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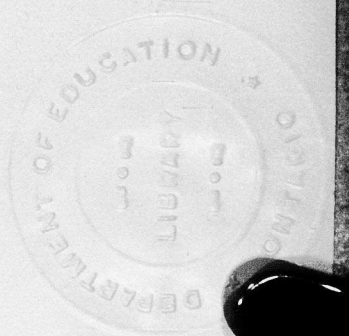
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Educational Review Supplement, November, 1911.



NAPOLEON ON BOARD THE "BELLEPHON"

From a Painting by William Quiller Orchardson.



The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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*Fie upon thee, November! thou dost ape
The airs of thy young sisters, . . . thou hast stolen
The witching smile of May to grace thy lips,
And April's rare capricious loveliness
Thou'rt trying to put on.*

—Julia C. R. Dorr.

The REVIEW thanks its readers for the extra numbers of August and September, which were asked for last month. Credit has been given of three months additional on the subscriptions of

those who sent the two numbers. This may be noted by the figures after the name on each address. No further copies of these numbers are required.

The Amherst *News and Sentinel* offers a series of prizes for the best essays on the early settlement of the districts, sections and towns of Cumberland County, Nova Scotia, one of the most interesting regions historically in the province. The prizes are open to the pupils of the public schools. This is an excellent movement, and it is hoped may be imitated in other counties throughout the Maritime Provinces. The REVIEW has frequently called attention to the importance of teachers interesting pupils in the early history of their own locality. Added to this the public schools should take part in marking historic sites by such a practical and simple plan as that adopted by the Nova Scotia Historical Society.

In 1912 the League of Empire in London will hold the first conference of the representatives of the Teachers' Associations in all parts of the Empire. Subjects such as the training of teachers, the mutual recognition throughout the Empire of teachers' certificates, the migration of teachers for purposes of study, and many others of a special and technical character will be discussed. A large representation of teachers from Canada is looked for. The date fixed for the conference is July 12-16, 1912.

Have the teachers who read this decided upon some plan of study and self improvement for the coming winter? A course in English Literature, or some one poet or prose writer, or some period in history would be better than general reading without any object in view. And have our teachers anything to propose as a help to the young men and women who have left school, but who have no plan for their self-improvement during the long evenings of winter?



Return of the Royal Commission.

The members of the Royal Commission on Industrial Training and Technical Education are home after six months spent in visiting Great Britain and the Continent. The report to the government is now being prepared, covering their enquiry into conditions, educational and industrial, found in Canada, the United States and Europe.

The chairman, Dr. J. W. Robertson, has many things to say, of great importance to every one in Canada, of the observations made in Europe. Of these we can only make mention of a few of special interest to our teachers.

Attendance at evening and technical schools is voluntary in the United Kingdom, but in most German States it is compulsory for boys from fourteen to seventeen years of age, and in a few for girls also. Employers are required to provide opportunities for their employees and pay wages while attending such classes. Cultivation for power and a sense of responsibility are everywhere apparent, and one is struck by the absence from the streets of the youth of both sexes standing on corners or wandering aimlessly about—a too common and offensive feature of many Canadian towns and cities. The cure for this and other indiscretions and carelessness on the part of youths from fourteen to eighteen years of age is found in the continuing evening school, which though unpopular at first, is soon accepted and genuinely liked by those whose ordinary elementary school days are over.

Dr. Robertson was impressed with the advances made in education in Great Britain, in spite of the lamentation made by the English themselves that it is backward compared with Germany. In the latter country thoroughness was not proclaimed, but was revealed by what was being done. The school children are well bred, gentle-mannered, interested and enthusiastic regarding their work. He noticed, what many others have remarked, the legibility, beauty and neatness of the hand-writing on envelopes and addresses of parcels, showing that every German writes clearly and neatly. Singing was taught, not merely for voice production, but rather for the culture of the whole child—body, mind and spirit—and physical culture is a great requirement everywhere.

Canada, says Dr. Robertson, will have to do much in industrial training and technical education in the near future, and our present situation calls for a great forward movement.

Notes on High School Literature.—III.

ELEANOR ROBINSON.

Macaulay's Essay on Clive and Johnson.

In 1838 Macaulay returned from India, where he had spent four years as legal adviser to the Supreme Council. In 1840 he wrote for the *Edinburgh Review* the essay on Clive, and followed it in 1841 with that on Warren Hastings. These two essays, dealing with the English Conquest of India, are among the most famous of the series which appeared between 1825 and 1844. More, perhaps, than any of the others, they show Macaulay's skill in rapid narration, the vigour of his style, and his power of presenting a vivid portrait.

If practicable, the essay on Clive should be read straight through as rapidly as possible to get the sweep of the narrative, and a view of the subject as a whole. Or, the three parts treating of Clive's life in India might be read in class, and his life in England be got up by the pupils at home. Then an analysis should be made. Questions may be given as a help to this, *e. g.*:

What is the plan of the essay (professedly a criticism of Malcolm's Life of Clive)? How much of it is critical? What proportion is devoted to Clive's youth? To each of his sojourns in India? To each period of his life at home? To the history of the time, necessary for our understanding of Clive's actions and character? Are there any digressions.

Select what seem to you some of the more striking narrative passages: *e. g.*, paragraph 29: "Clive was now twenty-five years old—"; or, paragraph 36, "Clive had received—". Try to find out what makes this good narrative. Note the length of the sentences, the proportion of verbs, and the number of specific words. Can you find any better passages than these?

Study the descriptions of character; *e. g.*, Meer Jaffier; Surajah Dowlah; Major Lawrence; Nabobs as a class. In making a character sketch of Clive, note the following points: His relations with his family; abilities as a soldier; as a speaker and writer; as a statesman; as a friend; as an enemy. His dealing with Meer Jaffier and Omcihund; his justice; moral courage.

Sum up Macaulay's judgment of him. Where does Macaulay differ from his other biographers? Discuss Macaulay's opinion that the issue of the American Revolution would have been different had Clive, at his best, gone to America in 1774. What does Macaulay consider Clive's most remarkable achievement? Give all the reasons why Clive might look back with most pride to his last sojourn in India. Discuss the justice of the proceedings against Clive in the House of Commons; of the motion which ended the inquiry. Give a list of all the offices held by Clive; of all the honours which he received. Compare the extent of territory in India ruled over by England in 1774,

with that which she now governs. Compare the government of the East India Company with that of the Crown. Write a note on the East India Company from its beginning. When was its power transferred to the Crown? What is Macaulay's judgment of the methods by which the Company governed? "The voyage by the Cape, which in *our time* has often been performed within three months, etc." Discuss in detail the changes in (a) transportation to, and (b) conditions of life in India, from Clive's time to Macaulay's, and from Macaulay's day to our own. Study Macaulay's skill in description in paragraph 54; "of the provinces which had been subject," etc.

MACAULAY'S LIFE OF JOHNSON.

The "Life of Johnson," written in 1856, was one of a set of biographies contributed to the *Encyclopedia Britannica*. An essay on "Boswell's Life of Johnson," much inferior in treatment, had appeared twenty-five years earlier in the *Edinburgh Review*. The same method of study is recommended as for "Clive," except that the first rapid reading is not so important. The essay should be analysed in the same way.

There are fifty-two paragraphs; write a phrase or short sentence summing up the topic of each. Make a list of the writers contemporary with Johnson, named by Macaulay, with one or more of their chief works. Write short papers on the following subjects: Johnson's friends; his relations with Lord Chesterfield; his edition of Shakspeare; his "Lives of the Poets;" the Dictionary; Johnson's personal peculiarities; why he had so many and such warm friends; his political opinions; the periodicals of the time (see Macaulay's Essay on Addison); Johnson's poems; his prose style; "more intimately known to posterity than other men are known to their contemporaries." Comment on this statement. Why does posterity *care* to know so much about Johnson? What qualities make him interesting?

Macaulay's judgment of Johnson, while interesting, is inadequate and superficial. It should be supplemented, and, where necessary, corrected, by extracts from more careful and more sympathetic writers. The teacher, at least, should be familiar with Boswell's "Life," one of the most famous biographies in our language, and with Carlyle's Essay on it. The lessons may be made much more interesting by readings from Boswell, and from Mme. D'Arblay's "Diary and Letters" (most entertaining and amusing). Extracts from "Rasselas," or "The Lives of the Poets," and "The Vanity of Human Wishes," should be read to the class to illustrate Johnson's style. The edition of the essay published in Longman's English Classics, at fifty cents, contains much valuable help for teachers, including a bibliography.

GENERAL QUESTIONS AND NOTES ON MACAULAY'S STYLE, TO BE STUDIED IN BOTH ESSAYS.

