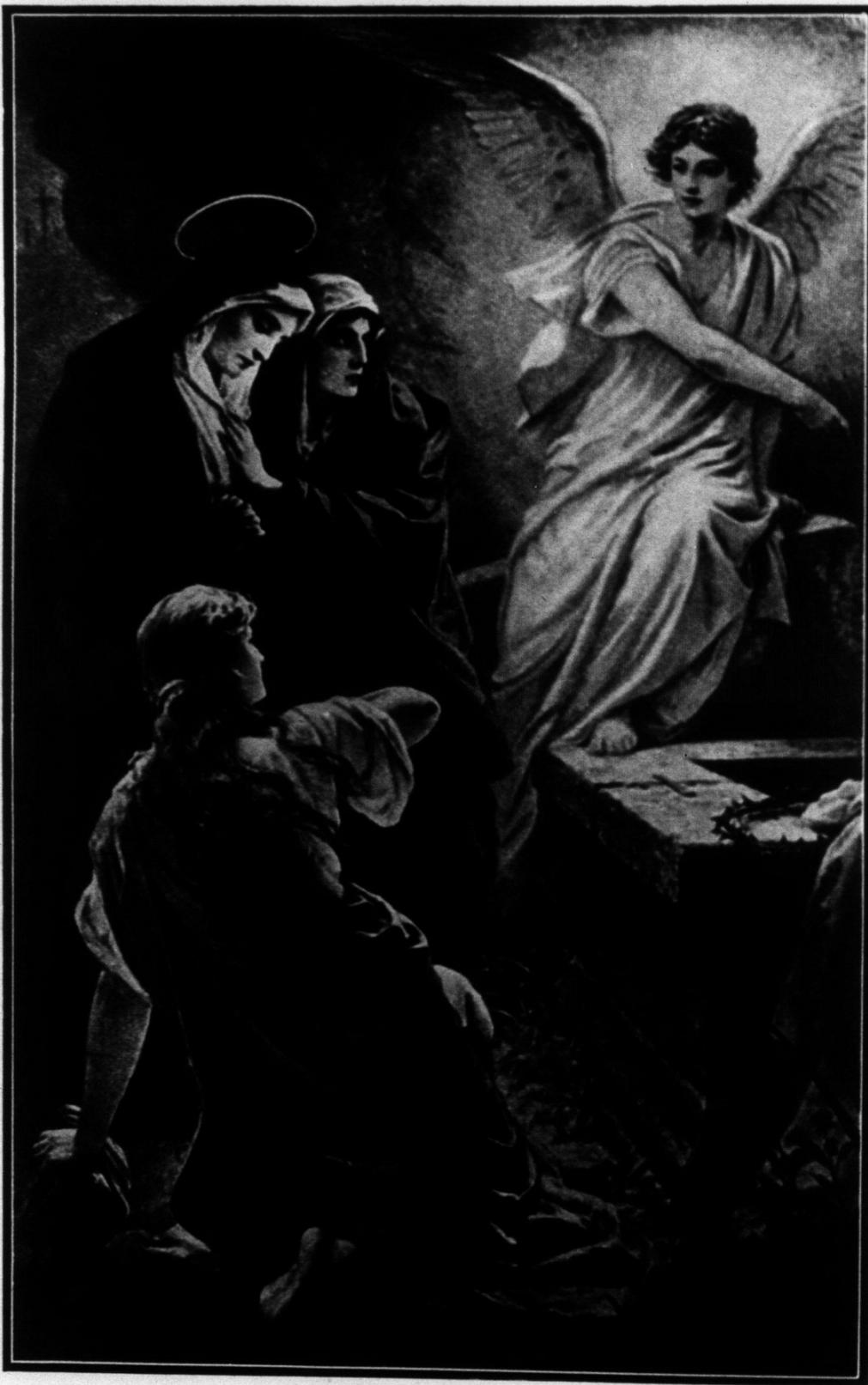


PAGES

MISSING



"HE IS RISEN."

From a Painting by Ploekhörst

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., APRIL, 1909.

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Editor for New Brunswick.

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Editor for Nova Scotia.

THE EDUCATIONAL REVIEW.

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St. John, N. B.

A file of this paper can be seen at the office of E. & J. Hardy & Co., 30, 31 and 32 Fleet Street, London, England, free of charge; and that firm will be glad to receive news, subscriptions and advertisements on our behalf.

MANY of our readers have written for information regarding rates to the Dominion Educational Association in Victoria, B. C., in July next, which information is furnished on other pages in this number. A tourist car, capable of accommodating upwards of forty persons, may be chartered for the trip at the rate of \$25 a day to a party, the members of which have paid first class fare (about \$100 for the round trip). To a company, congenial to one another, the tourist car plan has several advantages. The party may live on board during the entire trip, the only additional cost being their

board, and the car may be "side-tracked" at certain points on their journey when there is a mutual agreement to stop over. It will be seen that the trip may be made in this way at a minimum expense of about \$150 for each person. The cost may not again be so low in future. To those who wish to go, and can possibly afford it, this seems to be the opportunity.

MR. GEO. T. ANGELL, editor of *Our Dumb Animals*, recently died in Boston. He devoted his life and means to advocating more consideration and less cruelty to dumb brutes, and by his writing and example accomplished much good.

THE necessity for a Canadian bureau of education is strongly emphasized by correspondents in this number. Dr. Soloan, principal of the N. S. normal school, makes a vigorous plea in the *Halifax Chronicle* of March 16th for a bureau, and for more co-operation between federal and provincial governments, especially in regard to technical education.

THE thirty-eighth annual report of the School for the Blind, Halifax, N. S., is received. Under its able superintendent, Dr. C. F. Fraser, aided by a capable staff, this admirably conducted school has had a very successful year.

THE Maritime Students' *Agriculturist* is the title of a little magazine published by the students of the Agricultural College, Truro. The first and second numbers are very creditable both in matter and appearance.

THE REVIEW extends its cordial congratulations to Mr. and Mrs. John March, now residing at Hampton, N. B., on the fiftieth anniversary of their wedding. Mr. March has been closely identified with education in New Brunswick for more than fifty years. He taught school in Kings and Charlotte Counties and in St. John city. He was for

many years the city superintendent of schools and secretary of the school board, and was deservedly esteemed by teachers, trustees and the public. To Mr. and Mrs. March, who have passed the three-score-and-ten limit, the good wishes of their many friends will be extended that the declining years of their useful lives may be happy and unclouded.

It is pleasant to read in "Our Distinguished Graduate" list of the *Dalhousie Gazette* the grateful tribute that a former pupil pays to his teacher, Professor James Gordon MacGregor, now of Edinburgh University, filling "perhaps the most distinguished chair of Physics in the English-speaking world." Others who came in contact with Dr. MacGregor, either within the walls of the university or without, will share the writer's enthusiasm for a great teacher and an honourable man.

Winds and Showers.

Birds on the boughs before the buds
Begin to burst in the spring,
Bending their heads to the April floods,
Too much out of breath to sing.

They chirp, "Hey-dey! How the rain comes down
Comrades, cuddle together!
Cling to the bark so rough and brown,
For this is April weather.

Oh, the warm, beautiful, drenching rain!
I don't mind it, do you?
Soon will the sky be clear again,
Smiling, and fresh, and blue.

Sweet and sparkling is every drop
That slides from the soft, grey clouds;
Blossoms will blush to the very top
Of the bare old tree in crowds.

Oh, the warm, delicious, hopeful rain!
Let us be glad together,
Summer comes flying in beauty again,
Through the fitful April weather."

—Celia Thaxter.

Since 1880 the average height, weight and strength of Harvard students have increased respectively an inch, four to eight pounds, and thirty per cent, which Dr. Sargent, director of the gymnasium, attributes to the increased attention paid to the body.—*School Hygiene*.

Keep the Schoolhouse Clean.

It is expected that previous to Arbor Day the school premises will be thoroughly examined and cleaned. But it is not to be supposed that this thorough cleansing once, twice or several times during the year is sufficient. Many portions of the school premises require looking after daily. Yards, walks and outhouses should be examined each morning or afternoon, kept in order, and all litter removed. Sanitaries should be flushed with water at least once a day, kept thoroughly clean and disinfected, and frequently washed with soda, potash or diluted muriatic acid.

The schoolrooms, stair-cases and corridors should be swept daily, sawdust dampened with water being used to keep down the dust; and once or twice a month the sawdust should be wet with a solution of formaldehyde, which should be swept up before it becomes dry. Window sills, handrails and all furniture should be dusted every morning before the opening of school, cloths being used in preference to feather dusters. Pictures, shelves, walls and ceilings should be dusted as often as may be necessary to keep them in good order.

Windows should be cleaned at least twice each year, once in April and before the opening of the schools in August,—oftener if necessary. Chairs and desks should be washed once a year, and those occupied by pupils who have contracted a contagious disease be thoroughly washed with a solution of formaldehyde. Door knobs and hand rails ought to be washed with a solution of formaldehyde at least twice each month.

These regulations, adapted from those in force in the Boston schools, seem suitable for ours. In cities and towns where janitors look after the work, it is comparatively easy, if they are properly supervised, to have the school premises kept pure and clean. In the country, regularity in cleansing is equally necessary, and should be insisted on by teachers, as their own health and the health and progress of their pupils depend on a pure atmosphere and surroundings.

On more than one river in Canada we have a waterfall called the Grand Falls. Now there is a new town of that name in Newfoundland, which promises to be of some importance. It is to be the centre of a great paper making industry, for which the forests of Newfoundland, and perhaps its great peat bogs, will supply the material.

Educational Reports.**The Schools of Nova Scotia.**

The report of Dr. A. H. MacKay, Superintendent of Education for Nova Scotia, is very interesting reading. Not only is there a full discussion of educational conditions in that province, but comparisons with other countries are very enlightening. The improved title page and the modest buff-gray cover, instead of the tell-tale official blue, are outward and visible signs that suggest interior renewal; and the reader will not be disappointed. Of the many excellent reports of Dr. MacKay, this is perhaps the best from its stimulating tone and note of progress.

