N. B. The following platform has been adopted as primary aims of the Association:

(a) Equal salaries from School Boards for male and female teachers.

(b) A higher standard for Superior License.

(c) An annual increase of salary to a teacher, who remains in a district, until a minimum of one thousand dollars per annum has been reached — this sum to include provincial and local grants.

4. **OFFICERS:** The officers of this Association shall be President; Vice-President; Secretary-Treasurer. These officers shall be elected biennially, unless they sooner resign or become disqualified.

5. **EXECUTIVE:** The Executive shall consist of the Officers and one Associate Secretary for each Inspectorate. These are to be appointed biennially unless they sooner resign or become disqualified.

6. Should any vacancy occur in the Executive during its term of office, the remaining members of the Executive are given power to make any appointments.

7. **FEE:** The membership fee shall be \$1.00 per year to be paid not later than October 1st.

8. **MEETINGS:** (a) The Association shall meet biennially at the time and place of the Provincial Institute.

(b) All members of the Association, teaching in any county, shall meet at the time and place of the County Institute, such meeting to be presided over by the Associate-Secretary of the Inspectoral district or some one duly appointed by the Executive.

(c) The Executive may call a special meeting of the Association at a month's notice.

9. It shall be the duty of the Executive:

(a) To obtain a list of all Superior and Grammar Schools in the province, together with salary paid last teacher. Such list to be available at any time by any member of the Association.

(b) To make such arrangements for advertising and promoting the Association as they deem advisable.

10. No member shall accept a school at a salary lower than that paid to the previous teacher; but any school which provides a regular increase in salary due to experience and time of service in the district shall be excepted.

A few words of explanation may be of interest. It will be noticed that all teachers, holding superior or Grammar School licenses, are eligible for membership, whether such teacher is teaching high school pupils or not. In this practical age, the watchword is "value for value," and a teacher has a right to expect some return for the dollar asked for as membership fee. Any teacher, ambitious enough to prepare the work necessary to pass superior license examinations, will probably carry the same spirit through all her work. It is the aim of the Association to procure lists of the best available positions, and to keep such list for the exclusive use of the Association members. The Executive will procure this information as early as possible from various agencies, that its members may have the advantage, of time, at least, when presenting applications. Section three has been worded in the Constitution so as to include a great scope of work, and sub-sections will be added from time to time.

For teachers doing high school work, certain definite aims have been adopted: Section 3, sub-section (c). We must recognize that one reason why we are not ranked as professional men and women is that we are so unprofessional in our business methods. The detestable practice of under-bidding, far too prevalent even in New Brunswick, may be due to many causes. We would like to think that one reason for this is a lack of knowledge of salary paid previous teacher. This we plan to make unnecessary: (Section 9, sub-section (a)).

If salaries are to be placed on a permanent basis, the teachers must be the agents. Hence we have adopted section 10. But, as it is manifestly fair that an experienced teacher is worth more than an inexperienced one, generally

speaking, it has been seen fit to permit the exception in section 10.

If a lady teacher is capable of teaching and disciplining a school, as efficiently as a man, she should receive an equal remuneration. This is the principle referred to in section 3, sub-section (a). With living expenses equal, and with identical work, we fail to see any reason or excuse for unequal salaries.

Section 3, sub-section (b), will show that we are not a combine. We believe we are not, as a whole, receiving sufficient salaries, but we also believe in making our work more efficient, hence more valuable. We advocate a higher standard for superior license, believing that the increased salary justifies this attitude.

Space will not permit me to enlarge on the reasons for undertaking to organize all eligible teachers into one body. We are facing greater educational, social and political changes than any of us realize. How necessary at such a time, with a curriculum changing so rapidly, constantly enlarging, with the demand for a more practical training for the child, with the necessity of the teacher's view, being national,—yea, international, facing the problems the teacher must face after the present crisis,—how necessary that at least a Provincial Association of the teachers be formed, and that it be aggressive and progressive. Later, if considered advisable, teachers holding lower classes of license might be enrolled as members, but the Executive feels compelled to limit its membership, as yet.

OFFICIAL NOTICES.

The Secretary-Treasurer acknowledges with thanks, the receipt of membership fee from following teachers: J. H. Barnett, Hartland, N. B.; J. C. Hanson, Riverside, N. B.; Zula V. Hallett, Marysville, N. B.; Jennie M. Steeves, Hillsboro, N. B.; Ronie A. Long, Riverside, N. B.; C. T. Wetmore, Kingston, N. B.; Geo. W. Chapman, Hillsboro, N. B.; H. Dell McAuley, Elgin, N. B.; Winnifred Clark, St. Stephen, N. B.; Mary Gillin, Woodstock, N. B.; L. R. Hetherington, Newcastle, N. B.; Geo. G. Perry, Petitcodiac, N. B.; W. H. Elger, Moore's Mills, N. B.; Frank S. Keirstead, St. Martins, N. B.; A. B. Brooks, Apohaqui, N. B.; E. D. MacPhee, Sackville, N. B.

All members of the Association are solicited by the Executive as subscribers to the EDUCATIONAL

REVIEW. Very courteous assistance has been given by the editors, and in addition to its already interesting articles they offer space where matters pertaining to the Association will be discussed.

The Executive appeals to all eligible members to unite at once with this Association. Recognizing its function, knowing the need, will you not join our ranks, and as a body, work for common aims? Send your membership fee to local Secretary, or to me. All receipts will be acknowledged both by private receipt and in the press.

E. D. MACPHEE,
Secretary-Treasurer.

Sackville, October 29, 1914.

"Let us keep in mind our patient and indomitable seamen, never relaxing for a moment their stern vigil on the lonely seas. Let us keep in mind our gallant troops who today, after a fortnight's continuous fighting, under conditions which try the metal of the best army that ever took the field, maintain not only an undefeated, but an unbroken front. (Loud cheers.) *Finally, let us recall the memories of the great men and the great deeds of the past.* Let us not forget the dying message of the younger Pitt in his last public utterance in this Guildhall itself, 'England has saved herself by her exertions, and will, as I trust, save Europe by her example.' The England of those days gave a noble answer to his appeal, and did not sheath the sword until, after nearly twenty years' fighting, the freedom of Europe was secured. Let us go and do likewise." (Loud and prolonged cheering.)

— From Premier Asquith's Guildhall Speech, September 4th, 1914.

THE HOME GARDEN.

The British Board of Agriculture has advised the householders of Great Britain to utilize every foot of spare land in the planting of gardens for next year, to supply as far as possible their own garden produce. In this way they can assist in relieving any shortage which may develop on account of war conditions.