Does Macaulay use long or short paragraphs? Long or short sentences? Any obsolete or unfamiliar words? Are his paragraphs closely connected? Make notes on some of his connecting words or phrases. Make a list of

the authors with whom he is familiar; of the nations whose history he knows. Note his fashion; (a) of making a definite general statement, and following it up by a number of concrete ones; e. g., in "Johnson," paragraph 10: "Never since literature became a calling," etc.; (b) of emphasizing by means of comparison and contrast; e. g., in "Clive," paragraph 16: "The empire which," etc. Where does his very strong political bias show itself? Do you find any exaggerated or extravagant statements.

The aim of the teacher should be to lead the students to see the great merits of Macaulay as a writer; his learning, his clearness, vigour and brilliancy. These should be dwelt upon and illustrated. His defects need be briefly touched upon, merely enough to prevent his being considered infallible.

[Readers are referred to papers on Macaulay in the REVIEW for November and December, 1910, and May, 1911.]

Botany for Public Schools.—IV.

L. A. DEWOLFE

Shortly after writing the October number of this series, I attended a Teachers' Institute at Baddeck, C. B. There I learned that I had very greatly overestimated the ability of the average teacher to teach Botany. Their cry was "How can we teach it when we don't know it ourselves?" I had not realized that the subject was so generally neglected. A small amount of textbook work is done; but practically no true plant study is attempted.

Knowing, therefore, that nine-tenths of our teachers are unable to teach this subject, will the remaining one-tenth pardon me if I devote two or three articles to simple instruction in work to suit the season? May we not have a sort of correspondence class? If young teachers will follow me, and teach what I outline here, they should soon gain sufficient confidence to make further effort on their own account.

At this season, active plant growth is not evident. One can do much, however, by growing material in the schoolroom. But let us first have a lesson on twigs. I shall assume many of my readers will consider themselves members of this botany class. Get the material I suggest; go over it carefully; and, then, teach your own pupils from similar material.

We shall begin with maple twigs. Get a branch about three feet long, bearing a few smaller side branches. How many buds at the end of the twig? What direction do they point? Are all the same size? Into what will they develop next year? Where did the twig end last year? Had it three buds at the end then? Did all grow? Are any of them dead? Where did the twig end five years ago?

How do you know? How many leaves grew on the main branch this year? Where? How many on the side branches? Fix upon any point where a side twig joins the main one. From this point to the end of the main twig is a much greater distance than to the end of the side one. Is this due to greater age or faster growth? How can you tell the age of a maple branch without cutting it off? If permitted to cut it off, could you tell its age in a different way? Try both ways, and see how they agree.

When the leaves fell this autumn, each left a scar. Examine this scar. What is its position relative to buds? Notice three dark spots on each leaf scar. Why should there be three? If you can find a horse-chestnut, examine its leaf scar for similar spots or dots. How many are there? What are these dots?

Furthermore, the bark of our maple twig is profusely dotted with white specks. What caused them? Are they as systematically arranged as leaf scars? Did insects make them? Are they on every maple twig? Look for them also on alder, birch, cherry, apple and other trees. Are they on young twigs of pine and spruce? If caused by insects, wouldn't an occasional tree be missed? Are these spots the same shape on the older part of the trunk of a birch as on the young branches? If insects caused them, why this difference of shape?

A comprehensive answer to these questions is, doubtless, desirable. In teaching this phase of the subject to your own classes, however, I should suggest that you let the children answer what they can from immediate observation; and then allow them a few days to think about the more difficult questions before you give them a final answer.

I have a twig of rock maple before me as I write. Will the reader see if what I say is also true of red maple? The latter flowers earlier in the spring. Possibly that is evident even in November by the larger buds. I notice that the main branch and each side branch end with three buds. The central one is larger than either of the other two. Next year, these will develop into branches, the largest bud becoming the largest branch. The two side buds being weaker, will usually give small side branches. Moreover, side branches, in general, will grow more slowly than the main branch on account of poorer light. The small side branches are the same age as the main branch, counting from the same point; for

the three were once buds together, just as three buds are now found together at the end of this year's growth. Furthermore, you can count the age of each by the groups of small rings on the bark—looking very much as if a very fine wire had been tightly wound round the twig four or five times, and then removed.

What made these rings? Carefully remove the scales from the terminal bud, and notice that their scars will leave similar rings on the green axis which will be the starting point of next year's growth. Then, these rings must be scale scars, and must mark the starting point of a certain year's growth.

It is interesting to note whether a certain twig has grown the same amount each year for the last five years. If not, why not? Look at other twigs. If all show a slow growth during a certain year, we must conclude that was an unfavorable season for growth. If only an occasional branch fails to grow, some local cause, such as injury or lack of light must be ascribed.

It often happens that certain buds do not grow. They are not always dead, however. Often they remain dormant for years; but finally get a chance to grow. Find a dormant bud on any tree you choose. Cut off the branch just above this bud. Possibly next year that bud will grow. It will get the nourishment that otherwise would have gone to the buds above it. This may explain why leaves will grow on the side of small shade trees when their tops are cut off.

Beneath each bud, you will find a leaf scar. We should expect this, for buds grow in the axils of leaves. The dots on the leaf scar are the ends of the fibrovascular bundles, through which food travelled to and from the leaf. Read about fibrovascular bundles in your textbook. A maple leaf has three main veins; and we notice three bundle-ends in its leaf scar. A horse-chestnut leaf usually has seven leaflets, with one main vein in each; and its scar has seven bundle-ends. Now look at the leaf scar of a birch. What do you find there? Write out in full what these observations teach.

Now, I have answered some of the foregoing questions. Others I leave. The teacher who tries to profit by this course will observe what I have mentioned, and possibly discover things I passed over. Those specks on the bark are called *lenticels*. I shall give you a month to read about them.

ANSWERS TO LAST MONTH'S QUESTIONS.

1. Pruning apple-trees checks the rapid growth of the tree. This tends to the formation of dwarfed branches, known as fruit spurs; and also to dwarfed leaves on those spurs, which are blossoms. From the blossom, of course, comes the fruit. Driving nails into the tree-trunk possibly checks free circulation of sap, which would produce a similar effect. Some farmers think the nails supply iron to the tree; but this is not likely to be the case.

2. Apples grow from terminal buds of the "spurs"; and, therefore, on new wood. Notice the rings on the "spur," showing its age.

3. Beechnuts grow on wood of the present year's growth.

4. Garden weeds fruit much more quickly with a fall crop than with a spring crop. Possibly two sets of influences have an effect here. First, through inherited habit, plants seem to know that the first part of the season is for growth; and that after a certain length of time seed-time has arrived. Secondly, they seem to have acquired that instinct of race-preservation which makes them respond quickly to an emergency. If a plant is cut down at mid-summer, it cannot afford to grow in the same leisurely manner as it did in early spring. It hastily puts forth its flowers, that seeds may mature before frost. Furthermore, climatic conditions favor stunted growth toward autumn; and flowering is a result of stunted growth.

A most successful teacher says that one of her best methods of arousing interest in reading was to read or tell part of an interesting story, and let the pupils try to find out the rest for themselves.

The REVIEW's Supplement picture for this month shows the lonely figure of Napoleon standing on the deck of the "Bellerophon" with a group of British officers near. He had placed himself under the protection of the laws of Britain, "the most powerful, the most persevering and the most generous of his foes." Mindful of the lesson of Elba, the government decided to imprison him in the more secure fortress of St. Helena in the South Atlantic, where, after enduring great mental and physical distress for nearly six years, he died May 5, 1821. It was nearly twenty years after that his remains were brought to Paris and deposited in their final resting place under the dome of the Church of the Invalides on the banks of the Seine. As we look upon the sullen and defiant attitude of this, the greatest military leader of modern times, we can scarcely realize that a century ago his lust of conquest was drenching Europe with blood. Perhaps nothing contributed so much to make Europe tired of war than the havoc and bloodshed wrought by Napoleon.

Primary Department—III.

JENNIE W. MORTIMER.

SUGGESTIONS FOR FIRST LESSONS IN READING.

Be prepared with a few common objects whose names have only three letters; for instance, a hat, a bat and a mat. Or an empty cocoa-tin and a pin (at least four or five inches long, with a large head). By asking, you get pupils to tell you what these are. You make, with the fewest possible lines, drawings of the two or three objects you have chosen for the lesson. Pointing to each of the drawings you ask, "What is this?" If you get the answer "a tin;" "a pin;" you remind the pupils that this tin is not able to stand on the desk; you can't put anything in it. This pin is of no use to fasten anything; or, if you have taken the other objects,—this hat no one can put on the head, this bat you can't play ball with, nor put the mat on the table. You can easily get the little ones to understand that these marks on the board just tell that you mean a bat, mat, hat—they *stand for* the real object. If you think it wise to do so, you might tell the class briefly and simply about the people who sent messages by these pictures before they knew anything about letters and writing; that this was, indeed, the primitive form of writing—picture writing. I have to confess that I have amused myself and my small pupils by "making up" picture writings for them to read.

