

**PAGES**

**MISSING**



Sir John Millais, P. R. A.

A FLOOD.

# Educational Review.

Devoted to Advanced Methods of Education and General Culture

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## CONTENTS:

Editorial Notes .....	33
Nature Study of Animals .....	34
Lowland Ferns .....	36
Centennial Anniversaries of the War of 1812 .....	38
Bible Readings for Opening Exercises .....	39
High School Literature .....	40
The First Day in the First Grade School .....	42
The First Day in the Ungraded Country School .....	44
The August Century .....	46
Literary Notes .....	46
An Explanation .....	46
For Friday Afternoons .....	47
A Slight Correction .....	47
The Willow Branch .....	48
Current Events .....	48
School and College .....	49
Books Received .....	50

NEW ADVERTISEMENTS:—J. & A. McMillan p. 33; Inter-provincial Education Convention p. 51.

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## To Our Subscribers.

In order to avoid confusion and delay will all subscribers who have changed their addresses kindly notify us at once, giving both the old and the new address.

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The REVIEW was not published in July. The June issue should bear the numbers:—Vol. XXVIII, Nos. 1-2, Whole Number 325-326.

The Picture Supplement that we present with this number is a reproduction of a painting by Sir John Millais, called "A Flood." It is a picture that children will enjoy telling or writing stories about.

Our Empire Day picture, "The Boyhood of Sir Walter Raleigh" is also by Millais, but in our supplement a misprint unfortunately disguises the artist's name.

The Interprovincial Education Convention of the Maritime Provinces will meet in the Technical College, Halifax, on the 26th, 27th and 28th of August. The provisional programme and information concerning attendance will be found on another page.

All interest centres in the war. A clear statement of the causes and the beginnings of this awful struggle is given in another column. Our country is free from blame. No selfish motives can be laid to her charge. All that they could do for peace, our rulers did. "No country ever went into war with better heart or clearer conscience," says Sir Edward Grey.

We may thank God for this, while we ask Him to give us, as a nation, courage and steadfastness.

It may be that from the horror of this conflict such a true and general desire for peace will spring that with it wars may end.

If it is right, there is no other way,  
Brave words to speak, and braver still to live;  
A flag to guide the battle of each day,  
A motto that will peace and courage give.

If it is right, there is no other way:  
This is the voice of God, the call of truth;  
Happy the man who hears it to obey,  
And follows, upward, onward, from his youth.

—Selected.

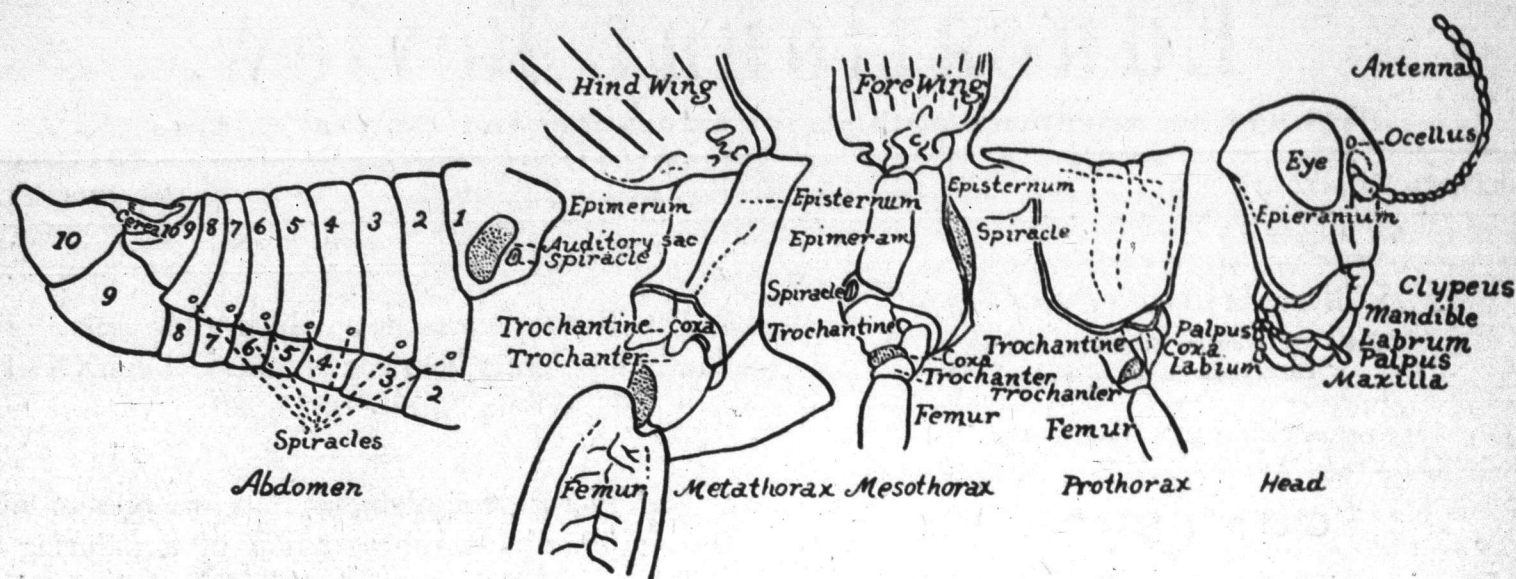


FIG. 1. Side View of a Grasshopper (Locust) with Thorax separated from the Head and Abdomen, and divided into three segments

### NATURE STUDY OF ANIMALS.

H. G. PERRY.

Collect grass-hoppers from fields and pastures and kill in a cyanide bottle or in a chloroform jar.

First notice that the grass-hopper is symmetrical about its long axis, i. e. the right and left sides of the body are alike. Are the dorsal and ventral sides alike?

As shown in Fig. 1 the body is divisible into three parts; head, thorax or chest, and abdomen. Find these parts in your specimen, and note further that the abdomen is made up of a number of rings or segments, called somites.

Many forms in the branch or phylum of animals to which the grass-hopper belongs, the jointed-legged animals, have a pair of appendages for every somite; the grass-hopper and other insects, however, are the exception, as their abdominal somites are free from appendages. While a somite may or may not have a pair of appendages, every pair of appendages represents a somite. Thus the thorax shows three pairs of legs, so we conclude that it is made up of three somites. These are shown separated from one another in Fig. 1.

Note the use of these legs, which are especially fitted for hopping?

How many pairs of wings has the grass-hopper? To which part, and to what particular segments are they attached?

Note that the two pairs differ somewhat in texture. How do they differ in use? When not flying the hind wings are folded up like a fan. Spread out one and note its shape, size, and veining. Compare it with the front wing. Compare the veining of these wings with that in the wing of the dragon fly.

The head seems to be one solid piece, in itself having little or no indication of somites, but the appendages, mouth parts and feelers, tell a different story. Note the mouth parts as given in Fig. 2, and find them in your specimen.

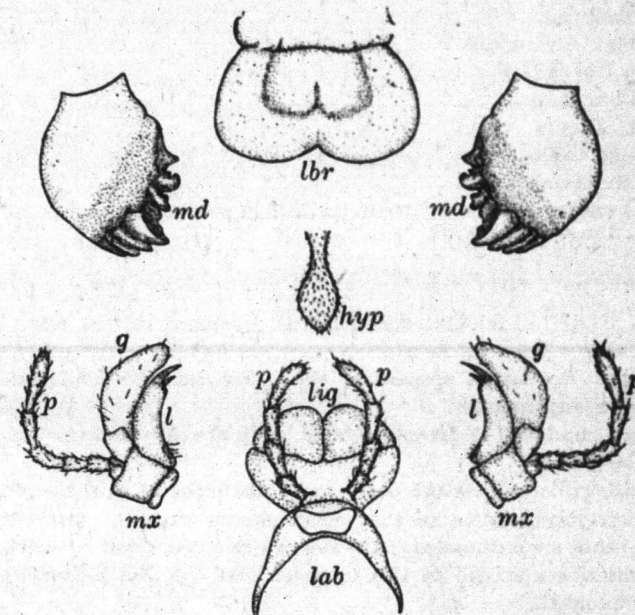


FIG. 2. Mouth-parts of a Grasshopper. Lbr, Upper Lip (Labrum); md, Jaws (Mandibles); lab, Lower Lip (Labium); p, palpus; g, Galea; l, Lacinia; lig, Ligula; hyp, Tongue (Hypopharynx).

The jaws are tooth-like pieces for biting, and move in a transverse plane. Compare this movement with the movement in the jaws of the cat or dog. The underjaws aid the jaws in mastication. That portion called the palpus resembles a small antenna, and like it is sensory.

The underlip is made up of two parts grown together in a median line. Note that the palpi of the underlips are similar in form and function to those of the under-jaws.

The tongue is in the mouth cavity, and is soft and fleshy in grass-hoppers.

The antennae or feelers project from the front

and upper part of the head. Their common name indicates their principal function as sense organs. Note their composition; they seem to be made up of bead-like parts.

The large compound eyes are just back and before the feelers. Examine with a lens. From Fig. 3. locate on your specimen the front ocellus, Fig. 1. shows the position of the other (lateral) ocelli. These are the single eyes. The eyes are not considered appendages, hence do not represent somites. Count the number of somites found in the head, thorax and abdomen. Later it will be interesting to compare this number with that found in other jointed-legged animals, as the lobster, crayfish, etc.