The year ending July 31, 1908, Dr. MacKay reports, has been one of unusual activity and advancement in nearly every department of educational work. The schools increased from 2,465 to 2,516, an accession of fifty-one for the year, but the increase of pupils was only 98, showing that many rural schools are decreasing in numbers owing to a decreasing school population. Female teachers increased by 37 and male teachers by only one, giving the ratio of 2,309 women to 355 men—nearly seven to one. In the high school the attendance of girls and boys is in the proportion of two to one. In the majority of counties third class female teachers receive from the trustees a larger salary than third class male teachers. The colleges also show an increase in the number of women, and Dr. MacKay points out that if this continues "the female sex will be the predominantly educated sex."

Teachers, trained at the provincial normal college, decreased by twenty during the year, owing to the attractions in the West for teachers holding normal college diplomas. This has had the effect of reviving a former regulation, also in force in New Brunswick, making the course free only to those students who intend to teach at least three years in the province.

In the new technical sub-department schools, chiefly situated in the industrial towns of Eastern Nova Scotia, there were 1,309 students. These schools, with the technical college now approaching completion in Halifax, and the increasingly large number of students at the agricultural college, Truro, show that the province is meeting the demand for training in the useful arts.

A gratifying feature in the report is the desire on the part of the educational authorities to give the poorest and least populated sections of the province the benefit of the free schools; 310 schools

with an average of about seven pupils, and several schools with only three or four scholars have been kept open. The reports of the inspectors on closed schools is interesting reading. In one inspectorate, which boasts of but two closed schools, the following terse reasons are given: "In one section there are no children to go to school; in the other no one can be found to board the teacher."

The Schools of New Brunswick.

Chief Superintendent Dr. Inch reports a year of progress and growing interest in educational matters. Several fine new school buildings have been erected and many enlarged, renovated and better equipped. In average attendance and the internal work of the schools substantial improvement has been made in spite of serious epidemics in many places which caused work to be suspended for a longer or shorter period.

A comparison of the salaries of teachers during the past eight years shows a considerable increase, especially of first class teachers, male and female. The number of male teachers is steadily declining, so that now the proportion is a little less than one to seven of female teachers. There were 100 first class male teachers in 1890 and 57 in 1908. Most of these are now employed in cities and towns where the highest salaries are paid.

The total enrolment of pupils in the normal school for the year was 341, the second largest in the history of the institution. The increased attendance (in 1909 it is larger than last year) calls for extended building accommodation, which Principal Bridges emphasizes in his report.

The report of Mr. T. B. Kidner, director of manual training, shows a steady advance in that branch. Two new departments have been opened, others enlarged, and there is gratifying progress in this and in the household science departments.

The inspectors' reports are interesting reading, and many suggestions are offered for improvement in local educational conditions. Inspector Steeves and Inspector Meagher report an improvement in changed sanitary conditions of many schoolhouses and outbuildings. Inspector O'Brien notes improvement in methods employed in teaching many subjects of the course. Inspector Carter advocates a change in the time of holding the annual school meeting to the first Monday in July, and draws attention to the fact that three ratepayers may do business at an annual meeting, whereas the popular impression has been that it requires five.

Dr. Inch refers to the fact that he has been superintendent for eighteen years, and that in the course of a few months he will have completed sixty years of continuous educational work in the province. In his long and honourable career, he has been an inspiring example to young teachers, steadily working his way up to the most important educational position in the gift of the province, and his dignified and consistent course has won for him the grateful esteem of his fellow-teachers.

Education in Prince Edward Island.

The report of Chief Superintendent Dr. Anderson, for Prince Edward Island, for the year ending September 30, 1908, shows the highest percentage of average attendance—64.66—ever attained in that province. This is chiefly attributable to the greater regularity of children in the ungraded schools, which number 412 out of 597 in that province. The superintendent thinks that an average of 70 is possible of attainment if parents, teachers and school trustees will unite to preserve the orderly habits, health and comfort of children. Great improvement is also noted in the matter of better school accommodation and furniture, and of the steady annual increase in the amounts voted for school purposes in the various sections.

While such increase is gratifying, Dr. Anderson observes that the ratepayers have not reached the limit of their capability in this regard. The salaries of teachers still remain at such a low figure that there is little inducement to remain in the service. He says: "The better class of teachers serve in our schools for one, two or, in a rare instance, three years. When they are beginning to be valuable they leave, and convey their experience and skill to a more generous, because more appreciative, employer. To retain them in our service ought to be our aim, but to do that we must offer greater inducements than we do at present."

The outlook for the schools, while encouraging on the whole, has many discouraging features, among which are too great apathy on the part of some parents and trustees. One simple way of overcoming this, Dr. Anderson thinks, "would be to bring the parents of the children into close touch with the management of the school by making it a condition of eligibility for trusteeship that trustees, or a majority of trustees, should have children of or under school age." This would undoubtedly be an improvement if men having sufficient leisure, public spirit and intelligence can be secured.

Lessons in English Literature.—VII.

BY ELEANOR ROBINSON.

The Canterbury Tales—Continued.

On the third day of the pilgrimage, the physician told such a sad story that the host was very much cast down. "This is indeed a piteous tale," he said. "I have no heart in me until I hear a merry one. Friend Pardoner, tell us some jokes or a funny story quickly."

"It shall be done," said the pardoner. "But first I must have a drink of ale at this inn."

But the gentle folk knew what sort of man the pardoner was, and they were afraid that his jokes would not be to their taste. So they cried out that he was to tell them a story that they could learn something good from.

"Certainly," said he, "I will think about some honest tale while I am drinking."

He probably drank too much, for before beginning his tale, he talked very freely about himself. He told how he deceived the people by selling them old rags and bones that he pretended had come from holy places, or belonged to holy men, and would cure them of diseases, or make their crops grow; and how he told them hundreds of lies in his sermons; and how, if people would not give him money for his pardons, he would preach about them, and hold them up to shame before all the congregation. He said plainly that he cared for nothing but money; and that he would not work for it, but would get it by cheating the poor people. Even though their children were starving, he would take their last penny.

"It is true," he said, "that I am guilty of the sin of avarice myself, but I can make other people repent of it, and give it up. It is the only sin I ever preach against, and my only text is, 'The love of money is the root of all evil.' When I preach, I tell many stories that show the awfulness of the sin, for ignorant people will remember a story when they would forget a sermon.

"Though I am a wicked man, I can tell you a moral tale; indeed, I am used to telling them, for that is how I get my money. So now I have finished my ale, be quiet, and listen to me."

THE PARDONER'S TALE.

Once upon a time, in Flanders, there were three young men who gave all their time up to drinking, and gambling, and swearing, and all kinds of wickedness. On a certain morning, as they were sitting drinking in a tavern, they heard a bell ringing, and knew it was the bell that was carried before a dead body on the way to the grave. One of

them called his servant and asked him who the dead man was.

"Sir," answered the boy, "it is an old friend of yours. He was killed very suddenly to-night. While he was drunk, there came a thief whom men call Death, and slew him. This Death is a terrible enemy; he kills all the people in this country. It is needful, master, to beware of such an enemy as this. My mother taught me that we ought always to be ready to meet him."

"The boy speaks truth," said his master. "There is a large village, about a mile from here, where Death has slain this year every man, woman and child; and I think that must be his dwelling place. It is so dangerous to meet him? I swear that I will seek him out. Come, my friends, let us swear to each other that we will find this false traitor, Death, and slay him. He who slays others shall himself be slain before it is night."

Then these three rioters swore with horrible oaths that Death should die. They went out towards the village, and as they were getting over a stile about half a mile on their way, they met a poor old man, who greeted them respectfully. One of the young men answered him roughly, and asked him why he went on living when he was so old. The old man looked him in the face and said:

"Because I cannot find in city or village a young man who will exchange his youth for my age. Nor could I, if I walked as far as to India. So I have to live on, in my age, as long as God wills. For Death will not take my life. I am like a restless captive, trying to be free. I knock on the ground with my staff, and cry to the earth to let me into my grave. I would gladly give all that I have for my shroud. But, sirs, it is not courteous of you to speak roughly to an old man who has not harmed you. Your Bible teaches you to be respectful to old people. I advise you to treat them as you would like to be treated yourself if you live to be old. Now, God be with you; I must go on my way."

"No," said the young man, "not so fast. You spoke just now of that traitor, Death, who slays our friends. I believe you are a spy of his, and in league with him to slay us young people. Tell us where he is, you false thief, or you shall pay dearly for it."

"Well, sirs, answered the aged man, "if you want to find Death, turn up that crooked path; I left him in the wood, under an oak tree, and there he will stay. He will not hide himself for fear of you. God save you, and make you better men."

Then the young man ran fast to the tree which the old man had pointed out, and there they found lying a great heap of golden florins, nearly eight bushels, they thought. Then they thought no more of seeking for Death, but sat down by the precious horde of bright coins. The worst of the three planned what they should do, and the others agreed

to his plan. The gold was to be carried to their houses, but it would not do to take it into the town in broad daylight, for men would see them and think they were thieves, and have them hanged. So they drew lots to see who should go back to the town and bring them food and wine, that they might watch by the treasure until it was dark, and then carry it away.

The lot fell to the youngest, so he set off on his errand, and left the other two to guard the gold. As soon as he was gone, they began to plot how they could do away with him, and have the money all to themselves. They agreed that when he had come back, and was sitting down, one of them should begin to wrestle with him, as if in play, and then the other should kill him with a dagger.

Meanwhile the third man, on his way to the town, had been thinking of the florins, and how happy and merry he would be if he could have them for himself alone. And at last "the fiend, our enemy," put it into his head to buy poison, and with it slay his two companions. When he came to the town, he went to an apothecary, and asked him for some poison. He said he wanted to kill rats, and also a polecat that had been stealing his hens. The apothecary gave him a very strong and violent poison in a box. Then the wretched man ran to a friend in the next street, and borrowed three large bottles. Into two of these he put poisoned wine, but the third he filled with the wine he intended to drink himself. Then he went back to his companions.

Why need we make a long story of it? Just as the two men in the wood had planned, they slew the other. And when it was done, one of them said, "Let us sit down and drink, and make merry, and bury his body afterwards." And he took the bottle of poisoned wine, and drank, and gave it to his comrade to drink also. And so they both died!*

This is our last lesson on Chaucer, the first great English poet. Before we leave him, let us consider in what ways he is so great.