Now you print in clear script the word "bat" under its drawing. The children will be sure to guess what the word is. You have them notice its three parts—letters—and the three sounds one makes in saying the word. You explain that each "letter" stands for such a sound in the spoken word. They pronounce after you, breaking up the word into its three sounds, and making those sounds as you point to the letters. Make a first lesson so short as not to be tiresome, and don't expect much to be remembered. (Repetition is not the soul of teaching, but I sometimes think it is the body.) Let the class try to draw the objects as they are on the board and to print one script word.

You will find it helpful to get them up to the board and teach them the motions of hand and direction of strokes needed to make the letters. They will also like to put their little drawings on the board, and the moving about will be good for them.

At a second lesson they should recognize the two or three words studied, though in different places

on the board, and be ready for a short drill in the *sounds* of *all* the letters used. Whether one should teach the names of the letters at this stage or not I have not been able to decide. It postpones the actual reading of words by introducing a set of sounds having little to do with it. And yet, I have found that, by mentioning the names of letters when teaching the sounds, I enable most children to "pick them up," and with very little help, to be ready for spelling. It is also well to have the alphabet on the board above, so that reference and comparison may help the beginner to get what these lessons are designed to give him—a connection between words and things already in his mind, and the gradual association of sound, letter and name of letter with the word.

Teachers and parents have asked me if I prefer that children should be taught the names of letters before coming to school; and I can only say that, while it often makes my work easier, I am sure the child must find it confusing that his familiar "b," "a," "t," are not "bee-ay-tee" when taken together, but have quite different sounds. And a little confusion, the missing of a few small links at the first of school-life may have far-reaching results.

After a number of such lessons as the foregoing, the child is given his first book. Some training of hand and eye have awakened his intelligence; his unfolding ideas as to form and color and the objects about him have already prepared him for the grasp of new ideas. The reading lessons have dealt not only with names of objects—your ingenuity has provided an object or two as a foundation for most of the lessons—but with such sentences as you have been able to get from pupils. "I see the bat." "That is my cap." "The map is on the wall." "The pin is in the mat." "The tap is in the hall." "Here is your ball." By isolating and re-combining the words used you have given a good drill in recognizing words. You have introduced many of the words used in the first two or three book-lessons, and the phonic drill has put the child in a position to pronounce intelligently such new words as he meets. The drill in letter-sounds and syllable-sounds should, of course, be continued. (I have had to devote valuable hours to it in grades seven and eight.) The book-lessons will bring up the "silent letter," and you will give short drills on -od and -ode, -ad and -ade, -it and -ite, -in and -ine, etc.; on diphthong sounds, vowel combinations, consonant combinations, and in fact,

just such "points" as the lesson puts before you.

It is a good idea to get statements from pupils, about any familiar matter of interest to them, such as what occurs in their homes, what they see and hear in their walks to and from school, etc., and combine them into a "story" on the board. It makes an interesting reading and spelling lesson, which, since books suitable for reading by grades two and three are so hard to find, makes a good supplement to the prescribed reader. Excellent suggestions for Primary Reading material have lately appeared in the REVIEW. At all events, do not let the reader stories grow threadbare nor the interest lag in new words and new readings.

I have not mentioned the numerous "helps" to Primary Reading, for most teachers know and use them already: Cutting out letters which the children place so as to form words, and words for them to form sentences; (be sure to have them read what they have "formed"); games with words, placing picture and word correctly together. They all provide valuable "busy work," but only as an aid to the real teaching of reading.

All through the primary years, and I may say throughout school life, the teaching of reading should have much the same aims as these first lessons.

Clear enunciation due to phonic drill; correct emphasis and expression due to the pupil's intelligent interest; and eventually to a love of good books, one of the best things an education can give.

Summer School of Science.

Summer is over and gone, schools are open and the student-teachers of the Summer School of Science are spread abroad over the land. Has the leaven of the very pleasant, hard work of those memorable three weeks in elm-embowered Fredericton begun to work?

On the opening day of school, did the primary teacher fascinate the wee tots with picture stories on the blackboard? Little folk are so easily entertained, and drawing is work and amusement, pleasant in either case. Professor Hagerman's teaching was just along the line we needed. The Augsburg books were taken by number and the principal points in each explained while we did the illustrating—strange, weird attempts some of us made. But in three weeks, telegraph poles and fence posts had individuality; deer and dogs were not alike.

We have great hopes for our teaching of drawing this year after the impetus we have received.

In the districts where children have a long way to walk to school, distance and time will be lessened when rock-hunting begins. A collection of the rocks of the neighborhood will be eagerly made when the boys know that "teacher" can tell the whys and wherefores of hardness and color, the masses of granite, the sheets of slate, etc.

Every section does not have a Currie's Mountain, and every section does not have a geology professor for a teacher, but in every locality there is enough diversity in rocks and soils to put into use all the knowledge gained from Professor McIntosh. If the teacher cannot cause pupils to see and hear and think outside of the schoolroom something is radically wrong. She needs a session at the Summer School, and having had one, she wants another.

Children love to gather flowers, and under wise guidance something more than color is noticed. Just now seed dispersal is a timely subject, and a collection of seeds is more than an ornament to the wall.

Drawing, geology and botany are all needed by the primary teacher (you will know I am one); and it might seem that literature was advanced work, yet the more good reading is studied and appreciated, that much better grade one can be taught. Our first literature subject this year, "The Lady of the Lake," though taught before, was new; some things never grow old. A special feature of President Staratt's teaching is that much memorizing is required, and wise, witty, beautiful gems of thought are now stored in our chambers of memory ready for use, to warm, to comfort and command.

In a few months, Summer School will be in session in Yarmouth, N. S. Shall we assemble five hundred strong?

NINA ELOISE DAVISON.

Wolfville, N. S.

A stirring national anthem, "God Bless our Canada," composed by Mrs. Charles Archibald, of Halifax, N. S., and with words both in English and French is for sale by J. & A. McMillan, St. John, price 15 cents.

The city of Toronto has forbidden the exhibition of moving pictures glorifying the United States flag; and a similar movement is to be made at Winnipeg, Regina, Brandon, Calgary, Edmonton and Saskatoon.

Teachers Institutes.

Carleton and Victoria Counties, N. B.

The Carleton and Victoria Teachers' Institute met in the Consolidated School building at Florenceville on Thursday and Friday, October 5 and 6, President R. B. Masterton in the chair. There were 108 teachers present. Excellent arrangements were made for accommodating the visitors, and a warm welcome was extended to them on behalf of the people and teachers of Florenceville by Principal R. L. Simms. President Masterton gave a very excellent opening paper on Discipline, followed by addresses by Inspector F. B. Meagher, Dr. Ross, Chairman of the Florenceville School Board, and Principal C. D. Richards of Woodstock.

A paper was read by Principal Simms on The Advantages of District Union and Consolidated Schools; a practical demonstration in the art of cooking by Miss Bertha F. Alward with a class of girls; a paper by Mr. Emerson C. Rice on School Gardening; on Physical Culture and its Effects on Health by Principal Milton F. Gregg, and a lesson on Arithmetic to a class consisting of the whole Institute by Inspector O'Blenes.

A large and influential public meeting was held on Thursday evening, at which President Masterton occupied the chair. Addresses were delivered by Inspector Meagher, Principal Simms, Inspector O'Blenes, and Chief Superintendent Dr. W. S. Carter. A solo was effectively rendered by Miss Hazel B. McCain.

The excellent papers and addresses, and the spirited discussions carried on while the Institute was in session, were greatly appreciated by the teachers.

A resolution was adopted asking the Board of Education to prescribe a textbook on Civics.

The next meeting of the Institute will be held in Woodstock. The following officers were elected: Principal C. D. Richards, B. A., Woodstock, president; Miss Inez Bradley, Hartland, vice-president; R. E. Estabrooks, Woodstock, secretary; additional members, Miss Mary Maxwell, Florenceville, Miss Bessie M. Fraser, Grand Falls.

Restigouche County, N. B.

The Restigouche County Teachers' Institute met at Dalhousie, October 19 and 20, with an attendance of thirty-eight teachers. An hour of the first session was spent in witnessing the exercises in the several departments of the Superior School of

which Mr. L. D. Jones is principal, and the visitors were much impressed in noting the order and method of this excellently conducted school. Another hour was spent in criticizing and discussing the work observed and in offering suggestions for improvement.

The tact and judgment of Inspector Mersereau who presided and the excellent spirit and attention to punctuality of the teachers combined to make the Institute a most successful one. Dr. A. G. Ferguson, Chairman of the Dalhousie School Board extended a cordial welcome to the visitors. Helpful addresses were made by Chancellor Jones of the University, Chief Superintendent Dr. Carter and G. U. Hay.