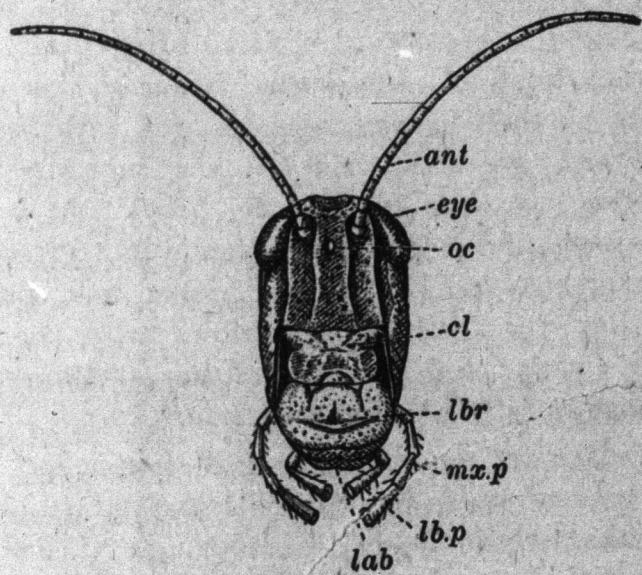


FIG. 3. Face of a Grasshopper. Ant. Antennae or Feelers; eye, Compound Eye; oc, Ocellus; cl, Clypeus; lbr, Upper Lip; mx.p, Under Jaw Palpus; lb.p, Lower Lip Palpus.

The digestive tract, or alimentary canal, consists of a fairly straight tube occupying the larger part of the centre of the body, and divided into parts with special functions.

The food after being ground up by the mouth parts is carried into the mouth, and there acted upon by the saliva. Note the position of the salivary glands, and their ducts. The duct has its opening near the base of the tongue.

The esophagus is a straight tube leading from the mouth to the crop. Compare it with the esophagus in man. Also compare it with the esophagus of the chick, with its similar associated parts, crop and gizzard. In fact the gizzard or proventriculus was so named from its resemblance in structure and function to the gizzard of birds. Procure the gizzard of a fowl and give a lesson on it. Its strong thick muscular walls will at once suggest its work, and the small stones inside will help to make plain how it grinds the food.

The stomach or ventriculus is beyond the gizzard and is usually a simple tube. When the food passes into the stomach it is acted upon by the secretions of the gastric caeca, whose tubes open into the anterior end of the stomach. The lining of the stomach is glandular and its secretions aid in digestion, but its chief function is to absorb the digested food and pass it into the circulation.

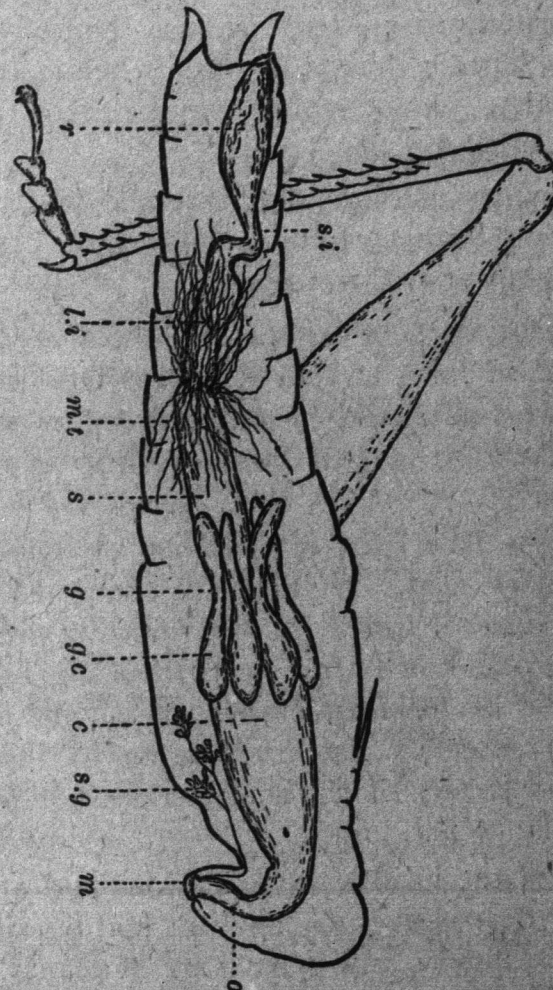


FIG. 4. Digestive and Excretory System of a Grasshopper. C, Crop, g, Gizzard or Proventriculus concealed by Caeca; g.c, Gastric Caeca; l.i, Large Intestines; m, Mouth; m.t, Malpighian Tubes or Kidney Tubes; o, Esophagus; r, Rectum; s, Stomach; s.g, Salivary Glands; s.i, Small Intestines.

Beyond the stomach is the intestine, with its distinct parts: large intestine, small intestine, and rectum. Compare the whole digestive tube with that of man. This work will also serve as standard for similar work in other insect forms.

The malpighian tubes open into the intestine just posterior to the stomach. They are excretory organs and similar in function to the kidneys of higher animals.

So far we have used the name "grass-hopper" in its popular sense, in which it includes both grasshoppers and locusts. The length of the antennae is a good distinguishing feature between these two groups. If they are as long or longer than the body the form belongs among the true grass-hoppers; if

shorter, usually not more than half the length of the body, they are locusts. Examine your collection, and accordingly divide them into two groups. Which are more numerous in your locality?

Insects are characterised by a distinct head, thorax and abdomen, with three pairs of walking legs, and usually with two pairs of wings. Examine and determine which of the following animals are insects;— toad, mouse, housefly, clam, starfish, lobster, dragon fly, potato beetle, butterfly and spider. Substitutions may be made, and the list extended for school work.

The wings of birds and insects should be compared as to form, structure and function. Are they homologous or analogous parts?

The hard parts of bodies of insects are on the side and so form an exoskeleton. This is a condition we find exactly reversed in many animals, where the hard part or frame work is an internal skeleton.

Test the hard part of the clam or oyster with hydrochloric acid. We find it is composed largely of carbonate of lime. In the same way test the dried exoskeleton of the sea urchin, starfish, and the shells of lobsters, crabs, snails, and several kinds of insects. The exoskeleton of insects is composed chiefly of chitin, and does not react to HCl.

Some of the locusts are gregarious and at times are very destructive, as they are herbivorous and feed upon almost any green part of plants. The Rocky Mountain locusts have at various times migrated eastward from their mountain homes in countless millions, and devastated various parts of Western Canada and the United States.

The locusts of the Old World are likewise frequently very destructive. The prophet Joel in the first nine verses of chapter 2, gives a very vivid description of the flight of a plague of locusts. Read other accounts of their devastations, and be sure to gather all local data available.

Has the locusts any enemies? Here is a chance for original work. It is quite safe to infer that if the locusts had no enemies they would soon become destructive pests in our own country. It is only through patient investigation that we may come to know something of the great debt we owe to birds and other animals of our woods and fields.

Copied from "Elementary Entomology," Saunderson and Jackson, through the kindness of the publishers, Messrs. Ginn & Co., Boston.

## LOWLAND FERNS

J. VROOM.

An early start this morning, and a westerly route, if we are out walking for pleasure.

Why is it that idle footsteps always turn toward the west? In the morning, we let our shadows point the way that we shall take, if we have no definite object to lead us in another direction; in the evening we leave the shadows behind. Perhaps there is a natural instinct bidding us follow the course of the sun. We are all sun worshippers by nature.

So, after our greetings to the king of the day, we will turn our backs to his brightness and look to the westward, where each drop of dew reflects his glories in miniature so as to bring them within the range of our weak vision. Low lying fields, all their feathery grasses grey with beads of moisture, are iridescent in the morning light. As the sun rises higher, the greys and purples disappear, and vegetation is seen in its true colours. The greens and browns are richer now than at mid-day, for the lurking shadows bring them out more clearly; and the air itself has a colour which belongs only to the morning hours.

We are out again in search of ferns; and when the grasses along the roadside are dry it is time to take to the fields. Leaving the dusty road where it crosses the brook, we go up the meadows, of course; for there is another instinct which leads us up stream rather than down. And here we shall find all three of the Flowering Ferns. They differ from true ferns in having green spores which mature as the fronds unroll in early spring; but, though their fruiting season is past, and only the withered remnants of the fertile parts remain, they can still be easily recognized.

In the wettest places we shall expect to find the Royal Fern. This is the Flowering Fern proper, in distinction from the others of the group; and is so called because of the spore-bearing panicle at the summit of the fertile fronds, which looks like an inflorescence. The fronds, from two to five feet high, are pale green, smooth and delicate. They are bipinnate, the primary divisions distant and opposite, the secondary divisions alternate. If the fertile portion is not still remaining in a brown cluster at the top of the frond, the fern can be recognized by its oblong leaf-like divisions and its shining stalks.

The Cinnamon Fern is found in drier situations; and is so called from the colour of the dense, narrow fertile frond which was borne in the centre of the crown of sterile fronds but has now disappeared. The sterile fronds are pinnate, each division deeply cut into oblong lobes, and they may be known by the tufts of brown wool which are usually found on the under side.

The third of this group is the Interrupted Fern. It prefers a shady place, where it frequently rises to a height of five or six feet. Its sterile fronds resemble those of the Cinnamon Fern in shape; but the lobes are rounder, especially those at the summit of the frond. The fertile fronds are much like the sterile, though taller; and show the characteristic interruption near the middle, where possibly the withered remains of the few pairs of fertile pinnae may still adhere.

If an oak tree stands at the margin of the stream, like the oak of Sumner-chace, "hidden to the knees in fern," the ferns which surround it are either the Interrupted Fern or the Ostrich Fern or both. The Ostrich Fern somewhat excels the other in height; its sterile fronds are more strictly upright in growth, and are narrowed toward the base; and its stalk is deeply channelled. The channelled stalk and narrow base will serve to distinguish it from the Cinnamon Fern, for which small specimens might be mistaken. The fertile fronds are often wanting. When present, they are found in the centre of the circle, and are short, with thick, pod-like divisions in which the fruit dots are hidden. This fern is quite abundant in some parts of New Brunswick, though not common in Nova Scotia.

The Sensitive Fern is closely related to the Ostrich Fern, though very different in appearance. We are sure to find it in moist meadows and thickets, where its creeping rootstocks lie upon the surface of the ground. The scattered sterile fronds are long-stalked, few-lobed, and almost triangular in outline. The fertile fronds remain unexpanded, like those of the Ostrich Fern; and, like the latter, they persist through the winter. The sterile fronds of this fern, though coarse looking, are very sensitive to frost, which may account for the name.