This suggestion is of equal importance to Canadians. Attached to nearly every home are pieces of ground which at present are merely waste land. With little effort these may be converted into productive gardens. It requires very little space for a garden that, with ordinary care, will supply an average household with vegetables. By cultivating the available ground many Canadian families can reduce their living expenses, and, at the same time, secure vegetables which are absolutely fresh.

NOTES ON HIGH SCHOOL LITERATURE.

A CHRISTMAS CAROL.

People may or may not like Dickens' books, but no one can escape him. The world he made has come to be a part of the world we all live in — *St. Nicholas*, February, 1912.

Bearing this truth in mind, the teacher should do his best to make *A Christmas Carol* serve as a gateway to the world of Dickens. Extracts from his other books should be read to the class and recommended for home reading. Those teachers who know and love Dickens will need no advice on this point, but for the guidance of others we suggest the following:

From *Martin Chuzzlewit*. Ch. 36: Tom Pinch's ride to London. "Really it might have confused" to "is in London." Ch. 15: The ship, to "unfathomable depths below."

From *David Copperfield*. Ch. 3: Yarmouth; to "if anything did happen." Ch. 4: Lessons; from "Shall I ever forget" to little "village alehouse." Ch. 5: Mr. Barkis. The dinner at the Inn. Ch. 7: School; to "such a recommendation." David's Visitors; from "One afternoon" to "refusing to confess." Ch. 12: David runs away; from "Being a very honest little creature" to end of Ch. 13. Ch. 55: The storm, from "In the evening I started" to "stilled forever."

The first four chapters of *Great Expectations* in full, or with slight eliminations. Ch. 7: to "yet in its infancy."

From *Pickwick Papers*. Mr. Winkle's Ride. Ch. 5: from "Mr. Pickwick had made his preliminary" to "led the way to the kitchen." Mr. Pickwick intervenes. Ch. 16: "What sort of place have you got?" to "my name ain't Weller." Mr. Winkle's shooting. Ch. 19: to "and billeted nowhere." Mr. Winkle on skates. Ch. 30: "Now," said Wardle," to "the smallest agitation." Christmas at Dingley Dell. Ch. 28: to "frolic and laughter," and from "the best sitting-room" to "a cheerful tint on every face."

The life of Dickens is full of interest. Points to be dwelt on are: The hardships of his childhood; his delight in story books (see *David Copperfield*. Ch. 4); his ambitions; industry; friendliness and kindness; love of children and devotion to his own children; wide sympathies; delight in Christmas and the Christmas spirit; the number of characters he has created ("it is hard to think of a world with all the Dickens' characters left out of it").

To illustrate the latter point, a list may be made

of some of his best known characters, and different members of the class called upon to report upon each one, naming their distinctive qualities. *e. g.* What do we mean when we say "a Micawber? a Sairey Gamp? a Pecksniff? a Mrs. Gummidge?"

In reading "A Christmas Carol," as in reading any other narrative, the first care should be to see that the readers can give the incidents of the story in proper order. After Stave One has been read, pupils should be called upon to do this.

The first ten paragraphs introduce us to Scrooge and Marley, and describe the former's character. Note the force of the repetition of the word "sole" in paragraph four. The movement of the story begins with "once upon a time." Why is the cold and dismal weather dwelt upon? Notice how the three interviews bring out Scrooge's characteristic attitude towards (a) his relatives, (b) his clerk, (c) the poor. Where does the first hint of the ghostly part of the story come in? What is the main point on which the ghost insists? Take this in connection with the opportunities rejected by Scrooge in the three interviews.

Note Dickens' frequent personifications. *e. g.* "As if nature lived hard by;" "When it was a young house;" and particularly the way he writes about weather.

With "the air was filled with phantoms, etc.," compare Horatio's speech to the ghost in *Hamlet*.

In Stave Two, notice; in the three scenes from Scrooge's past, (a) his loneliness as a child. (Where does he find companionship? *cf.* *David Copperfield*); (b) his enjoyment of a happy social life; (c) what separates him from his fellows, and prevents him from forming a closer tie. "Another idol has displaced me." Also the comment on his life, "Quite alone in the world."

What is the significance of each detail of the appearance of the ghost of Christmas Past?

In Stave Three. Note: (a) The contrast of the gloomy weather and the cheerful people; (b) the dwelling on good things to eat; (c) the many instances of friendliness and good cheer and companionship, elaborated in the description of the households of the Cratchits and Scrooge's nephew.

In Stave Four. Pick out a phrase or a speech which sums up the cause of Scrooge's miserable death. Study the effect of contrast within this stave, and also the contrast between it and Stave Three.

In Stave Five. Note the change of weather;

note that the change in Scrooge is not only from meanness to generosity, but from hating and avoiding his fellow men to loving and seeking them. Give instances of this. Compare the following sayings:

1. A pure or holy state of anything is that in which all its parts are helpful and consistent. The highest and first law of the universe and the other name of life is therefore "help." The other name of death is "separation." — *Ruskin*.

2. Farewell, farewell, the heart that lives alone
Housed in a dream, at distance from the kind;
Such happiness, wherever it be known
Is to be pitied, for 'tis surely blind.— *Wordsworth*.

The teacher may also find a study of Tennyson's *Palace of Art* interesting in this connection.

Throughout the reading, the teacher should have in mind Dickens' avowed purpose in writing the story, "in a whimsical kind of mask, which the good humour of the season justified, to awaken some loving and forbearing thoughts never out of season in a Christian land." He makes this appeal to the feelings, not by exhortations, but by presenting a series of pictures. This is true also of his books written with the purpose of awakening people's minds to some existing evil, such as *Nicholas Nickleby* and *Bleak House*.

In studying the bits of description in the book, attention should be drawn to these points:—(a) The use of the concrete and detailed; e. g., in Stave Four, the descriptions of the different shops; (b) The use of personification, before referred to; (c) The discriminating use of adjectives; e. g., the description of Scrooge in Stave One. cf. with the description of the ghost of Christmas Present, Stave Three. Short descriptive passages from other books should be read, e. g., Mr. Creakles' schoolroom, in *David Copperfield*; The Six Jolly Fellowship—Porters, in *Our Mutual Friend*, Ch. 6; Silas Wegg and his stall, Ch. 5; A spring evening in London, Ch. 12; Mr. Boffin, Ch. 5, in the same book.