Milton speaks of him as a teller of stories. That is how we have looked at him, and we have seen that he is, indeed, one of the best of story tellers.

* This story, in its essentials, must be very old, as it is found in the ancient literature of India. Chaucer's version is based on the Italian forms of the story. A closely-related story is Kipling's "King Ankus," in the "Second Jungle Book." It is interesting to let the children compare the two stories.

Longfellow praises him for his power of making his readers see and hear and smell the sights and sounds and sweet smells of the country.

He listeneth to the lark.

* * * * *

He listeneth and he laugheth at the sound,
Then writeth in a book like any clerk.

And as I read

I hear the crowing cock, I hear the note
Of lark and linnet, and from every page
Rise odours of ploughed field or flowery mead.

Tennyson calls him "the first warbler," meaning that he had the skill to put words and lines together so beautifully that they seem to sing to us. All these powers Chaucer had. But he had another and even more wonderful gift than that of singing, or of describing nature, or of story telling. And that is, the gift of making men and women act and talk in his stories so that they are real to us, and we feel towards them as we do to living people. This is what we call creative power. Chaucer was the first English writer to show it, and no English poet, except Shakespeare, the greatest of all, has it in a higher degree than he. And lastly, Chaucer's poems are good to read, because they make it plain that the poet, like his own young squire, loved—

Truth and honour, freedom and curtesie.

He shows us life as he saw it in the world around him, with good and evil mixed. But he never lets us think that it does not matter which we choose; he never tries to make wrong seem right; but honours and exalts what is true and pure and brave and unselfish. So that it may be said of him, as happily, it may be said of most of the long line of English poets who follow him, that he teaches—

High deeds, and honourable thoughts,
And love of truth, and all that makes a man.

One morning a Sunday-school was about to be dismissed, and the youngsters were ready in anticipation of relaxing their cramped little limbs after the hour of confinement on straight backed chairs and benches, when the superintendent arose and, instead of the usual dismissal, announced: "And now, children, let me introduce Mr. Smith, who will give a short talk."

Mr. Smith smilingly arose, and after gazing impressively around the classroom, began with: "I hardly know what to say," when the whole school was convulsed to hear a small, thin voice back in the rear lisp:

"They amen and thit down."—*Savannah News.*

The Caribou.

By W. H. MOORE (adapted).

The caribou or American reindeer (*Rangifer caribou*), which is found in the Maritime Provinces and Newfoundland, is in size midway between the Virginian deer and the moose, and is without a doubt the most erratic in its wanderings of any of our native mammals. Its true habitat is among barrens, somewhat overgrown with black spruce, upon which usnea moss grows in profusion. The usnea moss (really a lichen—*Usnea barbata*) is the main diet of the caribou, whether its long pendulous threads or fronds grow on the spruces of the barrens or on the trees of rocky, elevated positions. This animal also follows the roads made by the lumbermen and crops the lichens which grow on the felled trees.

When disturbed, the caribou often goes away, perhaps not to return for weeks; and when pursued may be expected to do exactly the opposite to what another animal would do. Herds of half a dozen or more have been known to allow a hunter to come up with them, and to stand staring at him in amazement, as one after another of them was shot down. At other times they flee at the slightest warning at the approach of a hunter. The actions of this animal are very uncertain. If, while wandering about, one of them should come across a man's trail in the snow, it will sometimes wheel about and run for perhaps twenty miles without stopping; and, at another time, it is quite as likely to follow up his trail.

The colour of the caribou, which in summer is a glossy reddish-brown, becoming grayer towards winter, serves to protect it, because it much resembles that of the moss-grown bushes among which it stands. The under parts being of a lighter colour than the upper, the form of the animal is much broken, and its outline is rendered indistinct to any but an experienced eye.

The female caribou brings forth a single fawn at first birth, and after that two are born at a time. Unlike the cow moose, she is often the possessor of a pair of antlers, which are, however, much smaller and more slender than those of the male. Some hold that the antlers of the female caribou are never dropped. This statement is based on the belief that the antlers not having an enlargement at their base—known as the "burr"—cannot be dropped and again reproduced. The writer, however, believes that the antlers of the female are

dropped and grown just the same as are those of the male, and that as for the burr, the female has as much in proportion to the size of her antlers as has the male.

The caribou is much more gregarious than the moose or the deer. In favourable localities, as many as fifty of them may be seen at one time scattered over the side of a hill in search of their favourite food, locally known as caribou moss.

The caribou, unlike the moose and the deer, does not "yard" in the winter, but roams over a considerable area. The formation of its feet facilitates its progress through deep snow or over snow covered with a thin crust. The hoofs are very shallow and broad, as are also the dew-claws or secondary hoofs. In travelling where the footing is insecure, the animal squats down until the lower part of the leg rests on the surface of the snow, and with the hoofs and dew-claws spread laterally, a support almost equal to that of a snow-shoe, quite a surface is covered, and the speed attained is much greater than if it had to wade or plunge through the snow, as animals that run on the extremities of their hoofs have to do.

The flesh of the caribou is much esteemed as food, and clothing made of its skin, is, it is said, so impervious to cold that with the addition of a blanket of the same material one may bivouac on the snow with safety even in the coldest winter night.

With us this animal is a beast of chase merely, but it is well known how useful the tame reindeer is to the Laplander, being his cow, sheep, horse in one animal. The milk of the herds is the principal support of the owner and his family, and as a draught animal his speed and endurance render it the most valuable of creatures to men living in high northern latitudes.

The caribou or American reindeer of these provinces and farther north is regarded by some naturalists as only a variety of the European reindeer (*Rangifer tarandus*). Another variety is the Greenland caribou, a smaller animal, inhabiting the shores of the Arctic Ocean and the woods and barren grounds adjacent.

The need of forest reservations in Canada—for even our Canadian forests are not inexhaustible—has suggested that some of the forests in the Northwest should be used as preserves for fur-bearing animals, the government affording them such protection as may be needed to keep up the supply.

Brief Notes on American Schools.

A. MCKAY, SUPERVISOR OF SCHOOLS, HALIFAX, N. S.

Through the kindness of the school board I was able last May and June to make short visits to a few schools in Boston, New York, Washington, Chicago, Los Angeles, Berkeley, Stockton, Seattle and Victoria, and to meet some educationists in Vancouver, Winnipeg and Detroit, besides attending the meetings of the National Educational Association at Cleveland, three sessions a day, for a week.

School Buildings and Equipment.

Nearly all the school buildings that I saw were large, substantial and beautiful—a few of them particularly fine, costing from \$300,000 to \$850,000. Even the smaller buildings are well constructed, having large hallways and classrooms, all finished in hardwood. A few first-class pictures, and very often pieces of statuary adorn the corridors and classrooms. Very great attention is paid to ventilating systems, which, in some cases, work automatically in preserving the proper temperature and moisture. The stairways are broad and fireproof. The large and well-lighted basements contain gymnasiums, lunch rooms and work-shops. Several schools have bath rooms and even natatoriums. The mechanic arts and polytechnic schools are fitted up most elaborately at great cost.

The pupils seem to take as much interest in having the rooms and halls neat and tidy and the desks undefaced as if they were their personal property.

School Discipline.

In every classroom that I visited, with one exception, the order seemed absolutely perfect. The pupils were so courteous, so attentive, or so absorbed in their work that the question of keeping order did not arise. The relation between teacher and pupils was most cordial and delightful—the pupils eagerly seeking light and information, and the teachers gladly supplying the conditions that enabled the pupils to experience the joy of being able to obtain it by their own efforts.

Of course the schools that I visited were the best; but I was informed that in the schools generally, even in the poorer sections of the cities, corporal punishment is very rare. The exceptional school to which I referred, in which the discipline seemed to be a matter of concern to the teacher, was made up of the children of wealthy people.

Physical Drill.

Nearly all the pupils spend 80 or 90 minutes a week in formal physical exercises. They are first examined by medical inspectors so that the special physical defects of each one may be remedied. The older boys have a thorough course of military training

Courses of Study.

The relative values of the various subjects in their courses of study differ greatly from those in ours. Very much more time is given to English—for example, on an average, over two hours a day to English, and only 44 minutes to arithmetic. They believe with A. S. Draper, Commissioner of Education for New York State, that the backbone of our elementary work should be the English language.

The power of expression is so well developed that the pupils talk easily, clearly, fluently. Very little time is spent on formal grammar. It is believed that facility in the use of good English is gained through imitation, memory and practice, and not through technical "make-believe" grammar. It takes some time, however, for teachers who have fed on grammar to learn definitely that it is poor food for language development.

In the study of English literature and other subjects most directly related to the pupils' environment, they very properly expect to find all that is necessary for the highest forms of culture. They emphasize the value of knowledge subjects, such as history, geography and nature study. They make the course in arithmetic shorter and more practical by eliminating all the useless, antiquated topics.

In nearly all the schools which I have visited, English literature seemed to be the subject in which they wished most to exhibit the attainments of their pupils.

In the high schools of Victoria I met two well-known Nova Scotians—Mr. A. J. Pineo, teacher of science, and Mr. F. Andrews, ex-M. P. P., at one time principal in one of our Halifax schools. His lesson for the day was on the geography of the British West India Islands—one of the most interesting and thought-inspiring lessons to which I ever listened. In teaching, an hour of inspiration is of more value than a week of monotonous drill.

The estimated population of the Dominion of New Zealand is a little over a million.

The Training of Canadian Teachers.

The need of a commissioner of education for Canada is keenly felt when one reads such an article as that by Mr. H. P. Dole in the *EDUCATIONAL REVIEW* for December. With commendable zeal he has endeavoured to gather information with regard to the professional training of teachers in the various provinces of Canada, and he must be thanked for having attempted to put into concise and pleasing form the information that came to his hand. Yet there is evidence that in more than one instance he has misinterpreted the statements in the printed matter which formed the basis of his report. No doubt he did quite as well as any other person would have done who had to speak, in a measure, from second-hand knowledge. There are two points in particular to which exception must be taken. In one case he appears to err in his statement of fact or interpretation, and in the other he appears to err in his theory.