Here, too, we may find the delicate Marsh Shield Fern, or Meadow Fern. Its long-stalked fronds, about two feet high, rise from a slender rootstock. It somewhat resembles the Lady Fern

in size and shape, and shares with it the name of Female Fern; but its fruit dots, instead of being long and narrow as in the Lady Fern, are small and round, and the margin of the fertile fronds is strongly reflexed.

In low woods along the brook we shall look for the New York Fern; which is even more delicate and graceful than the Marsh Shield Fern. Its fronds taper both ways from the middle. They are from one to two feet tall, are comparatively pale in colour, and are hairy along the veins beneath; and the ground fruit dots are near the margin, which is not revolute. A single plant of this fern is worth finding; and when a large unbroken bed of it is seen in deep woods it is extremely beautiful.

When we find a good swamp—goodness in swamps is a negative quality—we shall probably see there the Crested Shield Fern. It has a stout, chaffy rootstock, by which it can be most easily distinguished from the Marsh Shield Fern. Other points of distinction are that the fronds are of finer texture, their segments are more triangular in outline, the fruit dots are not so near the margin, and the margin is not revolute. It can hardly be mistaken in the fields for the Spinulose Shield Fern, as the latter grows in upland woods. The sterile fronds of both are evergreen.

(To be concluded next month.)

From the Director of Rural Schools in Nova Scotia comes this story, with its moral. A young teacher, fresh from one of the Summer Schools, and full of enthusiasm, planned a Nature Study lesson as part of her first day's programme in a new school. She sent some children out to bring in fall dandelions and distribute them. The pupils, to whom such work was unknown, took it as a huge joke, pulled the flowers to pieces, and threw them about the room. The lesson was a failure. *Moral* Keep to familiar subjects and beaten tracks until you have got your pupils well in hand.

#### EXAMPLE.

We must set a good example to the children; but the best way to ensure that is to set them the example of somebody better than themselves.—*Stephen Pagel.*

Children have more need of models than of critics.  
—*Quobert.*

CENTENNIAL ANNIVERSARIES OF THE  
WAR OF 1812.

J. VROOM.

XXIV.—*The Battle of Bladensburg and Capture of Washington — The Capture of Alexandria — The Last Engagement on the Great Lakes — The Plattsburg Expedition.*

August 24.—The British military operations along the shores of Chesapeake Bay in the summer of 1814 came not without warning. After the burning of St. David's, in July of that year, the commander of the fleet, Admiral Cochrane, formally notified the United States Government that he had been called upon by the Governor-General of Canada to retaliate against the inhabitants of the United States for the wanton destruction committed by their army in Upper Canada; and that it was his duty to issue to the naval forces under his command an order to destroy and lay waste such towns and districts upon the coast as might be found assailable.

To assist in these measures, and for a more definite purpose, transport ships brought from Bermuda an army of four thousand five hundred men commanded by General Ross, an officer who had served with distinction under Moore and Wellington in the Peninsular War. Landing on the twentieth of August on the bank of the Patuxent, at a place called Benedict, about fifty miles south-east of Washington, Ross led his army across the intervening country to Bladensburg. Bladensburg is situated on the Potomac, a few miles above the capital. The army which met him there was larger than his own; but it was chiefly composed of raw militia, and was easily put to flight.

The battle of Bladensburg took place on the twenty-fourth of August. About eight o'clock in the evening of the same day, the British occupied the city of Washington without further hindrance. President Madison and the members of his cabinet had fled when they found that the battle was going against them.

No private property was destroyed by the British soldiers in Washington, excepting two houses from which shots were fired; but they burned nearly all the public buildings, including the Capitol, the President's house, and the building which contained the war office and the treasury. The navy yard and two ships lying

near it had been abandoned and set on fire, destroying a large quantity of ammunition and stores of every description. Next day the British took possession of the navy yard, and completed the work of burning the stores and arsenals.

On the evening of the twenty-fifth, having accomplished his mission, General Ross evacuated Washington and began his retreat to Benedict; where he embarked his forces on the thirtieth, ten days after their landing.

In the British Parliament, as well as elsewhere, there were many to censure the government for this remorseless deed of vengeance. The ministry, however, fully accepted the responsibility, and justified the work of destruction as an act of reprisal for the burning of the government buildings at York. Lucas, the historian, devotes several pages to a discussion of this question; which he ends by saying that York, though a small town, was the capital of a British colony, and the wrongs of the colonies should be requited upon the wrongdoers, not less, but more than if they had been inflicted upon the mother land herself.

General Ross did not live to hear the British Government blamed for the work of his punitive expedition; nor to receive the praise that was due him for his scrupulous respect for private property. To record his name and fame, a monument was erected in St. Paul's Cathedral, London, by unanimous vote of Parliament. Let the inscription tell the rest of the story:

"Erected at the public expense to the memory of Major-General Robert Ross; who, having undertaken and executed an enterprise against the city of Washington, Capital of the United States of America, which was crowned with complete success, was killed shortly afterwards, while directing a successful attack upon a superior force, near the city of Baltimore, on the 12th day of September, 1814."

His grave in Halifax, Nova Scotia, is marked by a stone with a lengthy inscription; which tells us that there is a more elaborate monument to his memory at his home in Ireland.

August 29.—While General Ross's army was retiring from Washington by way of the Patuxent another expedition was ascending the Potomac to take the town of Alexandria and hold it for ransom. The place was reached on the evening



of the twenty-eighth, and was captured on the following day. The town was spared on condition of all public property being given up; and the expedition got back to Chesapeake Bay with very little loss.

September 6.—The last naval conflict on the Great Lakes was comparatively unimportant, and is worth mentioning only because it was the last.

Of the five vessels that had unsuccessfully attacked Michilimackinac in August, only three returned to Detroit. The other two remained to blockade the place; or, rather, to blockade the mouth of the Nottawasaga and interrupt communication by that route. They were near St. Joseph Island on the night of the third of September, and about five leagues apart, when one of them, the "Tigress," was attacked by boats from Michilimackinac, which had silently approached her in the darkness, and was quickly boarded and captured. The crew of the other vessel, the "Scorpion," knew nothing of this occurrence until the two vessels met on the morning of the sixth. Then, on coming to close quarters, they were surprised to see the "Tigress" display the British flag and make ready for battle. The battle was brief, for the "Scorpion" surrendered when the first shots swept her deck. So the Nottawasaga route was effectually cleared by the capture of both the vessels.

September 11.—Sir George Prevost, at the beginning of the war, had willingly followed instructions from England to refrain from aggressive measures. Now, when the orders were to take the offensive, he prepared to lead an army against Plattsburg. He had over ten thousand men, most of them troops sent from England that had seen service under Wellington. The time was well chosen. General Izard, who succeeded Wilkinson in command at Plattsburg, had gone to take part in the Niagara campaign, and had taken with him a portion of his army. Only four thousand were ready to defend the place, and the greater part of these were militia-men hastily summoned to meet the British invasion.

Though Prevost wished to hasten his movements, his advance was slow. He crossed the boundary line on the first of September; and when at length he reached Plattsburg, five days

later, instead of beginning the attack immediately he waited for a flotilla which was to come down the Richelieu under Captain Downie. Downie's movements were delayed because his largest ship was newly built and not yet ready to sail.

The new ship having been hastily finished, on the morning of the eleventh the squadron appeared. It was opposed by a fleet of equal strength, which had the advantage of a safe position under the guns of the fort. In the sharp naval battle which ensued, the British squadron was defeated, and Captain Downie was killed in action. Prevost had for some reason delayed his attack upon the batteries, which was to have begun as soon as the ships arrived; and this delay may help to account for Downie's defeat. The defeat, Prevost thought, made it hopeless for him to attempt to capture and hold the fort, and therefore he ordered a retreat. Because of this deplorable failure, he was summoned to England to be tried by court martial; but he died before the day appointed for the trial, and how far he really was to blame for the disaster is still a matter of dispute.

#### BIBLE READINGS FOR OPENING EXERCISES

1. St. Mark XII, 28-31.
2. Jeremiah XXIX, 11-13.
3. Psalm XXXIII, 1, 4-8, 11, 12.
4. St. Luke XVIII, 35-43.
5. 1 Corinthians XIII, 1-7.
6. Psalm C.
7. St. Matthew V, 43-48.
8. Proverbs III, 1-7.
9. St. Mark IV, 35-41.
10. Ephesians IV, 31-32.
11. St. Matthew XXV, 31-40.
12. Psalm CVII, 1-8.
13. St. Mark III, 31-35.
14. Micah VI, 6-8.
15. Isaiah XII, 1-5.
16. St. Luke VII, 11-16.
17. Psalm XV.
18. Proverbs II, 1-6.
19. St. Mark X, 13-16.
20. St. John IV, 46-53.
21. St. Mark XIV, 3-9.
22. Psalm XXIV, 1-5.

## HIGH SCHOOL LITERATURE.

## THE LAY OF THE LAST MINSTREL.

Sir Walter Scott is one of the great heroes of literature. Every one should know not only his books, but himself, for he is greater even than his work. The facts of his life will be found in whatever edition of the poem is used, but they should be enlivened from the teacher's fuller knowledge. Lockhart's "Life," one of the greatest biographies in the language, is to be had in Everyman's Library, and should be thoroughly known. The attention of the student should be drawn to such points as these:—Scott's childish love of stories, out of door life, games, and fighting; his wonderful memory, his industry, his ambitions; his love of his own country and district, and familiarity with its history and legends; his friendships; love for horses and dogs and of field sports; his untiring kindness, courtesy and generosity; his story-writing, first in poetry, then in prose; the interest in and mystery about the Waverley Novels; the high honour, courage and consideration for others with which he met his troubles and the disappointment of all his hopes. Compare the patient and loving endurance of a life-long sorrow and renunciation in Charles Lamb with Sir Walter's gallant bearing under staggering blows late in life. "Both alike stand high among those who have been able to display

'One equal temper of heroic hearts,  
Made weak by time and fate, but strong in will,  
To strive, to seek, to find, but not to yield.'