If, in the reading of Stave One, parts are assigned, and the different conversations read dramatically, it will give variety; and an excellent composition exercise would be to dramatize the scene at the Cratchits, beginning where the two smaller Cratchits rush in. Other composition subjects:— The conversations that might have taken place between: (a) The two portly gentlemen, after Scrooge refused his contribution; (b) Dick and Ebenezer, before and after the Christmas dance; (c) Bob

Cratchit and Tiny Tim, on their way home from church; (d) The two men in the lighthouse. 2. Descriptions of:— (a) The plump sister; (b) Topper; (c) Peter Cratchit; (d) The room "not very large or handsome, but full of comfort." 3. (a) Christmas Eve at Home; (b) How I like to spend Christmas; (c) A kind old gentleman (anecdote); (d) Getting ready for Christmas (at school, in the kitchen, in Sunday School, at the Church). 4. (a) The child, Charles Dickens; (b) The House at Gad's Hill; (c) How David Copperfield learned to write shorthand; (d) How Pip fed the Convict; (e) Paul Dombey and Mrs. Pipchin; (f) Mr. Peggotty's House; (g) The Marchioness (in *The Old Curiosity Shop*); (h) Sloppy and the Minders (*Our Mutual Friend*); (i) The Kenwigses Study French (*Nicholas Nickleby*); (g) Grip, the Raven (*Barnaby Rudge*).

Passages to be memorized:

Stave One, from, "But I am sure" to "God bless it."

Stave One, from, "Any Christian spirit" to "usefulness."

Stave Two, from, "They walked along the road" to "laughed to hear it."

Stave Two, from, "In came a fiddler" to "anyhow and anyhow."

Stave Two, from, "He has the power" to "cost a fortune."

Stave Three, from, "They stood upon a bleak" to "darkest night."

Stave Three, from, "Looking back" to "undermine the earth."

Stave Four, from, "Oh, cold, cold," to "life immortal."

Stave Four, from, "I will honor" to "that they teach."

Stave Five, from, "No fog, no mist" to "glorious."

[Miscellaneous questions on *A Christmas Carol*, and on Dickens' life and works will be given in the December number. Some useful illustrative material and information will be found in the REVIEW for February, 1912].

King Charles of Roumania is dead and is succeeded by his nephew, Prince Ferdinand. The new queen is a granddaughter of Queen Victoria. Under the late King, who as Prince and King has ruled over Roumania for forty-eight years, the country has made remarkable progress. His sympathies were with Austria and Germany in the present war; but his people, who claim to be of the Latin race, are more closely attached to Italy, and will probably be influenced by Italy rather than by either Austria or Russia, though their political relations with Russia are very friendly.

A FORM-MASTER.

Mr. Bull was a young master, and an international foot-ball player. Being one of the few members of the Staff at Eaglescliff who did not possess a first-class degree, he had been entrusted with the care of the most difficult form in the school—the small boys, usually known as the Nippers.

A small boy is as different from a middle-sized boy as chalk from cheese. He possesses none of the latter's curious dignity and self-consciousness. He has the instincts of the puppy, and appreciates being treated as such. That is to say, he is physically incapable of sitting still for more than fifteen minutes at a time; he is never happy except in the company of a drove of other small boys; and he is infinitely more amenable to the *fortiter in re* than to the *suaviter in modo* where the enforcement of discipline is concerned. Above all, he would rather have his head smacked than be ignored. * * * *

Having duly posted up the names and tender ages of his Nippers in his mark-book, Mr. Bull announced—

"Now, we must appoint the Cabinet Ministers for the term."

Instantly there came a piping chorus:

"Please sir, can I be Scavenger?"

"Please sir, can I be Obliterator?"

"Please sir, can I be Window-opener?"

"Please sir, can I be Ink-slinger?"

"Please sir, can I be Coal-heaver?"

"Shut up!" roared Mr. Bull, and the babel was quelled instantly. "We will draw lots as usual."

Lots were duly cast, and the names of the fortunate announced. Mr. Bull was not a great scholar; some of the "highbrow" members of the Staff professed to despise his humble attainments. But he understood the mind of extreme youth. Tell a boy to pick up waste paper, or fill an ink-pot, or clean a blackboard, and he will perform these acts of drudgery with natural reluctance, and shirk them when he can. But appoint him Lord High Scavenger, or Lord High Ink-slinger, or Lord High Obliterator, with sole right to perform these important duties and power to eject usurpers, and he will value and guard his privileges with all the earnestness and tenacity of a permanent official.

Having arranged his executive staff to his satisfaction, Mr. Bull announced—

"We'll do a little English Literature this morning and start fair on ordinary work this afternoon. Sit absolutely still for ten minutes, while I read to you. Listen all the time, for I shall question you when I have finished. After that you shall question me—one question each, and mind it is a sensible one. After that, a breather; then you will write out in your own words a summary of what I have read. Attention!"

He read a hundred lines or so of *The Passing of Arthur*, while the Nippers, restraining itching hands and feet, sat motionless. Then followed question time, which was a lively affair; for questions mean marks, and Nippers will sell their souls for marks. Suddenly Mr. Bull shut the book with a snap.

"Out you get!" he said. "The usual run—round the Founder's Oak and straight back. And no yelling, mind! Remember, there are others." He took out his watch. "I give you one minute. Any boy taking longer will receive five thousand lines and a public flogging. Off!"

There was a sudden upheaval, a scuffle of feet, and then solitude.

The last Nipper returned panting, with his lungs full of oxygen, and the fidgets shaken out of him, within fifty-seven seconds, and the work of the hour proceeded.—From "*The Lighter Side of School Life*," by Ian Hay in *Blackwood's Magazine*.

WESTMORLAND COUNTY TEACHERS' INSTITUTE.

One hundred and twenty teachers enrolled at Sackville on October 8th, for the Annual session of the County Institute. Mr. McPhee, Principal of the Sackville schools, acted as chairman.

Not only was the attendance excellent, but the meetings were marked by the interest of the papers and the vigour of the following discussions: The Teaching of Civics received much attention, being introduced by a paper, written by Mr. R. B. Wallace, of the Education office, and read by Inspector O'Blens, and followed up by speeches from Miss McSweeney, Principal Oulton, Mr. J. A. Edmonds, and Mr.

W. McL. Barker. The speakers all advocated strongly a more thorough teaching of respect for constituted authority, the right and duties of citizens, and the inculcation of a higher standard of morals in public affairs. The discussion on school gardening also took a very practical form. Mrs. Henry Renton, whose school, McQuades, Parish of Moncton, won the prize, \$12.00, for this work, reported in an interesting way her own experience with a school garden, and much useful information was drawn out by pertinent questions, from both Mrs. Renton and Director Steeves. The latter also gave a fuller address on Friday morning on this subject, again responding to questions arising out of his address.

