

Educational Review Supplement, March, 1911



GOING TO SCHOOL

—From a Painting by Mlle. J. Böle

PAGES

MISSING

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

Mr. Banks, who writes on "Our Birds" in this number of the REVIEW, has been a close and sympathetic observer his whole life of these friends of ours. He has followed them into their haunts with a love for them and a desire to know more of their ways. In the series of articles that will follow during the spring and summer our readers may feel confident that they are getting the results of a long and careful study of birds from one who knows them and wishes others to know them. Any ques-

tions about birds will be cheerfully answered by Mr. Banks through the REVIEW.

This month's supplement picture will furnish a subject for the children to write a story about. Is the girl on her way to a city or a country school? Does her dress indicate a March or a May morning? Her satchel is not overloaded with books, and there are suggestions that the basket may contain a dainty lunch prepared by mother;—and there are other hints from the picture that will enable the children to write a good story.

A circular has been sent from the Education office of Nova Scotia to the schools of the Province, inviting them to contribute to the cost of the Memorial Tower, now being erected near the city of Halifax. This tower is to commemorate the meeting of Nova Scotia's first legislature, October 2nd, 1758, the first colonial parliament in the British Empire. Contributions may be made by the children in sealed envelopes, to be sent to the inspector before Empire Day.

The April REVIEW will be an Arbor Day and Bird Day Number. Let us all realize that birds and trees give us a brighter, richer and better world. Let the teacher now begin to make plans for a useful Arbor Day programme.

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Imperial Educational Conference.

The government of Nova Scotia has appointed Professor Robert Magill, of the University of Dalhousie, as an additional representative of the Province to act in association with Dr. A. H. MacKay, Superintendent of Education, at the quadrennial Conference of the Education Departments of the Empire, to meet in London the last week in April. It is to be hoped that the other provinces of Canada will be as well represented as Nova Scotia. The educational problems of the empire are scarcely less important than the subjects that will demand attention at the Colonial Conference of premiers a few weeks later. The closer linking of our educational interests with those of the Empire should not be a matter of indifference to Canadians. It will be a stimulus to our future development to have our educational leaders meet and confer with those from various parts of the Empire. Canada needs the very best that the Empire has to give her in experience and practice, and it is wise to put ourselves in the way of obtaining whatever the conference may have to give. On the other hand, Canada, in its own educational experience, should have something worth giving to other portions of the Empire.

School Houses as Social Centres.

There are many places in which the public school house is used as a social centre, as well as for the educational, recreational and political purposes of the whole neighborhood. And why should it not be so? The public school building, used exclusively for the education of children, is not fulfilling its purpose. It should be used for the educational and social needs of the whole community, and not be open for five or six hours daily, but for eight or ten hours, or more if required. It could be made a free lecture centre, an art gallery and a library for the education of children and older people in the various communities. Its attractions should outweigh those of the saloon or moving picture theatre, and render unnecessary these and their objectionable features. Why do not our communities, our boards of school trustees, our teachers, unite their forces to make a more general and generous use of school rooms

English Literature.

BEATRICE WELLING, B. A.

(Concluded.)

Our poets, from Spenser to Longfellow, have all journeyed far into the Elysian fields of fable; and when Byron calls Rome "the Niobe of nations" and Wordsworth longs to have sight of Proteus rising from the sea, and hear old Triton "blow his wreathed horn," they speak a language which cannot be appreciated by the student who has made no voyage of his own into that enchanted country. Milton's Ode on the Morning of Christ's Nativity alone contains fifteen allusions to mythologic lore, and who will say that the pupil who has never read enough to know anything of the grace and beauty of Greek and Roman polytheism can possibly feel the exquisite pathos, the simple grandeur of the following:

The lonely mountains o'er,
And the resounding shore,
A voice of weeping heard and loud lament;
From haunted spring and dale,
Edged with poplar pale,
The parting genius is with sighing sent;
With flower-inwoven tresses torn,
The nymphs in twilight shade of tangled thickets mourn.

In view of the facts of literature it seems a great pity that we send our young people from the high school which completes the education of many of them out into society and life with no knowledge whatever of those grand old myths about the Olympic deities and the poetic aspirations of ancient empires which still breath "the freshness of the early world." It is highly improbable that these students, unless of literary bent, will ever derive much real pleasure and benefit from poetry because it contains too much which gives them the uneasy feeling of non-comprehension. But can we add such an impractical subject as mythology to the already crowded curriculum of our schools? Certainly not. But where will you find the child from six to twelve years at least who is not caught by a fairy-tale, and where can we find fairy-tales so justly famed, so wonderful as these? If this universal love of the unusual in children and the quickness of their memory for what interests them could be taken advantage of by the placing of some of the most famous myths, simply and charmingly told, through the Readers, or even if the

teacher who has a recreation hour on Friday afternoon would make it a point to read or tell some of them to her scholars, I believe the effect on their English literature course a few years later would be highly satisfactory. What could the high school teacher who has no time for this do? He can procure three or four good volumes of mythology for the school library, and insist that his pupils read them as a part of their English course. If he insist that pupils in Grades VI, VII and VIII also shall read them, so much the better,—the effect on them will probably be better than on the scholars of the higher grades, the latter having passed the age of credulity and having come to feel themselves somewhat superior to legends. Even they, after reading Bulfinch's "Age of Fable," or the "Beauties of Mythology," will not be apt to tell you that "Apollo was a sort of god who was supposed by the Romans to drive the chariot of the sun," accompanying the information with a smile of lofty contempt.

To summarize: If our high school pupils are weak on words, let us insist that they add to their list of books a small pocket dictionary and use it for every lesson; let us take the necessary time to set their tangled ideas straight on the subject of punctuation and figures of speech; let us endeavor to put in their way some attractive and fuller information on mythology, and see if that dull, unresponsive, spiritless class of ours will not wake up under this treatment to take a more lively interest in Gray's "Progress of Poesy."

But all that we have said chiefly concerns the teaching of words and not of the thought, which is the very soul of prose or poem. In literature we are dealing with two great factors, words and the thoughts behind them, but if we have done our duty in teaching words as thoroughly as they ought to be taught, the natural intelligence of the pupil can safely be trusted, with very slight guidance, to understand the thoughts which they convey. Teach the technique of literature, and when you have a class which really understands words and their uses you will have no necessary but painfully inadequate explanations to make, and can leave to their young imaginations the beauty and the largeness of the informing thought.

It seems to me if there is one fault which ought to be avoided in all lessons, but most especially in a literature lesson, it is dryness. There is a great

temptation to teachers sometimes to introduce bits of knowledge, seemingly very important, but so dry and uninteresting that they can transform a piece of prose or poem, which ought to be a refreshing oasis in the school day, into a positive desert. For instance, one does not need to be very observant of children to know that there is scarcely anything which has more power to interest them than biography. The doings of real men and women have a strong fascination for them. But it has to be administered in the proper form. When the author was born, when he died, where he went to college, when he took his degree, what public opinion said of him during his lifetime and after his death, when the extract under consideration was written, what its chief merits are,—these do not interest children. I suppose we have all at one time or another been members of the listless, covertly yawning classes who have had to learn these things; and, after all, what do they matter in comparison with that stirring incident of the author's youth which draws attention to himself as a boy,—as a man.

Many poems have an historic setting which is a great lever for the teacher. When it is well emphasized the lesson is invariably forcible. The Battle of the Baltic, After Blenheim, and even much more difficult poems, such as Gray's Bard and Dryden's Alexander's Feast, are sure to interest pupils familiar with the history to which they refer. After studying chivalry and the feudal system in the world's history, how much more appealing do Sir Walter Scott's martial ballads and all the wealth of mediæval literature become.

Come away, come away,
Hark to the summons!
Come in your war-array,
Gentles and commons.
Faster come, faster come,
Faster and faster,
Chief, vassal, page and groom,
Tenant and master.