Mr. Dole set out with the idea of reducing his information to a table of statistics. He admits that he gave up in despair when it came to tabulating the statistics from two of the provinces. He would have done well to disregard the table altogether, since there is so little in common in the systems of the various provinces that it is impossible, without misinterpreting the situation, to represent the facts in a table, no matter how carefully planned. Really a table of statistics is in these days about as meaningless as a parliamentary budget. Mr. Dole's table is particularly open to objection, because the terms used have not similar meaning in the various provinces. Any inferences drawn from his figures are certain to be misleading.

A good illustration of faulty generalization from badly-classified facts is found in the following paragraph:

It will thus be seen that the strongest feature of the Canadian system is the amount of time devoted to methods. A moment's reflection on this point, coupled with the fact that the training in psychology as a basis of method and in history of education as a determinant of present-day methods, convinces us that this unequal distribution is pedagogically unsound, and must result in superficial, and hence, inadequately trained teachers.

But there is more in this paragraph than bad generalization. It assumes what few normal teachers would grant, namely: that a teacher who is teaching methods is not teaching psychology, logic or history of education at the same time. As a matter of fact, a good teacher of methods continu-

ally refers to these branches, and indeed may spend three-quarters of his time referring to them. For example, a teacher of reading may pause in his method to examine the psychology of the subject, as does Mr. Huey in his recent work, or he may pause to make clear to the mind of the student what real logical order is, or he may pause once again to trace the history of the teaching of reading from the earliest times to the present. Out of fifty lectures devoted to this subject, it is possible that half the time or more will be spent in the study of psychology, logic or history of education. Similarly, in teaching school-management, a good teacher finds it necessary to base his teaching in ethics, history of education and sociology. So, also, the teacher of methods in such a simple matter as spelling, finds that the main portion of time is spent in psychological investigation, and this is the only sound method of procedure. The old-fashioned psychologist, with his division of the mind into compartments or faculties, has given way to the psychologist who studies the operation of mind as a whole. In like manner the teacher in a modern normal school is not too anxious to divide up the work into branches, such as psychology, logic, method; rather does he strive to correlate where-soever this is possible. A close examination would probably show that less importance is given in some provinces of Canada to the teaching of devices, or hard and fast methods, than in any other country that can be mentioned. In our own province we have gone so far recently as to drop the word "method" in our printed matter and to use the word "procedure." These words must not be taken to mean that we object to a formal study of the sciences mentioned, provided their study is of such a nature as will issue in practical action; nor must they be taken as a protest against the use of statistical tables when these are complete and capable of being interpreted.

The whole of professional education may be summed up by saying that students in training require to have a clear knowledge of aim and of the methods according to which these aims are to be realized. Any abstract study apart from this, whether it be the study of experimental psychology, checkers, theory of equations or formal logic, means time has not been spent in the wisest way.

Probably it is not too much to say that if we place a little child in our midst as the supreme object of study, we shall not go very far astray.

W. A. MCINTYRE.

Winnipeg, February 25, 1909.

Mr. Dole's Reply.

In reply to the above criticism, I may state that my previous article on the subject of training of Canadian teachers was but an abstract of a thesis of sixty typewritten pages, hence the impossibility of giving more than the barest outline of the work.

A few of the statements in the above article by Mr. McIntyre need explanation. It is not quite true that I "gave up in despair" in the case of tabulating results from two provinces. The provinces in question were P. E. Island and Quebec. In the former case, the teachers are trained at Prince of Wales College, and during a part of their course the student-teachers are taken from their college work and trained in groups. For this and other reasons fully explained in my thesis, P. E. Island was omitted from the table.

As regards Quebec, it was found impossible to obtain statistics from the educational authorities.

The statistical method was adopted because it was the scientific way of approaching the subject. Unfortunately for students, mere opinions, unsupported by facts, do not count for much. When I compiled the table, above referred to, I believed the statements contained therein were approximately correct, and I have since had no good reason for changing my mind. These figures were obtained from normal school principals and from printed matter issued by the provincial educational authorities; and if these are not to be trusted, I fancy it will be a difficult task to arrive at anything definite regarding our educational system.

Objection is taken to certain deductions in the case of psychology, etc. It may be true that this subject is treated during fifty per cent. of the time reported under the heading "methods," but I see no reason for not assuming, on the other hand, that "methods" enter into the lectures on psychology to the same extent; and since these subjects necessarily overlap each other, it is assumed that the various principals of normal schools would have made special mention of the fact in case the psychology allotment was not correctly stated in their statistics. In every case they were asked to make suggestions, explanations, etc., for my guidance, and some did so, thus materially assisting in the work.

But even if Mr. McIntyre's contention be granted as true of all the provinces, I claim the facts would still justify my former conclusions; for what educator would claim that it is possible to provide in a few weeks or months thorough training in

psychology, history of education and other professional subjects, and at the same time extend the academic knowledge of the student-teachers, as is now attempted in many of the provincial normal schools?

These normal schools are doing as good work as can be expected under existing circumstances, but whether through a commissioner of education for Canada, or by some other means, I trust the day is not far distant when Canadians will be awakened to a realization of the grave mistake they are making in placing so many insufficiently-trained teachers in charge of the future citizens of our dominion.

Riverside, N. B.

H. P. DOLE.

Join a School Improvement League.

Children are so keenly conscious of environment and so susceptible to its effects that, next to the direct training afforded by the teacher, the surroundings during school hours form the most potent influence of education. This fact has not been generally recognized until recent years, and now organized effort to improve old conditions must be made if we are to insure the speedy establishment of model classrooms.

Sanitation is naturally the first reform that demands attention. We cannot expect our children to do good work in school unless they are well, and we cannot expect them to be well unless the building where they pass five or six hours a day is clean, comfortable, well ventilated and free from defective plumbing. But, after all precautions for the protection of health have been taken, the school-rooms may be bare, ugly, and in every way unattractive. Boys and girls are so intensely susceptible to impressions that they will unconsciously associate a distaste for study with confinement in a cheerless place bounded by forbidding blackboards, ugly walls and uncurtained windows. They must love school in order to do good work, and, as long as the classrooms are not more home-like than prison cells, they will feel little more attachment for the school than the felon feels for the jail.

It has been demonstrated that beautiful surroundings have not only a mental, but a moral stimulus. It is, therefore, manifestly a duty to make school-rooms restful and inviting. Upon whom, then, devolves this task? The schools belong to the people, and the people can make them beautiful, so beautiful that every pupil will feel a pride and interest in them.—*The April Delineator.*

School Gardens.

By PERCY J. SHAW.

Teachers who are intending to have a school garden will find it advantageous to start some of the seeds this month in window boxes. This may be done in the schoolroom or at the homes of some of the children. Such plants as asters, petunias, phlox drummondii and bachelors' buttons do well if started inside. It is important to have a good soil for the window box. A good soil for seeds is made by mixing equal parts of rich garden loam and fine river sand—such as the plasterer uses in mortar. Give the soil a thorough watering when the seeds are sown. Cover the top of the box with glass, or paper, or cloth, to keep the soil moist until the seeds come up. The less watering until the young plants appear the better. If they can be brought above ground with one watering, there will be the less danger of the soil baking or becoming sour.

The young plants will be better for being transplanted into another box before being planted out of doors; but if this cannot be done, they may be thinned in the seed box to give more room. They will be set in the garden when warm weather comes, usually after the middle of May.

Seeds of candytuft, calliopsis and poppy may be sown in the garden as soon as the soil can be worked in the spring, but most flower seeds are better not to be sown in the open until settled warm weather has arrived. The soil for the garden should be made fine and rich; well rotted manure, or compost, is the best material to apply, as it mixes well with the soil, and its plant food is quickly available.

Three of the best flowers to depend on for results in a school garden are shirley poppy, dwarf nasturtium and petunia. These may form the larger part of the planting, because they are surest. Other good flowers are candytuft, calliopsis, bachelors' button, mignonette, phlox drummondii, sweet elyssum and pansy. Three good vegetables are tomatoes (Earliana and early ruby), beets (early turnip and Crossley's early Egyptian) lettuce (Grand Rapids). The tomatoes should be started early in the window box or hot-bed and transplanted to the garden after June 10th or 15th. The beets and lettuce may be planted in the garden as soon as the ground can be worked in the spring. They will be ready for use by July.

An April Welcome.

Come up, April, through the valley, in your robes of beauty dressed,
 Come and wake your flowery children from their wintry beds of rest;
 Come and overblow them softly with the sweet breath of the south;
 Drop upon them, warm and loving, tenderest kisses of your month.
 Touch them with your rosy fingers, wake them with your pleasant tread,
 Push away the leaf-brown covers, over all their faces spread;
 Tell them how the sun is waiting longer daily in the skies,
 Looking for the bright uplifting of their softly-fringed eyes.
 Call the crow-foot and the crocus, call the pale anemone,
 Call the violet and the daisy, clothed with careful modesty;
 Seek the low and humble blossoms, of their beauties unaware,
 Let the dandelion and fennel show their shining yellow hair.

—Phoebe Cary.

Rural Science School, Truro.

Last month the REVIEW called attention to the summer school of science, which meets at Charlottetown on July 13th. On another page of this number will be found an advertisement of the Rural Science School, which is held at the Agricultural College and the Normal School, Truro, in July.

Not only should education have relation to the life which the pupil is to live, but it should, in a measure, grow out of the life he is now living. That is, the child's experience should be used in its education. Children are naturally interested in and gain experience through contact with the objects around them. "The world of nature is the chosen domain of the child's operations; it is the field of his enterprise, of his efforts at self-expression."

To be successful, then, as teachers, we must have an interest in and an acquaintance with the things which form the child's world, the objects around the school and the home, in the field and along the roadside. Every teacher who has had experience in teaching children has felt the need of more knowledge of these common things that she might be better able to take advantage of the children's interest in them for the general work of the school. It is to help the teacher obtain this knowledge, and to show her how it may be used in her work, that the summer school of science has been established. The school at Truro has the advantage of the

use of the fine equipments belonging to both the agricultural college and the normal school, and the co-operation of the staffs of these two institutions insures that both the educational and the industrial phases of nature study will receive due attention. The school is also to have the assistance of Mr. John Dearness, M. A., vice-principal of the London, Ont., normal school, and of Mr. C. L. Moore, formerly science master at Pictou academy, and now supervisor of schools in Sydney, C. B. This will be the second year for Mr. Dearness at the rural science school in Truro, and those who know of his valuable work last year, both as organizer and teacher, will be anxious to attend his classes again this year. Mr. Moore is favourably known throughout Nova Scotia as a biologist and teacher, and many of his former students will welcome this opportunity of studying with him again.