The paper read by Inspector O'Blenes on "How to Study," was largely an abstract of Professor McMurray's book on this topic, which the Inspector recommended to the teachers, and contained much valuable instruction. Other papers of interest were those on "Geography," by Miss Helena Steeves of Moncton, and on "Incidental Teaching," by Miss Ryan of Petitcodiac. Miss Eleanor Robinson, editor of the REVIEW, addressed the Institute on the teaching of English Literature in the lower grades.

On Thursday afternoon the members, by invitation of the town of Sackville, attended the Exhibition, and afterwards afternoon tea was served at the High School by the Sackville teachers. The public meeting on Thursday evening was exceptionally interesting, and largely attended by the townspeople.

Thoughtful and stirring addresses were delivered by Dr. J. M. Palmer, Rev. G. M. Campbell and others, and a paper on English in the schools was read by Mrs. A. H. McCready, of the Sackville Civic League.

The following were appointed to office for the ensuing year. President, Mr. E. C. Rice, Moncton; Vice-President, Miss Ryan, Petitcodiac; Secretary-Treasurer, S. W. Irons, Moncton; additional members of executive: Mr. E. D. McPhee, Sackville, and Miss Jessie McDougall, Shediac.

Havre, France, is now the seat of the Belgian government. It is a strange situation; but the move became necessary when Ostend, which became the temporary capital when the fall of Antwerp was foreseen, had also to be abandoned to the enemy.

THE SUMMER SCHOOL OF SCIENCE.

The following letter won first prize in the competition for the best letter on the Summer School session at Charlottetown in July of this year:

MR. S. A. STARRATT,
President Summer School of Science.

DEAR SIR:

As I contemplate the task of enumerating and setting down in order, the benefits of such an institution as the Summer School of Science, my heart shrinks. For am I not bound, if I attempt such a measure at all, to disentangle and analyze all the thoughts and feelings, all the different influences, that have been crowding thick and fast upon me, for three weeks, and clothe them in words suited to meet the public eye!

Standing out, foremost among the maze, I find the idea of mind influence. The question has recurred to me again and again, "Can it be possible for any one of us to remain for three weeks within the powerful circle of influence radiating from the minds of hundreds, who have spent years in direct contact with child life, without being drawn closer into that circle, and feeling its softening and refining power?" Surely our minds must respond in some degree to the many others, who have been doing the same work, facing and overcoming the same difficulties, and, to a certain degree, obtaining the same results, as ourselves.

Such is my opinion of the general influence of the Summer School of Science. But I must particularize. It seems scarcely necessary to mention the great benefits to be obtained from the excellent courses of lectures we have received from the various instructors; but, I would like to mention one phase of this work which particularly interested me. My personal experience, and probably that of many others, shows that in the suggestions made and the topics discussed during these widely varied lectures, we may find answers to questions that have been troubling us for months. For some time I have been wondering what is to be done, and what is already being done, to counteract the narrowing influence of the petty superstitions that are restricting the mental growth of our people. The query was aroused in my mind by the fact that these superstitions even interfered

with my regular school work, one of my pupils coming to me sadly perplexed, about bringing specimens for our flower calendar, because she feared it would bring misfortune to pick the first flower she saw of any variety. It was a pleasantly startling circumstance, that almost the first direct statement I heard on entering upon the work of the Summer School, was to the effect that nature study is a sure antidote for superstition. I think this fact should stimulate us to renewed effort and perseverance in the study of nature; for, how are we to enlighten minds that are confined and restricted, in every way, by constant dread of some blind fury ready to wreak its vengeance on them, for departing from rules that cannot show one atom of reason for their existence?

There are other advantages of the School, that are so obvious, it seems superfluous to write of them, but, at the risk of being tedious, I must pay my homage to my benefactors. I refer especially to the awakening course of evening lectures we have enjoyed. I say awakening, because, while listening to Miss Robinson's talks, I thought, 'There are surely none, no matter how young in the profession, who have not had some sweet sentiment, almost dormant—dormant because buried under the burden of daily routine—roused and inspired anew, with the breath of life, by her words.

I must not forget to mention the means of bodily development, and of social enjoyment that have been provided, and the excursions, so wisely planned. The city of Charlottetown, itself, is very attractive, and when there is added to it all the enticements of the Summer School of Science, I think no one can have, in any way regretted the three weeks spent within its precincts. I remain,

Yours very truly,

MARY E. HANINGTON,
Whitehead, Grand Manan, N. B.

We gladly publish this enthusiastic testimony to the influence of the Summer School of Science, believing that it will be echoed by many, who look back with gratitude to the stimulus that they have received at its meetings.

The practice of attending holiday courses is becoming more and more general, and the large attendance at the admirable special courses of training offered by the Government Rural

Schools during vacation, far from lessening the numbers at the Summer School of Science, has seemed to stimulate attendance there. The Summer School of Science has made its own place and will keep it.

We understand that plans are afoot for some re-organizing of the school in ways which past-experience suggests as advisable. In the hands of the president, Mr. S. A. Starratt, whose organizing skill and enthusiastic interest in the school have been proved, these plans are likely to succeed, and we hope that the future of the institution will be worthy of its past.

FERNS; AND A SUGGESTION.

To the Editor of the Review:

The September number of the REVIEW contained an article by J. Vroom, on "Rare and Local Ferns," which was greatly enjoyed.

For years the present writer has searched the woods for ferns and other woodland plants, and has often thought that our teachers might, through the REVIEW, form a "Nature Club," by the help of which the flora of New Brunswick and Nova Scotia could be better known and appreciated. Prof. L. A. DeWolfe, of Truro, is doing much to interest teachers in Nature Study, but the results of his efforts end in informing only the individual.

The individual searches the woods, finds a rare plant or fern, and no one else is the richer for it. Teachers would be benefited in many ways, physically and otherwise, by an active search for native plants; and, as said before, our flora would become known.

Mr. Vroom makes mention of the Maiden Hair Fern. To find it is certainly a delight. The writer has searched the woods for years to find it, but never had the pleasure of making its acquaintance until this fall. It was found, like those mentioned by Mr. Vroom, in a hollow in a butter-nut grove. Since then he has found it in other sections. It seems to be one of the commonest ferns here.