Lastly, from experiences as a pupil, I would say that the successful teacher of English must realize the power over his scholars of his own appreciation and encouragement. The most excellent lesson, showing every interest in the theme, but aloofness from the class, will not accomplish as much as a simple talk from a teacher who is willing to show keen personal interest in his pupils and to respect

their opinions when given. In all other subjects his word is law, his ideas paramount, but in the English period he must lay aside—not dignity—but superiority, if he wishes to reach “the genial current of the soul.”

In view of the fact that this is Canada's commercial age and that rapid physical development in any nation opposes literary culture, it behooves the modern public school and its teachers to count no factor trifling which can aid in giving the rising generation of Canadians a true love for that English tongue and literature which is their national heritage.

Our Birds.—When They Arrive.

J. W. BANKS, ST. JOHN, N. B.

A record of the migrations of birds will show with what remarkable precision they return in the spring to their summer homes. A cold, northerly wind or a severe sleet storm may detain them a day or two. Birds do not move rapidly when migrating in the day-time. Insect-eating birds, such as fly-catchers, warblers, vireos and others, fly from tree to tree, feeding and resting. During the night their flight is continuous. The larger birds, such as herons, geese and ducks, are known to cover six hundred miles in continuous flight.

One afternoon during the first week in April, the air was clear and the sky slightly overcast. From an elevated position near St. John a glance skyward revealed a number of birds flying northward. They were high overhead. As I looked my eyes became accustomed to the distance. As far as I could see to the east and west, at different altitudes, the air was teeming with birds. They were not in flocks; but each one flew with a directness as if to surpass in the race. I watched them till my eyes became weary with the strain; and yet there was seemingly no end of birds of different forms and sizes flying due north. From their forms and flight I judged them to be sea birds.

The Earliest Arrival.

One would be reluctant to associate the long, slender billed woodcock (*Philohela minor*) with frozen ground and snow storms. Yet they are the first of our birds to arrive in the spring, making their appearance about the 17th of March. This bird, although short legged, is one of the family of

waders. In the early spring they inhabit the brook-sides, swails and ditches. They seek their food, consisting of earth worms, late in the evening and on moonlight nights. During the summer and autumn they inhabit alder swamps and covers.

Nest building begins early. The usual number of eggs, four, are laid the last week in April. One brood only is raised in a season.

The Ever Cheerful Song Sparrow.

The song sparrow, (*Melospiza fasciata*), an abundant summer resident, arrives about the 28th of March. This resolute little bird leads the van in the spring, and is the last of the family to leave in the autumn. He has also the distinction of being one of the three species to raise three broods during the summer. He is rightfully named song sparrow. With the snow covering the ground inches deep, and every prospect of going supperless, the air resounds with the cheerful tune of the song sparrow, as if to revive the drooping spirits of his kindred.

A Well Known Bird.

The Junco, (*Junco hyemalis*), an abundant summer resident, arrives about the 28th of March in company with the song sparrow. Like the latter, he inhabits gardens and yards while the snow still covers the ground, bravely enduring the cold and storms of early April. When the ground becomes bare they assemble in large flocks, continuing this till the mating season. After many a battle, furiously singing his defiant song, with open beak and with wings and tail extended chasing his rivals through the trees and shrubbery, junco and his demure little mate settle on their chosen or “allotted” nesting spot, whether fertile, barren or swampy, or a cleared space in the woods. If weather conditions are favorable, three broods are raised in a season.

Robin Redbreast.

The robin, (*Merula migratoria*), is an abundant summer resident, inhabiting all situations except the heavy timbered woods. Flocks arriving the last of March or first of April, after a halt of a day or two, continue on their northward journey, some going into the Arctic regions. About the 20th of April they become general. Few, if any of our feathered friends are deserving of so much praise as the resourceful robin. The enormous amount of nearly all forms of insect food

required and devoured by two, and frequently three broods of rapidly growing young robins can hardly be realized. He is just a little shy at first acquaintance but soon becomes friendly. Always on the best of terms with the plowman and potato-digger, he has a special fondness for those juicy, white grubs, the larvæ of the June beetle, found in abundance in potato fields. The robin pays but little heed to conventionalities, frequently beginning an interrupted song at the wrong end; yet he enjoys it heartily, and so do we. Their nests, familiar to everyone, are built in almost all conceivable situations. Usually it is well concealed; not unfrequently, however, in plain view by the roadside; sometimes built in the end of a cordwood pile in the dooryard.

"We did not intend to intrude."

Once, in company with a friend, we sought shelter in what was supposed to be a tenantless farm house. As we entered the living room a robin disappeared through a broken pane. On the mantelpiece we found a well constructed robin's nest, containing four young robins. While we were admiring the skill of the nest-builders and the house-keeping of Mistress Robin, she appeared at the window. We excused ourselves and withdrew, with a feeling that we were just as much intruders as if a human family, not known to us, dwelt there.

Poems for Study.

I.—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 in to town.
If I could find a higher tree
Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships,
To where the roads on either hand
Lead onward into fairy-land.

II.—The Land of Counterpane.

When I was sick and lay a-bed
I had two pillows at my head
And all my toys beside me lay
To keep me happy all the day
And sometimes for an hour or so
I watched my leaden soldiers go
With different uniforms and drills
Among the bed-clothes, through the hills;
And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out
And planted cities all about.
I was the giant great and still
That sits upon the pillow-hill
And sees before him, field and plain,
The pleasant land of counterpane.

—Introduction to Good Poetry.

These verses are by Robert Louis Stevenson. He is a favorite writer, and his poems and stories are always interesting to children. In poem number one picture a little child climbing up into a tree in his father's garden, and looking out on the scene around his home.

The language of the poem is as simple as possible, but even here there is the play of imagination; e.g.:

4. Everything beyond the little circle of his own home is a "foreign land" to the child, just as we call all countries but our own "foreign lands".

10. As the sky and clouds are reflected in the water, it is called the sky's "looking-glass".

15. The river when it becomes big is like a child when he becomes "grown up".

18. The unknown country, out of the range of his sight, is to the child fairy-land.

Metre.—Each line has four accented syllables, preceded usually by a short syllable, so that there are four "feet", each consisting of a short and a long syllable. Lines 1 and 2 omit the short syllable in the first foot.

In poem number two, we must picture to ourselves a sick child lying in bed, propped up by pillows, and amusing himself with his toys.

The language again is very simple, but imagination shows itself in the child's play with his toy soldiers, toy ships, and toy trees and houses. The uneven surface of the counterpane is a land with hills and plains, big enough to contain a toy army or a toy city, and the child himself is a giant looking down from his big hill (the pillow) upon all these tiny things.

Metre.—The same as in poem one.

Please renew my subscription to the EDUCATIONAL REVIEW. I find it both helpful and interesting.
New Westminster, B. C. W. N.

The Story of a Match.

When it gets dark and we want to light the lamp, we take a box of matches and open it. In the box you will see a number of matches packed close together, and they are all sisters, for they were made from the same fir tree.

The fir tree stood out in the forest, with old and young friends round about him. In winter, when the snow was lying on all the branches, the wood-cutter came to the forest and cut down the young fir-trees, while the wood-cutter's children picked up the withered branches that had fallen off the big tree, chattering meanwhile of Christmas that was near at hand. What they said was: "The little fir trees are all to be taken to town in a cart. Each has a board given it to stand upon, and a hundred candles are stuck upon its branches till its beauty dazzles you! And then come the presents and all the fun of Christmas."

The old fir tree was left behind in the forest, he was not allowed to take part in the Christmas fun. Dark clouds passed over him, the wind whistled through his branches and rattled the icicles hanging on them. But his turn came at last. The wood-cutter cut him down, chopped him up into logs, and made little thin sticks for matches out of him, many, many thousands of them. They were smartened with a little brown cap on the top, and came into all sorts of houses, lit the lamp on the table at night and the fire in the grate, but at Christmas time they lit the candles on the Christmas tree and then there was rejoicing among all the children, large and small.