Chancellor Jones gave an admirable address on the New Geometry, in which he pointed out many practical and lucid methods that should take the place of Euclid's more elaborate demonstrations. Following a suggestion in Dr. Carter's address the Institute passed a resolution recommending the Board of Education to prescribe a textbook on Canadian Civics. Miss Eliza Babineau read a carefully prepared paper on Hygiene, Miss Anna Poirier one on Regular Attendance, and Dr. G. U. Hay on Teachers and their Opportunities. These papers gave rise to very useful discussions on vital matters pertaining to the welfare of schools.

Dr. Hay's remarks on local history brought forth the suggestion that the Campbellton and Dalhousie schools erect tablets marking Jacques Cartier's first visit to Canada and the last battle fought between the English and French near the mouth of the Restigouche. No doubt this will be carried out next summer.

Many inquiries were made and answered about the Comrades Correspondence Branches, and blank applications were distributed. Miss Chapman read an interesting paper on the value to teachers of the Summer School of Science. The next Institute will meet at Campbellton. The following are the officers elected: J. B. Carr, B. A., Principal of the Grammar School, Campbellton, president; Miss Smith, Campbellton School, vice-president; Miss J. B. Carter, Campbellton, secretary-treasurer; Misses Duffy, Andrews and Brown, additional members of the executive.

Kent County, N. B.

The Kent County Teachers' Institute met at Buctouche, with an attendance of sixty-two teachers.

President Arthur H. G. Mitchell presided and introduced Dr. W. S. Carter, Chief Superintendent of Education who gave a most instructive address. He urged teachers to qualify for higher license, and to give more attention to writing, drawing and nature-study. He thought it very desirable that these meetings of teachers should be attended by parents also, so that their unanimity of aim might be better understood. This suggestion was followed by a resolution of the Institute to have a trustee section in connection with its next meeting.

The following papers were read: The Trustee, School and Home, by H. M. Ferguson; Physical Drill, by Principal P. L. Robinson of the Harcourt Superior School; School Gardening, by R. P. Steeves, jr., of the Richibucto Grammar School; Neatness and Cleanliness in Schoolrooms, by Miss Mabel Goodfellow; Spelling, by Miss Minnie Buckley; Nature-Study, by Principal W. T. Denham, of the Richibucto Grammar School; How to Secure a Larger and More Regular Attendance, by Miss Flora Atkinson; Percentage, by Miss Caulie McInerney.

At one session the Institute divided into a French and English section, Inspector Hébert leading the first and Principal Denham the second. A public meeting was held on Thursday evening addressed by Chief Superintendent Dr. W. S. Carter, Inspector Hébert and others. The Institute passed a resolution memorializing the Board of Education to adopt such a textbook as that of R. S. Jenkins (N. B. Edition) for the instruction of teachers in Canadian Civics.

The trustees of Richibucto invited the teachers to meet there next year. The following officers were elected: W. T. Denham, president; Stella Burns, vice-president; R. P. Steeves, jr., secretary; additional members of executive committee, Miss Nessie Ferguson, Miss Flora Atkinson, Joseph Comeau, Miss Minnie Buckley and Miss Louise Richard.

The Baddeck Institute.—A Correction.

In the October REVIEW appeared a paragraph, copied in substance from the *Post*, reflecting on the Sydney School Board for not allowing its teachers to attend the Institute. From a letter received from Supervisor Woodill and from a later edition of the *Post* the REVIEW is informed that there was no foundation for this statement;—that the members of the Sydney board are always ready to forward

by every means in their power the educational interests of the city and province, and that it was through no lack of co-operation on their part the teachers did not attend, but from the unwillingness of the latter to take the time from the schools which had but recently re-opened. In justice to the school board the REVIEW is glad to make this correction.

To the Teachers of Division No. 7, Richmond and South Inverness, N. S.

The EDUCATIONAL REVIEW is now publishing a series of *Nature Lessons* by Prof. L. A. DeWolfe, of the Normal College, which is intended to continue throughout the year. I wish to make this known to the teachers of the Division, because I feel sure that those of them who had the good fortune to follow Mr. DeWolfe's lessons at the recent Normal Institute at Baddeck, will desire to follow this course also, and to these no further commendation from me is necessary.

Those teachers who have not attended the Institute may take my word for it that, if they take any interest in Nature Work, Mr. DeWolfe's lessons will alone make the REVIEW easily worth more to them than the price of a year's subscription to that otherwise helpful journal.

To most young and inexperienced teachers, and especially those who have attended no other than the ordinary rural schools, the great trouble is that they do not know *what* to teach, let alone knowing *how*. To these, Mr. DeWolfe's course of lessons will be of incalculable benefit. If they are in earnest and anxious to try this interesting work, the opportunity to learn how is at hand at the minimum of expense—one dollar for a year's subscription to the EDUCATIONAL REVIEW.

M. J. T. MACNEIL,

River Bourgeois, N. S.,
October 19th, 1911.

Inspector of Schools.

Examination Marks.

(From the October N. S. Journal of Education.)

These have not been published for some years, because a few people expressed the conviction that it would lessen the spirit of rivalry between ambitious schools. It would cost no more time or space to publish these figures; and for many years this full publicity was considered to be valuable material for the study of the relation between high school marks and ability in life work afterwards. These figures have been left unpublished, to satisfy people who think the covering up of the facts would allow many to feel more comfortable and to act more sensibly. But it appears there is now bragging of marks which none out of the Education Office can prove to be untrue. The result is that a great deal of correspondence has arisen with the Education Office, asking for the comparative standing of candidates for the settlement of prizes, and the correction of personal boasts. The correspondence is many times more expensive than the publication of all the marks as usual. What should be done?

[Why not publish the marks? "The spirit of rivalry between ambitious schools" is honorable.]

Little Recitations With Actions.

What the Little Pigs Say.

- ¹Three funny little pigs went ²"Grunt! grunt! grunt!"
³Six little ones said, ⁴"Squeak! squeak! squeak!"
 With their dear little ⁵trotters and snouts so blunt—
⁶Oh! I wish the poor creatures could speak.
⁷Be kind to the pigs, whatever you do,
 For though you may know they don't speak,
 There's a good deal of meaning in ⁸"Grunt! grunt! grunt!"
⁹As well as in "Squeak! squeak! squeak!"
¹⁰Then their small twisted tails will go wag, wag, wag,
¹¹And their trotters will trot, trot, trot;
¹²Dumb animals ought to be thought of by us,
 For they're the best friends we have got.

—Recitations with Actions.

- ¹ Raise two fingers on one hand and one on the other.
² Make the voice deep, although not loud.
³ Show three fingers on one hand and three on the other.
⁴ Pitch the voice rather high and pronounce rather faintly.
⁵ Point with each fore-finger to the feet.
⁶ Stand in position.
⁷ Look very pleadingly.
⁸ and ⁹ Imitate actions 2 and 3.
¹⁰ Raise the right hand and move it to and fro.
¹¹ Droop the hands and imitate with them the action of trotting.
¹² Stand in position.

Maggie.

- One day mamma to ¹market went,
 And left Mag all alone;
 She said, "The baby's fast ²asleep,
 Don't wake my darling one."
 "And don't go ³out to play, my dear,
 But mind the house for me."
⁴"Yes, mother, I will mind it well,"
 The child replied with glee.
 "I know what I will do," said Mag,
 I'll ⁵run and fetch the broom,
 I'll ⁶brush the grate, and clean the hearth,
 And ⁷sweep up all the room."
 And so she did, and every chair
 Was ⁸dusted clean and bright.
 And Maggie whispered to ⁹herself,
 "I'll please mamma to-night."
 And now the ¹⁰cloth is laid for tea,
 And toast is made for ¹¹one,
 And Maggie ¹²looks all around and says,
 "I think my work is done."
 Ah, ¹³there's the baby! Off Mag ¹⁴runs,
 And ¹⁵lifts him from his cot,
¹⁶"Here is nice food for baby dear,
 Just see what Mag has got."
 See how the baby crows and ¹⁷smiles!
 He loves his sister dear.
 But now the latch is ¹⁸lifted up,
 And Mag cries, "Mother's here."
 Tired mother with her ¹⁹bundles large,
 How weary she does look!
 But Maggie ²⁰put the baby down,
 And ²¹quick the parcels took.

Then mother had some tea and toast,
And soon felt warm and bright,
And kissing Mag, she said, "My child
Has made me glad to-night."

So be a comfort, children dear,
And try some work to do;
Make *others* happy, and I'm sure
You will be happy, too.

