

PAGES

MISSING



ST. BERNARD DOGS
SEE PAGE 192)

—From a Painting by C. F. Deiker.

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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

During the past month a very large number of our readers have paid their subscriptions and their promptness in this matter is gratefully appreciated.

Dr. A. H. MacKay, Superintendent of Education for Nova Scotia, will leave for London about the middle of April to attend the Imperial Conference on Education.

When a teacher finds that her pupils are deficient, it is not wise to scold, tell them they are ignorant, or reflect in any way on their previous training. Miss Robinson in her treatment of pupils who do not know what is or is not a sentence, reveals a better way in her notes in this month's REVIEW.

The principal business done at the school inspectors' conference held at Halifax last month was to make preparations for a new edition of the Nova Scotia School Manual, which is now out of print. The education act is to be revised and consolidated during the present winter and also the regulations of the Council of Public Instruction.

As a result of the visit recently to Chatham, N. B., by Chief Superintendent Carter and Mr. Kidner, manual training may be introduced into the schools of that town.

In equipment and in the excellence of its staff the Fredericton Business College takes a first place among the schools that prepare young men and women for the practical affairs of life. From small beginnings, its energetic principal, Mr. W. J. Osborne, has built up in the past seventeen years an institution in which the citizens of Fredericton take a just pride. The calendar for this year presents very clearly the advantages and attractive surroundings of the college.

Appearances indicate that King's College, the oldest of our institutions of learning, is to take on a new and vigorous lease of life. Its president, Canon Powell, is an energetic administrator, and the Church of England denomination in the Maritime Provinces is encouraging him by its support.

The Calendar of the University of New Brunswick for 1911 has just been issued, and some changes of the year are noted in the advertisement on another page. The progress of the University has been very marked in recent years and this prosperous condition of its affairs is indicated by the more attractive and up-to-date appearance of the calendar. One of the best evidences of the usefulness of the University is the larger number of teachers who yearly seek the culture and training afforded by the courses of this excellent institution of learning so capably administered by Chancellor Jones and his staff.

Music in Schools.

We have manual training and domestic science in many of our schools, and they are good things. We have nature-study and drawing in all our schools and they too are good things. But what about music? Should it not be taught with more system and thoroughness than it now is in the schools? and should it not be deemed as important as the above-named subjects in the preparation required for it and the amount of money spent upon a good system of musical training?

The proper treatment of the child's voice is most important; and when we think of the influence that a love for good music may have in the homes it is very desirable that a thorough musical education should be attempted in the schools even if it should be attended with some cost. In many schools, the teachers of which have had the advantage of a good musical training, the results to the pupils have been inestimable. Not only are they deriving culture, pleasant recreation, and discipline of a very high order from their training in music, but school will be made a much happier place for children, and homes, now and in the future, will be gladdened and enriched by cultivated musical voices.

We are only asking for music that it be given the same consideration as manual training and drawing; that special study and preparation be required of its teachers; that in cities and towns teachers of the voice should be under the supervision of an expert who would constantly foster in teachers and pupils a love for good music and its proper expression.

In country sections the old fashioned singing school once set the standard. Now it has all but passed away. In many rural families there are good voices that have been trained and the whole community gets the advantage of these in its churches and social gatherings. Why cannot these trained voices be secured to teach and supervise the singing in the country schools where only rote singing is now attempted and that perhaps of a very poor quality?

Dalhousie's Bright Prospects.

For years past Dalhousie University, Halifax, has suffered from its lack of accommodation for the students who have annually flocked to its halls. The question of a greater Dalhousie has long been anxiously considered by its president and faculty

and the board of governors. The prospects are now bright for new and handsome buildings for library, arts, science and other departments, to replace the one building used for all purposes, which like the engraving on the REVIEW's first page, shows signs of age and wear.

The historic Studley estate, a little back from the Northwest Arm and overlooking its lovely waters, has been recently purchased by the board of governors and on this commodious site, consisting of over forty acres, there will be ample room for college buildings fitted for the growing needs of the University, with recreation and athletic grounds.