A match is only a bit of thin stick, but it has fire in its head. It submits patiently to be crowded up with its fellows and put into a dark box, but directly you rub its head, it splutters and fizzes, and the flame bursts out. Also if, in the dark, you rub its head quite gently, it shimmers brightly like the hill-sprites and pixies do in the fairy-tales.

"That is the phosphorus!" says the chemist, and he ought to know.

"But where does the phosphorus come from before it gets into the head of the match?" That is a long and wonderful story, and one that would take a great while to tell you, if you wish to know all about it from first to last.

First of all the phosphorus lives in an underground castle in the hard rocks of the mountain. Nobody can see it, not even if he were to dig a

hole into the hill, or were to break up the rock into little pieces. And yet it is there, divided into minute particles, here a bit and there a bit, sleeping for many long years.

The rock crumbles into earth, the flowers and grasses send their roots into it, and draw from it one thing and another, including a little bit of phosphorus. The little fire spirit passes up the stalk of the plant into the leaves and flowers. It is drawn up into the highest place it can find, into the little seed pod, where each seed gets a tiny share of it. Nobody would guess, from looking at the grains of wheat and rye, what a wonderful stranger is lodged inside them, and yet it is there.

Then come the cows and horses and eat up the leaves and grains, and the birds take their share also, so that the phosphorus gets into the animals, and settles in all their bones. It helps them to run and jump and travel about the world, into the streets and lanes, and back into the stables, till at last the beast comes to die. The beef and mutton are eaten, but the bones remain. Neither dog nor cat can gnaw anything further off them, so they are thrown upon the rubbish heap, and the bone-seller gathers them together, and takes them to the chemist in the chemical factory.

The phosphorus was first sucked up by the flowers, then eaten by the cows and sheep, but now they burn it with sharp acids, lock it into a closed iron vessel, put it into the fiery oven, and bring it to a fierce heat. After a while the heat is too great to be endured, and, like a little spirit, the phosphorus escapes from the crumbling bones, slips through the narrow tube which the chemist has attached to his vessel, and comes into a glass bowl with ice-cold water. From there it can get no further, nor can it hide in anything, for there is nothing there but water, and that it cannot abide. Each tiny grain of phosphorus clings to the other, till a little heap has come together, which looks almost like yellow wax. It must stay in the water till the chemist has mixed it with gum, manganese, and other things, and made of it heads for the matches.—*Richard Wagner's "Stories from Natural History."*

Calgary's population is now 55,330, according to the latest estimates, making an increase of over 9,000 during the past year. The increase shows a greater proportion of English-speaking immigrants than any other city in the west.

For the Little Folk.

In March.

Clad in her furry robe of gray,
A mother squirrel sped to-day,
To that old tree, across the way,
Where just a year ago,
Within its hollow trunk, she made
A nest. And later, unafraid,
Three baby-bunnies leaped and played
Upon the melting snow.

A down the tree, with clinging toes,
A cautious nuthatch lightly goes.
Head downward he, for well he knows
That 'neath the brown bark lies
A dainty banquet, waiting there,
For him who seeks with patient care,
And ample feast of tidbits rare,
A royal, wriggling prize!

A crimson-lipped arbutus stays
Safe-hidden, till the wintry days
Shall yield to spring, when vernal rays
Shall waken warmth and cheer.
Then Mother Earth will scatter food
To hungry beak and fledgling brood.
For March is in the melting mood,
And April's Breath is here.

NOTE. The nuthatch creeps down a tree head foremost. He has received his name from his habit of hammering or "hatching" with his bill the falling nuts that he chances to find upon the ground. He does this in order to obtain the fat larvæ that he knows are hidden within.—*Selected.*

Off to School.

Hurry! hurry! is the rule
On the days we go to school.
Just as soon as breakfast's done,
'Round about the house we run,
Looking here and looking there,
Finding things 'most anywhere.
Father, walking to and fro,
Hurries Jack who's always slow.
Mother, glancing at the clock,
Smooths out Mary's ruffled frock;
Tells us children to make haste;
Says there isn't time to waste;
Goes down with us to the gate;
Says she hopes we won't be late.
Then away we hurry fast.
Off to school again at last.—*St. Nicholas.*

All the good little kittens have washed their mittens
And hung them up to dry;
They're gray and fluffy and soft and muffy
But it's time to lay them by.
And now that we've come to the spring of the year,
They have them all out airing here;
And that is the reason, I do suppose,
Why this little tree that everyone knows
By the name of Pussy Willow goes.

—*Martha Burr Banks.*

A Legend of the Pussy Willow.

One bright day in spring, a little gray kitten
ran away from her mother.

She was lost and did not know where to go.

She ran on and on until she came to a stream.
It was getting dark and the kitten was hungry and
tired. So she sat down under a willow and began
to cry.

A fairy loved this willow very much. The willow
was sorry for the kitten. She bent over it and said,
"Do not cry. I will keep you safe."

"Oh, how soft and warm your fur is!"

"I am sorry I ran away from home," said the
kitten. Then she began to cry again.

"Do not cry any more," said the willow, "I will
bend over you and keep you safe all night. I like
you. Now sleep."

The willow liked the kitten's soft fur. "I wish
I had fur like that," she said.

Just then the fairy came. She heard what the
willow said.

"You are a kind willow," said the fairy, "and
I will give you what you wish. You shall have
fur every spring, and all people shall love you.
Good night, Pussy Willow."—*Selected.*

A Story.

Once there were three little girls who lived to-
gether in a big house. Their father loved them
very much and when their hour for play came, he
would join in their games.

He sat in his study nearly all day and wrote
beautiful poems, which people still enjoy reading.
(Can you guess who he was?)

One of these little girls was cross one day. It
made her look so unlike herself, that the father
made up a little poem for her. She wore her hair
in curls and one was tied on top and fell down in
front. This is the little rhyme he said to her:

There was a little girl
Who had a little curl,
Right in the middle of her forehead:
When she was good,
She was very good,
But when she was bad
She was horrid.

The March wind gaily roars all day!
It blows the fallen leaves away,
It whips the clothes upon the line
And snatches hats—*Oh, there goes mine!*

How Leaves Keep Clean.

Last month the REVIEW had an interesting story of "Homes in Apple Trees." This month it will tell its young readers how leaves keep clean.

In the early days of the world, before soap and towels came into use, children probably stood out in the rain or had water splashed in their faces and then ran about in the air and sun until their faces and hands were dry.

Leaves have always kept clean in pretty much the same way. The rain falls on their upturned faces. The breezes toss them to and fro in the air, and they are soon dry, perhaps before the sun comes out.

But do not think that any of the rain water finds its way into the leaf. The little hairs and the oily matter on the coat of the leaf keep it out, and it all drains off or is dried up by the air and sun.

Round leaves do not easily get rid of rain water, and they are often dirty after a shower, but long and narrow leaves with points to them are washed clean and bright after a shower.

It has been lately found-out that this is one of the uses of the points in leaves—to drain off water and keep the leaves clean from dust.

Will you look at leaves more closely after a rain during the coming summer and see if you can find out whether this be true or not?—*Adapted.*

Nature Stories for the Primary Schools.

Suggestions to the teacher for daily short talks to the pupils of the lower grades.

March is the first spring month.
The ground is still white with snow.
But the days grow longer.
The wind blows hard in March.
The wind dries up the water.
It dries the clothes.
Jack Frost is leaving for the North.
The wind flies my kite.
My kite is made of paper.
The paper is red.
It has a long string.
The wind holds it up.
It pulls hard on my hands.
The leaves will come on the trees.
The flowers will blossom.
The birds will come back from the South.
They will find places to build their nests.
They will use string and paper and cotton.
If we throw out cotton they will take it.
Soon there will be eggs in the nest.
The mother bird will sit on the eggs to keep them warm.
By and by the little birds will hatch.

—*Teachers' Magazine.*

March.