- | | |
|----------------------------------------|----------------------------------|
| 1 Point outwards. | 12 Look round. |
| 2 Rest head on hands, with eyes closed | 13 Send right hand out. |
| 3 Point to door | 14 Same as 5. |
| 4 Nod head. | 15 Raise hands slowly. |
| 5 Tap floor with feet. | 16 Place hands as if carrying. |
| 6 Imitate brushing. | 17 Smile. |
| 7 Imitate sweeping. | 18 Lift right hand. |
| 8 Pretend to dust desk. | 19 Hold arms out as if carrying. |
| 9 Point to self. | 20 Put hands on table. |
| 10 Spread hands. | 21 Pretend to grasp. |
| 11 Hold up one finger. | |

Presents for Toddlers.

It was Master Toddles' birthday,
We all went there to tea,
¹Each taking little presents
To delight the boy, you see.

²Now, as none of us had money,
These presents were so queer,
Yet each one taught us something,
³As you presently shall hear.

⁴Wrapped carefully in paper,
Clara brought a piece of coal,
And told us how the people
⁵Go and dig a great big hole.

⁶Then how they put in baskets
The coal which they have found,
And bring it up to light our fires
⁷From underneath the ground.

⁸Then Lucy brought the loveliest lump
Of sugar, white as snow,
And explained to little Toddles,
Where it first is found to grow.

⁹How in sugar-canes they find it,
And then make it as you see,
¹⁰Into beautiful sweet sugar
For our candies and our tea.

Then little Tom thought he must bring
A present with the rest,
¹¹So off he wandered till he found
¹²A pretty (empty) nest.

You see the birds had left it
For another one they'd made,
Where they put their little baby birds,
And where their eggs they laid.

These presents which the children brought
Gave Toddles much delight;
He learned about the sugar-cane,
¹³And coals which burn so bright.

He learnt to love his happy home,
Though birds forget their nest,
¹⁴Three little lessons had been taught
To Toddles and the rest.

- 1 Gather up the pinafores as if carrying something.
- 2 Shake the head and look very solemn.
- 3 Gesticulate with the fingers.
- 4 Fold something carefully in paper.
- 5 Imitate the action of digging.
- 6 Imitate the action of gathering something from the ground.
- 7 Stand in position and point downwards.
- 8 Pretend to show another pocket.
- 9 Hold the left arm erect to imitate the sugar-cane, and encircle the wrist with the forefinger and thumb of the right hand to show the girth of the stem.
- 10 Cross the arms over the chest and look very pleased.
- 11 Point to the right with the right arm extended to indicate distance.
- 12 Make a nest with the hands.
- 13 Point to the fire.
- 14 Hold up two fingers on the right hand and one on the left.

—Recitations with Actions.

"Dust Carries It."

Under the above headlines, the New York *Sun* publishes an interesting account of a paper read by Dr. Marcus Neustaedter before the neurological division of the Academy of Medicine, in which he explains a series of experiments conducted in conjunction with Dr. William Thro, of the Cornell Medical College, for the purpose of determining the manner of the spread of infantile paralysis.

As a basis for his experiments, which were made on six monkeys, Dr. Neustaedter adopted the hypothesis that infantile paralysis, like so many other dangerous affections, is a dust disease, contracted by children coming in contact with or breathing in the dust of any room infected with paralytic germs. During March, Dr. Neustaedter and Dr. Thro collected the sweepings from rooms in which there were nineteen different cases of infantile paralysis, of from three to six months' standing. These collections of dust were taken from the walls, floors and wooden trimmings of the different rooms, and were then dried, sifted, macerated and dissolved in a normal salt solution. The resulting solution was injected into the brains of six monkeys reserved for the experiment.

Five of the monkeys showed prominent symptoms of paresis, in some of the cases paralysis being complete. Stereopticon slides showing sections from the animals and their photographs during various stages of the disease were thrown on the screen. The physicians present agreed that the monkeys were undoubtedly paralytic and that an important chapter had been added to the medical knowledge of the disease.

In the light of recent scientific research, the dangers of dust as an ever-ready vehicle for the spreading of disease germs are attracting more and more attention among medical men everywhere. In this connection the value of Standard Floor Dressing as a dust preventive is receiving wide recognition. Standard Floor Dressing is a mineral preparation, notably effective in catching all dust the instant it settles on the floor, and holding it there until it is swept away. It prevents the dust from rising again and circulating in the air, thus keeping furniture and fixtures clean and fresh in addition to its high hygienic value. Full particulars as to the use, etc., of Standard Floor Dressing can be obtained on application to any agency of the Imperial Oil Company, Limited.

Lord Meath Empire Day Challenge Cups and League of the Empire Prizes.

ESSAY COMPETITION FOR EMPIRE DAY, 1912.

The following are the subjects and conditions for the Essay Competitions inter-all-Secondary Schools and inter-all-Primary Schools of the Empire for 1912.

A. SECONDARY SCHOOLS.

Subject:—"Colonies in ancient and modern times, their development and their relations to the Mother State."

Prizes:—A Silver Challenge Cup, value £10. 10s., presented by the Right Hon. the Earl of Meath, K. P., to be held by the School, and a prize of £5. 5s., given by the League of the Empire, is offered for competition to pupils attending all Secondary Schools throughout the Empire. The Essay *must not exceed 2,000 words*. Age limit, over 14 or under 20 on January 1st, 1912.

B. PRIMARY SCHOOLS.

Subject:—"Describe the objects you would see in a town or country walk in your own neighbourhood."

Prizes:—A Silver Challenge Cup, value £10. 10s., presented by the Right Hon. the Earl of Meath, K. P., to be held by the School, and a prize of £3. 3s., given by the League of the Empire, is offered for competition to pupils attending all Elementary Schools throughout the Empire. The Essay *must not exceed 1,000 words*. Age limit, under 14 years of age on January 1st, 1912.

CONDITIONS.

1. All essays must be certified by the teacher, parent or guardian of a child in the following terms:—

"I certify that this essay is the unaided composition of the boy or girl in whose name it is sent in."

Signed.....

Teacher, parent or guardian.

Note.—This declaration is not intended to preclude a teacher from answering any reasonable requests for information, or from indicating books where such information may be found; but an essay must not be a mere reproduction of a lesson given in class.

It is not expected that the essay will be written without reference to the ordinary and authoritative sources of information on the subject; but it is expected that the information will be thoroughly assimilated and rendered in the writer's own language in the essay offered for competition.

2. All essays must first be judged in the Schools,

only the best one from each school being sent in for consideration.

3. All essays must reach the Central Offices of the League of the Empire, Caxton Hall, Westminster, London, England, by the 1st March, 1912.

4. Any essay exceeding the word limit or written by a child over the specified age will be disqualified.

5. Essays should be written on one side of the paper only, and the competitor's full name and address, date of birth, and school should be clearly given.

6. Essays must be submitted in the Candidate's own handwriting (not typewritten). Illustrations are not allowed.

The names of the winning Schools will each year be engraved upon the Cups, which are replicas of the Warwick Vase.

The Science Examiner Discusses the Examination.

Dr. Waddell, Provincial Examiner in Science, reported in an interesting manner on the examinations of 1911. He notices the proposed series of lessons in botany which Prof. Loran A. DeWolfe of the Provincial Normal College, is publishing in the EDUCATIONAL REVIEW (which should be regularly seen by every one of our teachers), and intimates that some of the questions to be given next year, are likely to be suggested by such a course. He maintains it should be so. The proposed series of lessons should touch some of the most important fundamental principles of a useful botany, and so should an examination paper. The following extracts from Dr. Waddell's report will be of interest to teachers as well as candidates:

"As you know, I have tried for years to improve the teaching of Science in the schools of Nova Scotia, and have had that end in view while framing examination papers, as well as in articles that I have written. I think that in Nova Scotia more freedom is given to the individual teacher than is allowed in most places. This permits the teacher to follow his own bent to a certain extent and the examinations are set with a view to encouraging good work.

"So important is it that students should have right ideas from the start that I believe you would do good service by distinctly announcing that next year one or two questions will be asked in which at least one of the following will be involved—velocity, acceleration, force, work, power. The real meaning of gram, pound, dyne, poundal, foot pound, foot poundal, gram, centimeter, dyne centimeter, and erg should be carefully drilled into the pupils by their teachers. I do not think you would be giving too much information regarding the examination because any candidates who study these points well deserve such recognition by the examiner. Teachers should put far more stress upon the fundamental ideas than upon the formulae based upon them. When the fundamental ideas are understood, it will take very little time to learn and apply the formulae correctly."—*N. S. Journal of Education*.

Sense Training Games.

When rest-time comes and the children are allowed to choose their recreation we are almost certain to hear, "Let's play post-office." This means that the children stand in two rows on opposite sides of the room. A letter is given to the first child in each row with the instructions to have it reach its destination, the last child in the row, as quickly as possible. The command, "one, two, three; go!" is given by the teacher or another pupil. These two children run around the room (running on toes, of course) and pass the letter to the next child, who does the same. This is repeated until all of the children on each side have run. The game is won by the side that gets its letter to its destination first. It adds interest to allow the winners to clap softly. This may be made a lesson in both neatness and dispatch.