Dalhousie is to be congratulated on its bright outlook for the years to come. It is good to see that the large-hearted faith of President Forrest, his energy and optimism are to receive their reward. His motto has been: "The Past was good, the Present is better, but the best is in the Future." And Nova Scotia, already rich in school foundations and equipments will soon see its best educational traditions fulfilled in the noble pile of university buildings that will arise on the Northwest Arm.

Winter Bouquets for the Schoolroom.

Cut off the point or lower part of a carrot, put it into a wide-mouthed bottle or jar in a warm room; fill with water, and keep it replenished from day to day. In a short time it will send out numerous green leaves which will be a delight to the scholars and furnish the teacher with material for a nature lesson on biennials in their second year's growth.

Cut a few twigs from the trees and shrubs found in the neighbourhood of the school room. Put a tag on each twig with the date, and place them in wide-mouthed bottles and keep the water as near lukewarm as possible. In a few days fill other bottles with twigs from different trees and shrubs; and so on till you have gathered from all in the neighbourhood. In a week or two the buds will begin to burst, and will be eagerly watched by the children. Here is a good chance for another nature lesson on buds. The tell-tale leaves will gradually begin to reveal the secret of the names of the trees and shrubs.

The French Holiday Courses noted on page 189 should awaken interest in the study of the language.

St. Bernard Dogs.

About the time the Normans were conquering England, a good monk named St. Bernard de Menthon, tradition tells us, trained a few large dogs to track and rescue travellers lost in the snow on the passes of Mt. Simplon in Switzerland. The dogs carried food, wine and warm clothing attached to their bodies and necks. They were sent out in the morning after violent snow storms in search of lost travellers, the monks following to direct the work of rescue. Many lives were saved by the strength and devotion of these noble animals.

Now that the roads are better and more easily followed and the inhabitants in the upper valleys more numerous, their services are called for less frequently.

A famous dog and the hero of many great deeds was "Old Barry" who died in the year of the battle of Waterloo. He had saved from death no less than forty-two travellers who had lost their way in the Alpine passes between Switzerland and Italy. After his death his skin was set up by a naturalist and the stuffed figure may be seen in the Natural History Museum at Berne.

The St. Bernard breed of dogs has reached its greatest perfection in England where it is a great favourite and is highly prized. By careful selection and breeding, there are now better specimens there than Switzerland originally possessed. In fine colour and markings, large size (some St. Bernards weigh upwards of 200 pounds), great intelligence, they are probably exceeded by no other breeds, and in none is there combined such dignity, benevolence and capacity. These qualities are well illustrated in the picture shown in this month's REVIEW.

Mrs. Jagger, who has kept St. Bernards since their introduction into England in the 'sixties,' says: "When living in my native village in Yorkshire, and taking young St. Bernards out for a walk in the snow, I always found that they naturally took to tracking, and have seen them follow the rut of a cart wheel for miles, with their noses in the snow, thus proving that the dog's natural instinct is as strong as ever, when we allow for change of circumstances and place."

The REVIEW is indebted to Messrs. J. & A. McMillan, publishers, for a handsome calendar.

English Composition in the Higher Grades.*(Concluded.)*

ELEANOR ROBINSON.

Clearness.

The chief sins against clearness are vagueness, ambiguity and obscurity. Roughly speaking a passage or phrase is *vague* when it may mean any one of a number of different things; it is *ambiguous* when it must mean one of two different things, but we cannot tell which; it is *obscure* when it seems to have no meaning at all.

I once heard read aloud an essay on one of Shakspeare's plays. The writer condemned the play because it had, she said, "None of the pith of life" in it. What did she mean by the pith of life? I didn't know, the critic said he didn't know, and it is possible that the writer didn't know, herself. And yet the phrase seems to have some meaning. It is vague.

"I only saw the birds"—saw them and did not hear them? or saw them and did not shoot them? or saw only the birds and nothing else?

"Jack told Frank that his dog had bitten the child." Whose dog Jack's or Frank's? These sentences are ambiguous.

The following example of obscurity is an answer to a question about the doings of the Long Parliament. "Through its fear of being dissolved, and Charles consenting to a bill of not dissolving Parliament without its own consent, which they could not do now."

In most young writers, vague expression means one of two things. Either they do not know what they want to say, but think they must say something; or, they lack the vocabulary by which they could express themselves clearly.