The course given at this school leads up to the rural science diploma, which qualifies the Nova Scotia teacher for an increased government grant. Travelling expenses to and from Truro are paid to Nova Scotia teachers attending the school.

Special attention is called to the Canadian Pacific display advertisement on page 291 of this issue with reference to excursion fares in connection with the Dominion Educational Association at Victoria, July next. The exact rate for ticket has not yet been definitely settled, but it is expected rate St. John to Victoria and return will be in the vicinity of one hundred dollars, and ticket will be good going and returning any northern route, and will permit of usual stop-overs, and can be made to read so as to take in both Victoria and Seattle, giving passengers the opportunity of visiting the Alaska-Yukon Pacific Exposition to be held in Seattle this summer. Tickets will be on sale the latter part of May, and will probably provide for a limit of at least three months. The educational advantages to be derived from such a trip will readily appeal to all teachers, and it is expected there will be a large delegation from the Maritime Provinces. Mr. W. B. Howard, the District Passenger Agent of the Canadian Pacific Railway at St. John, N. B., will give full particulars and information on application.

A child who was very unsavory was sent home. He returned the next session with this note: "Teacher, I know Johnnie ain't no rose! Don't smell him; larn him!"

Easter in the Schoolroom.

Easter ranks next to Christmas in importance as a season of joyfulness. It marks the turning point of the seasons; the blossoms begin to show themselves, the birds that migrated last fall are returning, and all nature rejoices at the return of spring. Let us infuse this feeling of rejuvenation to the fullest extent into the schoolroom through the means of plant life and suggestive drawings on the blackboard.

Picture on the blackboard some of the earlier birds that come to us, the robin, the bluebird, the sparrows; groups of pussy willows and other twigs, with an Easter lily, may be used to adorn Easter quotations, while an egg and chicken, so typical of the resurrection (ever since the time of the ancient Egyptian eggs have been typical of re-creation; the Persians have a legend that the world was hatched from an egg) may be used to decorate another corner of the board.

Easter Morning.

What's this soft, susurrant South Wind, whispering music
as it goes?
What the marvelous change occurring, whose full wonder
no one knows,
That has touched the vale and forest, painted all the land-
scape new,
And has dotted all the meadows with these flowers of
tenderest hue?
Early came the pink arbutus and the blue hepatica,
Dewdrops pendant on the bushes sparkle with the
diamond's ray,
While the bluebird's fluted carol, and the robin's breast
of red,
With the loosened, laughing brooklet, tell of Life where
all was dead.
Zephyr born, and pale and trembling, waves the shy
anemone,
All angelic in its vesture, and though frail as frail can be,
It repeats the inborn gospel that no weakest life shall
fail,
But immortal and in splendour shall through endless years
prevail.
Waning Winter, pale but shroudless, to his Northern
fastness flees,
His dominion fails and falters when these miracles he
sees;
For a Power beneath dead matter causes Light and Life
to shine,
That, however named or worshipped, must be hallowed
as Divine!
One with Him, whose touch of healing trickled thro' His
garment's hem,
In this many-tokened sermon—one with sacred Bethlehem,
And the purpose of the ages, and the wonders yet to be,
For it gives to Easter Morning and to Life the Golden
Key!—Joel Benton, in *Woman's Home Companion*.

The Star That Became a Lily.

Once a beautiful star came down to earth. For a long time it had watched the children at play in the green fields, and the star said. "I love those little red children. I should like to go down and live with them."

So one night the star shot down, down, till at last it stood out upon a big plain. The people in the wigwam village saw it, and ran to look at it.

"I have come, O good people," said the star, "to dwell with you on earth. I love to watch you in your wigwams. I love to see you make your birch canoes. I love to watch your children at their play. Tell me then, where I may dwell. It must be where I can see you all, and where at night I can look up to my home in the skies."

Then one chief said, "Dwell here upon the mountain top, where you can overlook the plain. The clouds will come down and rest upon the high peaks, and each morning you may greet the sun."

"Dwell here upon the hillsides," said another chief, "for there the flowers grow brightest and the sun is warmest."

"Dwell in the forests," said a third chief, "for there the sweet violets grow, and the air is cool, and the smell of spruce is in the air."

But the star thought the mountain was too far away, as it could not see the children from such a height, and it was they whom it wanted to be near. The hillside, too, the star thought, was far away, and the forest, it was sure, was too dark and dreary.

But one day the star saw a beautiful little lake. The water was very clear—one could see the skies and the clouds in it. At night the stars shone down into its waters. The water was soft and warm, and the star was pleased to see it ripple and dance. It liked to see the sunlight glimmer on the waters.

The children loved the lake, too; they played all day on its banks, and often paddled out upon it with their little canoes.

"I will dwell right here," the star said, "for then I can be near the children."

And so, when the sun had set, the star floated down upon the waters. It sent its rays away down beneath the waters; and the red children thought these rays took root, for the very next morning there was a beautiful lily upon the waters. Its roots reached away down into the rich earth, its petals were pure white, and it had a heart of rich yellow gold.

"No flower has a perfume so sweet," the children cried. Then they rowed out to look at it.

"It is the star," the children said; "it will dwell with us forever, and we will call it the Lily Star."

Then the children rowed back to the shore. They did not pluck the lily, but each morning they went to see it.

"Dear, beautiful lily," they would say.

By and by it opened wide its petals, and the air was filled with sweetness.

Then the other lilies grew up around it; and after a time these water lilies, or Lily Stars, as the children called them, were floating on the water of the lakes everywhere.—Dorothy Brooks.

For Friday Afternoons.**The Puzzle Column.**

(Selected from the *Woman's Home Companion*).

Studies in Botany.

Here are some elementary questions which will interest the botanical class of students, who, if they feel so disposed, might contribute a few similar queries of their own:

- Which is the most comfortable tree in winter?
- What tree prefers the ocean?
- Which is the most melancholy tree?
- Which tree is useful to the mason?
- Which tree would you term the dandified tree?
- Which trees go in couples?
- Which tree is a person?
- Which is the most active vine?
- Which is the most venomous flower?
- Which vegetable is dangerous to a boat?
- What tree is always in debt?
- What plants are used on railroads?
- What is a good protection against thieves?
- Which plants follow cats?
- Which is the homeliest tree?
- Which is the shoemaker's tree?
- Which plant is always angry?

A Quaint Old Rebus.

I'm a strange contradiction: I'm new and I'm old,
I'm sometimes in tatters and sometimes in gold;
Though I never could read, yet lettered I'm found,
Though blind, I enlighten, though free, I am bound;
I'm English, I'm German, I'm French, and I'm Dutch,
Some love me too dearly, some slight me too much;
I often die young, though sometimes live ages,
And no queen is attended by so many pages.

Industrious William.

A traveller trying to reform a lazy fellow with an aversion to labour, recounts his discomfiture as follows: "I asked Bill if he wanted to work, and he asked, 'Why should I work?' 'To earn money,' I replied. 'What's the use of earning money?' he said. 'To save it up,' I replied. 'But what do I want to save money for?' he asked. 'So that when you grow old you can rest,' says I. 'But I am growing old as fast as I wish now,' says he, 'and what's the use of working to rest when I can begin to rest right now?' I failed to convince him, but I got him to contract to just try for thirty days at sixteen shillings a day, but stipulated that he would forfeit twenty shillings for every day he idled. At the end of the month neither owed the other anything, which convinced Bill of the folly of labour."

And right here comes a very pretty problem such as those who solve puzzles love to tackle:

Can you tell just how many days Bill worked?

(Answers next or the following month).

Bright Birds.

(Three little girls wearing colours, blue, red, yellow.
A boy personates the crow).

I am a bluebird; on branches bare
I love to swing like a blossom fair,
And sing to people tired of snow
The prettiest songs of spring I know.

I am a robin "To wurtle, tu whit!"
Do I mind the cold weather? no, not a bit;
Gayly I'll carol and loudly shout
Till I coax the leaves and blossoms out.

My colour is like the buttercups;
I love to dance where the wild bee sups,
I know I've not much of a voice to sing,
But I carry a sunbeam on either wing.

I'm a jolly old crow, I'd have you know,
I've sung ever since I was born;
And as for farming, I can beat
The smartest at hoeing corn;
You don't think much of my music?
That's as much as some people know.
What sound is there in this noisy world
So sweet as the song of a crow?

Caw, caw, caw.

—Annie Chase, in *American Primary Teacher*.

Song of the Grass Blades.

Peeping, peeping, here and there,
In lawns and meadows everywhere,
Coming up to find the spring,
And hear the robin redbreast sing.
Creeping under children's feet,
Glancing at the violets sweet;
Growing into tiny bowers,
For the dainty meadow flowers.
We are small, but think a minute
Of a world with no grass in it.

—Selected.

Foreign Lands.

Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad on foreign lands.

I saw the next door garden lie,
Adorned with flowers before my eye,
And many pleasant places more
That I had never seen before.

I saw the dimpling river pass
And be the sky's blue looking-glass;
The dusty roads go up and down
With people tramping into town.

—Robert Louis Stevenson.

The Review's Question Box.

A subscriber asks: "How can rivers, lakes and mountains belonging to a certain country bound that country and the one adjoining it?" For example, the Great Lakes bound Canada on the south and the United States on the north, and still we know that, with the exception of Michigan, they belong to Canada. Then we have similar examples of rivers, as our own St. Croix and Restigouche; the Caucasus Mountains bound both Europe and Asia, and are spoken of as being among the mountains of Europe.

"Having seen so many questions answered in your REVIEW, I trust that you will make the above a little clearer."