The game which follows is a valuable one for clearness of thought and expression. Tell one child to do something. Tell another child to do that and something else. Continue this until as many things have been done as can be performed and told without hesitancy or mistake. Then ask, "What did John do?" "What did Mary do?" etc., until some one has told everything that has been done and who did it. At first the children may find it difficult to remember, but after a little practice, if the work is made simple enough at first, all of the children will be able to tell all that has been done.

Another exercise which develops both observation and the power of description is the following: The children are asked to describe pupils in the room by telling only the one or two points in which they differ from all of the others.

The description below given by a first-grade class will nicely illustrate the game. "A boy with large, dark blue eyes has shaky hands and is always good." Class guessed, "Henry." It really was not a guess, for the visualization was so good that they knew instantly.

"A black-eyed boy in the A class wears a blue coat and a red vest." Class, "Abie."

"A little girl has black, curly hair that stands on ends." Class, "Ethel."

"A little girl has light hair braided in four braids and always has to be told twice to do anything." Class, "Beatrice."

A helpful and interesting device for training the ear is the following:

Four pupils (it may be necessary to begin with a less number) come to the front of the room and walk naturally across the room and back while the others watch and listen. Then while eyes are hidden these same pupils walk again. The school should be able to tell who walked first, who walked second, last, how many walked together, and who, etc. A little practice in this gives astonishing results. A similar game may be used for the recognition of voices in singing, speaking, or whispering.—*The Nebraska Teacher.*

Peter's Chances.

The Merry-hearted Teacher put her pretty head in at the door of the First Primary. "Come, Little Mother, with the Madonna face, come out with me on your wheel and get a little ozone into your lungs. O dear! Peter, again? Well, good night, then, but do you know it's 4.30 and these lovely days can't last much longer.

Peter had been one of the trials. From the September day when he entered up to the present—one of the trials. His first day at school had been spent clinging with both hands to the sides of his desk and hanging his head far out in either aisle. The second day when all the other incorrigibles were busy making flower pots and saws with colored triangles, Peter divided his time between chewing the corners of the cards and running his tongue along the edge of the shiny new desk.

When he finally learned to be quiet and reserve his tongue for other uses, he sat with vacant stare, day by day, comprehending nothing.

The Little Mother-teacher sighed as she looked at him—the only tiny face which had failed to respond to her smile. But one happy day when every other child had found the cat among the picture cards and had sprung to his feet to signal his victory, Peter seemed to be hunting, too.

The Little Mother with quiet step came down the aisle and placed her cool, soft hand on Peter's little head. Was it the magnetism of that gentle touch? Suddenly a smile burst all over the dull little face and holding up the card, he said, "That's him, teacher, ain't it?" From that day Peter was awake, yet how slowly came each new thought. One morning, as she looked over her flock, the Little Mother said to herself, "Peter is getting

behind. He needs personal help. They all need it. How shall I manage it. I *must* manage it."

Thus it came that, in the quiet half-hour after the others had gone, leaning on the arm of "teacher's chair," with the western sun streaming in at the window, after many struggles and some tears, Peter learned to read.

The Little Mother hurried along through the first snowfall. She was a little late. As she turned the corner, a flock of children came flying to meet her all talking at once.

"O Miss Lawtence, Peter is dead! Peter Van Waldenberger is dead!"

The Little Mother called at the house of mourning that night. She stopped at the florist's, on her way, for a few carnations. It took her car-fare, but never mind. She would enjoy the long walk home. It would give her time to think.

As the teachers walked up to the high school the next afternoon for the Friday meeting they discussed Peter.

"I'm so glad he learned to read," said the Little Mother.

"Mercy! What difference does it make now?" laughed the Merry-hearted Teacher.

"I believe," said the Little Mother, "as truly as I believe in the Immortal Life, that the discipline received in learning to read will be a joy and benefit to that little soul all through eternity."—*Mary B. Woodward, in Primary Education.*

The Rhyme of Dorothy Rose.

Dorothy Rose had a turned-up nose.
Did she worry about it, do you suppose?
Oh, no; but a plan she began to hatch,
To make the rest of her features match.

First of all, she trained her eyes
Turning them up to the sunny skies.
Look at the mud and the dust? Not she!
Nothing but sunshine would Dorothy see.

A flower that droops has begun to wilt,
So up went her chin, with a saucy tilt,
An ounce of pluck's worth a pound of sigh,
And courage comes with a head held high.

Lastly, her lips turned their corners up,
Brimming with smiles like a rosy cup.
Oh, a charming child is Dorothy Rose,—
And it all began with a turned-up nose!

—*Pauline F. Camp in November St. Nicholas.*

A Child's Thoughts.

"Oh, isn't it a doleful day?"
That's what you hear the people say
When cold November comes this way,
And winds are bleak and skies are grey,
I don't think *that's* the thing to say. Do you?

The birds that worked with such a zest
To make a snug and cozy nest,
The flowers that tried to look their best,
I'm sure they ought to have a rest.

The leaves that once were gay and bright,
And fluttered in the golden light,
And danced about from morn till night,
I'm sure they're glad to say "Good-night!"

There's time for work, and time for play,
Time to be sad and time to be gay;
We should not like it always May,
And Winter's just a resting day.
I think that's what we ought to say. Don't you?
—*The Children's Calendar.*

This Time of Year.

A crimson touch on the hardwood trees;
A shadowy highway, cool and brown,
Alluring up and enticing down.

The tempter apple over the fence;
The cobweb bloom on the yellow quince;

The palish asters along the wood,—
A lyric touch of the solitude;

An open hand, an easy shoe,
And a hope to make the day go through—

Another to sleep with, and a third
To wake me up at the voice of a bird;

The resonant far-listening morn,
And the hoarse whisper of the corn;

A hunger fit for the kings of the sea,
And a loaf of bread for Dickon and me;

An idle noon, a bubbling spring,
The sea in the pine-tops murmuring;

And O the joy that is never won,
But follows and follows the journeying sun,

Delusion afar, delight anear,
From morrow to morrow, from year to year.

These are the joys of the open road—
For him who travels without a load.

—*Bliss Carman.*



Associate Secretaries, Summer School of Science.

The following is a list of Associate Secretaries of the Summer School of Science. Their duty is to communicate with as many teachers as possible, urging their attendance at the School at Yarmouth next July; to induce public-spirited citizens to donate scholarships, and to enlist public sympathy with the school and its aims:

LIST OF ASSOCIATE SECRETARIES.

NOVA SCOTIA.

Allen, Chesley E., Yarmouth.
 Archibald, Maynard, Great Village, Colchester Co.
 Bell, Mary E., Dartmouth, Halifax Co.
 Beranger, Alvina, River Bourgeois, Richmond Co.
 Crowell, Brunhilda, Port La Tour, Shelburne Co.
 Denton, Helen, Little River, Digby Co.
 Davison, Mrs. Nina E., Berwick, Kings Co.
 Dawson, J. Arthur, Sydney, Cape Breton.
 Elliott, Primrose S. G., Lower Granville, Annapolis Co.
 Freeman, M. Allene, Milton, Queens Co.
 Forrester, Mary, Troy, Inverness Co.
 Guild, Jean, Middle Musquodoboit, Halifax Co.
 Hewitt, Minnie C., Lunenburg, Lunenburg Co.
 Harris, Nellie M., Bear River, Digby Co.
 Hibbert, Mr. T. M., Truro, Colchester Co.
 Hamilton, Agnes C., Sydney, Cape Breton.
 Jenkins, Mrs. G. H. G., Brooklyn, Hants Co.
 Kennedy, Lena, Canso, Guysboro Co.
 Kedy, Claude J. W., Mahone Bay, Lunenburg Co.
 Loomer, Estella, Canning, Kings Co.
 Mallens, Jennie E., Liverpool, Queens Co.
 Marsters, Gladys M., Summerville, Hants Co.
 McDonald, Lillian, Sherbrooke, Guysboro Co.
 McLeod, John, New Glasgow, Pictou Co.
 MacBean, Jennie, Westville, Pictou Co.
 McDonald, Sadie, Cross Roads, Ohio, Antigonish Co.
 McLean, Fina O., Baddeck, Victoria Co.
 McKinnon, Inspector, Whycomagh, Victoria Co.
 Purcell, Jennie E., Antigonish, Antigonish Co.
 Smith, Ada, Parrsboro, Cumberland Co.
 Sampson, Miss M. E., Bridgeport, Cape Breton.
 Thomas, Elvah B., West Port Clyde, Shelburne Co.
 Thorne, Miss A. E., Karsdale, Annapolis Co.
 Tompkins, Miss, Academy, Port Hood, Inverness Co.
 Ward, Cora, Parrsboro, Cumberland Co.
 Cox, Josephine, Guysboro.
 McGray, Winnie, Yarmouth.
 Dennis, Agnes M., Halifax.
 Campbell, Jessie B., Berwick.