Ambiguity is generally caused by wrong arrangement of words in a sentence; obscurity, by long, involved sentences in which an inexperienced writer loses his way.

The first danger, that of vagueness, can be guarded against in great measure, as we have seen, by not allowing children to write about what they do not know or understand.

There remains the lack of vocabulary. Reading, of course, is the standard remedy for this; but even if our children do read to any purpose (and that is a big "if") it is not enough. More definite means must be used. Learning quantities of good poetry by heart will give them vocabulary, so will

systematic drill in synonyms and antonyms. I knew a very dull class, unusually limited in vocabulary, who improved surprisingly in a few months under such a drill. They were reading certain books of Pope's Iliad, and after each lesson they were given a list of words from the passage read. For each they found two synonyms and these they had to use in sentences of their own, besides filling in blanks in sentences on the board.

From that they went on to giving equivalents for certain phrases, three or four being set from each lesson, *e. g.*

"To avert the impending woe."

"The pleasing burden."

"With kind compassion."

"Tydide's wasteful ire."

Another exercise was to collect epithets applied to certain people or things; thus Andromache is called,

"His soul's far dearer part,"

"His blameless wife."

"His beauteous princess."

"Her whom his soul desired."

Pass from words to sentences. My experience is that girls of fourteen or fifteen often do not know what is a sentence and what is not. They will write down strings of words, containing participles, and relative clauses—but no principal verb, perhaps no principal subject. This is very bad. I believe it would never occur if they were practised from the time they could write at all, in composing short, complete sentences. But since we have them thus, what are we to do? Some useful exercises are;—analysing the imperfect sentences; building up, first, long simple sentences, then complex sentences, from a simple subject and predicate. Underlining the principal subject and principal verb in every sentence in their compositions. To avoid ambiguity a good deal of drill is generally needed on the correct positions of modifying words and phrases, especially the word "only;" and on the clear use of pronouns. A very good practice exercise is to turn ambiguous indirect discourse into direct quotations, *e. g.*

Jack told Frank that his horse had run away. Jack said to Frank, "Your (or my) horse has run away."

If the class are inclined to write long, involved sentences, causing obscurity, they must have practice in splitting them up into short ones. If they write

short, jerky sentences, give them groups of such to combine into compound or complex sentences.

Some of these exercises can be done orally, and such as are written may be corrected in class, thus saving the teacher's corrections for the connected compositions.

The use of paragraphs can be taught quite early. The definition of a paragraph in many rhetoric books, "a paragraph is an expanded sentence," is not a good one for school children. It is too hard. They cannot analyse a paragraph as they can a sentence. But they can readily see why, as a rule, a new paragraph is made. A new paragraph is made when we begin to talk about some new subject—or some new part of our subject. Let them learn this by analysing a well-paragraphed chapter or story in any reading book or history that they are using. At first they should simply answer the question, "Why is a new paragraph begun here?" "Because, (*e. g.*) it has left off telling about the English soldiers and begins to tell about the French," and so on. Later on, they may take a narrative, and write a short sentence giving the gist of each paragraph.

I said "as a rule" each paragraph takes up a new division of the subject, but that is not always so. There is no hard and fast rule about paragraphs. Students will soon find out that even good writers have paragraph divisions that cannot be accounted for, except as being made to break up a long passage. Also, they will learn that division into paragraphs is not a matter of absolute correctness or incorrectness. Different divisions may be accepted as equally good.

For clearness, the things to be remembered in writing a single paragraph are unity and continuity. But the children can learn to observe these long before they even know the technical terms. A paragraph must be about one subject, or one part of the subject; that is *unity*. The sentences in the paragraph must be arranged in an orderly way, so that one leads naturally on to the next; that is *continuity*. When two or more paragraphs are written in a connected composition, a third part, essential to clearness, comes in, namely, *explicit reference*. That is, some word, phrase or sentence in each paragraph, must plainly refer to the paragraph before it, and show the connection between the two. For example;—in the composition referred to in an earlier paper on the Jacobite

Rebellions, paragraph one described the Rebellion of 1715. Paragraph two might begin, "This was not the last attempt to restore the Stuarts to the throne;" or, "Not discouraged by the failure of the rising of 1715, the Jacobites made another attempt, etc."