March is the first month of the old Roman year, the month of Mars, or Martius, named for the Roman god Mars. Mars was called the giver of light, the opener of the new year, the sender of rain, the giver of fertility and increase. In some sections he was called the god of the land, of agriculture, and of the flocks. The woodpeckers were considered by the Romans as the sacred birds of Mars.

"Oh, March, why are you scolding?"

Why not more cheerful be?"

"Because," said growling, blustering March,

"The whole world scolds at me."

High and low

The spring winds blow.

They take the kites that the boys have made,
And carry them off high into the air;
They snatch the little girl's hats away
And toss and tangle their flowing hair.

Whichever way the wind doth blow,
Some heart is glad to have it so.
So blow it east, or blow it west,
The wind that blows, that wind is best.

Snowdrop lift your timid head,

All the earth is waking;

Field and forest, brown and dead,

Into life are breaking.

—The willows wrap

Their stems in furry white; the pines grow gray
A little in the biting wind: midday
Brings tiny burrowed creatures, peeping out
Alert for sun.

Ah! March! we know thou art

Kind-hearted, spite of ugly looks and threats,

And, out of sight, art nursing April's violets.

—*Helen Hunt Jackson.*

March! a cloudy stream is flowing,

And a hard, steel blast is blowing;

Bitterer now than I remember

Ever to have felt or seen

In the depths of drear December,

When the white doth hide the green.

—*Barry Cornwall.*

All in the wild March morning I heard the angels call;
It was when the moon was setting, and the dark was over
all;

The trees began to whisper, and the wind began to roll,
And in the wild March morning I heard them call my soul.

—*Tennyson.—The May Queen.*

Just before the Spring's first call,

Sleepy bud, so round and small,

(Rather rough your rocking, dear,)

One last lullaby you hear,

'Tis the March wind singing.

Wild Geese.

The wind blows, the sun shines, the birds sing loud,
The blue, blue sky is flecked with fleecy dappled cloud,
Over earth's rejoicing fields the children dance and sing,
And the frogs pipe in chorus. "It is spring! It is spring."

The grass comes, the flower laughs, where lately lay the
snow,
O'er the breezy hill-top hoarsely calls the crow,
By the flowing river the alder catkins swing,
And the sweet song sparrow cries, "Spring! It is spring!"

Hark, what a clamor goes winging through the sky!
Look, children! Listen to the sound so wild and high!
Like a peal of broken bells,—kling, klang, kling.—
Far and high the wild geese cry, "Spring! It is Spring."

Bear the winter off with you, O wild geese dear!
Carry all the cold away, far away from here;
Chase the snow into the north, O strong of heart and wing,
While we share the robin's rapture, crying, "Spring! It is
Spring!"—*Celia Thaxter.*

Ah, passing few are they who speak.
Wild, stormy month, in praise of thee:
Yet though thy winds are loud and bleak,
Thou art a welcome month to me.
For thou to northern lands again
The glad and glorious sun dost bring,
And thou hast joined the gentle train
And wear'st the gentle name of spring.—*Bryant.*

Wake up, little flowers, why sleep you so long?
Don't you know the bright springtime is here?
The snows of the winter are melted and gone,
And it's time your sweet faces appear.

The birds are coming home soon;
I look for them every day;
I listen to catch the first wild strain,
For they must be singing by May.

St. Patrick's Day, March 17th.

Wherever I wander, sweet isle of the ocean,
My thoughts shall still turn to thine emerald shore;
Ah! still shall my heart beat with fondest emotion,
While musing on scenes I shall visit no more.

Adieu, then, dear land of romance and wild story,
Thy welfare and honor forever shall be
The prayer of an exile, whose boast and whose glory
Is the tie that still binds him, loved country, to thee.
—*Anon.*

An angel, robed in spotless white,
Bent down and kissed the sleeping Night.
Night woke to blush; the "sprite was gone.
Men saw the blush and called it dawn.—*Dunbar.*

Educational Values.

JOHN DEARNESS, A. M., LONDON, ONT.

COURSES OF STUDY.—There is heard much complaint and much ill-considered criticism of the overcrowding of the public school curriculum. Critics have counted the thirteen subjects prescribed for the youngest grade and quoted the number as though its mention proved that the course must be overcrowded. But they have not named the subject which children of that grade are not capable of learning in some degree, and of which they should not or need not know anything. An active child living on a farm is spontaneously learning facts and acquiring experiences that might be grouped and classified under a score of subject titles. The ground for criticism lies with the method of teaching and quantity of matter taught, rather than with the number of subjects.

THE HABIT OF WORK.—Doing things that to the child seem worth while for himself and others, especially when there is an element of his own planning in the doing, is richer educational experience than sitting at a desk absorbing knowledge from books. My observation is unique unless it is generally true that the youth who does not learn to work between the ages of fourteen and eighteen stands little chance to become a successful worker at any time. An uninterrupted course of book-learning up to the eighteenth or later year usually limits its victims to the soft-handed vocations.

ESTIMATION OF A TEACHER'S WORK.—I heard of an instance where a teacher failed to agree with her trustees in respect to the following year's salary. When it was known that she proposed to leave the school at the end of the term, five of the farmers in the section offered to add \$5 apiece to their school rates to retain her services on the ground that she "was the first teacher they had ever had who made lessons at school of the things the children do at home."

THE PROPER USE OF EQUIPMENTS.—It is not easy to exaggerate the potentialities of the school garden, but it is easy to overrate its mere existence. The educational value of school gardens, nature collections and scientific apparatus is entirely dependent on the way that they are used. Awarding money grants for merely having them without regard to their use may be worse than waste.—*Adapted from Ont. Ag. College Review.*

The Passenger Pigeon.

Not discovered last year—Renewal of search—A reward of \$1,000

The search for the Passenger Pigeon will be carried on for another year. No person was successful last year in finding this finest and noblest of all wild pigeons. Whereas forty or fifty years ago great flocks comprising hundreds of thousands, or even millions were frequently observed, much doubt exists as to whether there are any left today. Its range extended over the portion of the American continent east of the Rocky Mountains and as far north as Hudson Bay.

Last year many reports were received to the effect that the long-lost pigeon had been found, but on further enquiry, and on demanding a deposit of \$5.00 as an evidence of good faith and care in its identification before we incurred any expense in confirming the discovery, it turned out that some other bird had been mistaken for it, and nothing more was heard of it.

All finds are to be reported to Dr. C. F. Hodge, Clark University, Worcester, Mass., or to the undersigned. The awards are offered solely and only for information of *location of undisturbed nestings*. We do not desire to obtain possession of any birds dead or alive, but we are working solely to save the free wild pigeon.

To insure intelligence and good faith, informants of nestings are advised to enclose, or agree to forfeit, at least \$5.00 in case they have failed to identify the birds correctly. This is only fair, since the amount may cover only a small part of the costs occasioned by a false report. The money will be immediately returned if the birds are found to be the true wild passenger pigeons.

In sending reports give exact date, hour, number in flock, direction of flight, and descriptions of the nest, the eggs, and the birds themselves.

Last year the Mourning Dove, the Band-tailed Pigeon of the Pacific Slope, and Cuckoos, were mistaken for Passenger Pigeons.

Passenger Pigeons nest during April or May, making rude scanty platforms of twigs through which the eggs can be seen. The nests are usually from ten to thirty feet above the ground and are apt to be found in any woodland. There is usually one (sometimes two) elliptical white eggs, one and one-half inches by one inch, in each nest. The Passenger Pigeon is sixteen inches long from bill to end of tail, of slender build, and has a long

graduated tail, that is, the central tail feathers are about twice the length of the outer ones. The male is blue-gray above and on the head, and ruddy underneath; the female is duller colored, inclining to brownish.

The Mourning Dove is shorter by four inches, and both sexes have black spots on the ears and brownish backs. The forehead of the adult is vinaceous brown, and the nest is usually less than ten feet from the ground.

Observers should be absolutely sure of the identity of the bird before making a report. If the nest contains eggs, haste in reporting is unnecessary, as the young birds will remain in the nest for three weeks or more before leaving.