NEW BRUNSWICK.

Atkinson, Flora V., Richibucto, Kent Co.
 Allen, Mary E., Petitcodiac.

Alexander, Florence L., Fredericton Junction.
 Belyea, Alice G., Apohaqui.
 Brooks, Alfred J., B. A., Hampton.
 Belyea, George N., B. A., Sussex.
 Berlin, Ida M., Clark's Corner, Queens Co.
 Brooks, Martha A., Seven Creek.
 Bell, Jennie M., Taymouth, York Co.
 Cook, Helen M., Black Lands, Restigouche Co.
 Caie, Isabella J., Milford, St. John Co.
 Craig, Mildred, Welsford, Kings Co.
 Coughlan, Gertrude, Milltown, Charlotte Co.
 Cheney, Martha W., Grand Manan, Charlotte Co.
 Carvell, Mrs. Myrtle F., Perth, Westmorland Co.
 Carr, J. B., Campbellton.
 Daley, Walter, Newcastle, Northumberland Co.
 Dixon, Ellis, Hopewell Cape, Albert Co.
 Eddy, Miss L. G., Bathurst, Gloucester Co.
 Estey, Sadie J., Jacksontown, Carleton Co.
 Fraser, Bessie M., Grand Falls, Victoria Co.
 Hay, G. U., St. John.
 Haines, Addie C., Moncton.
 Jones, Lynus D., Dalhousie, Restigouche Co.
 Keith, Beulah R., Havelock.
 Losier, Etta M., Tracadie, Gloucester Co.
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Review's Question Box.

J. L. S.—Have you any printed list of New Brunswick wild plants; or can you direct me where I may obtain such?

Fowler's catalogue of plants, compiled with the assistance of members of the Natural History Society of New Brunswick, twenty-six years ago, is now out of print, or very few copies remain.

A new list of plants of the Maritime Provinces is being prepared under the direction of Professor Macoun, botanist of the Government Natural History Survey, Ottawa, and other leading botanists. This should be ready early during the coming year, and a copy may be obtained free by every teacher who asks for it.

L. M. A.—Can you recommend a book containing easy pieces for dramatization for Grades V and VI?

Holbrook's Dramatic Reader for Lower Grades, reviewed on another page of this number, will be found very good. Cyr's Dramatic Readers, published by Ginn and Company, Boston, and selections from other readers, too numerous to mention, contain excellent material for the purpose.

M. E. F.—(1). Why was the Maple Leaf chosen as the Emblem of Canada?

(2). Please give me a short biography of each of the following writers—Chas. Mackay, Chas. Reade, Chas. G. D. Roberts, Frederick George Scott, Archibald Lampman, Agnes Maule Machar.

1. The Rock or Sugar Maple, once the Emblem of Ontario, has by common consent been adopted as the Emblem of all Canada. The Maples are common in Eastern Canada, but not in the West, so that the emblem is rather more suitable for "Old Canada."

2. Chas. Mackay, author, was born in Perth, Scotland, in 1812, died in London, 1889. A writer of verse, author of many books, and contributor to the London press. Best known by his songs. Chas. Reade, novelist, born at Ipsden, Oxfordshire, 1814, died in London, 1884. Some of his best known novels are *The Cloister and the Hearth*, *Hard Cash*, *Griffith Gaunt*, *A Terrible Temptation*. You will find fuller sketches than we can give here of the Canadian writers above named and others in the *EDUCATIONAL REVIEW*, volumes XXI and XXII.

M. W.—(1). Is it easier or more difficult to run as we ascend high mountains. Why?

(2). Compare the growth of the same plant in woods and open places.

1. Gravity and the increasing rarity of the atmosphere combine to render it more difficult.

2. In woods or in tall grasses the tendency of a plant is to become taller on account of its efforts to grow toward the light. In open places the plant would be short and more branched. Notice the trees in the woods and open places about you.

[Other questions will be answered next month.]

CURRENT EVENTS.

The new census is somewhat disappointing, as it shows the total population of the Dominion to be but little over seven millions. The estimated population was at least a million more. Our representation in parliament is based upon sixty-five members for the Province of Quebec; and as that province has been growing more rapidly than the Lower Provinces, the latter, unless the present arrangement be modified, will each lose one or two members in the redistribution of seats. Ontario will have about the same representation as at present. Manitoba and the Western Provinces will, of course, have a large increase, corresponding with their increase in population as compared with that of Quebec.

Their Royal Highnesses, the Duke and Duchess of Connaught reached Quebec on the thirteenth of October, and were received with unusual demonstrations of welcome. In reply to an address, the new Governor-General spoke of the fusion of the French and English races which made the greatness of England; saying that here history repeats itself, and it is the union of the same races which makes the greatness of Canada.

Before leaving Canada, Earl Grey, the late Governor-General, repeated his prediction that it will yet become the greatest nation in the British Empire. The leader of the opposition in the British parliament has also expressed a belief that Canada's influence in imperial affairs is growing and will continue to grow. The appointment of the King's uncle as our Governor-General is both a recognition of this fact and a help to the fulfilment of the prediction.

The Canadian grain crop of this year is larger than the immense crop of last year, and there has been some fear that the existing routes were insufficient for its transport. To meet the need, the Canadian Pacific has just completed a new grain route. At Victoria Harbour, on Georgian Bay, the necessary facilities for handling grain have been provided; and, in future, much of it will be landed there by the steamers which bring it from the head of Lake Superior, instead of being carried on to Toronto. The new line will thus lessen the distance to the sea, and effect a saving of several hours in time of transportation.

The battleship "King George V," which was launched last month at Portsmouth, has a displacement of 23,000 tons, and a speed of twenty-one knots an hour. A larger ship has recently been added to the Argentine navy, and the United States has one under construction; but these

will be followed by a still larger British ship, to be called the "Queen Mary," having a displacement of 29,000 tons.

It is stated that the death rate from tuberculosis in the Province of Quebec is higher than anywhere else in the world.

The deposit of anthracite on the Skeena river, in British Columbia, is said to equal that of the Pennsylvania coal fields in quality and extent.

King George and Queen Mary will leave England for India about the middle of this month, to attend the Imperial Durbar at Delhi on the 12th of December. The day of the Durbar will be observed as a holiday throughout India. Their Majesties will travel in a new steamer which has been fitted up for the occasion, and will be escorted by four first-class cruisers, in command of Sir Colin Keppel. The King's state entry into Delhi is to take place December 7th; and it will be the first time that an Emperor of India has entered the ancient capital since the British Sovereign assumed the title.

A California scientist, who has been studying the common house fly, finds that flies transmit typhoid, dysentery, tuberculosis, and sometimes other diseases, including smallpox, plague and Asiatic cholera. This they do chiefly by planting colonies of germs wherever they place their feet. This is not new; but his statement that they thus cause the death of six thousand persons every year in the State of California alone is new and striking. Thousands of deaths among infants might be averted if mothers and nurses would but learn to keep flies from crawling on babies' faces and hands.

The Berlin Cityroad, the greatest suburban railway in Europe, is to be electrified at a cost of about thirty million dollars, to relieve the city of its soot and smoke.

Peristerilization is a new process to prevent the rotting of wooden posts by sterilizing the earth around them, instead of treating the surface of the wood.

Someone claims to have found that electric earth currents are strongest over underground streams. So the divining rod may, after all, be something more than a delusion.

English is becoming the language of the Pacific, its use enabling natives who speak different languages to converse with one another.

It is proposed to reform the calendar by making a year of 364 days, the 365th day, and the odd day in Leap Year, being treated as days of the year only, and not reckoned in the weekly and monthly enumeration. The first day of January would always be Sunday, and the last day of December Saturday; New Year's Day coming between them, but not belonging to either month. Then, by taking a day each from July and October, and adding these to February, four working quarterly periods of ninety-one days each would be secured. A bill introduced in the British parliament goes further, and would give January twenty-eight days, February twenty-eight, and March thirty-five; and so on with each of the other quarters, to have every month begin with Sunday. As in the earlier proposal, New Year's Day would come between December and January, and Leap Day between June and July. The great objection to either is, of course, that it would interfere with the week of seven days; and, however desirable it is to have a perpetual calendar that objection is likely to prove fatal.

Italy has occupied Tripoli with a force of forty thousand

men, and has established a civil government there, one of the first acts of which was the abolition of slavery. But to rule the conquered country and to finally suppress the slave trade will be a difficult task. The Arabs and Berbers who make up the greater part of the inhabitants, though they may not like their Turkish rulers, would like still less the thought of being under Christian rule. The Italian army has met with serious opposition; possibly with a serious reverse, the extent of which is not known abroad because of the censorship. Late despatches say that the army of occupation is to be reinforced. It is also rumored that Britain, France and Russia have suggested a plan of settlement which will give Italy the same standing in Tripoli that the British have in Egypt; which means that Italy, unless supported by Germany and Austria, will have to accept the suggestion, and that Turkey is willing to do so.