In his article Mr. Vroom speaks of the Holly Fern, and says that it is reported from one section of Cape Breton. Does Mr. Vroom mean *Aspidium Aculeatum*, variety *Braunii*, which is very rare, and is called by some writers the Holly Fern? If that is the one meant, the

writer found it many years ago at Point Wolfe, and Caledonia Mountain, Albert County. The late Dr. G. U. Hay found it on the Restigouche and later at the Plaster Quarries, in Hillsboro. It was also found at Foleigh Mountain in 1913, by one of the members of the Rural Science School, while we were on an excursion there. This fern is certainly very beautiful and worth looking for.

The Bulbet-bearing Bladder Fern is very common here, and is found in some sections of Albert County. Goldie's Fern is common here, but the writer has not found it elsewhere. Have others found it? The Royal Fern, in the writer's experience, has only been found in small quantities in three places, and he would like to hear from others who have found it. Have the Hart's-Tongue, *Asplenium trichomanes*, and Cliff-Brake been found in the Lower Provinces? If so, where?

A. D. JONAH.

Woodstock, N. B.

[Mr. Vroom writes that the Holly Fern mentioned in his article in the September number of the REVIEW is *Polystichum Lonchitis*, otherwise known as *Aspidium Lonchitis*, which has been found by Dr. McKay in considerable abundance near Aspey Bay, Cape Breton. *Aspidium Aculeatum*, var. *Braunii*, now known as *Polystichum Braunii*, was mentioned by the name of Braun's Shield Fern, under the head of Woodland Ferns, in the June number. The Hart's-Tongue has been reported as found near Woodstock, N. B., some years ago, but is not now known to exist anywhere in the Atlantic Provinces. *Asplenium Trichomanes* is the Maidenhair Spleenwort, mentioned in the September REVIEW. The following list is supposed to include all ferns now known in the lower provinces, the botanical names being those given in the latest edition of "Gray's Manual:"

1. Common Polypody — *Polypodium vulgare*.
2. Beech Fern — *Phegopteris polypodioides*.
3. Oak Fern — *P. Dryopteris*.
4. Maidenhair Fern — *Adiantum pedatum*.
5. Common Brake — *Pteris aquilina*.
6. Slender Cliff Brake — *Cryptogramma Stelleri*.
7. Chain Fern — *Woodwardia virginica*.
8. Green Spleenwort — *Asplenium viride*.
9. Maidenhair Spleenwort — *A. Trichomanes*.
10. Silvery Spleenwort — *A. achrostichoides*.
11. Lady Fern — *A. Filix-femina*.

12. Christmas Fern — *Polystichum achrostichoides*.
13. Holly Fern — *P. Lonchitis*.
14. Braun's Shield Fern — *P. Braunii*.
15. Marsh Shield Fern — *Aspidium Thelypteris*.
16. New York Fern — *A. noveboracense*.
17. Fragrant Shield Fern — *A. fragrans*.
18. Marginal Shield Fern — *A. marginale*.
19. Male Fern — *A. Filix-mas*.
20. Goldie's Fern — *A. Goldianum*.
21. Crested Shield Fern — *A. cristatum*.
22. Spinulose Wood Fern — *A. spinulosum*.
23. Bulblet Bladder Fern — *Cystopteris bulbifera*.
24. Fragile Bladder Fern — *C. fragilis*.
25. Rusty Woodsia — *Woodsia ilvensis*.
26. Alpine Woodsia — *W. alpina*.
27. Smooth Woodsia — *W. glabella*.
28. Hay-scented Fern — *Dicksonia punctilobula*.
29. Sensitive Fern — *Onoclea sensibilis*.
30. Ostrich Fern — *O. Struthiopteris*.
31. Royal Fern — *Osmunda regalis*.
32. Cinnamon Fern — *O. Cinnamomea*.
33. Interrupted Fern — *O. Claytoniana*.

The REVIEW would welcome the formation of a field botany club for the Atlantic provinces, which should have a separate local branch for each distinct botanical division of the territory, and should combine the work of a society for the suppression of plant collecting and a society for the study and protection of native plants. — ED.]

THE WAR AND THE CENTURY.

The *Century* magazine announces that, beginning with the November number, it will interpret to its readers what lies back of the bare facts of bulletin and dispatch.

In New York, W. Morgan Shuster, author of "The Strangling of Persia," and Samuel P. Orth, professor of Politics and Public Law at Cornell University, will write of the war and its effects from an ethnic and political point of view.

In London, James Davenport Whelpley, author of "The Trade of the World" and of recent *Century* papers on diplomacy, will deal with the personalities of the war lords and the spirit of the nations.

Estelle Loomis, the short story writer, now in Paris, will be sending *The Century* sketches of human interest.

Albert Bigelow Paine, author of "Mark Twain, a Biography," now in Switzerland, has put himself in touch with the German authorities with a view to presenting views of Germany in war time.

Albert Edwards, the well-known novelist and travel writer, is going to Europe with a roving commission from *The Century* magazine. His mission is to help build the literature that will grow out of the war itself.

CHRISTMAS CAROLS FOR SCHOOLS.

There are three little paper-covered books, price five cents each, which every teacher would find most useful. In ordering them, ask for Novello Edition of "CHRISTMAS CAROL SERVICES"—No. I., "Adeste Fideles;" No. II, "Christmas Bells;" No. III, "Bethlehem;" H. W. Gray Co., 2 West 45th Street, New York.

All High School pupils should know the traditional carols in No. I, viz:—"The First Nowell," "Silent Night," "Good King Wenceslas," and "God rest you merry gentlemen," as well as those beautiful words of Phillips Brooks, "O little town of Bethlehem."

In No. II, is the quaint old "Good Christian Men Rejoice," which all the children enjoy from Grade I up, although I would not teach it to Grades I and II, unless these little ones are to sing with the older pupils.

No. III contains one of the loveliest carols I know, "There came a little Child." It is suitable for all grades, and the children love it. To make a little variety, every other line of one verse may be sung by one voice, if there happens to be an especially good one in the school, or by three or four sweet voices. "Merrily rang the bells," in the same book, is very bright and attractive for all grades.

The Gray Company publishes also, "Long, long ago," and "Ring out the bells for Christmas," from *Christmas Carols and Hymns for Children*, price 5 cents, by Rev. J. S. B. Hodges.

"The Shepherds left their sheep," Novello Edition, 348, by Alfred Hollins.

The first of these is suitable for Grade I, the second for all grades, the third for older pupils or High Schools.

"Martin Luther's Hymn," price 5 cents, by Gertrude H. Swift, is another charming carol for Grade I, yet not too simple for all grades. I have heard it sung in church, by a professional soloist, to the delight of all listeners.