It should be remembered, too, that the rewards are offered for *undisturbed nests*. The birds must not be molested in any way. Watch them closely from a concealed position with a field glass and ascertain for a certainty that they are passenger pigeons before reporting.

Macdonald College, P. Q.,
March 1st, 1911.

W. LOCHHEAD.

A year ago the REVIEW published an article on the Wild or Passenger Pigeon, showing how that bird, so numerous in these provinces forty or fifty years ago, had been almost completely exterminated by sportsmen (?) and pot-hunters. A reward of a thousand dollars was offered for its re-discovery with a nest in our northern forests. To stimulate young naturalists it was urged that the knowledge obtained by comparing the descriptions of birds, and health-giving walks in the forests would be an ample reward. But the money prize has never been awarded although a vigorous search has been made.

In *Bird-Lore* for December it is stated that probably the only live Passenger Pigeon in existence is a female, eighteen years old, that was hatched in the cages of the Cincinnati Zoological Company and still preserved there. A writer in the same periodical says:

"Eighty tons of Passenger Pigeons were sent from one county in New York to the market in New York City in 1849, and at least three hundred tons were dispatched from Petoskey, Michigan, in 1878. Sullivan Cooke states that there were caught and shipped in forty days from Hartford, Michigan, 11,880,000 pigeons. Also that in the two succeeding years one-third more than that number were shipped from Shelby, or 15,840,000 birds. When it is considered that this traffic went on wherever the pigeons appeared, and that they were slaughtered at all seasons, particularly while nesting, there is no mystery in the extinction of the Wild Pigeon."

Empire Building.

Children's letters may strike some people as being too unimportant to have any share in the great scheme of Empire building. The great concourse of nations which form the British Empire and live under the protection of the Union Jack must surely be held together by the bonds of knowledge and friendship; and among these bonds should be counted the thousands of letters which pass between the children of the Empire through the Comrades' Correspondence Branch of the League of the Empire. Nearly ten years ago the idea was first started of bringing the children of the Overseas Dominions, and the United Kingdom into touch with each other by letter writing. The scheme has grown and prospered, and through its agency over 20,000 comrades have been introduced to each other, most of whom keep up an active correspondence. Think what pleasure it must be to a boy or girl living on a lonely farm, or upcountry station to receive a letter from England, the land their parents speak of as "Home:" a letter written by one like themselves, but living under other skies and other conditions. On the other hand how interesting for a boy or girl, used perhaps to crowded London, to hear of real adventures in the backwoods from the actors in them, or of city life by southern seas. School teachers are the most enthusiastic supporters of this correspondence. They find it adds greatly to the interest of geography and history lessons if the pupils have a personal connection with a school, perhaps of the same name, in a distant part of the Empire. Nature study and kindred subjects are keenly taken up in friendly rivalry with the linked school. Many teachers have found it useful to have a correspondent of similar tastes, with whom to exchange ideas and experiences. One adult comrade writes, "Isn't it lovely just to be able to fill in a small form, and then get linked on to someone in a far country; almost as good as having telephones all over the world." Families have sometimes been re-united by a chance linking of comrades. A child from New Zealand who had asked for a comrade in her father's birthplace says, "Let me thank you very much indeed for what you have done for us. You have not only pleased us all, but you have given my father hopes of corresponding with his brother, perhaps of seeing him again. My comrade's father

and Dad used to be playmates at school together, and they were neighbors."

The subjects chosen by the correspondents are too numerous to mention; they range from astronomy, geology, history, to the collection of stamps. The writers themselves are of all ages and all classes of society. If you know any child who would like a comrade, write to the Hon. Secretary, League of the Empire, Caxton Hall, Westminster, who will send you a form to fill in; on returning it you will be supplied with the name and address of a correspondent. All information will be gladly given, and correspondents welcomed.

Study and Recitation.

I presume most of us will agree that one of the prime purposes of a school is to teach pupils to study, and yet very little is done to guide the child in the use of his time in the study period. He is sent to his seat and told to study his lesson, but seldom told how he is to go about the work of studying his lesson. He gets plenty of instruction as to how he is to recite, but very little as to how he is to study, and yet, all will agree that the studying is more important than the reciting. Just what use should the child make of the study period? Just what should he do when he is told to study his lesson?

I presume the answer to this question will depend upon the answer to the other question, what should the lesson be? What is the lesson which he is set to study? The legitimate use of the study period will depend upon the legitimate use of the recitation period.

The school exists for the purpose of helping the children learn to think. But the latest psychology declares that we never think except in the presence of a problem which is personally of interest to us. Then one part of the round of studying and reciting should consist of discovering and developing problems which touch the life of the child. Manifestly this should come in the recitation period. The child should not be sent to his seat with simply so many lines to commit, so many pages to read, or so many arithmetical problems to "work". He should go from the recitation with a question in his mind, which he is to investigate, think about, read up on. Each pupil should give the recitation hour to an attempt to solve that problem. He

should do the best he could, and get what information he can.

When they come to the recitation, each one has something to contribute, and the thought of each will help the other think. The teacher takes her part along with the rest to help clear up misconceptions and straighten out erroneous ideas. So the thought of the class is lifted to a higher plane, and out of the very process of clearing their thought, there will arise new problems for the next lesson. The teacher has only to gather these up and state them in proper form, and the work goes on.

The recitation period should clarify old problems and set up new ones. The study period is given to the pupil in order that he may do his best, unaided and unhindered, toward the solution of these problems.—*School News*.

The Review's Question Box.

E. A. P.—Would you please explain clearly the uses of "should" and "would," through the columns of the REVIEW. The grammar does not seem to be very plain on it.

"Should" and "would" generally follow the rules for "shall" and "will." To express mere futurity, use "shall" in the first person, "will" in the second and third persons.

To express determination or willingness, to give a command, to make a promise or a threat, use "will" in the first person, "shall" in the second and third persons.

In questions in the first person, use "shall" always.

Ex. I. I shall (should) get wet; you will (would) get wet; he will (would) get wet.

Ex. II. I will (would) do it in spite of everything.

Will (Would) you be kind enough?

I determined that he should not go.

Ex. III. Shall (should) I get wet?

But "should" and "would" have also some special meanings. "Should"="ought to" as You *should* be kind to animals. He *should* study harder. I know I *should* rise earlier.

"Would" is used to express custom; as: "Then he *would* make us read to him;" and to express a wish, as, "I *would* that I were dead."

In subordinate clauses after "if," "though," "when," "shall" and "should" are used with all three persons to express conditional futurity; and

"will" and "would" in all three persons to express consent or willingness—as:

When he *shall* appear.

If he *should* be there.

Though I *should* not be able to go.

If I *would* say yes.

If you *would* agree.

If she *would* only decide.

R. L. S.—Why is a fraction called a process in division?

Perhaps the following definitions from Wentworth's Arithmetic will make this clear.

The expression $\frac{7}{9}$ means:

I. Seven of the parts when a unit has been divided into nine equal parts.

II. One-ninth of seven units: for, if *seven* units be divided into nine equal parts, one of these parts will be *seven* times as great as one of the parts obtained by dividing one unit into nine equal parts.

III. The quotient of seven divided by nine.

R. L. S.—What is meant by the Zero Time Zone, and what are its boundaries?

We have never heard of a Zero Zone. The 180th meridian is called the *Time Zero*, because the 165th meridian west is the 23rd hour meridian, and the 165th meridian east is the first hour meridian. We presume that if a Zero Time Zone is spoken of, its boundaries would be these meridians, 165° E. and 165° W.

The following are the answers to bird conundrums in the February REVIEW:

- | | |
|------------------|----------------------|
| 1. Oven bird. | 2. King bird. |
| 3. Cat bird. | 4. Cow bird. |
| 5. Nut-hatch. | 6. Chick-a-dee-dee. |
| 7. Fly-catcher. | 8. Junco. |
| 9. Mocking bird. | 10. Nightingale. |
| 11. Lark. | 12. Thrasher. |
| 13. Jay. | 14. Crow. |
| 15. Flicker. | 16. English Sparrow. |
| 17. Swallow. | 18. Creepers. |
| | 19. Kingfisher. |

King George frequently appears in public with his right hand gloved and the other bare. It is not generally known that this custom is a survival of the habit found necessary in the days when the king's touch was held to be a cure for certain diseases, and when the glove was worn to avoid the dangers of infection.