It is scarcely correct to say that the great lakes, Superior, Huron, Erie and Ontario, "belong to Canada," as an imaginary line through the middle of these lakes forms the boundary. The same is true of border rivers. On mountains, a line joining the highest points or peaks is usually the boundary, so that, in the case of the Caucasus, the northern slope only would belong to Europe.

In reply to a correspondent who asks for authorities on the pronunciation of Chaucer's English: The standard works on this subject are: *Early English Pronunciation*, with especial reference to Shakespeare and Chaucer, by Alexander J. Ellis, F. R. S., F. S. A., London, Trubner & Co.; and *A History of English Sounds*, from the earliest period, with full word-lists, by H. Sweet, M. A., Oxford, the Clarendon Press. An abstract of Mr. Ellis's conclusions as to the pronunciation of Chaucer's English is to be found in the introduction to Professor Skeat's edition of the *Man of Lawes Tale*, printed by the Clarendon Press. This is very concise and satisfactory. The edition of the "*Prioresses Tale*," by Professor Skeat, uniform with this, contains a chapter on Chaucer's grammatical forms, metre and versification. These two little volumes furnish practically all the information necessary for the ordinary student's intelligent and appreciative reading of Chaucer.

A country teacher writes: "Perhaps the REVIEW can give some good reasons for the country schools having a vacation of only six weeks while those of towns and cities get eight. I have been asked this question several times, and have heard a great deal

of complaining about its injustice, which does not seem altogether causeless. I know I have yet to begin a school in August with the pupils all ready to come. This is due largely to the fact that in "berry time," and for other tasks during the busy season, the children are needed at home. It does seem they are better able to stand the confinement of the schoolroom, and more willing to come after another fortnight's work in the fields."

The REVIEW has never seen any sufficient reason why there should be a difference in the duration of the summer holidays in town and country. The country pupil spends six hours in school each day, while the city pupil has only five, and in addition there are several extra holidays throughout the year for city schools. While the country pupil has to trudge "unwillingly to school" in the hot days of August, his more fortunate cousin from the city has another fortnight for recreation. It may be that the work of the city scholar is more severe than that of his mate in the country; or it may be that the longer hours and fewer holidays in the country are better for children, and tend to make, as some people insist, the product of the country school a more capable factor in life than that of the city school. The younger children in the country consider their shorter holidays an injustice. Perhaps they consider their lot harder because they live in the country, and here possibly the seeds of discontent are sown, which bear fruit by their quitting country life as soon as possible and seeking the easier hours, the privileges and amusements of the city. In these days, when a re-action seems to be setting in in favour of the purer life of the country, it might be well to insist on equal rights for country children. The columns of the REVIEW are open to those who wish to discuss this question.

There is nothing in all the world so important as children, nothing so interesting. If you ever wish to go in for some philanthropy, if you ever wish to be of any real use in the world, do something for children. If you ever yearn to be truly wise, study children. We can dress the sore, bandage the wounded, imprison the criminal, heal the sick, and bury the dead; but there is always a chance that we can save a child. If the great army of philanthropists ever exterminate sin and pestilence, ever work out our race's salvation, it will be because a little child has led them.—*David Starr Jordan.*

Arbor Day Brevities.

(The teacher can introduce these facts into the exercises as she sees fit, letting each pupil give one statement).

Our country has made a great mistake in cutting down so many trees and spoiling our splendid forests. Trees not only make the earth more beautiful to look at and enjoy, but they do a great deal of good beside.

Forests affect the climate of a country. They prevent extremes of heat and cold, and the sudden changes in weather that spoil the crops.

Forests help the farmers. They form a wall that protects the growing crops.

More rain falls every year in the forests than in the open field. One-tenth of this rain is caught by the leaves and held, and then dropped down afterwards to the earth gradually. This is better for the soil than if it all fell upon the earth at once.

The carpet of leaves in the forests makes the earth there like a sponge, and it takes up the rains and melting snows and holds them and lets the moisture down into the soil, little by little. This spongy leaf mould keeps the earth from freezing so hard there so that it can take up the rain.

Old limbs and trunks of trees and big roots that stand out on the surface stop the water that comes pouring down the hillsides and slowly fills the springs and rivers.

When the forests are cut down and the ground burned over, the leafy sponge-like mold is burned too, and the melting snows and rainfalls rush down the hills and do great harm.

Large roots of trees will push their way under ground and into rocks and make little hollow places for the water to run through, and that keeps the springs open all the year.

If trees are planted in sandy deserts, by and by good soil will be formed, where other things can grow. Then people can live in these places.

Trees make the air purer. The leaves take the impure air which we breathe out. They make it over in their little cells and give it back to us pure air again.

Trees give out a good deal of moisture. A town or city without any trees would be a great deal hotter and drier in the summer time.—*Selected.*

A small herd of yaks is to be sent to Canada as an experiment, in the expectation that they will thrive in the Canadian climate north of Lake Superior.

CURRENT EVENTS.

Bolivia will soon be connected by railway with the navigable waters of the Amazon. The Atlantic port will be two thousand miles from the sea, for which distance the Amazon and its tributary, the Madeira, give an unbroken stretch of navigable water with a depth of twenty-five feet at the shallowest part.

Six thousand bushels of wheat, three thousand bushels of barley and six hundred bushels of oats are said to have been raised by one man last year in the Peace River district, and the grain was of excellent quality. This goes to prove that the wheat lands of Alberta are not confined to the southern belt.

An expert states that the lately discovered iron mines at Bathurst, N. B., are the largest and most valuable deposit of iron ore in the Dominion.

A consular report comes from China to the effect that the Dalai Lama has asked the permission of the Chinese government to raise a loan for building a railway from Lhasa to British India; and yet it is but a short time since Thibet was almost an unknown land, which a foreigner might enter only at the risk of his life.

The dried fish exports of Labrador in 1907 were valued at a hundred thousand dollars, but last year they had fallen off one-fifth.

A new lock just completed at St. Andrews, sixteen miles north of Winnipeg, gives the latter city communication by water with the shores of Lake Winnipeg for a distance of two hundred miles. Large vessels can be used, as the dam at St. Andrews deepens the Red River above it all the way back to the city.

The tea planters of India are urging the government to protect the forests for the sake of the water supply. In this connection they ask that the protection of wild elephants be discontinued, as the elephants destroy the young growth of the forest.

A German botanist has found that mosquitoes can be destroyed by the growth of a certain tropical plant in stagnant waters. It covers the surface of the water so completely that the mosquito larvæ cannot come to the surface to breathe.

The largest vessel of the Newfoundland sealing fleet this year goes equipped with wireless telegraph.

Fatigue has been shown to be a poisoning of the body through the accumulation of waste products under certain conditions. German chemists have found an antidote, which may be injected to neutralize this poison and prevent injurious effects. Nevertheless, old-fashioned people will prefer to rest when they are tired.

More than one hundred and twenty thousand immigrants arrived in Canada in 1908. There are indications that the number coming this year will be as great.

A flight of five miles has been made by an aeroplane at Baddeck, Cape Breton, where experiments

have been carried on for a year or two under the direction of Prof. Graham Bell. It is the first successful attempt to fly that has been made in Canada with a machine heavier than air, the earlier flying machines made at Baddeck having flown but a short distance and proved more or less unmanageable.

Preliminary surveys for a route for the proposed Hudson Bay railway are completed, and there was found no obstacle to a comparatively cheap and easy construction of the line. The alternative routes to Fort Churchill and to Port Nelson have been surveyed; and it is found that the latter lies through a better country, the last hundred miles of the Churchill route showing no land fit for cultivation. The approach to Port Nelson by sea is shallow, and would require dredging for nearly ten miles; nevertheless, this is thought to be the preferable route. The surprising statement is made that a canal could be made from Hudson Bay to Lake Winnipeg, along the Nelson River, and thence along the Red River to Winnipeg, so that ocean-going steamers might load there, giving the western provinces the immense advantage of direct shipment to Europe.

The World's Parliamentary Congress will meet in Ottawa next August. There will be delegates from the Russian Duma, from the new Turkish parliament, and from the older parliaments of Europe, as well as from the legislative bodies of the several American republics, and possibly others from Asia and Africa.

The members of the Hague tribunal, who will meet next year to settle the Newfoundland fishery dispute, have been selected. They are Dr. Lamash, of Austria, who will act as president; Dr. Drago, of the Argentine Republic; Jonkher de Savornin Lohnman, of the Netherlands; Judge Gray, of Delaware; and Chief Justice Fitzpatrick, of the Supreme Court of Canada.

The solar electric generator is a newly-invented machine designed to generate electricity directly from the rays of the sun, and store it for lighting and for small power plants. Its inventor is George S. Cove, a resident of Boston, who has also invented a plan for developing power from the tides of the Bay of Fundy, which promises to be of great value.

A new material, made chiefly of paper, has been used in Germany in the construction of an air ship. It is very light, very rigid, can be manufactured cheaply, is fireproof and proof against damp, and is said to be more durable than steel.

A new invention designed to prevent collisions at sea depends upon the fact that sound travels at about one thousand feet per second, while the action of the wireless telephone is almost instantaneous. When the navigator receives the electric signal, he need only note how much time elapses before the sound reaches him through air or water, and so estimate the distance of the ship from which

the signal comes; or the dial of his instrument may be made to show distance instead of time. When the signal is next heard, he knows whether the distance has increased or diminished, and thus is notified if there is danger of collision.

An interesting alteration in the official flag of the Commonwealth of Australia has been authorized. In future, the big Federal star in the flag will be seven-pointed, instead of six-pointed, as at present. Six of the points represent the states, and the seventh the territories of the Commonwealth.

Who owns Spitzbergen? The question is to come before an international conference in Christiana. Norway claims the island—or, rather, group of islands—on the ground that for the last hundred years the coasts of the archipelago have been mainly frequented by Norwegians; but it was discovered by the Dutch in 1596, and the Russians claim it by right of an earlier discovery.

Following a rule now in force in Great Britain, the militia department at Ottawa has ordered that hereafter the Royal Standard be used only when the King or Queen is present, or when a member of the royal family is present representing the Sovereign. Formerly there were certain stations in Canada, including the fortifications at Halifax, at which it was correct to fly the Royal Standard on certain days in the year. Now the correct flag for every day will be the Union Jack.