G. Schirmer, Boston Music Co., 26 West St., Boston, Mass., publishes the following attractive carols:

"This Happy Christmas Morning," by S. Archer Gibson.

"Beneath the Star-strewn Heaven," price 5 cents, from *Six Christmas Carols*, by Walter O. Wilkinson.

"Fling out, fling out your windows wide," by Walter O. Wilkinson.

"Everywhere Christmas Tonight," price 10 cents, from *Three Christmas Carols*, by Ethelbert Nevin.

Oliver Ditson and Co., Tremont St., Boston, Mass., publish some lovely carols, viz:—

"In the field with their flock," price 5 cents, from "Christ and His Soldiers," by Farmer.

"Ring Merry Bells," price 5 cents, from "The Birthday of our Lord," by Rosabel.

"Far on the hillside's grassy steep," by S. B. Whitney.

"O shepherds, shepherds," No. 1537, by Howard M. Dow.

"Carol, sweetly carol," No. 1269, by C. W. Whittaker.

Thomas Whittaker, 3 Bible House, New York, publishes a very bright carol, "Ring out the bells for Christmas," price 5 cents, by J. Mosenthal.

That loveliest of all Christmas hymns, "It came upon the midnight clear," set to the tune "Noel," as arranged by Sir Arthur Sullivan, and "Hark, what mean those holy voices," set to a tune by Henry Smart, should not be neglected, especially for the higher grades.

Will you bear with me if I put in a plea for *sweet* singing, not loud singing. The child whose forehead shows a dozen wrinkles is probably yelling, not singing, and the muscles of his throat are so contracted that nothing tuneful can be produced by that delicate organ.

The constant admonition, "sing easily" will in time prevent those ear-splitting sounds, which proceed from some school-rooms, and which possibly justify the complaint that many voices are ruined in the public schools.

In schools where the sight singing is not yet being taught it will take only five minutes after opening, every morning to sing, "Doh, Ray, Mi, Fah, Soh, Lah, Si, Doh, remembering that it is better for children's voices to begin at the high "do" and sing down the scale, singing each note a little more softly than the one preceding it. Repeat two or three times, then sing up the scale once, being *most* careful to lighten the tone, "easy, easy," as the voices rise. Try it for one month.

To one more point I crave your attention—pronunciation—especially the sound of "a" as found in the words "has" "can," etc. How many schools sing, "O Keanada! O Keanada," and "My

own Keanadian Home." The only cure I have found for this wiry sound, which seems fairly to bore through one's ears, is to practise the pupils in opening the mouth as widely as possible, while they say or sing the word very softly.

MARY VICTOIRE LAWRENCE.

WHO, WHAT AND WHERE.

SEARCH QUESTIONS FOR COMPETITION.

[Questions will appear in each issue from October to March. Marks will be given for correct answers, and in April a prize will be awarded. Answers to each month's questions will be given in the following issue. The competition is open to all readers. Answers must reach the REVIEW office not later than the first of the month. Write on only one side of the paper. Number the answers. Sign with initials or a pseudonym.]

NO. II.

CERTAIN POETS.

1. What poet says he only sings because he must?
2. What poet calls himself "the idle singer of an empty day?"
3. What poet laments that his one talent is useless?
4. What poet declares that in only one month in the year can he be tempted to leave his books?
5. What poet loved a river, because it reminded him of three friends?
6. What poet tells us in a sonnet, who are his favourite heroines?
7. What poet said that the name of a country was engraved upon his heart?
8. What poet thanks God that he was born in no mean city?
9. What poet said that he gave up writing poetry because another poet beat him?
10. What poet wrote or suggested his own epitaph?

[In (9), the names of both poets must be given. In all the other answers there must be full reference and quotation of context].

ANSWERS TO OCTOBER QUESTIONS.

1. The Battle of Dettingen, 1743, in which George II fought.
2. Ahab, King of Israel. II Chron. 18.
3. Antony. *Antony and Cleopatra*, IV. X. I.
4. A victory gained at too great cost. From the words of Pyrrhus, King of Epirus, after his victory over the Romans, 279 B. C. "One more such victory and we are undone."
5. The University of Leyden, in 1574.
6. The Battle of Dorking.*

7. "God bless the narrow sea which keeps her off."

8. a. Tennyson — The Duke of Wellington. *Ode on the Death of the Duke of Wellington.*
- b. Scott—Nelson. *Introduction to Marmion.*
- c. Marvell — Cromwell. *Horatian ode. Golden Treasury, Book II.*
- d. Kipling — Lord Roberts. *Bobs.*
- e. Sir F. H. Doyle — The men of the *Birkenhead. Loss of the Birkenhead.*
- f. Tennyson — Napoleon. *Ode on the Death of the Duke of Wellington.*
- g. Macaulay — Prince Rupert. *The Battle of Naseby.*
- h. Campbell — The Crown Prince of Denmark. *The Battle of the Baltic.*

*1. The editor has always attributed these long-familiar verses to W. S. Gilbert, but they are not to be found among his poems. Can anyone supply the author's name? A copy of the poem appeared in the *St. John Telegraph* of September 24th.

"All their gunners, all their stokers,
Lay as flat as kitchen pokers,
All a-groaning from the bottom of their soul;
For all their precious crew,
Unaccustomed to the blue,
Invalided when the ship began to roll."

[Comments on answers received will appear in December.]

BIBLE READINGS FOR OPENING EXERCISES

1. Psalm VIII.
2. St. Luke XI, 1-10.
3. Galatians VI, 1-10.
4. Deuteronomy XXX, 9-16.
5. St. Luke XII, 16-28.
6. Psalm XXXIV, 1-10.
7. II Chronicles I, 7-12.
8. St. Luke XVII, 11-19.
9. Proverbs XXV, 21-28.
10. II Chronicles VI, 34-39.
11. Psalm XXXIV, 11-22.
12. St. Luke XVIII, 9-14.
13. I Thessalonians V, 12-18.
14. Psalm LXXXIX, 5-15.
15. St. Luke XVIII, 35-43.
16. Ephesians IV, 25-32.
17. St. Mark I, 14-20.
18. Psalm XCI, 1-11.
19. I Samuel XVI, 1-13.
20. I Samuel XVI, 14-23.
21. St. Mark IV, 35-41.
22. Psalm XCVII.

CURRENT EVENTS.