Object Lesson on Pins.

A useful and interesting object lesson may be given on pins. Let each pupil be provided with one, and measure it. Is the length the same in all cases? What advantage is it to have pins of different lengths? What names are given to the various parts of a pin? (Head, shank, point.)

Pins are made of wire and go through many processes in their manufacture which gives employment to thousands of persons annually. Tell or write down some of the many uses of pins. What is the cost of a "paper of pins"? How many pins in a paper?

The pins mentioned in the Bible for fastening the hangings round the court of the temple were of metal. The Roman pins were usually of bronze. Elaborate and costly pins have been found, in Egyptian tombs, some of bronze, some made of silver and gold. The ancient Mexicans found in the thorns of the agave tree a good substitute for metal pins. (Tell the children to ask their grandfathers and grandmothers or some old people in the neighborhood if they do not remember when the thorns of the common hawthorn were used as pins, before metal pins became as common and cheap as they are now.)

Pins were introduced in the sixteenth century. Then they were costly and highly prized as gifts. A paper of pins was more acceptable than a bouquet.

An act was passed in 1543 making it illegal to charge more than eightpence a thousand for metal pins. Persons of quality often used pins made of boxwood, bone, and silver, while the poor put up with wooden skewers.

In those days husbands were often surprised at the great amount of money that went for pins: hence the term "pin money."

Not so many years ago the frugal housewife was wont to teach pin economy by teaching her children the couplet:

"See a pin and pick it up,
All the day you'll have good luck."

What is meant by the word pin or pins in the following expressions:

"The very pin of his heart cleft."—*Shakspeare*.
"He does not care a pin for me."
"To be on pins and needles."
"To knock one off his pins" (slang).

History Helps.

To review a class in history in an interesting way, read from another history than their own, or better, read from a variety of authors the portion on which they are to be reviewed. Stop here and there as an important fact is mentioned and call on the class to fill in the date. Or as a date is read, let the pupil supply the fact connected with it, and ask for other dates within near range. Have lists of important dates arranged on large tablets of paper, which may be pinned up during reviews and let each pupil choose one that he may wish to tell about. This latter device will save board work, and may be kept for repeated use, always ready at hand.

A Helpful Reader.

Kindly continue my subscription to your valuable paper, the *EDUCATIONAL REVIEW* for which you will find one dollar enclosed. Please send it to the above address until next August, when I will inform you of any change. S. M. M.

[This is from one of the many readers of the *REVIEW* who look carefully after the payment of their subscriptions and see that the addresses are correct. They show by their interest in these matters that they are getting more out of the *REVIEW* than those who are not so particular. Their courtesy is very much appreciated by the manager of the *REVIEW* whose work is greatly lessened by the thoughtfulness and care of so many subscribers.]

The time to build up worth-while citizens is from babyhood onward. The city child must have pure air, enough pure food and water, proper housing, warm clothing, attractive and decent play, or at his starveling majority he will be a burden or a detriment to society. "Don't call it philanthropy," says one. "It isn't philanthropy. It's just racial common sense."—*Harper's Weekly*.

How to teach the correct use of a dictionary so that pupils without loss of time and without inconvenience to others may enjoy the privilege of getting information for themselves is one of the delights of school work. In Webster's New International Dictionary there is need of some instruction how to use it to best advantage, and the publishers, Messrs. G. & C. Merriam Company, of Springfield, will furnish free to any teacher a valuable little booklet on *Suggestions on the Use of the Dictionary*.

THE EDUCATIONAL REVIEW.

A Lesson on Telegrams.

The purpose is to train children in picking out the essential parts of a paragraph. To train them to express a message in a few words. To make them familiar with a telegram blank.

Have regular blanks for the children to examine. Let them tell why people send telegrams, and give instances when they might be sent. Then spend a few minutes on the manner of sending. If any of the boys are interested in electricity, they probably will be able to furnish some information. Find out what they know about the new system of wireless telegraphing and its advantages. Tell them to find out before the next lesson where the nearest telegraph station is.

Explain that a message costs in proportion to the distance it is sent; that ten words are allowed for a given rate, then every additional word costs extra. Therefore the need of learning to condense a message without leaving out any essential point. Have them notice that the lines on the blank are divided into five equal parts, to enable the agent to see at a glance how many words the message contains.

They can tell you that the line in the upper right-hand corner is for the date; that the line below is for the name and address of the one to whom the message is being sent; and that the last line is for the signature of the sender.

Then give the conditions under which a telegram might be sent, and see which pupil can express it most clearly, with the least number of words. Plenty of practice along this line will probably be necessary. Finally let them rule paper like the regular blank and fill it in with an imaginary message.

Here are three that might be given them:

Write a telegram to your mother, telling her that your brother, in getting off an electric car, was knocked down and run over by an automobile. That he is now at City Hospital in Boston, and ask her to come at once.

Suppose you go from your home to New York City during your Christmas vacation to visit a cousin. Telegraph home that you reached there safely and that your uncle met you at the train.

Send a telegram to your grandfather, stating that your family will arrive two hours earlier than expected the next day, which is Thanksgiving Day. Ask him to meet you at the station with his team.

I have known adults who had not the slightest idea of how to send a telegram. One or two lessons a year of this kind in every grade above the fifth will keep them so familiar with the form that they would know what to do in case they ever had to send one.—*Popular Educator*.

Mr. Godfrey Langlois, M. P. P., in giving his evidence recently at Quebec before the Royal Commission on Industrial Training and Technical Education, thought that teachers' diplomas ought to be awarded only after the recipient had successfully completed a course in the normal school. In regard to female teachers, Mr. Langlois thought many of them only took up the profession temporarily and for the purpose of social or material advantages. "Many young men, especially in country places," he said, "prefer school teachers, so it happens that women often take to teaching merely for a good opportunity of getting a husband."

Asia means morning or east; Europe, evening or west; Australia means lying to or in the south; hence we may consider that these names mean eastern land, western land and southern land. The origin of the word Africa is uncertain. Some conjecture that it is a Semitic word meaning "land of wanderers." America is named from Amerigo Vespucci, who discovered a portion of the continent in 1499.

Many ludicrous mistakes are made by foreigners in grasping the meaning of some of our common English expressions. A young German attending a Western State university translated "The spirit is willing but the flesh is weak," into "The ghost is willing, but the meat is not able." And a Filipino youth fairly set the class in an uproar by the statement that "Out of sight, out of mind," meant "The invisible is insane."

I am forwarding my annual remittance to your valuable paper, the EDUCATIONAL REVIEW. The REVIEW contains so much that is interesting and instructive, and so many valuable suggestions on teaching that I would be at a loss without it. The children, too, look eagerly for it and are always delighted with the beautiful supplements.

A. M. F.

The Floor of the Ocean.

The ocean has been sounded in nearly all directions with modern appliances, and these soundings show that the floor of the ocean consists of vast undulating plains, lying at an average depth of about two and a half miles beneath the surface of the waves. In some places huge ridges and cones rise from these submerged plains to within a few hundred fathoms of the sea surface, or they may rise above the surface as volcanic islands and coral atolls. The greatest depth hitherto recorded is in the Challenger (or Nero) Deep in the North Pacific—5,269 fathoms. If Mount Everest were placed in this deep, 2,600 feet of water would roll over the peak of this, the highest mountain in the world. The greatest depth in the Atlantic is in the Nares Deep, between the West Indies and Bermuda—4,662 fathoms. The greatest depth in the Indian Ocean is 3,828 fathoms, in the Wharton Deep, between Christmas Island and the coast of Java. We now know fifty-six of these deeps where the depth exceeds three geographical miles, ten areas where the depth exceeds four miles, and four places where it exceeds five miles.