It is the simple, straightforward acceptance of hard, humble, everyday duty that makes heroes of them both.

Teach some of Scott's characteristic sayings:—  
"Never let me hear that brave blood has been shed in vain."  
"If I did not see the heather at least once a year, *I think I should die.*"

And his dying words to Lockhart,

'My dear, be a good man,—be virtuous — be religious — be a good man. Nothing else will give you any comfort when you come to lie here.'

## SUGGESTIONS FOR TEACHING THE POEM.

Vary your methods to suit your class. Do not confine yourself to one way of approach, but try to find those that lead to individual interest. Remember that your aim is to help your pupils to read with understanding and with pleasure, and that most of them need a good

deal of help at first. Consult the notes on "As You Like It" in the REVIEW for September, 1912, for a general plan.

The "Introduction" is a charming setting or framework for the story. (Cf. the setting of the "Canterbury Tales"; Longfellow's "Tales of a Wayside Inn" and other tales). It should be thoroughly studied. Points to be grasped are:—the time; the place; the figure of the old harper, (find William Pitt's comment on this in Scott's "Life"); the character of the Duchess; the succession of pictures. The lines at the end of each canto should be studied in the same way, as you come to them. Dull children, unused to reading, need to be guarded from confusing the setting with the story itself.

THE STORY.—Note the description of the conditions at Branksome Hall and how they prepare us for a story of strife. Tell the pupils that the opening of a story usually gives us the time, place, most important characters, and some idea of what kind of story it is to be. If it is a story of difficulties or struggles of any sort, then we generally find out from the beginning what those struggles are to be about. Your class may be able to illustrate this from some story they have read. This story begins with the death of Lord Walter, and this is an historical fact and took place in 1552. That fixes the date. The complications of the story are indicated in the lines,

"And if I live to be a man  
My father's death revenged shall be."  
"her mother dread,  
Before Lord Cranstoun she should wed,  
• Would see her on her dying bed."

and in the account of the magical powers possessed by the Ladye. A further complication comes in later, in the episode of the Goblin Page, but this is not well worked out, and is rather confusing. Mr. Hutton says, "I venture to say that no reader of the poem ever has distinctly understood what the goblin page did or did not do, what it was that was "lost" throughout the poem, and "found" at its conclusion, what was his object in personating the young heir, and whether or not that object was answered." With this exception the tale is clear enough. But the story of the feud and of the loves of Margaret and Cranstoun ends with Canto V, and Canto VI is really an epilogue in which we get rid of the goblin page and of the magical

element. The class should be expected to summarize the events of each canto, and at the end of Canto V, the whole story, summarizing Canto VI separately.

**CHARACTERS.**—Not much time need be spent in character study. William of Deloraine is very real and his characteristics as a typical Borderer should be clearly grasped. Watt Tinlinn is a vivid sketch. Daore and Howard are well shown in contrast. Short character studies might be made of these, and of the Ladye, orally first, then in writing.

**METRE.**—The Lay gives an admirable opportunity for the study of varied metre, and of metre varied not merely to escape monotony, but to suit the subject. Note the rush and hurry of the verse at the beginning of Canto I, and the steady sweep in William of Deloraine's ride. Note the variety gained by shifting the accent, and by different arrangement of rhymes. Compare the metre used in the introduction with those of the story and the ballad metres. A great deal can be done to train the ear by a little study at this stage. Probably early in the day, a pupil with no ear for rhythm will read a line omitting or interpolating a syllable, or giving a wrong accent. This should be taken as a starting point. Try to get the line correctly read. Put it, with others, on the board, and have the pupils put in the accents. Set them to find similar and dissimilar lines. You will find a wide field for study, and great interest. Do not attempt to teach technical terms for feet or lines.

#### ILLUSTRATION FROM OTHER BOOKS OR POEMS.

This is an important part of literature teaching. It is a great step when a student learns to "make one book talk to another." Very little can be done with beginners, as they have no material. The teacher may, however, add interest to the lesson by *judicious* quoting or reading from his own store. Scott and Wordsworth may be drawn upon in this case. *e. g.* The tournament in "Ivanhoe," the scene before the battle in "Marmion," many loving descriptions of Scottish scenery, the expressions of patriotism, Bertram's journeyings in the Borders with Dandie Dinmont:—These are but a few of the passages in Scott's novels and poems that

will illustrate parts of the "Lay." The poems on Yarrow in the "Golden Treasury," and Wordsworth's "Loss of Friends" should be read by the teacher at least.

#### SOME MISCELLANEOUS QUESTIONS.

**Introduction.** Get a clear picture from the first 6 lines. Draw it, if you can draw. Explain lines 3-4. Line 11, "neglected and oppressed;" how, and by whom? Cf. 15-26. From ll. (a) 13-14, (b) 15-18, (c) 23-24, (d) 25-26, write, in your own words, short descriptions of the Minstrel in different situations. Line 20, "a stranger;" who? What other lines fix the time in which the Minstrel lived? Why "iron time?"

"Where Newark's stately tower." Where is this? How near to Scott's home? Does he write as one familiar with this region? "Birchen bower" cf. Canto IV, l. 128. What other trees are named in the poem?

Characterize the Duchess with two or three adjectives of your own. Write in direct discourse the substance of the Minstrel's speeches in ll. 49-59, and 75-83. Does he speak anywhere in direct speech? Express in your own words ll. 66-67; 95-96; 97-98. Give synonyms for wishful, unpremeditated, mien, reverend, anon, security, fain, according, *as used here*. What is the subject of "closed" in line 35? Find other examples of inversion. Explain the use of the adjective in "bloody tomb," "cold diffidence." "Rolled back the tide of war;" express this literally. Why does the poet say it figuratively? Do we use figures of speech in ordinary conversation? If so, why do we use them? How many syllables has each line of the introduction? How many accents? Is the same metre used in all the lines that tell about the Minstrel?

**Canto I.**—Read the first five stanzas aloud; turn back to the introduction and note the phrases "varying cadence," "measure wild," "the full tide of song." Do they describe the *sound* of what you have just read? Try to bring out in your reading the sweep and rush of the verse. Does it suit the subject? Note how verse 6 suggests the nature of the story and cf. l. 8, introduction. Where was "the Border?" [A map is essential. If the book used in class does not contain one, a map should be outlined on the board and the places named

in the poem put in]. "Lord Walter" in verse 7, was great-grandfather of "Earl Walter" in the introduction. Note that Scott is writing a story of his own clan. How did the Minstrel know the facts? How should we learn such facts? Note three different elements of the story introduced in verses (a) 6 and 7, (b) 10, (c) 12. Name any other stories that turn on feuds, revenge, thwarted love, magical powers. How could the Ladye understand the conversation in verses 15-17? "Till pride be quelled and love be free." How are these words echoed in Canto V? Is "Arthur's Wain" ever called by another name? Quote any mention in poetry of the constellations named in verse 17. On what day of the year did William of Deloraine ride to Melrose? What is the only thing that made the Ladye forget her purpose for a moment? "Letter nor line know I never a one." Who said "thanks to Saint Bothan, son of mine, save Gawain, ne'er could pen a line?" Collect the passages telling of sounds, e. g. "the bloodhound baying," "the tinkling rill." How does the poet measure the time that it took to ride from Branksome to Melrose? In what two senses is the word "wight" used. How do you pronounce Dunedin? What word rhymes with it? Teviot is pronounced "Tiviot;" Hawick, Haw-ick (*not* Haw-wick); Eildon, eeldon.

In these suggestions I have purposely ignored many points that will be dealt with in any annotated edition. The teacher is advised to read Lockhart's "Life of Scott," R. H. Hutton's "Scott" in English Men of Letters (Harper's, 75 cents,) and the article on Scott in Mrs. Oliphant's "A Century of Great Poets." Questions on the remaining cantos will be given in September. Dickens' "Christmas Carol" will be discussed next.]

#### I.—THE PEPPER BOX.

Baby found a little box—  
True, it wasn't lost  
(Baby, later, found that out,  
Much to baby's cost).  
Full of little holes the top,  
Baby shook it well;  
What it was that sprinkled out  
P'r'aps I needn't tell.  
Baby's far too young to talk,  
All the same it's true,  
Plain as plain, a hundred times,  
Baby said "atchew!"

Get knowledge and get courage. And when you have come to a deliberate decision, then go ahead, and go ahead with grim and unshakable resolution to persist.

—Lord Haldane.

[For the REVIEW.]

### THE FIRST DAY IN A FIRST GRADE SCHOOL

#### ONE TEACHER'S PLAN FOR THE WORK.

On the first day school really opens with the arrival of the teacher. Many mothers as well as fathers being bread-winners, the parents bring the little ones to school on their way to work, and receive immediate attention; the older children who have brought new pupils patiently waiting their turn, as they will not be marked late if they do not reach their respective rooms before nine o'clock.

Seated at her desk, the teacher scans each permit, scribbles the pupil's name on slate and primer if he has them, jots on a slip of paper the item about this boy whose arm is still sore from vaccination, that girl who will bring her permit in the afternoon, the boy whose permit is here, but he will not arrive in person until to-morrow, the little girl who does not know her way home and must be kept until called for, the boy who is "hard of hearing," and the one who must sit beside his chum until he gets over "being strange"—otherwise he will cry!

Finally, slates and primers are in their respective piles on the side table, pencils in the big box provided for them,—for there must be nothing *in* the desks, and nothing *on* the desks except an apple or the little package of lunch to be eaten at recess,—the last parent, big sister, and small brother have departed carrying "the slips" with them, and the first Grade teacher is face to face with her year's work.

The "slip" is a small bit of paper on which is written:

Slate—eleven inches long inside the frame, bound with red felt.

First Primer.

Long sharp slate pencil.

Two slate cloths.