The perennial boundary dispute between Chili and Peru is again threatening war.

The situation in Mexico is not greatly improved since the election of a president. The rebels in one of the states have been subdued; but in three other states near the capital they are still active.

There is a power to be reckoned with now or later; a widespread and powerful Mohammedan organization known as the Senussiyeh, with its headquarters in the desert south of Tripoli. If its leader, the Senussi, should command his followers to fight, it would be almost impossible to subdue them.

The sudden incursion of the Italians in Tripoli has withdrawn the attention of the newsgatherers from Morocco, where the situation seems to be little different from that of last month, except that the Spaniards have in the meantime occupied another port. While Tripoli is for the most part desert waste, Morocco is the most productive state of North Africa, with a territory of three hundred thousand square miles, and with eight or ten millions of people.

When we see nearly all the habitable portions of Africa divided up among European conquerors, it is hard to realize that it has been the home of vast populations and great empires, and that its days of prosperity may yet return. Even now there is in Nigeria, British West Africa, a town called Kano, with its enclosing walls twelve miles in circumference, and with its written records extending back nearly eight hundred years—not a deserted city, but one full of life and commercial activity, where five thousand people or more, of many tribes and tongues, may be found in its famous market place offering their wares for sale, cloths of wonderful weave and dye, rich embroideries and jewelry, and all sorts of merchandise, to satisfy the wants of a luxurious people with a civilization that is older than our own. It is no wonder that the Germans are seeking to get some share in the trade of Central Africa, and it is understood that the negotiations with France will give them at least one Atlantic port in the Congo region, through which they can have access to the interior.

The uprising in China, which was reported some months ago, is still confined to the western provinces; but a second and much more important insurrection, which has for its object the expulsion of the Manchus, is spreading

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rapidly, and now practically involves the whole valley of the Yang-tse. Wuchang, once the capital of an independent kingdom, is the centre of the revolt. The movement seems to be well organized and well controlled; and so far, the insurgents refrain from any injury to foreigners. The National Assembly, now in session, seems to favour the revolutionists, and is apparently ready to yield to their demands. It is said that the infant Emperor has been removed to Manchuria, and that a large Japanese force has been sent there to protect him; but it may be that the Japanese, taking advantage of the situation, have come to stay.

SCHOOL AND COLLEGE.

The Yarmouth, N. S., Technical Schools have been re-opened for the winter season. Evening classes have been organized in advanced English, elementary English, arithmetic, single and double entry book-keeping, mechanical drawing and electricity.

The attendance at the N. S. Provincial Normal College, Truro, is large this year: 16 A's; 120 B's; 37 D's; 4 Kindergartners.

At the Normal School of New Brunswick there is a large attendance: 63 for 1st Class; 177 for 2nd Class, and 65 for 3rd Class—a total of 305; and 20 in the French Department.

Miss Pearl Long, formerly of Long Settlement, Carleton county, N. B., is teaching at Penhold, Alberta; Miss Pearl Raymond, of Middle Simonds, Carleton county, at High River, Alberta; Miss Edna Port, of Meductic, York county, at Elkhorn, Manitoba. Mr. Clifford K. Rogers, of Woodstock, N. B., is principal of the school at Rathwell, Manitoba.

W. N. Biggar, Esq., teacher of the school at Roachville, near Sussex, N. B., has received an offer of a position in the schools of Calgary; salary, \$1,300; with a yearly increase of \$100.

The Mt. Allison University will appoint the Rhodes scholar for New Brunswick this year.

RECENT BOOKS.

Mr. Joseph T. Bergen, the well-known writer of textbooks on plants has associated with him Mr. Otis W. Caldwell, and the result is a new work—*Practical Botany*. This has many admirable features. The illustrations are distinguished for their excellence and clearness. The general plan of the contents is perhaps superior to anything that has yet appeared in the arrangement of textbooks on botany. The first two chapters lead up to the detailed features which follow, and are designed to introduce the student pleasantly to his subject. They present the place of plants in nature and show them as working forces. Then follows a more detailed treatment of the organs of the plant, their structure and functions. The great groups of plants next demand the attention of the student, from the bacteria and algæ up to the flowering plants, a natural arrangement, dealing with those of the simplest structure (but these have many puzzling problems), to those of increasing complexity. All but the more recent botanical textbooks have avoided this arrangement, preferring to deal with the best known groups of plants only, the flowering plants and ferns and their allies. The arrangement adopted by the authors is a convenient one for students, especially as the treatment is concise and experimental. The remaining chapters which take up nearly a third of the book, are devoted to the broader aspects of plant life and the ties which relate them to human life and industries. These chapters are interesting to the general reader as well as to the student of botany. Comparatively few scientific terms are used, and a glossary explains these.

There are many new features of illustration in David Saville Muzzey's *American History*, and the narrative is a vivid and interesting account of chief events and causes. Instead of telling the story in the old way, the author lays stress on the factors which have been of greatest moment in the development of the United States. The early account of exploration and settlement is concise, and skilful in avoiding minor details; the story of the American revolution and the civil war is reasonably fair, and the great phases in the industrial, economic and political development of the country since the war are treated very clearly and intelligently. The book is designed for the upper grades of the high school. (Cloth; 662 pages; price, \$1.50. Ginn & Company, Boston.)

Sharp's *Elements of English Grammar* has been prepared to meet the needs of children beginning the study. Its chief merits are the abundance of exercises and the clear statement of rules and definitions. (Cloth; 249 pages; price, \$1.00. Wm. R. Jenkins Company, 861 and 863 Sixth Avenue, New York.)

Three little books on *Speaking and Writing*, designed respectively for third, fourth and fifth year classes, are well adapted to lay the foundations of a good course in English. They lay stress upon the importance of the correct use of the voice in pronunciation and enunciation. Abundance of practice is insisted on in phonetic exercises, reproduction of stories, games, dramatization, word study, sentence study and paragraphing, memorizing, letter-writing with the elements of simple composition. Thus the use of English is secured by a simple series of exercises, arousing the interest of pupils, and carrying them along

from one step to another in a perfectly natural and delightful process. The books are neatly printed, strongly bound, and are sold at the following prices: Book I, 20 cents; Book II, 23 cents; Book III, 25 cents. (The American Book Company, New York; Morang Educational Company, Toronto.)

Two books on *Elementary English*, by Lillian G. Kimball, may very well be noted here, as they follow naturally those on language work just named, and are designed for the grades of advanced schools. Book one deals in more detail with word study, letter-writing, more elaboration in composition work, and the study of stories. It takes up gradually the study of English grammar, explains the use of the dictionary and diacritical marks, with frequent study of poems and the simplest forms of narration and description. Book two provides a fuller study along both lines of language work, grammar and composition. The principles of grammar are clearly stated and this portion of the work is well fitted to give the pupils an intelligent grasp of the English language as it should be written and spoken. In composition all the forms of prose discourse are presented—narration, description, exposition and persuasion. Poetry is studied as to its form, and a chapter is devoted to word analysis. Both books give excellent choice of material for the study of English. (Book I, price, 60 cents; Book II, price 65 cents. The American Book Company, New York. The Morang Educational Company, Toronto.)

Peeps at the Heavens is an attractive title for an attractive book, and one feels that the author and artist have done their parts well in describing and illustrating some of the wonders of the sky. The book is written in simple language, and should help young people especially to a delightful introduction to heavenly bodies. (Board; pages, 96; price, 2s 6d. Adam and Charles Black, London.)

The *Essentials of Greek Syntax* aims to present in a clear and concise way the essential facts of grammar. Part First consists of an outline of Greek syntax as an organized whole. The various constructions are arranged in simple tabular form, and each separate grammatical principle is illustrated by an English example with its equivalent in Greek. Part Second consists of two groups of exercises for translation into Greek, each group containing four separate sets of exercises. The first group is intended for advanced classes in preparatory schools and is based on the Anabasis; the second, consisting of exercises to accompany Lysias and Plato's Apology, is designed for use with college freshman. The book is admirably adapted for use as a review book. (Cloth; pages, 165; price, \$1.25. Ginn & Company, Boston.)

Florence Holbrook's *Dramatic Reader for Lower Grades* contains many excellent little plays—well known stories turned into dialogue—for children who love action, as all children do, and who like to imagine themselves taking the places of their favourite characters. Among the stories dramatized the following may be noted: Little Red Riding Hood, Cornelia and her Jewels, Cinderella, The Pied Piper, Little Two-Eyes, The Days of the Week, King Alfred, William Tell, Time and the Seasons, with seven others. (Pages 192, price 40 cents. The American Book Company, New York; Morang Education Company, Toronto.)