The sea as all the world knows, is salt. It is saltiest where strong, dry winds blow across the surface, as, for instance, in the trade-wind regions and in the Mediterranean and the Red Sea. It is less salt toward the poles and in the deeper layers of the ocean. It has long been known that the very salt water of the Mediterranean flows as an undercurrent outward through the Strait of Gibraltar, and thus affects the salinity of the deeper waters of the Atlantic over a wide area. Although the amount of salt in sea water varies, the composition of sea-salts remains very constant; slight differences have, however, been noticed along the continental coasts, in the polar regions, and in the water in direct contact with deep-sea deposits.

The temperature of ocean water varies at the surface from 28° Fahr. at the poles to over 80° Fahr. in the tropics. The cold water toward the poles has an annual variation of less than ten degrees Fahr. at any one spot, and the warm water of the tropics also has an annual variation of less than ten degrees Fahr. in a band that nearly encircles the earth; this is the region of coral reefs and atolls. Between these regions of small annual variation there are two bands surrounding the earth where the annual variation is greater, and may exceed in certain regions

40° Fahr. at any one spot.—*Sir John Murray, in Harper's Magazine for March.*

The first snow came. How beautiful it was, falling so silently all day long, all night long, on the mountains, on the meadows, on the roofs of the living, on the graves of the dead! All white, save the river that marked its course by a winding black line across the landscape, and the leafless trees that against the laden sky now revealed more fully the wonderful beauty and intricacy of their branches.

What silence, too, came with the snow, and what seclusion! Every sound was muffled, every noise changed to something soft and musical. No more trampling hoofs, no more rattling wheels. Only the chiming sleigh bells, beating as swift and merrily as the hearts of children.—*Longfellow.*

These are the things I prize
And hold of dearest worth;
Light of the sapphire skies,
Peace of the silent hills,
Shelter of woods and comfort of the grass,
Music of birds, murmur of little rills,
Shadows of clouds that swiftly pass,
And, after showers,
The smell of flowers
And of the good brown earth.—*Henry Van Dyke.*

It should not be necessary for country children to attend the city schools. Schools should be brought to the pupil. Country men and women should take greater pride in their schools than in their live stock and their crops, for the schools are raising the most valuable crop of all. No farm crop compares with the crop of children. In these boys and girls is wrapped up the future of the agricultural interests of the nation. Upon the training they receive in their formative years depends the service they shall render the cause of agriculture when they assume charge of farm affairs.—*Farmer's Voice.*

The 1911 edition of 5,000 Facts About Canada, edited by Frank Yeigh, of Toronto, the well known lecturer and writer, and author of the new book, "Through the Heart of Canada," has been issued and is filled with fresh data of an interesting character. It is a marvel of condensation, presenting in small space striking figures relating to every phase and department of Canada's resources, trade and national life. Its popularity and wide sale can easily be understood; in fact, it is, as has been said, "worth its weight in Cobalt silver or Yukon gold." The booklet may be had from the leading newsdealers, or for 25 cents from the Canadian Facts Publishing Co., 667 Spadina Avenue, Toronto.

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The Canadian Lynx.

The Canadian Lynx has a bad reputation, even for a wild cat. It is said to do more harm than good. It eats grouse and other birds, hares, rabbits and squirrels, and will even attack and kill young fawns. It is a fierce looking beast. It has a large head with tufted ears, a powerful body, long legs, and usually a short tail. When alarmed it takes rapid, straight leaps forward, and if hard pressed takes to the trees, which it climbs by aid of its powerful forelegs and claws. When running at speed it looks odd, indeed, for it makes a series of leaps with its back arched, and all the feet coming to the ground at nearly the same time.

CURRENT EVENTS.

King George has fixed upon Tuesday, March 21st, as the date when he will receive in special audience a deputation in connection with the three-hundredth anniversary of the publication of the authorized version of the Bible.

The Canadian Government has agreed to a treaty with the United States for the entire cessation of pelagic sealing in the Pacific for ten years, conditional upon the conclusion of similar agreements with Russia and Japan.

It is reported that Great Britain will cede to France the colony of British Gambia, the oldest of the British possessions in West Africa. It is entirely surrounded by French territory, except where the ocean forms its boundary; and it contains one of the best harbors in West Africa.

Differences between Russia and China which threatened to end in war are to be submitted to arbitration. There are several questions at issue, among them being the sovereignty over a territory on the western borders of Chinese Tartary.

The United States will fortify the Panama Canal. Instead of being a neutral waterway, open to the ships of all nations, it will be closed at any time at the pleasure of the United States, or at the pleasure of any other power which in case of war may capture and hold the forts.

At the opening of the British Parliament last month, the Overseas Dominions were for the first time represented by

their agents-general. Lord Strathcona was present as the representative of Canada, and with him were representatives from South Africa, Australia and New Zealand.

The insurrection in Mexico, though not strong or well organized is widespread and persistent. The lesser uprisings in the lesser Central American republics are not yet quite suppressed; but that in Haiti is subdued. In Turkey, the army is said to be in revolt because of the unwillingness of the troops to engage in the suppression of the long standing disorders in Arabia; and there is, perhaps, another Turkish revolution in progress. These little wars, however, are less important and less costly than the great defensive works in which all the Great Powers are engaged, and in which Canada, as a part of the British Empire, is now called upon to bear its share of the expense.

During the coronation period there will be a carnival parade in London, which will surpass in size and beauty anything ever attempted in Europe. The King and Queen will attend the great Empire Concert, in connection with the Festival of Empire; at which there is to be a chorus of five thousand voices conducted by Dr. Charles Harris, of Canada. Another striking feature of the exhibition is to be the representations of the parliament buildings of the Oversea Dominions; which, with other spectacles illustrating life in different parts of the Empire, will be connected by an electric railway a mile and a half in circuit.

The Imperial Steamship Company which has been incorporated in Canada, proposes to run a line of steamers from Halifax to Blacksod Bay, Ireland, that will cross the ocean in three and a half days; and a line of fast steamers on the Pacific, to connect Canada with New Zealand and Australia.

There is a movement in the Bahamas in favor of the admission of the islands to Canada as a Province of the Dominion.

A book recently published in England and America claims to show by means of a cipher not only that the plays to which Shakespeare's name is attached were written by Lord Bacon, which is a theory advanced many years ago, but also that Bacon himself was the lawful heir to the throne of England on the death of Queen Elizabeth. The marvellous tale is that Queen Elizabeth was the wife of the Earl of Leicester, and that Lord Bacon and the Earl of Essex were her sons. But the alleged discovery of another writer is yet more strange. He claims to have proved that

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Queen Elizabeth was a man, the real Princess Elizabeth having died young, and her boy cousin having been substituted for political reasons. There is some satisfaction in knowing that they cannot both be true.

A hundred years ago, the United States laws forbade any trade with our people, the argument being that if the people of the British American Provinces wanted the benefits of commercial intercourse with the United States they should sever their connection with Great Britain and ask to be admitted to the American Union. As our fathers chose to remain true to their allegiance, this was followed by the war of 1812; which was an attempt to take these provinces by force of arms. There is renewed talk of annexation in the United States, one of the most prominent political leaders having openly said in Congress that they are preparing to annex Canada; but, instead of passing acts of embargo and non-intercourse, the United States authorities are now offering us freer trade with them than we have at present. The question of accepting this offer is now before the Dominion Parliament, its opponents taking the ground that by doing so we would weaken British connection, just at the time when Canada is about to reach the position of an equal partner in the Empire; while its advo-

cates say that nothing can break our allegiance, and that threats of absorption, whether in the form of words or of warships on the Great Lakes, are not to be taken seriously.

The most important advance in flying machines reported within the past month is the feat of rising from the water, which was accomplished by Glenn Curtiss, off the coast of California.