Hours 9 a. m. to 12 a. m., 1.30 p. m. to 2.30 p. m.

*Must not be late.*

A few slips may call for twelve inch slates for unusually large children.

One slip is given to each parent. This device saves much time and many words, as well as making sure of uniform material, and preparing the way for the changing of slates already bought, but which are quite unsuitable.

First on the programme is the talk about

sitting position, and standing position. Quite a few minutes can be spent on this drill, each order, "stand," "seats," being prefaced by the long-drawn out word "Class," in the regulation singing tone of the drill-sergeant.

Next, the names are called from the permits,—a fussy bit of business, as some children will not answer "Present." Sometimes this first roll-call must be repeated, the children being asked to stand, and as each answers to his name, to sit down;—thus the last year's pupil who slipped in unnoticed, and the new one who came by himself are discovered, so that, with these exceptions, the number of children and the number of permits tally.

The third step is the teaching of a short and simple text. The verse "I will behave myself wisely in a perfect way" is easily learned and suggestive. The Lord's Prayer is repeated; then follows the first verse and melody of a simple hymn.

A second drill in sitting and standing positions will exercise the children sufficiently to admit of a short number lesson. Each child in the first row will stand in proper standing position and try to count up to ten as the teacher touches the balls of the ball-frame. Possibly two rows may count before the pupils get so restless that a change of work is necessary.

Perhaps now the children in one or two rows could be sized and seated; and a list made. Through the morning, the remainder of the children have their turn at counting. As the opportunity arises the other rows can be sized and seated. The teacher now has all the names on a long narrow paper which she carries about with her, referring to it for a name when a question is to be answered,—a great help in fitting names to pupils.

It is most necessary to take plenty of time to prepare for recess. Probably quite fifteen minutes will be required to accomplish the dismissal in something approaching an orderly manner.

After recess the children will not be able to find their own desks, so that invaluable list of names enables the teacher to seat as many children as were given places.

When the hymn or little song has been practised, memories refreshed in the matter of sitting and standing positions, the teacher, in silence,

performs some simple arm and finger movements. Many observant children imitate these movements, while the inattentive ones soon feel the silence and realize that something new is happening.

In these early days, that strange creature, the teacher, should be the centre of interest,—and if that centre can be sufficiently interesting, the children will not turn their attention to pockets, playthings, etc. The last movement in the exercise calls for folded arms on the desk. Then the teacher suggests, very quietly, that heads be laid on the arms (indicating the direction which will turn the faces from the windows), with eyes closed.

The children remain in this position as long as possible. Any restlessness or inclination to laugh is the signal for the teacher to close this period of rest by the *very* quietly spoken word "Position."

This exercise forms a natural introduction to a lesson on the sense of hearing. If the rest period was too short for any variety of sounds— if no bird sang, or dog barked, no car clanged, engine whistled, or person walked overhead,— then the children may close their eyes as they sit, and listen with intent to hear.

In summing up the lesson, the teacher lays great emphasis on the fact that we can learn so much by hearing, and do not need *always* "to turn round to look."

A good march around the room may be desirable now, and if, with marching in view, the teacher has chosen a hymn or song with the proper rhythm, singing will add greatly to the pleasure of marching.

After marching is over, another lesson in counting may be given, or another row of pupils may be placed properly.

A drill in raising right and left hands, pointing left, right, front, back, forms an introduction for the next lesson—the placing of squares on the desk,—the initial step to future pattern making and paper folding.

It is quite possible that there may not be time for even this much work, in the morning, for there will probably be many interruptions; but it is wise to *plan* plenty of changes, so as to keep the work moving. A long pause or hesitation on the part of the teacher, means loss of attention and lack of order on the part of the children.

If more work is needed to fill up the minutes before preparation for dismissal, there will always be some interesting object at hand or picture on the wall about which much may be said by children and teacher.

Again the teacher must remember to allow ample time for closing.

In the afternoon, after roll-call, singing, and some arm movements, the teacher, passing quickly down the aisles, examines each pair of hands, showing the children how to open the palms, then to turn the backs of the hands, so that knuckles and nails may be inspected.

A pleasant word of commendation for the spotlessly clean hands and nails will bear good fruit next morning. This inspection is part of the opening exercises of every session throughout the year, and the sooner it is begun, the better the results.

The hour in the afternoon is really filled in gathering up the threads of the morning work,—making sure that each child has counted those fascinating balls, that each one is seated according to size, and that the names are entered on the list in that order.

Through the afternoon, there will be marching and arm movements, ending with the rest period, as in the morning. There may be time for a rapid sketch on the black-board of a tree, perhaps, a talk about trees, and the word "tree" placed on the black-board, so that the children may feel that they have had their first lesson in reading. This, however, cannot always be accomplished.

The children are bidden "good afternoon," to which they are taught to respond; and the first day of school is over.

One of the items in preparing for the work of the following day, is the writing of each pupil's name on a slip of paper which is pasted (with a little flour and water) on the upper left-hand corner of each desk, enabling the teacher to show each child his own seat. These slips are also a great aid in learning the names of the children.

If one teacher gains one idea from this account of a first day's work, then the writer's time has not been spent in vain.

#### FAITH THE MAINSPRING.

When you lose faith in yourself your mainspring has run down—the rest of the works are useless.—*Herbert Kaufman.*

For the REVIEW]

#### THE FIRST DAY IN THE UNGRADED COUNTRY SCHOOL.

They were teachers, and had been spending a part of the month of August in the country—the salt air country. Said one, "Do you see the little tinge of red on the trees? And oh, the goldenrod, isn't it all too beautiful!" "Yes," said the other, with the faintest suspicion of a sigh, "but somehow I can't help associating the goldenrod and that first tinge of red with the back-to-school-again thought."

I am afraid we teachers must all plead more or less guilty to this same association of ideas; and alas! even now there appears that "first tinge of red" in the forest.

Some of us are going back to our old schools or to somewhat similar positions, and have a fairly clear idea of what awaits us. But what of the three or four hundred new teachers with their mettle untried, going out in a week or two to their first schools? The beginning of the Fall Term is fraught with special significance to them; and it is to those teachers, particularly the ones who find themselves about to take up the work of the ungraded country school, that the writer of this article would like, if possible, to bring a suggestion or two which might prove practical and helpful.

One asset they all have—the supreme optimism or youth—and an invaluable asset it is. This, coupled with the knowledge that first days in any untried work must of necessity be hard days is going to carry them safely over many difficult places.

But the first day! Just to get that successfully over seems to be in itself an achievement.

Possibly I am wrong, but it seems to me a distinct advantage *not* to have talked over the difficulties of a school with an outsider. It isn't going to help you, the new teacher, to know that little Willie Green is a "perfect terror" and that your predecessors have found little Willie's mother anything but a "wise, firm and judicious parent." Far better to find out little Willie's short-comings and those of his maternal parent, from your own observation. For you, these short-comings may not exist.

My first advice, then, to the young teacher would be to go to a new school, if possible, with a mind free from prejudice, and not to expect

trouble from any quarter, until symptoms of that trouble appear.

On that first morning, when you are confronted by twenty-five or thirty restless, sunbrowned hopefuls of assorted sizes, fresh from a two-months' vacation, it will be no wonder if for a moment you hesitate as to just where to begin. But it doesn't do to hesitate. The work of appraising on the part of the occupants of the desks has already begun. They are even now "taking your measure," and in this case the old saying is very apt to be true: "He who hesitates is lost."

The matter of seating has been taken out of your hands for the time being, for with the ringing of the bell, the pupils will have seated themselves. Some will have taken the seats which they occupied last term; others have hastily pre-empted the ones which they have always coveted but have never been allowed to occupy. It will be wise to let this pass for the present, only seeing that the little ones are properly seated, and making changes that are obviously necessary.

There will always be pupils to whom satisfactory seats can not be assigned — satisfactory, I mean, to the teacher — without knowing something of their proclivities. Let the pupils understand that the present arrangements are only temporary, and endeavor to find out something about them as individuals before finally assigning their seats. In the cases of some pupils environment and propinquity — to the teacher — are everything. In the matter of seating, it is also important to be on the lookout for physical defects such as near-sightedness, inability to hear quickly, etc.

The question of seating having been relegated to the background for the present, next in order are the opening exercises, and here is where your own individuality must come to your aid. A topic for an opening talk will suggest itself — something that you have noticed on the way to school, or something suggested by a chance remark — a talk on the birds, flowers, ferns or some industry or object purely local.

If you can get the children talking and arouse their interest, the work of examination will commence at once, and you can begin to take mental notes as to their use or abuse of English, their love of nature work, and their powers of observation.

However, we never feel that we can get to work with a new school until we can associate names with faces, so, after the opening exercises, the obvious thing is to get the enrolment, with ages and some idea of classification. Perhaps the easiest way to do this, is to give each child a slip of paper — prepared beforehand — and ask him or her to write on it the name and age, and the class to which he or she belongs. The observing teacher will learn much from these slips of paper.

In a great many ungraded schools, we find that the Reader has been the basis of classification, and the new teacher is indeed looking for trouble who dares to question a pupil's right to a place in any one class if he or she has already been promoted to the Reader which is used in that class.

It is not wise to make any changes or innovations on that first day. You may have entirely different working ideas from those of your predecessor, but changes must be gradual and tactful. As a result of your investigations the first day, you may decide that the children know absolutely nothing thoroughly; but, being new to the work, perhaps you do not yet know just what two months' vacation can do for children, and experience will teach you that the first day is anything but a fair test of the thoroughness of the work of previous teachers.

But if reading has played an important part in the work of classification, by all means let the children read. Choose one of the lessons that combines with reading some knowledge of history or geography, or literature, and test their knowledge in this way.

As another test, try giving the school some mental arithmetic, suiting the questions to the classes. There is no better way of finding out the characteristics of the genus child than by mental arithmetic. Watch them — the quick eager ones, the slow, phlegmatic ones, and the totally indifferent ones. The alert teacher will certainly here find help in the work of classification.