The railway from Cape Town to Cairo will probably be completed within three years. It will be the longest railway in the world, having a total length of about 6,400 miles.

Some time ago a workman in the province of Quebec discovered a process of tempering copper, and a carriage with copper springs made by him was shown at the Columbian Exposition at Chicago. He is said to have died without disclosing his secret. Now it is claimed that a man in New Jersey has discovered a similar process. This is one of the lost arts of the ancients; and the fact that it was known to the ancient inhabitants of America, as well as to those of the Old World, helps to support the theory that there was intercourse with Asia, by way of Behring Sea, long before Columbus discovered America.

The annexation of Oeno Island, a small island in the Low Archipelago, northwest of Pitcairn Island, is reported by the British consul at Tahiti. Another and more important extension of British territory, or of British influence, is the annexation of three Siamese states, with a combined area of fifteen thousand square miles, to the Malay Federated States which are under British rule.

It is again reported that there is a race of dwarfs on the upper Amazon, of unknown language and history, and with an average stature of not more than four feet, and form and features that might be likened to the brownie pictures with which we are familiar. A recent traveller claims to have seen as many as five thousand of them at one place.

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Principal, Agricultural College, TRURO, N. S.

The Dominion Government has prohibited the manufacture, importation and sale of all patent medicines containing cocaine.

A French discoverer announces the discovery of two new planets situated beyond the orbit of Neptune.

The English expedition under Lieut. Shackleton, which left England in 1907 for a voyage of exploration in the Antarctic regions, has reached New Zealand on its return. The explorers were equipped with a motor sledge, and a number of dogs and Siberian ponies. They succeeded in finding the south magnetic pole, and reached a point within one hundred and ten miles of the South Pole. Eight mountain chains were discovered on the Antarctic continent, and some valuable scientific observations made.

They use the telephone in fishing on the coast of Norway. The instrument, which is lowered into the sea in a water-tight box, is said to give a whistling sound when herring approach, and a very different sound if cod are near.

Canada's representatives took a leading part in the conference at Washington upon the conservation of natural resources. The maps and plans sent by the Canadian government to the conference were of so much value that they will probably be laid before an international conference at the Hague, which may be called at ex-President Roosevelt's suggestion to consider the same subject.

"The New Master."

(Story written on the Supplement picture in the EDUCATIONAL REVIEW for March).

Once long, long ago, there lived a man by the name of John Jackson, who was a great hunter.

One day, while he was hunting, he got his leg broken, and shortly after died, leaving his hounds and hunting apparel to the care of his little grandson, Carl Jackson.

Carl was a bright little lad of seven years, wearing long golden curls, which hung down over his shoulders.

One fine day this little fellow robed himself in his hunting gown, and, with whip in hand, started for the dog kennel.

The dogs know Carl when he enters, as he has been about the kennel before with his grandfather. They also appear to know that it is their kind old master's hunting dress, as they are smelling and sniffing around Carl in a very doubtful manner.

The older dog of the group is standing in front of the new master looking very sad and thoughtful; he seems to know that something has happened to their good old master who used to tend them so tenderly.

UNA MOSHER (age 11 years).

Lower Stewiacke, N. S.

Pardon my neglect in not renewing earlier my subscription to your valuable REVIEW, which is more interesting than ever.—S. A. F.

Jack in the Pulpit.

The following pretty and appropriate spring poem, a portion of which is published in the New Brunswick Series, Third Reader, and credited to John Greenleaf Whittier, is in another collection of poems said to be "edited by J. G. Whittier." An Ontario reader of the REVIEW says he has sought it unsuccessfully in several editions of that poet. Can any one enlighten us as to its real authorship?

Jack in the Pulpit
Preaches to-day,
Under the green trees
Just over the way.
Squirrel and song-sparrow
High on their perch
Hear the sweet lily-bells—
Ringing to church.

Come, hear what his reverence
Rises to say,
In his low, painted pulpit,
This calm Sabbath day.
Fair is the canopy
Over him seen,
Pencilled by Nature's hand,
Black, brown and green.
Green is his surplice,
Green are his bands;
In his queer little pulpit
The little priest stands.

In black and gold velvet
So gorgeous to see,
Comes with his bass voice
The chorister bee.
Green fingers playing
Unseen on wind-lyres,—
Low singing bird-voices,—
These are his choirs.

The violets are deacons;
I know by their sign
That the cups which they carry
Are purple with wine.
And the columbines bravely
As sentinels stand
On the look out, with all their
Red trumpets in hand.

Meek-faced anemones
Drooping and sad;
Great yellow violets
Smiling out glad;
Buttercups' faces
Beaming and bright;
Clovers, with bonnets—
Some red and some white;
Daisies, their white fingers
Half clasped in prayer;
Dandelions, proud of
The gold in their hair;

Innocence,* children
Guileless and frail,
Meek little faces
Upturned and pale;
Wild wood geraniums,
All in their best,
Languidly leaning
In purple gauze drest,
Are all assembled
This sweet Sabbath day
To hear what the priest
In his pulpit will say.

Look! white Indian pipes
On the green mosses lie!
Who has been smoking
Profanely so nigh?
Rebuked by the preacher
The mischief is stopped,
And the sinners, in haste,
Have their little pipes dropped.
Let the wind, with the fragrance
Of fern† and black-birch,
Blow the smell of the smoking
Clean out of the church!

So much for the preacher:
The sermon comes next;—
Shall we tell how he preached it,
And what was his text?
Alas! like too many
Grown-up folk who play
At worship in churches
Man-built to-day—
We heard not the preacher
Expound or discuss;
But we looked at the people
And they looked at us;
We saw all their dresses,
Their colours and shapes,
The trim of their bonnets,
The cut of their capes;
We heard the wind-organ
The bee and the bird,
But of Jack in the Pulpit
We heard not a word!

* Bluets (*Houstonia cœrulea*).

† Probably the so-called sweet fern (*Myrica asplenifolia*) is meant.

The cotton crop of Uganda last year was worth about two hundred and fifty thousand dollars of our money; and in five years' time Uganda will have become the chief cotton growing country in the British dominions. A great exhibition of native products was held there recently, in which the native tribes for hundreds of miles took part, and at which a number of native kings and powerful chiefs were present.

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However regular the ventilation of the classrooms may be, it does not obviate the necessity of their thorough airing when the pupils have been dismissed. The ventilation which is effected during the presence of the pupils amounts, in fact, only to a constant dilution of the ventilated air, while airing by the opening of the windows on the two opposite sides of the room completely changes the air of the room. In default of ventilation, the least that can be done to lessen to some slight extent the evils of the present situation would be to adopt the rule laid down for the schools of Dresden, Germany. At the end of each hour of occupation the classrooms are emptied for some minutes (five to ten), and during this time the windows are thrown wide open. Class is then resumed with a

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completely renewed atmosphere. The teachers in the Dresden schools bear testimony to the good results of this practice. The pupils do more work and at the close of the day display much less lassitude than formerly.—*Report of the Board of Health of Quebec.*

Little Recitations.

Chickens creep from out the shell;
Every day the leaves appear;
Spotless lily sways her bell;
Wake, for Easter Day is here!

Just a few short weeks ago,
There was cold and ice and snow.
Now, beneath the touch of Spring,
Earth awakes and everything
Seems to rise, and grow, and sing.

Manual Training Department.

By F. PEACOCK.

Industrial Education.

As a people, there is nothing in which we take a juster pride than our educational system. It is our boast that every boy and girl has a chance to get a school training. Nevertheless, our school system has been very deficient on the side of industrial training, the training that fits a man for the workshop and the farm. We have tended to regard education as a matter of the head only, and the result is that our boys and girls have been trained in merely literary accomplishments, to the total exclusion of industrial, technical and manual work—and in real life most work is industrial. Book-learning is very important, but it is by no means everything; and we shall never get the right idea of education until we definitely understand that a man may be well trained in book-learning and yet, in the proper sense of the word, and for all practical purposes, be entirely uneducated; while a man of comparatively little book-learning may nevertheless, in essentials, have a good education.

This lack which has existed in our educational system is a serious one, for no one can look at the peoples of mankind, as they stand at present, without realizing that industrial training is one of the most potent factors of national development; and manual training, which goes far towards supplying this want, has been introduced none too soon, and should receive the enthusiastic support of all progressive and patriotic citizens.

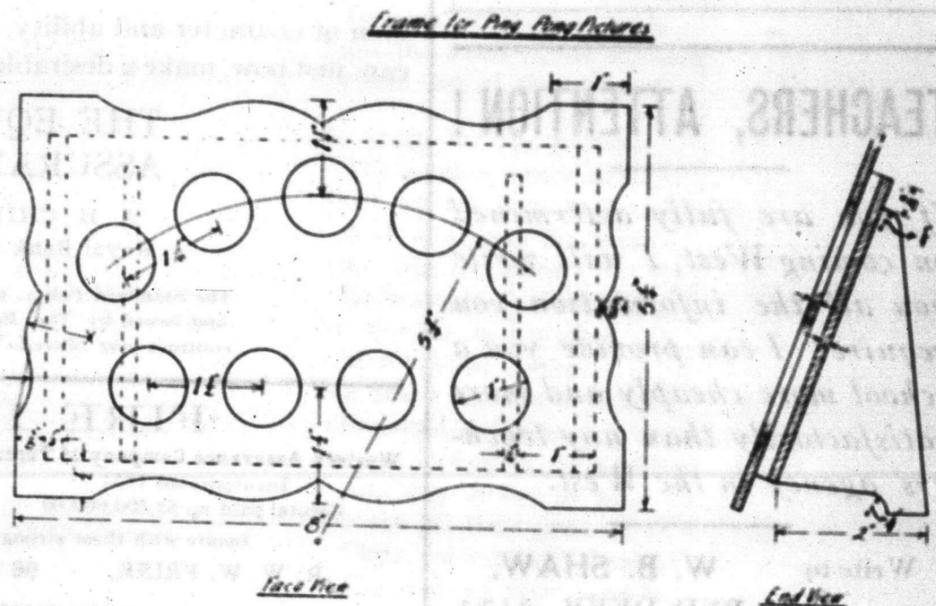
Manual Training in Maine.