Reports from China say that the plague in the northern provinces is under control. The famine in the south is even more terrible than the first accounts would lead us to believe. With all the help that can be given, there will be great loss of life.

SCHOOL AND COLLEGE.

In the attractive catalogue of the Summer School of Science which meets this year in Fredericton, from July 12th to August 2nd, particulars are given of courses in agriculture, botany, chemistry, drawing, manual training, geology, English literature, physics, human physiology and zoology with classes in military drill and physical culture. A number of scholarships, value ten or twenty dollars each

will be awarded on the results of the session's work. Any teacher or others interested can obtain a catalogue by sending a post card to the local secretary, T. B. Kidner, Fredericton.

Principal Forrest, after twenty-five years' service as head of Dalhousie University, has signified his wish to resign.

Miss B. Jean Norrad, in closing her school recently at Penniac, St. Marys, York county, was presented by her pupils with a fountain pen and other gifts. The people showed their appreciation of her efforts as a teacher by their attendance at the public examination of the school, no fewer than thirty-eight being present.

Post: Pupils of Sydney, N. S., Academy will, in future, if the plans of the school board are carried out, have the benefit of a commercial course, taking in shorthand, type-writing and book-keeping, along with their regular school work.

The attendance this year at the Nova Scotia Provincial Normal College, Truro, is the largest in its history.

On the last day of February a portion of the Manitoba Commission on Technical Education visited the Nova Scotia Technical College, Halifax. R. Fletcher, Esq., M. A., the Deputy Minister of Education was one of the members. He also visited the Education Department and the Province building.

RECENT BOOKS.

In the paper published in the last and this month's REVIEW, attention is drawn to the value of myths in the study of English literature. The attention of students is directed to a work just published by Ginn & Company on *The Classic Myths in English Literature and in Art*, based originally on Bulfinch's "Age of Fable," which was printed in 1855. The purpose of this work is to familiarize students and general readers (1) with the Greek, Roman, Norse and German myths which have acclimated themselves in English-speaking lands and have influenced the spirit, form, and habit of English imaginative thought; (2) with the uses to which these myths have been put in English and American poetry; (3) with the principal masterpieces of ancient and modern sculpture and painting, illustrative of mythological subjects; and (4) with the history of myth and the more evident interpretations of the various narratives recited in the text. The book is adapted to the needs of pupils of the eighth to the tenth grades in our schools, and to use as a guide to paintings and sculptures of mythological subjects in museums and galleries. (Cloth, pages xli+597; price, \$1.60. Ginn & Company, Boston.)

An addition has been made to the series of *Literary Readers*, published by Adam and Charles Black, in the Fifth Reader, a beautifully illustrated book with a series of bright stories, chiefly of empire, and a few well selected poems. (Price, 1s 6d; Adam and Chas. Black, Soho Square, London, W.)

Among the favorite German texts of the year is Paul Heyse's story, *L'Arrabbiata*, which is published with introduction, notes and vocabulary, and is suitable for first and second year work. Half a dozen pages treat of the principles

of translation, as this branch of literary art is not customarily dealt with in text books of rhetoric. The exercises in writing German are planned to give the student a chance to write good German, a continuous paragraph at a time, without needing other help than a limited section of Heyse's text. (Cloth, 82 pages; price, 30 cents. Ginn & Company, Boston.)

In J. H. Mackinder's *Nations of the Modern World* a very attractive and useful book has been prepared for schools and general readers. History and geography are admirably blended, and a very good attempt has been made to present students with vivid pictures of the busy world and its problems. The maps, illustrations and printing are very clear. (Pages xvi + 319; price, 2s; Geo Philip & Son, 32 Fleet Street, London, E. C.)

A series of outline maps, 10 x 8 inches, of the principal divisions and leading countries of the world has been published by Messrs. Geo. Philip and Son, London. They are printed on strong paper and are excellent for practice work in map-drawing and geography.

Very many teachers find a difficulty in procuring books suitable for elementary instruction in science. A work on *Junior Experimental Science*, forming part of a series, in which sound instruction in accordance with the latest results of scholarship and scientific research, has been sent to us for review. The book is orderly in arrangement, presenting many subjects of elementary science clearly and without too much detail. The book is "much in little" of the foundation principles of physics and chemistry. (University Tutorial Press, Drury Lane, London.)

The third volume, completing the series of *The Establishment of Schools and Colleges in Ontario, 1792-1910*, has recently been published. This volume is somewhat larger than the two preceding ones. Considerable space is devoted to a general and historical account of the various colleges and universities in the province, and there are many illustrations of colleges and leading university men. The Historiographer of the Education Department, Dr. J. George Hodgins, has completed a work that will grow in value as the years pass, for much of the material of Ontario's educational history is thus preserved in a permanent form for the use of students. Dr. Hodgins is now in his ninetieth year and the sixty-seventh of his service in the Education Department. He is heartily to be congratulated for the good service he has rendered his department, for his capacity for work and the good health he enjoys in spite of advancing years.

Supplementary chapters on Basketry and Clay or Plasticine Modelling have been added to Kidner's *Educational Handwork*, recently published and in use in the schools of New Brunswick and British Columbia. These chapters (X and XI) are identical in type and illustration with the text, and form a valuable addition to this very practical and useful Handbook.

A book addressed to young men in Germany that reached a circulation of 100,000 copies in a short time, should be equally well suited to young men everywhere. A translation of this book in English—*We Young Men*—has been made and is worthy of attention in this country. It is a

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N. B. School Calendar, 1911.

- April 13 Schools close for Easter vacation
- Apl. 19 Schools open after Easter vacation
- May 18 Loyalist Day (holiday in St. John City.)
- May 24 Victoria Day.
- May 25 Examinations for Teachers' License (French Dept.)
- May 31 Last day on which Inspectors are authorized to receive applications for Departmental Examinations.
- June 9 Normal School Closing.
- June 13 Final Examinations for License begin.
- June 30 Schools close for the year.

Nova Scotia School Calendar, 1911.

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| <ul style="list-style-type: none"> April 14 Good Friday (holiday). April 14 Good Friday (holiday). May 1 Application for Headmaster examinations to be in. May 5 Arbor Day. May 23 Empire Day. May 24 Victoria Day (holiday). May 25 Applications for High School Examinations to be in. | <ul style="list-style-type: none"> June 26 Regular Annual Meeting of School Sections. June 28 Normal College closes. June 29 County Academy Entrance examinations begin. June 30 Last teaching day of school year. July 1 Dominion Day (holiday). July 3 High School and Headmaster Examinations begin. |
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CANADIAN HISTORY READINGS.

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OFFICIAL NOTICE.

As there is some enquiry being made regarding the amount of Geometry required for the various classes of license, it may be said generally that the "Parts" of Hall and Stevens' text will be held to correspond generally with the "Books" of the former text, and the requirements for the various classes will be as follows;

CLOSING EXAMINATIONS.

Class II.—Parts I and II, with exercises—Text Book.
Class I.—Parts I, II, III, IV and V, with exercises—Text Book.
Grammar School.—Text Book complete, including Part VI
 For the Matriculation Examination of 1911, but not thereafter, the requirements in General History will be based upon "Ancient History" as in Myers' text.
 For First Class Finals, the examinations will be based upon ground common to both Swinton and Myers' Histories.

After the present year, the examinations will be upon Myers'.

(Signed) W. S. CARTER,
Chief Superintendent of Education.

Education Office, Fredericton, N. B.
February 3rd, 1911,

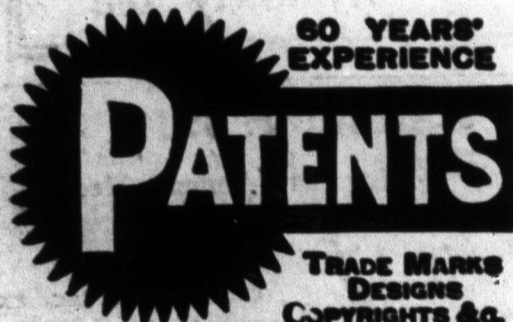
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