In a mixed school such as we have in mind, there will probably be a good many little ones, especially during the Fall Term, and whatever happens, these must not be overlooked. It goes without saying that they need an extra recess, and constant planning beforehand to keep them busy.

For those who have attended school before, the box of letters cut from coloured paste-board can be utilized, and their ingenuity in word-building tested. A story for reproduction, with crude illustrations, will hold their attention, or perhaps a short story placed on the board with blanks to be filled in—the completed story to be copied on their slates—will give the teacher some idea of their progress.

For the little ones just beginning, not much can be done that first day beyond making them feel at home, and getting them started on the very simplest lesson illustrated by a very simple drawing, rat, fly, cat, etc., or testing to see if they have any knowledge of numbers beyond the number one; if so, drawing one apple or two apples on their slates to illustrate that knowledge.

For the older ones, there has been tablet or slate work—a letter on some familiar subject, or a map, and the day's work draws to a close.

Not much real work has been accomplished perhaps, but you have taken stock of material and resources. You have decided that you can work in a little paper-folding and cutting with the younger ones; that you are going to give the Physical Drill a most thorough chance to do its work on some of those boys who carry themselves so atrociously. You see visions of hard work with those ambitious pupils who are preparing for Normal School, and when four o'clock comes, though unspeakably tired, you are not altogether discouraged, for this is only one day, and there is a feeling of thankfulness that all the things you are planning to do have not to be done at once, but that there are many days stretching ahead, to be filled with hard, but satisfying work.

Your principles and your objects must be high—the higher the better. And when you have grasped them, resolve to hold them tenaciously and over a long period. It matters less whether you have hit initially on the plan that is theoretically perfect than whether you throw yourself into it unswervingly and stick to it with all your might. Unswerving purpose and concentration are of the last importance. Stick to plans once formed, and do not let yourself think of changing them unless for the clearest reasons. It is firmness and persistence that bring success in the end probably more than anything else. You may be beaten at first; you may have to wait. But the courage that is undaunted and can endure generally at last prevails.—*Lord Haldane.*

### The August Century.

(FICTION NUMBER.)

The August Century is, as usual, a Midsummer Fiction Number, with short stories to appeal to a wide variety of tastes—nine altogether, including "Under Silken Skins," a story of Southern horse-racing and love-making by Maria Thompson Daviess, and "Hoodooed," a tale of dark life and superstition by Alice Hegan Rice, of "Mrs. Wiggs" fame.

For those who do not care for fiction, there are further "Reminiscences of Tolstoy" by his son; part three of "Rodin's Note-Book," Marie Sukloff's story of her escape from a Siberian prison, and a paper on "The Slaves in America," by Professor Edward Alsworth Ross, besides new chapters from Arnold Bennett's delightful "Log of the Veisa," and of Albert Bigelow Paine's, "The Car That Went Abroad."

### Literary Notes.

BIRD-LORE for June, aside from its reports on the spring migration, colored plates of birds and special articles, contains a report on the work of the National Association of Audubon Societies in forming Junior Societies for the study of birds under competent teachers. Nearly one hundred thousand children have been enrolled in these classes this season, or about double the number secured in 1913. At this rate of increase, in five years over one million and a half children will have received instruction in the value of birds to man.

### AN EXPLANATION

Last November we printed in the REVIEW a little play for children called "Christmas Eve in the Forest," by Jean T. Leavitt. It should have been said then that the play was based on, "The Little Christmas Tree," by Susan Coolidge, and that the last half is really an adaptation of that poem. Miss Leavitt and the Editor alike regret that owing to a misunderstanding, this explanation has been so long delayed. The play was arranged by Miss Leavitt for her own pupils, with, at first, no thought of its appearance in print. At the time it did appear she was seriously ill, and did not know that due credit was not given to the author of the poem.

We regret to record the death of Mrs. R. C. Skinner, for eighteen years a member of the School Board of St. John. Mrs. Skinner was the first woman in New Brunswick to be appointed a school trustee, and the valuable services which she rendered to education during her term of office amply justified her appointment.

What we *like* determines what we *are*, and is the sign of what we are; and to teach taste is inevitably to form character.—*Ruskin.*



## FOR FRIDAY AFTERNOON

## THE WORLD; A CHILD SONG

Great, wide, wonderful, beautiful World;  
With the wonderful water round you curled,  
And the wonderful grass upon your breast,  
World, you are beautifully drest.

The wonderful air is over me,  
And the wonderful wind is shaking the tree;  
It walks on the water, and whirls the mills,  
And talks to itself on the tops of the hills.

You friendly earth; how far do you go,  
With the wheatfields that nod, and the rivers that flow,  
With cities and gardens and cliffs and isles,  
And people upon you for thousands of miles?

Ah, you are so great, and I am so small,  
I tremble to think of you, World, at all;  
And yet, when I said my prayers to-day,  
A whisper inside me seemed to say.—

"You are more than the earth, though you are such a dot;  
You can love and think, and the earth cannot.

—William Brighty Rands.

## MY FOLKS

I think my folks are very queer—  
You'd be surprised at things I hear.  
Sometimes it seems I'm very small,  
And then again I'm big and tall.

At night I tease to stay up late,  
But mother says: "No, no, it's eight;  
Go right up stairs; and hurry, too.  
Indeed—a little boy like you!"

At six next morning, from the hall,  
She wakes me with this funny call:  
"Come, come, get up; and hurry, too.  
For shame—a great big boy like you!"

When through the night I grow so fast,  
How very strange it doesn't last!  
I shrink and shrink till eight, and then  
I'm just a little boy again.—*Harper's Magazine.*

## FOUR THINGS

Four things a man must learn to do  
If he would make his record true:  
To think without confusion clearly;  
To love his fellow-men sincerely;  
To act from honest motives purely;  
To trust in God and heaven securely.

—Henry Van Dyke.

## EIGHT O'CLOCK

Of all the things the clock can say,  
The one I do not like  
Is "Eight o'Clock," that, twice a day,  
The clocks and bells all strike.

For Eight is "Time-for-School," you know,  
And Eight is "Time-for-Bed;"  
And when it strikes, you have to go—  
There's nothing to be said.

Sometimes it's "Circuses" at Two,  
And sometimes "Matinee,"  
And Three o'Clock is "School is Through,"  
And Four o'Clock is "Play."

And Five o'Clock, and Nine, and Ten,  
Eleven o'Clock and One,  
Why, nice "Perhaps-Things" happen then—  
("Perhaps" is always fun).

And Twelve and Six go very fast.  
With "Things-upon-a-Plate,"  
But soon as Seven hurries past,  
You hear the clock strike Eight!

So when I'm grown and have my say,  
And help to make things go,  
I'm going to take the "Eight" away  
From every clock I know!—*St. Nicholas.*

## COURTESY

Love's perfect blossom only blows  
Where noble manners veil defect:  
Angels may be familiar; those  
Who err each other must respect.  
—*Coventry Patmore.*

## A SLIGHT CORRECTION.

BY A HALIFAX CORRESPONDENT.

The brief account of the Empire Day celebration in Halifax in the last issue of the REVIEW was hardly fair in regard to the programme of speeches. The chief speech of the occasion was delivered by ex-President Forrest of Dalhousie. Speeches were also delivered by Mr. R. V. Harris, Chairman of the School Board, by Major Bligh, by his Lordship Bishop Worrell and by Dr. Edward Blackadder, ex-Chairman of the Board. The unfurling of the flag presented by the school children of Halifax, England, was indeed a touching and interesting incident. The vast Arena Rink was filled to its seating capacity.

## THE WILLOW BRANCH.

It was a holiday, and the children were planting trees in the garden.

"My tree is an oak," said Kenneth, "and the oak is the king of trees."

"Mine is a pine-tree," said Bertha. "I love to hear the pine-trees sing!"

"I am going to plant a maple," said Rose, as she flourished her little spade; "then it will have pretty red leaves in the autumn."

"I wish I had a little tree," said Baby Dot.

The children were busy, and did not notice Baby Dot till she came up and waved a long willow stick, with which Kenneth had been playing horse.

"I found a tree!" she said again and again.

Bertha and Rose smiled at each other while the baby dug a tiny hole, in which she set the willow branch; then she stamped down the earth with her little soft shoes.

"Don't tell her that her tree won't grow," whispered the thoughtful Bertha. "She will forget all about it to-morrow."

True enough, Baby Dot did forget her tree, and moreover, there came a week of rain, so that the children could not go into the garden. But the willow branch liked the rain; it pushed a little white root into the ground, and a little green leaf into the air, and it grew just as fast as it could.

"Why, see here!" cried Bertha, one day, when she was looking at the trees. "Baby Dot's tree is alive and growing! Who ever heard of anything so queer!"

Every one wondered at the baby's tree when they saw it put out new leaves and shoot up so fast that it was soon far ahead of the slow maple and the slower oak. And when Baby Dot grew a tall girl, her willow-tree was a great deal taller than she. The robins sat in it and sang, and built their nests in its branches.

*E. H. T. in Youth's Companion.*

The Niagara conference dissolved without bringing an end to the war in Mexico, though not without good results. In pursuance of its plans, General Huerta has resigned his office as Provisional President of Mexico, and has left the country. There being no vice-president to succeed him, he was succeeded by the official next in rank; who, it is reported with the advice of Federal Council, has made terms with Carranza, the leader of the Constitutionals, and will allow him to occupy the City of Mexico without opposition. Zapata, it is believed, will also come under Carranza's rule, so that there will be peace in the central and southern provinces; but it is said that Villa will act independently and keep up the rebellion in the north.