Ungava, the immense territory which was added to the province of Quebec, in 1912, is a huge plateau, with innumerable lakes, constituting about one-fourth of its total area, and a network of streams which facilitate travel and are capable of supplying unlimited water power. The forests are of some value, and there are supposed to be valuable iron deposits. The lakes and rivers will yield an inexhaustible supply of fish.

The Canadian contingent arrived safely at Plymouth, England, on the fifteenth of October. From there they proceeded to Salisbury Plain, where they will remain until sent to the front. They were well received in England, and have made a favourable impression.

Colonel Hughes, the Canadian Minister of Militia, who followed the Canadian troops to England, has been promoted to the rank of major-general.

It is expected that a second Canadian contingent of sixteen thousand men will be ready to sail in December, and others will probably follow in the spring. There is every indication that the war will be of long duration and that the British will have to send larger armies to the front.

A new lock in the Sault Ste. Marie canal system just opened to navigation is one thousand two hundred and fifty feet in length, and is said to be the longest lock in the world.

The Canadian government has sold the ice-breaker Earl Grey to Russia and it is now at Archangel, where it will be used to keep the port open for winter traffic and the transportation of war supplies. It is renamed "Canada," in commemoration of the assistance thus rendered by the Canadian government.

The Mexican peace conference has made some progress by declaring itself a national assembly and making appointments of heads of departments for the government of the country. It has not yet chosen a provisional president, but has decreed that neither General Carranza, who is at present acting, nor General Villa, the leader of the northern rebels, shall hold that office.

The rebellion in Haiti has assumed such serious proportions that the United States may have to intervene.

The long battle line in France and Belgium has been extended to the coast, and a mighty struggle is taking place in the small part of Belgium which has not yet been overrun by the Germans. The capture of Antwerp, on the ninth of October, has been the most important event of the month in this part of the war zone. The strong fortifications were unable to withstand the heavy bombardment by the German guns; so the defenders abandoned the city, and succeeded in making their way along the coast to join the French and British forces. Meanwhile the Germans were strongly intrenched along their whole line in France, where they could remain on the defensive, and the fiercest of the fighting since, has been near the French and Belgian border. The German forces released from the siege of Antwerp followed the fleeing Belgians, expecting to push through to Dunkirk and Calais; but this movement seems to have been defeated, or at least delayed, by the battle in the valley of the Yser (eeser), a small river which enters the sea about ten miles west of Ostend. Both the British and the Belgian troops suffered heavily in this battle. At present, only the

extreme western part of Belgian, in which Ypres (eepr) is the chief town, is held by the Allies.

Antwerp, on the river Scheldt (shelt), sixty miles from the mouth, is a famous port which the Germans will be glad to hold permanently, if they can keep it. A large part of its trade in recent years has been German trade which found there a convenient port of shipment. The Germans, however, cannot now use it as a naval base, because the mouth of the river is in Holland.

On the Russian frontier, the Germans and Austrians advanced to a point within a few miles of Warsaw, and were then driven back, very much as they were in France in the preceding month. The approach of winter will probably stop active operations there before the end of this month, and before either side will have gained a decisive victory.

The Balkan Allies, after many successes, seem to be falling back before the Austrian advances. Albania, left without any government after the departure of Prince William of Wied, has fallen into anarchy. Italy has taken possession of the seaport of Avlona; Greece has moved or will move an army into the southern part of the country; Austria is arming the northern tribes against Serbia and Montenegro; Serbia is arming others against Austria; Turkey is trying to get possession of the whole.

The entrance of Turkey into the war is the most important event in the east. Without a declaration of war, Turkish ships attacked several Russian ports, and Turkish troops are said to be threatening Egypt. An Anglo-French fleet is now in the Mediterranean, of quite sufficient force to meet the fleet of the new enemy; and a British ship has taken and destroyed the Turkish fort on the Gulf of Akaba, near the Suez Canal.

Much anxiety was felt when it was learned that a rebellion had broken out in South Africa; but the rebel forces have been scattered, and it will probably not be of long duration.

SCHOOL AND COLLEGE.

The Canadian Branch of the League of the Empire have suggested that the school children of Toronto should prepare scrap-books with clippings from Toronto daily papers to be sent to the soldiers from that city now in training camps in England. The School Board are to furnish the books, and the League of the Empire will forward them.

Mr. A. Munro Grier, K. C., of Toronto, offers to subscribe 10c. to the Red Cross Society in the name of each child (up to a total of 1,000 attending school in Toronto,) who reads the White Paper, and informs him, through parent or teacher, of the fact, before October 31st. He hopes in this way to interest the children in the question of the justice of the war, and in the work of the Red Cross Society. Here is a suggestion for other public spirited persons interested in education.

The High School Alumnae Society of St. John has contributed \$200 to the Patriotic Fund. This sum is the Society's share of the profits from the production of the play, "All the Comforts of Home," lately given by the Alumnae.

A High School Association has been formed in Sackville, N.B. This Society proposes to arrange a series of lectures and debates to be given under its auspices, and also to

publish a High School paper called, "The Tantramar." Mr. Earle D. McPhee, Principal of the Sackville schools is President of the Association.

Mr. Pierson V. Curtis, member of the Mount Allison class of 1912, and Rhodes Scholar from Newfoundland, is enrolled in the Fourth Royal Border Regiment.

The Canadian Pacific Railway is offering to apprentices and others enrolled on the permanent staff of the company, and under twenty-one years of age, and to minor sons of employes, a free scholarship, covering four years tuition in applied science at McGill University. The scholarship is subject to competitive examination, which will be the regular matriculation examinations held in June 1915.

The New Wesleyan Theological College building in Montreal, has been officially opened.

The Dominion Militia Department has authorized McGill University to raise a regiment of graduates and undergraduates, or failing a complete regiment, to furnish part of a regiment to be made up from the various Canadian Universities.

The students of the Nova Scotia Normal College, with the staff, had an excursion to Londonderry on October 6th.

At a public meeting in New Glasgow, N. S., upon the re-opening of the Technical evening schools for the winter, Principal F. H. Sexton, of the Technical College, Halifax, reported that last year in all, 2,500 students attended Technical classes in the province. Short courses are to be conducted at the college this winter, similar to those at the Agricultural College, Truro. Mr. E. M. Macdonald, M. P., announced that he had been commissioned by a Colchester county man now in Vancouver to offer two bursaries in connection with the Technical classes, to be competed for by the sons of railway men in Colchester and Pictou counties. Mr. Macdonald on his own behalf offered two bursaries, one open to sons of men working in or about coal mines of Pictou county, and one open to sons of men employed in industrial work in New Glasgow or Trenton.

Amherst also has re-opened Technical classes for the winter.