To sum up, the essentials for clearness are—

First. Clear and definite thinking.

Second. Accurate use of words.

Third. Correct arrangement of sentences.

Fourth. Unity, continuity and explicit reference in paragraphs.

Little Homes in Apples.

Have you ever noticed a little hole in an apple you were eating? That is the doorway into a little apple home. Last summer a moth laid an egg on the skin of the apple. It was a very tiny egg and a wee worm was hatched from it. He was a very hungry little worm and he had no sharp teeth to cut through the tough skin of the apple. So he crawled round till he found the end where the blossom had been and walked in and began to eat his way to the core. He grew bigger and bigger as he ate the soft juicy apple, and grew a new coat for himself every little while. Then like other little folk he was eager to show off his new coat and see something of the world outside. So he ate a hole to the outside of the apple and looked round to see the beautiful world and the lovely sunshine that he had often dreamed about. Then he went back to eat more of the nice apple. By and by the wind blew the apple to the ground, and the little worm crawled out. (Perhaps he stayed in; did you ever find him in the apple?). He crawled round till he found the tree up which he climbed. He was looking for a snug winter home and he found it in the crotch of a branch. Then he spun himself a little grey-brown cloak, as much as possible like the colour of the bark. He was afraid that some hungry bird might find him out and make a meal of him. There he slept all winter, and lo! in the spring a little moth came out from underneath the grey-brown cloak. It flew about gaily all summer and then it laid eggs on the green apples just as its mother had done.

Little boys and girls who do not like wormy apples should look for these grey-brown homes on the trees in winter. Put one or two in a box to see the moth come out. Put all the rest in the fire.

English Literature.

BEATRICE WELLING, B. A.

Read at the Carleton County Teachers' Institute, Woodstock,
December 22nd.

On our high school curriculum we find the names of many sciences—several branches of mathematics, chemistry, botany, physics, physiology, the grammar of three or four languages, etc. A knowledge of all these facts, laws and theories which have shaped our world and daily affect the life of everyone is indispensable, and the modern teacher spends four-fifths of his time every day in trying to present them as attractively and as clearly as he can. From this highly necessary preponderance of the sciences the teacher is forced to acquire a regular method, a scientific habit of thinking; he must see the steps of his lesson in arithmetic and plan the order of them so as not to confuse the pupils' present knowledge nor place any extra obstructions in the path of light. That lesson in chemistry,—you have illustrated by several experiments the preparation of a salt. You have shown on the blackboard how the reaction is expressed by chemical symbols, how the graphic formula explains it, and then you have clenched, so to speak, the information in the minds of the class by the definition of a salt. And the pupils, as is of course natural, respond to orderly methods of thought, and in every lesson the teacher realizes that they are, even though unconscious of it themselves, looking for the essential. The most lax and indifferent of them want something definite, something tangible, to make the lesson worth the effort of attention. And so it sometimes happens that when two or three times a week the English literature period arrives, it brings with it a feeling of vague perplexity to both teacher and class, especially to the former on whom falls the necessity of doing something. For here is the place in our list of studies farthest distant from the beaten track of rule, definition and the "why and wherefore,"—the place where you must rise on the butterfly wings of imagination, sometimes to heights where you feel that the young caterpillars before you are quite incapable of following. The poem or extract is written in fairly simple English; the teacher has read it perhaps dozens of times; there seems so little to take hold of in it. After a few comments on the more difficult words, a few facts in regard to the author, some unenthusiastic but passable reading on the part of

the class, the lesson is closed and history or geometry comes to the fore. And yet no subject is more pleasing, more refining, none so subtle and potent an influence for good on morals and manners as this one. It polishes the ideas, broadens the conception of the human mind and human speech and is one of the truest of educators. Nor is any of the mental equipment with which the pupil approaches it wasted. His knowledge of botany, history, geography, music is taxed to contribute to his appreciation of an English lesson. Not only is the three years' high school course in English important for itself but also for the love of books which it can foster. In the rush of subjects which jostle each other on our time-tables, do we keep our sense of real values true enough to put the due time and emphasis on English literature? I shall make a few suggestions, which are suggestions merely. They are offered more from the standpoint of the student than that of the teacher.