## CURRENT EVENTS.

All other current events of the last two months that seemed worth noting as matters of permanent interest are now of little importance beside the great event — the outbreak of the longdreaded European war. When King George at Plymouth, on the twentieth of last month, reviewed the greatest fleet of warships ever assembled, people generally looked upon it as an ordinary naval review on a somewhat larger scale than usual. Three days later, the great ships went to sea under sealed orders. It was soon learned that France and Russia were gathering their forces along their German frontiers for fear of attack; and that Austria was moving an army in the direction of Serbia, and had made demands upon the Servian government which might be regarded as the signal for a general war. If Russia would support Serbia, because of racial sympathies, Germany would support Austria for the same reason; and also because through Austria, as a result of the war, she might hope to gain access to a Mediterranean port. It was repeating the situation of a few years ago, when Austria, in defiance of Russian protests, annexed Bosnia with its Servian population. At that time Russia decided not to take up arms, because war with Austria would have meant war with Germany. That, however, was but postponing the struggle which must determine whether the Slavonic or the Teutonic race shall rule in Eastern Europe.

War between Austria and Serbia began on the twenty-eighth of July. For a few days there was hope of localizing the conflict; but that hope soon disappeared. The German menace had become something more than a menace. Germany was ready to strike; and struck quickly, without waiting for a declaration of war. Her armies invaded France; one of them, planning to attack France on her weakest side, entered Belgium, in violation of the Belgian neutrality, thus bringing Britain into the struggle as the protector of Belgium; and German ships attacked British ships on the North Sea. Great Britain declared war on the fourth of August, France on the same day, and Russia a few days earlier. Montenegro joined with Serbia to resist the Austrian invasion. Greece will support Serbia. Italy and the other nations of Europe remain neutral, at least for the present. No one can tell where the war will end. It will certainly be the most terrible that the world has ever seen.

The immediate cause or occasion of the war was a murder such as furnishes the device and motto for the seal of the State of Virginia. By some strange twist of the mind, murder seems less abhorrent when it has a political motive. The crime was committed in Bosnia; and the victim was the Archduke Ferdinand, heir to the Austrian throne, the strongest and most aggressive of the Austrian leaders who were regarded as the enemies of Serbia. Many Servians were implicated in the plot which led to the assassination, thus giving the Austrian government every excuse for demanding reparation. But the demand that Austrian officers be allowed to hold the investigations in Serbia was apparently only made to be rejected. It was neither accepted nor refused; but the answer was deemed unsatisfactory, and that was all that was needed to bring on the war.

## SCHOOL AND COLLEGE.

Over 150 teachers are in Fredericton taking the Physical Training Course and Cadet Instructors' Course.

Ninety-three teachers are taking the Physical Training Course, twenty men and seventy-three women, under the direction of Lt. A. S. McFarlane, of the 71st Regiment.

Three classes have been formed, with 8.30 to 11.30 a.m. and 3.30 to 6 p.m. as the hours, each class having two sessions daily.

Upwards of sixty have applied for the Cadet Instructor's Course, which is being given under the direction of Major A. C. B. Hamilton-Grey, the officer commanding, by Sergeant Master Good, Sergeant Shaw and Quarter-Master Sergeant Warren, of Infantry Station, No. 3. Both courses will continue every day until July 31st.—*Fredericton Gleaner*.

The Summer Rural Science School for New Brunswick opened in the Vocational school building, Woodstock, on Wednesday, July 8th, with a full complement of teachers, an average of nine from each county. The school is under the general direction of Director R. P. Steeves, and there is a competent staff of instructors. Among those who will give occasional lectures, is Mr. William McIntosh, curator of the Natural History Museum. The school will close on August 5th.

The Strathcona Trust prizes for graded schools in Inspector Meagher's district were won this year by the classes under Mr. Walter S. Daley and Miss Helena Mulherrin, of the Broadway School, Woodstock.

The new annex of the Normal School building, Fredericton, has been taken over by the provincial Department of Public Works. The new building, which cost about \$50,000, will provide the additional accommodation which has long been needed at the Normal School, and will allow of arrangements for new courses of instruction. Besides the erection of the annex, improvements and repairs have been made in the older portion.

A. S. McFarlane, of the Normal School staff, has received an offer of an appointment as professor of English at the school for Protestant English speaking teachers in connection with McDonald College at St. Anne De Bellevue, Quebec. Mr. McFarlane has asked the Board of Education to relieve him from his contract as a teacher at the Normal School. The salary which goes with the professorship is \$2,000, with a house provided. The school for teachers is one of the Province of Quebec's institutions and is one of three schools making up the MacDonald College. In the event of the Board of Education deciding to accede to Mr. McFarlane's request, he will take up his new duties the first of September. While not wishing to stand in the way of his advancement in his profession, the education authorities will be loath to have Mr. McFarlane leave. He has been a successful instructor and has met with special success in conducting the instructions in physical training, as well as the Cadet Corps. He was for a number of years on the staff of the Fredericton High School, resigning in 1909 to go to the Normal School.

New Brunswick's share of the \$800,000 voted by the Dominion Parliament this year, to the Provincial governments under the Agricultural Instruction Act will be \$49,407.00.

Dr. W. S. Carter, chief superintendent of Education for New Brunswick, delivered an address before a convention of superintendents and inspectors of schools held at Castine, Maine, early in July. Dr. Carter's subject was, "The School System of New Brunswick."

The resignation is announced of Mr. W. B. Belyea from the Board of School Trustees at Woodstock.

Miss Mildred E. Wallace, B.A., has been appointed principal of the Grammar School at Andover.

Mr. A. D. Jonah is leaving the High School at Sackville, where he has been principal for years, to take the principalship in the school at Florenceville, Carleton County. At the closing of the Sackville school, the retiring principal was presented with a handsome travelling bag, as a token of the esteem in which he was held by his pupils. Mr. Jonah's place will be taken by Mr. E. D. McPhee, from the Middle Sackville school.

Much regret was expressed in Lower St. Mary's on the resignation of Miss Evelyn Carton, the principal of the school there, after three years of faithful work. The school presented Miss Carton with a club bag, and an address expressing their regret and good wishes.

The University of Saint Joseph celebrated its fiftieth anniversary on June 17. An important feature of the celebration was the unveiling of the statue of Rev. C. Lefebvre, C.S.C., founder of the University. The Most Reverend T. Casey, Archbishop of Vancouver, officiated at the unveiling, and delivered an address. Among those who received the degree of M.A. at the Encœnia, were Prof. Alphee Belliveau of the New Brunswick Normal School, and J. F. Doucet, Inspector of Schools.

Hon. John E. Wilson has been appointed a member of the Board of Governors of the Boys' Industrial Home, St. John.

Mrs. E. R. Taylor has been appointed a member of the St. John Board of School Trustees, in place of Mrs. R. C. Skinner, resigned.

Of a class of eighty-eight young men and women graduating this year from McGill University, over fifty per cent. were from the Maritime Provinces.

The vacancies in the Moncton High School staff, caused by the resignation of Mr. W. H. Irving, Rhodes Scholar, and Miss Beatrice Welling, are to be filled by the appointment of Mr. W. McL. Barker, principal of the St. George schools, and Mr. Emmerson C. Rice, of Woodstock.

The Rural Science School at Truro will be in session until August 6th. About 120 students are in attendance.

General regret is expressed at the retirement of R. D. McCleave from the principalship of the Springhill High School.

The attendance at the Nova Scotia Normal College for 1913-14 was 321, the largest in the history of the institution.

Sydney Academy has the distinction of for three consecutive years, having on its rolls the student gaining the highest "A" aggregate in this province. This speaks well for the teaching staff of the Academy.

Mr. W. A. Doone, who has been principal of schools at Bass River, N. S., has been engaged by the School Board of Antigonish to be principal of the High School in that town.

The Board of Governors of King's College are erecting a residence for women, to accommodate ten or twelve students. It is expected that the building, which is on the College grounds, north-east of the President's Lodge, will be ready for occupancy at the opening of the next term. The furnishing has been undertaken by the members of the Alexandra Society of King's College, and the new building will be called Alexandra Hall.

Mr. A. A. Sturley has been appointed as professor of physics and engineering at King's College. Mr. Sturley, who is an Englishman by birth, graduated in 1909, with first-class honours from Bishop's College, Lennoxville. He was the first Rhodes Scholar from that College, and took honours in physics and mathematics at Christ Church, since when he has had practical experience in engineering at the Hartly University College, Southampton.

The campaign week of the Dalhousie University students in the city of Halifax, brought in the splendid sum of \$11,320.

The Academy at Windsor, N. S., has had an interesting exhibition of the work done by the boys and girls in grades VI to X, in mechanics, science and needlework. The excellent work shown in both departments reflects great credit on the instructors, Mr. Charles L. Wood and Miss Walker.

The Knights of Columbus at Sydney, N. S., have started a movement to aid in providing salaries for new professors at St. Francis Xavier's College, and have paid over the first contribution of \$500. Three new professors are to be added to the College staff.

At Westbrook, N. S., Miss Effie Mott has organized an Improvement Society among her pupils, and they have worked hard at beautifying the school grounds.

The Amherst School Board is steadily progressive. Their latest step is to engage Miss Kate Brundage as supervisor and teacher of music in the schools. Inspector Lay introduced an efficient system of teaching singing some years ago, and the results have been good.

Mr. Alexander D. Fraser, B.A., of Pictou, N. S., has been appointed as professor of classics in Moose Jaw College, Saskatchewan.

Professor Everett W. Sawyer, formerly of the staff of Acadia University, and lately principal of O'kanagan College, Summerland, B. C., has been obliged to resign his position on account of failing eyesight. His many friends in the East will regret to hear of his affliction, and of the loss to the educational world, caused by his forced retirement.

The following teachers have resigned from the staff of Colchester Academy, Truro. Messrs. H. E. England, M.A., H. Lockhart, B.A., L. H. Coldwell and Miss Gladys Lawrence, B.A. The new appointments to fill these vacancies are — Mr. H. L. Bustin, principal of Bridgetown High School; Mr. J. H. Fitch, principal of River Hebert High School; Miss Sadie Porter, B.A., former principal of the High School at Baddeck, and Miss May Rudolph, of the Amherst Academy staff, formerly principal of Guysboro Academy.