Rural Science exhibitions throughout the country have continued well into October. An excellent one was held in Acadia Hall, Amherst, on Saturday, October 17th.

At the first meeting for the season of the St. John City Teachers' Association, officers were elected as follows:—President, Mr. Wm. Shea; Vice-President, Miss Bertie McLeod; Secretary-Treasurer, Miss Mason. Miss Clara Hay read a paper on a trip to England.

BOOKS RECEIVED.

The Lives of the Poets is admittedly the best of Johnson's works, and the *Life of Dryden* is one of the best, if not the best of them, largely because Johnson's limitations did not interfere with his appreciation of Dryden, as they did with his judgment of some greater poets. Mr. A. J. F. Collins, in his edition of the *Life of Dryden*, for school use, draws attention to the fact that the views, which Johnson expresses in this work, are the views of his time and hence that we have here not duly a revelation of the author, but also "of the general thought of the period on literary matters." That this

general thought differs so widely from that of our own day makes the "Lives" all the more valuable for careful study. [Johnson's *Life of Dryden*, with introduction and notes, paper, 135 pages, 2s. University Tutorial Press].

In *The Edgeworths, a Study of Later Eighteenth Century Education*, Miss Alice Patterson presents us with a very readable account of the educational theories and practice of Richard Lovell Edgeworth and his gifted daughter. She points out that in the eighteenth century, the Edgeworths identified themselves with those movements which best exemplify the modern spirit in education. In proof of this she reviews their writings — "Essays on Practical Education," "Professional Education," written by the father, and Miss Edgeworth's "Letters for Literary Ladies," "The Parent Assistant," "Early Lessons" and "Moral Tales." Miss Patterson decides that Mr. Edgeworth to some extent anticipates the conception of Herbert Spencer, that education should be a preparation for complete living. "The boy or girl having acquired a stock of intellectual interests and having learned habits of self-reliance and application, is to be turned out capable of undertaking any new study or any piece of practical work successfully, and ready to decide on any question of morals that may arise." The place given to manual work and elementary science is quite in agreement with the theories of today. Nor are the methods used what can be dismissed as old fashioned. *E. g.*, in elementary science, the method urged is the experimental, and as for the order in which subjects are presented, "the proper time to instruct the child, is when he begins to inquire." This has a modern ring, but have we yet reached the time when education stimulates curiosity? One warning given by Mr. Edgeworth is more needed, one would think, in our own day than in his. "If to entice the child to enter the paths of knowledge, we strew them with flowers, how will he feel when he must force his way through thorns and briars?" We wish we had more space to give to this interesting little book, and we commend it to the attention of our readers. [University Tutorial Press, 120 pages, 1s. 6d.]

Last September, we noticed Miss Agnes Nightingale's books on *Visual Geography* and recommended them to teachers of small children. We have just received a set of handwork models to accompany these little books. A background page to be coloured according to directions has outlined, suitable objects to be cut out, coloured and put in place. An Indian village, with a background of forest, has tents, canoe, tripod, deer and Indians in different positions and costumes. A river mouth has lighthouse, buoy, docks, steamers and boats of different kinds. The use of these models carries out the aim of the books, which is to stimulate the geographical imagination. [Adam and Charles Black, London, 6d.]

Clark's *Graded Writing Text-books* are really what the name implies, *i. e.*, not copy books to be written in, but books with full instructions how to use the copies that they give, which are to be taken out and used as models. The principles on which the instruction is based we believe to be sound, and the practice work is admirable. The copies proceed from a very large script to a smaller one and practice is given in figures, abbreviations, addresses and other applications of writing. Even where the books are not used in the school room, they would be very valuable to any inexperienced teacher of writing, who would study and apply the directions. Ginn & Company, Boston].



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N. B. OFFICIAL NOTICES

It has come to the notice of this department that certain book agents are improperly taking up the regular time of the schools and imposing books or apparatus upon teachers and trustees, alleging that the same has the approval of school officers of the Education Department.

No agents for books or apparatus have received the endorsement or approval of this department. No books so purchased will receive the library grants given under Section 96, School Manual.

W. S. CARTER,
Chief Superintendent of Education.
Education Office, Nov. 4, 1914.

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LITERARY NOTES.

The Living Age, of Boston, was never more indispensable or more up to date than now, through all its long career. It is the only magazine which gives to American readers, without abridgment, the most important and timely articles from a long list of English magazines, reviews and journals. The articles dealing with one phase or another of the present world-wide war are especially important, and the weekly issue of *The Living Age* enables it to reproduce these articles while they are still fresh.

The leading article in *The Living Age* for October 24, is a careful and authoritative review of "The Causes of the War," reprinted from *The Fortnightly Review*. Following this, in the same number, is a vivid account of scenes in Paris, "Before the Battles," written by Ernest Dimnet, and reprinted from *The Nineteenth Century*.

Ian Hay's Sketches of "The Lighter Side of School Life," which *The Living Age* is reprinting from *Blackwood's Magazine*, are full of life and humor, and give diverting pictures of typical masters and submasters and the boys in their charge.

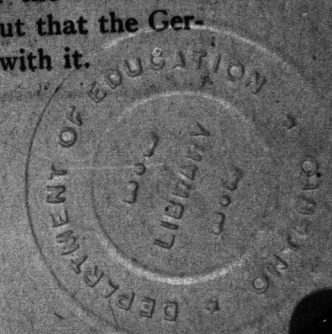
The opening article in *The Living Age* for October 31, is a running summary of "The Diplomatic Correspondence" which led up to the present war, which shows exactly how

the negotiations were conducted and what were the attitudes of the different governments concerned. The information is drawn entirely from official sources and is presented with great force and clearness. The article is reprinted from the *English Review*.

An article called "The Blindfold Game," reprinted in *The Living Age* for October 31, from the *Pall Mall Magazine*, describes graphically the operations and efficiency of that modern engine of war, the submarine, which many naval experts look upon as likely to put dreadnoughts and super-dreadnoughts out of commission.

The Living Age for November 7 opens with an article on "The Courting of America," reprinted from *The Fortnightly Review*. This article, by James Davenport Whelpley, deprecates too great effort for conciliating American sentiment, partly on the ground that it is unnecessary, and partly on the ground that it is undignified.

In *The Living Age* for November 7, there is an article on "The Guiltless German People," written by F. G. Stone, and reprinted from *The Nineteenth Century*, which gives facts to show that the present war is not altogether the work of a military staff or an over-ambitious Kaiser, but that the German people are heart and soul in sympathy with it.



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