English literature is *not* a scientific subject, but perhaps more of the scientific method enters into the proper teaching of it than we suppose. We would not expect the pupil, who had never been taught interest to work questions on true discount. How are we to take up Gray's Bard and Milton's Sonnets with a class which cannot properly define words used in every newspaper and magazine, and which cannot compose a grammatical, fluent, and properly punctuated paragraph? From the time the six-year-old enters Grade I his work along the lines of language, his grammar, reading and composition should be so thorough and so exact as to stand the test of the classic that may be imposed in Grade IX. It seems to one that this foundation for the intelligent study of English contains some elements so necessary that we might well bestow a little thought on each, since success in the teaching of literature is not the result of chance any more than success in teaching chemistry.

(1) The importance of grammar is at once so plain that it is not apt to be slighted in public schools and pupils advanced into Grade IX generally have a good working knowledge of the English sentence. This subject, then, may be dismissed with a passing mention as one of the fundamentals.

(2) Would that the same might be said of the next point in our list. Vocabulary with definitions! Why is it that many boys and girls in advanced departments throughout the country, who can spell

long lists of words of three or four syllables very well, never use these words either in speech or composition? Because they are either uncertain or ignorant of their meaning. If we inquire the reason of this, let us consider that a child learns words largely from reading; but if the school reader which he studies contains no definitions he disregards the meaning and simply learns the spelling and pronunciation of unfamiliar words which therefore do not become a vital part of his vocabulary. The old Royal Readers were superseded by the present series about eight years ago. The selections in the latter are good, but no better than the others. What has become of the neat lists of unfamiliar words at the head of each lesson, followed by their definition, which slowly and surely increased the pupils' vocabulary better than the dictionary or oral teaching can do it? No doubt the teacher explains the meanings of these words, but how many of the class will remember them a week later? No doubt the dictionary does very well for the high school, but how many pupils before entering high school are going to consult it for every word which they do not know? Why dispense with those valuable pages of the old Readers containing the long lists of words, derived from foreign roots, from names of people, from names of places, couplets of words similar in sound but different in meaning, all of which gave the Grade VIII pupil a good conception of the depth, scope and possibilities of the English language which he must now wait to get later on or do without. This is not work for the reasoning faculty but purely for the memory, and as such is far better given in preparation for the high school. A new school-book may be cheaper than the old one, but if it is not also an improvement on it, it represents a false standard of economy. However, it does not do to be too critical, and I realize that I have to plead guilty to the charge of extreme partiality for the old Royal Readers, having been brought up on them.

(3) Punctuation is a part of language training which is almost wholly overlooked. How much faulty reading and worse writing shows that the pupil does not grasp the purpose served by the dash, parenthesis, semicolon, comma. If the teacher would teach two careful lessons on each punctuation mark and its functions, giving a few composition exercises on the same, I believe he or she will

always find the results amply compensate for the few hours, which the work took. If polish and clearness are desirable, whatever teaches these is not trifling, even if it be only a ten-minute lesson on the proper use of quotation marks. And children should be made to see the difference which the much-abused comma, when properly placed, can make in both the appearance and the intelligibility of the written sentence.

(4) A good mastery of the more common figures of speech, ability to name, define them, give examples of them, recognize them quickly and appreciate their force, is of untold value to the student who is dipping into classic literature. They are easily learned, and Grade IX should master them in the first month of their course. Imaginative English is far more pleasurable and less vague to the student who can pick them out readily in his lesson.

(5) Last but by no means least in our list of essentials I would demand a knowledge of mythology. Our best English literature teems with allusions to the classic tales of Greece and Rome. To the reader acquainted with mythology these are pure poetry and possess all the charm of familiar association. To the uninitiated child they are meaningless and tedious and simply spell more work for him. He must learn off by heart the explanatory notes which are of course very condensed and abound in long unheard of names. Much of the richest treasures of literature, its tenderest grace, its most cultured thought, will be veiled from our pupils' unseeing eyes without a knowledge of classic mythology.

(To be concluded next month.)

A little Brookline girl each year prepares a tree for the birds by making use of a handsome spruce tree that stands near her home. The boughs of the tree are hung with pieces of suet, bread, marrow bones and little boxes containing varieties of seeds, with here and there a shining red apple. The tree is visited often by the eager little birds, and is an object of much interest to neighbours and passers-by. The example is one that might well be emulated by all bird lovers.—*Boston Transcript*.