The friends of Dr. C. B. Robinson, who was killed in December last in Amboyna, have started a movement

to raise \$1,000 to provide an annual Charles Budd Robinson, Jr. Scholarship in Botany on graduation from Pictou Academy. We understand that there is also to be a memorial to Dr. Robinson in Manilla.

Miss Etta Guild of Great Village, N. S., has resigned the principalship of the Ellis School, Penticton, B. C.

Dr. Aaron J. Perry of the University of Manitoba is spending the summer in the study of English at the British Museum, and at the Universities of Oxford and Cambridge. Dr. Perry's special interest is in 14th Century English, with manuscript work.

A Sweet Pea Show is to be held in Kentville, August 18th. Among the prizes are two offered for the best ten blooms grown by (a) any girl, (b) any boy, attending any school in the parish of Cornwallis.

The fifth annual trip of Canadian teachers to the Mother Country under the "Hands Across the Sea" movement is now in progress.

Miss White, of the General Brock School, South Vancouver, B. C., is one of the first Canadians to take advantage of the opportunity for interchange of teachers made possible by the "Hands Across the Sea" movement. Miss White will teach for a year in a London School and her place at home will be taken by a London teacher of equal standing.

The Summer School of Science for the Atlantic Provinces and the Prince Edward Island Teachers' Summer School are this year holding a united session in Charlottetown, P. E. I. The attendance is very large, between four and five hundred, and the work is going on vigorously, from early morning until dark. This is the twenty-eighth session of the Summer School of Science, and the fifth session under the management of President S. A. Starratt. A report of the work of the school will be given in the September REVIEW.

## BOOKS RECEIVED

Those who wish to teach or to study argumentation as a branch of English Composition, can hardly do better than to use the little book published in the Standard English Classic's series, containing Macaulay's two speeches on Copyright, made in the House of Commons in 1841-42, and Lincoln's address at Cooper Institute on the right of the Federal Government of the United States, to control slavery in the Federal Territories. These speeches are admirable examples of clear and forcible English. The introduction and notes contain excellent supplementary material. [Ginn & Co., Boston. 100 pages, 25 cents].

A convenient little edition of six of Lamb's Tales from Shakespeare is edited by A. R. Weekes, M.A. The Tales in this volume, which is marked Series II, are *Othello*, *Macbeth*, *Comedy of Errors*, *Midsummer Night's Dream*, (by the way, why do so many people call it "A Midsummer Snight's Dream?") *Much Ado about Nothing*, and *The Winter's Tale*. "Faint and imperfect images," Lamb himself called these stories. But they have their own beauty. Why do not teachers use them as "supplementary reading," to read aloud to classes below High School age? The notes in this edition are chiefly explanations of words

# Interprovincial Education Convention

[P. E. I., N. B. and N. S.]

To Meet in the TECHNICAL COLLEGE, HALIFAX

26, 27 and 28 August, 1914

## PROVISIONAL PROGRAM

### WEDNESDAY, 26th

- 9.00 a. m. Registration.
- 10.00 a. m. Opening Address by Dr. Carter, Superintendent of Education for New Brunswick.
- 10.30 a. m. "Uniformity of School Texts throughout Canada," by Prof. H. Murray, LL. D., Dalhousie University.
- 11.00 a. m. "Standardization of Secondary Education and of Teachers Training Certificates and of School Statistics throughout Canada; and the advantage of a Dominion Education Bureau," by Dr. A. H. MacKay, Superintendent of Education for Nova Scotia.
- 11.15 a. m. Discussion opened by Dr. Bridges, Supervisor of Schools, St. John, N. B.; R. H. Campbell, B. A., Superintendent of Education, P. E. I.; S. A. Starratt, Principal of Public Schools, Roxbury, Mass., U. S. A.
- 2.00 p. m. "Vocational, Industrial and Technical Education," by Dr. Jas. W. Robertson, C. M. G., Ottawa.
- Discussion opened by Theodore Ross, B. A., Charlottetown; R. P. Steeves, M. A., Director of Rural Science Schools, N. B.; Lorán A. DeWolfe, M. Sc., Director of Rural Science Schools, N. S.
- 4.30 p. m. "Our claims to Federal Subsidies for the support of Education in the Atlantic Provinces," by Dr. Solon, Principal of Normal College, Truro.
- Discussion opened by Members of the Provincial Governments of P. E. I., N. B., and N. S., (to be continued at the evening session.)
- 8.00 p. m. Public Meeting. "Cooperation of the Home and School," by Controller Harris, Chairman of the School Board, Halifax.
- 8.30 p. m. Addresses by Members of the Governments of P. E. I., N. B., and N. S., by Dr. J. W. Robertson, C. M. G., and others.
- 9.30 p. m. "Archaeology of Canada," with Stereopticon views, by Harlan I. Smith, Archaeologist of the Geological Survey of Canada.

### THURSDAY, 27th

- 9.00 a. m. "The Medical Inspection of Schools," by Dr. E. Blackadder and Dr. J. G. McDougall, of Halifax.
- Discussion opened by Dr. S. L. Walker, Truro.
- 10.30 a. m. "The Cadet Movement and Physical Training," by Geo. N. Elliott, Esq., Secretary Can. Defence League, Toronto.
- 11.00 a. m. "The Cadet Movement in New Brunswick," by A. Sterling McFarlane, A. M., Prov. Nor. School, Fredericton.
- 11.30 a. m. The Benefits to accrue to Education from a better system of Taxation.

- 2.00 p. m. (Provincial Educational Associations meet separately). N. S. Educational Association. Organization. Report of Committee on High School Course of Study by Inspector MacIntosh of Lunenburg. Election of two members to Advisory Board, etc.
- N. B. (1) Election of officers. (2) Election of Representatives to Sen. of U. N. B. (3) Discussion of Nature Study and Agriculture, grades I to VIII.
- P. E. I. Organization, etc.
- 8.00 p. m. "The Duty of the State in reference to the Feeble-Minded," By Dr. W. E. Fernald, Supt. Mass. Sch. for the Feeble-Minded. Illustrated by the Stereopticon.

SOCIAL ENTERTAINMENT. ADDRESSES.

### FRIDAY, 28th

- 9.00 a. m. Discussion on the Feeble-Minded, opened by Mr. E. H. Blois, Superintendent of Dependent and Neglected Children.
- 9.30 a. m. "A three or four year's Undergraduate College Course— which?" Rev. President Cutten, Acadia University; Rev. President Powell, Kings University; President MacKenzie, Dalhousie University; Rev. President McPherson, St. Francis Xavier University; Rev. President Borden, Mount Allison University; Chancellor Jones, University of New Brunswick and Dr. Robertson, Principal of Prince of Wales College. (15 minutes papers.)
- 11.00 a. m. "Teachers' Salaries and the Rural School Problem" by W. A. Creelman, B. A., Principal Sydney Academy, and Inspector V. Crockett, President Teachers' Association, P. E. I.
- 2.00 p. m. Resolutions, postponed discussions, and other business.
- 5.00 p. m. Adjournment.
- Colleges, School Boards and Teachers' Institutes are invited to send Delegates to the Convention.
- For Nova Scotia teachers complying with the provisions of Regulations 143, 144 of the School Law, the time required for attendance at the Convention will be taken as Teaching Days.
- For New Brunswick teachers attending, Schools open 31st August.
- In order to get free or reduced Return fares, members are required to secure Standard Certificates when purchasing going tickets. Please see that the certificates are properly signed and all other conditions as printed on them carefully observed.

A. MCKAY,  
Sec. Executive.

Halifax, N. S., July 27th, 1914.

and phrases, and will be useful. [University Tutorial Press. 120 pages. 1s. 4d.]

*Junior Book VII.* in the *Pier's Plowman Histories* is no less highly to be recommended than the preceding volumes that we have noticed. It covers the period in English History from 1485, till the present day, and deals in a most interesting way with the questions of government, and of colonial expansion. Ireland is not touched upon, nor the Indian Empire, but are left for other volumes. The book contains eighty-eight maps and illustrations. [George Philip & Son, London. 296 pages. 2s.]

It is very desirable that our girls should have put before them for example and stimulus the lives of women who have done good work for their country. To this end

Miss Edith Horton has written a collection of brief sketches of famous women. With the exception of Joan of Arc, Queen Victoria, Florence Nightingale and Elizabeth Fry, the subjects of these little biographies are all American women, but the achievements narrated are in widely varying fields. The book is written in a very interesting way, and is an excellent one for reading aloud to a class or for a prize. [*A Group of Famous Women*, D. C. Heath & Co., 50 cents].

*England, Scotland, and Ireland*, in the *World Literature Readers*, also offers admirable material for supplementary reading. The selections are well chosen and not hackneyed. The illustrations are either of famous places, or reproductions of great pictures. We have commended this charming set of books before [*Ginn & Co.*, 45 cents. 276 pages].

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### New Brunswick School Calendar, 1914-15

#### 1914. FIRST TERM.

Aug. 26.—Public Schools open.

Sept. 1.—Normal School opens.

Sept. 7.—Labor Day (Public Holiday).

Thanksgiving Day (Public Holiday).

Dec. 15.—Examinations for Class III License begin.

Dec. 18.—Normal and Public Schools close for Christmas Vacation.

#### 1915. SECOND TERM.

Jan. 4.—Normal and Public Schools open.

Apr. 1.—Schools close for Easter Vacation.

Apr. 7.—Schools re-open after Easter Vacation.

May 18.—Loyalist Day (Holiday for St. John City only).

May 23.—Empire Day (Observe May 21st).

May 24.—Victoria Day (Public Holiday).

May 24.—Last Day on which Inspectors are authorized to receive applications for Departmental Examinations. Reg 38-6.

May 25.—Examinations for Class III License begin.

June 3.—King's Birthday (Public Holiday).

June 4.—Normal School Closing.

June 8.—Final Examinations for License begin.

June 21.—High School Entrance Examinations begin.

June 30.—Public Schools close for Year.

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