Manual training has been living and growing in Maine since 1893, and it has had government aid since the legislature, in 1901, passed an Act for the purpose of encouraging it in the public schools. The manual training movement had its beginning, as far as this state is concerned, in Portland, through the public spirit of Mayor Baxter, who contributed his entire salary towards the cause in the year it was established in his town. Soon after this Mr. S. D. Warren, of Boston, offered to buy a manual training equipment for the schools

of Westbrook, and to pay the teacher's salary for one year if the city school board would agree to continue this salary for two years. The offer was accepted, with the result that manual training was firmly established in Westbrook.

Thus a number of the early schools were established through the liberality and foresight of single individuals. But gradually the local boards have come to see the value of manual training, and since 1901 it has had state aid, so that now there are more than a dozen large and effective centres of industrial training.

Perhaps Bangor has one of the best equipped departments in the state. It was established in 1904, and courses were provided in paper-folding, cardboard construction, raphia reed, woodwork and sewing; the work being taken, in some form, by all the students in grades one to nine inclusive,



with mechanical drawing for the high school students. Later a household science department was opened for the girls; and lathes were installed in order that the boys might supplement their carpentry with a course in wood turning.

A Useful Model.

A useful and necessary piece of furniture in any study or library is a magazine rack. A simple, yet ornamental, one can easily be made by students who have completed the first few models in our course. Take half inch whitewood, pine or bass (preferably whitewood) and rip out six slats that will finish $3\frac{1}{2}$ inches wide by $2\frac{1}{2}$ feet long. Work up with saw, plane and spoke-shave, making one end of each semicircular, and leaving the other square. Rip out and finish four shelves one foot wide and 18 inches or 20 inches long. Fasten

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slats to ends of shelves with round headed screws. Fairly long screws should be used, and brass is preferable. The middle slats on each side may be left highest, or slats may be varied in height to suit fancy of student. This model gives an excellent exercise in spoke-shaving, and lots of practice in handling a plane, and sawing to a knife line—tools that must be mastered by every beginner. This model serves well as a starting point for the pupil to do a little designing for himself. The lower ends of the slats forming the ends might be shaped. Straight lines might be used in their tops instead of curves. Width and number of slats might be varied, also their length and the length of the shelves. By making the shelves wider and closer together a music rack could be evolved; and by making them narrower and farther apart a neat book stall can be produced. Carving might also be introduced in connection with these slats. The model also furnishes a nice drawing exercise, which is an important part of manual training.

The accompanying cut of ping pong frame was kindly furnished by Mr. F. J. Patterson, manual

training teacher of Sussex and Hampton. The stock required is almost any wood that will take a good polish. Care is necessary to avoid splitting thin wood in boring. It is advisable either to use a centre bit or to make an opening with a twist bit to receive the screw of the auger, if the latter is used. Ogee curves may be set out by the use of templets made of cardboard. The back is fastened on with glue and nails—easel backs having first been fastened to backs. The pictures are pasted on a bit of thin card and covered with thin glass.

Mr. M. A. Stein, the leader of the Indian government expedition to Central Asia, has returned after an absence of three years, having made discoveries of the greatest interest in the long abandoned regions of the central desert. One of the most profitable finds was a cave literally filled with ancient manuscripts, paintings and other Buddhist remains, which had been walled up for safety. The ancient Chinese trade route which he followed, through a region now without inhabitants, seems to have been abandoned about the beginning of the Christian era.

SCHOOL AND COLLEGE.

King's College encenia this year will be held on April 29th. Dr. M. A. B. Smith is the alumni orator, his subject being "The University, Past, Present and Future."

The sudden death, from heart failure, of Mr. David L. Mitchell, B. A., so soon after his appointment as inspector of schools for York, Sunbury and Queens, N. B., will be heard with regret. He passed away at Taymouth, York County, on the 10th of March, after but six months of duty as inspector had been completed. He was a graduate of the University of New Brunswick, was a quiet, studious man, and had filled several important positions as teacher in the province.

Mr. R. D. Hanson, B. A., principal of the Chatham, N. B., grammar school, has been appointed inspector of schools for York County and portions of Queens and Sunbury, the position held by Mr. D. L. Mitchell, recently deceased. Mr. Hanson has had nearly twenty years' experience as a teacher in New Brunswick schools, is a graduate of the University of N. B., and is in the prime of life. He is in every way capable for the position to which he has been appointed.

A number of friends of Professor Walter C. Murray have decided to present him with a testimonial before he removes with his family to Saskatchewan. He will return to Halifax early in April before going West to permanently reside.

Rev. Dr. Boulden, president of King's College, Windsor, N. S., has initiated an interesting educational experiment of imperial interest by which an exchange of professors will be made between King's College and St. Augustine's College, Canterbury, for the collegiate year commencing next September. Rev. Canon Vroom, of King's, will go to England, and Rev. Sub-Warden Cartwright, of Canterbury, will come to King's. Dr. Boulden thinks this exchange will be of great advantage to lecturers, and believes the principle might with advantage extend to other institutions.

Sydney and Kentville, N. S., are moving in the matter of erecting new academy buildings.

Dalhousie University has been offered a free site for buildings in the town of Dartmouth, N. S., with an intimation that a sum of \$100,000 will be granted should Dalhousie be removed there from its present location in the city of Halifax.

The teaching staff of the Milltown, N. B., schools recently presented Mr. W. G. Graham, the secretary of the board of trustees, with a handsome gold-headed cane as an appreciation of his services.

Mr. J. A. Armstrong, B. A., for five years past the principal of Sydney, N. S., Academy, has resigned his position. The board of trustees, in appreciation of his services, voted him a gratuity of three months' salary.

The consolidated school building at Kingston, N. B., was totally destroyed by fire on the night of March 14th, together with its equipment, valued at \$2,000. There was \$13,000 insurance on the school building and furnishings. The loss of the school and the consequent want of educational privileges for a time will be severely felt by the people of Kingston and the neighbourhood. The build-

ing, which was erected in great part by the liberality of Sir William Macdonald, cost \$25,000.

Mr. Jas. Vroom, M. A., the editor of Current Events of the REVIEW, has been appointed secretary of the school board of St. Stephen, successor to the late Mr. L. A. Mills. It may be stated that the acceptance of this position by Mr. Vroom will in no way interfere with his contributions to the REVIEW, which have proved so acceptable to its readers for many years.

Mr. N. Foster Thorne, Mayor of Woodstock, N. B., and editor of the Carleton *Sentinel*, died February 24th of typhoid fever at the early age of twenty-nine years. Mr. Thorne taught for several years in Albert and Westmorland counties, and at Woodstock, and was a young man with a most promising career of usefulness before him.

BOOK REVIEWS.

All teachers who are thinking of going to the Summer School of Science at Charlottetown in July should read Miss Montgomery's charming story, "Anne of Green Gables." The scene is laid chiefly in a country district of "the Island," as its people proudly call it, but partly in Charlottetown, and at Prince of Wales College, the very spot which is to be the home of the school. The descriptions bring back many delightful recollections to those who have visited the Island province, and must hold out a pleasing lure to all who are yet ignorant of its beauties. "Anne of Green Gables" is the best story of Canadian school life that has yet been written, as far as our knowledge goes.

McIntyre's system of writing seems to be gaining ground in every direction. Only recently, McIntyre's "Practical Penmanship" books have been authorized for the province of Quebec, while McIntyre's "Freehand Practice Copy Books," which are being published in eight numbers, have been authorized for the province of Manitoba. While the authorization of these books means a large sale in Quebec and Manitoba, it is equally gratifying to find that McIntyre's books are being used more or less in every province throughout the Dominion. It would not be fair to compare them with the ordinary old style copy books, which still hold sway in very many schools. They are, rather, intended, as the name implies, as practical copy books, and contain, at the head of each page, directions for practice. The new series contain seventy-two pages, fully three times as much matter as is contained in many of the old style copy books, and are supposed to be used in connection with practice paper. Their use outside the provinces in which they are authorized is confined almost entirely to teachers who give special attention to the subject of writing, and who expect that the freehand practice copy book will give better results than can be secured in any other way. These new books retail at ten cents each. (Copp Clark Co., Ltd., Toronto).

The teacher who helps his scholars to good wholesome literature, either from his own stock of books or in the selection of a school library, is exerting an influence that is far-reaching. In the course of a recent inquiry of the reading of boys in a certain city, it was brought to light

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Full particulars learned on application to the Secretary, **J. D. SEAMAN, Charlottetown, P. E. I.**

that fully seventy per cent. were reading the light literature supplied by the weekly newspaper and magazines, which contain only short stories and a mass of absolutely unconnected scraps and tit-bits of information. A second fact was that not fifteen per cent. of the boys were reading Sir Walter Scott. The "continuous readers" of Scott's works, now published at a low price, illustrated, and provided with introduction and notes, form an admirable course of reading for boys. (The Legend of Montrose, price 1s. 6d. Adam & Charles Black, Soho Square, London).

Lovers of that rare nature book, Gilbert White's *Natural History of Selborne* will be pleased to learn that a low-priced and neatly-illustrated edition of selections from it has recently been published, with introduction, notes and glossary. It has been said of White's book, "that it is the only work on natural history that has attained the rank of an English classic." This, with the fact that he was a patient, accurate observer of nature at first hand, gives to the work a double value. (Price 30 cents. The Macmillan Company of Canada, Toronto).

"Church Work," of which Rev. C. W. Vernon is editor, has just brought out a special illustrated King's College number, containing excellent cuts of the college buildings, faculty and famous students, with numerous interesting articles on our oldest university and its work.

An April Serenade.

My love is like the river,
The April river, sweet,
That gathers in the mountain,
And murmurs at your feet;
'Tis fullest in the spring time
With joys that overflow—
When pride and cold estrangement
Are melted, like the snow.

My love is like the blossom,
The April blossom, dear,
Betrayed by fragrant blushes,
Because the sun is near;
'Tis sweeter for the winter,
That wrought its long delay
And nursed its fire and yearning
For perfect bloom to-day.

My love is like the robin,
The April robin, love,
That tunes the bush and scatters
An arc of song above;
For now, in mating springtime,
It sings the sweeter song,
Because of all the silence
That held it mute so long!

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