A teacher who "knows it all" has not begun to learn.

Educational Conditions in the West.

In view of the fact that so many eastern teachers have in recent years been attracted to the Canadian West, many of those who remain are, doubtless, anxious to know what features this country possesses which makes it peculiarly attractive to the teaching profession.

To give an adequate idea of western conditions requires more space than I would ask the REVIEW to devote to this subject, hence this article will be limited to a few of the salient features of western life as seen by one who has spent a brief period in Alberta and British Columbia.

In the years gone by, the teachers who came West were the pioneers in educational work, with the result that the highest positions in the country are now held by these men. The opportunities for amassing wealth were exceptionally good, even for the ill-paid teacher, with the result that many of the profession are worth snug little fortunes expressed in five or six figures. I am told that one teacher in this city last year cleared \$30,000 on his investments. To prevent a stampede of eastern teachers to this El Dorado, I might explain that in order to secure such returns as above quoted one should have been on the ground eight or ten years ago, at which time it was almost impossible to lose on a real estate transaction. More care is now needed, and riches are not so easily obtained from this source.

Another inducement held out to teachers has been, and still is, the opportunity afforded wide-awake men of getting out of the profession entirely. This is a young man's country, where in the business realm the enterprising young men do not sit around waiting for "dead men's shoes." There are excellent opportunities for a man to succeed along several lines. An ex-school inspector truthfully stated on the platform recently, "I have taught school for twenty-nine years and then had to leave the profession to make a living." This statement may cause some surprise when one considers that school inspectors here receive \$1,800 per annum and travelling expenses in addition; but when one considers the relatively high cost of living here the explanation is a simple one. Even the banks are forced to grant an extra \$300 or thereabouts per annum for living expenses to their staffs.

When Eastern teachers learn that teachers are never called upon to accept less than \$50 per month

salary in the West, it does not mean such a princely income as one would at first imagine. It is next to impossible for a young lady to find room and board in a city such as Calgary or Vancouver at less than \$35 per month, unless, perhaps, she succeeds in clubbing with other girls and rents a suite of rooms and prepares her own meals.

The salaries here for men start at \$860 to \$1,320 per annum, according to position held, and increase to a maximum of \$2,160 to \$2,400 per annum. Lady teachers start at \$660 to \$720 and reach a maximum of \$900 to \$960, according to position. In the high school the ladies receive from \$1,080 to \$1,440, but these positions are naturally assigned to men wherever possible.

Owing to the rainy season and the short period of daylight during the winter months, the school hours vary. In spring and fall the public schools run from 9 to 3.30, with morning and afternoon recesses. In winter, 9.30 to 3, with morning recess only. The high school runs from 9 to 3 throughout the year.

The texts in the elementary schools are very similar to those of New Brunswick, but the organization of our course of study is not nearly so complete. The readers, geography and grammar are the same in British Columbia, Alberta and New Brunswick.

The free-text system has been adopted in British Columbia and Alberta. In the latter province the texts which are supplied free become the property of the pupils receiving them, while in British Columbia they are merely loaned to the pupils and must be handed in at the close of the school year or upon leaving school. On account of pupils being forced to use books previously used by others, it is not uncommon to find from sixty to eighty per cent. of a class supplying their own books. The Alberta system works out much better in practice and is a source of far less worry to the teachers. None of the western provinces have reached the stage where they select school texts because of their cheapness, and it is to be hoped for the sake of our schools that it will be a long time before political squabbling shall enter the arena of our public schools. Politicians may understand the construction of railroads and the development of the country's resources generally, but I fear too few of them have the educational qualifications to enable them to determine from a psychological standpoint what is best for the education of the youth of the land. In Alberta politics do not enter into

the schools, the highest appointments at the disposal of the government being given to the men best qualified to fill the positions.

The West has room for many first-rate teachers who are willing to put forth their best energies in a new and rapidly developing country. The chances of advancement for efficient teachers are better here than in the East, but the incompetent may as well remain where they are.

H. P. DOLE.

Lord Roberts School, Vancouver, B. C.

Concert Recitation.

To the Editor:—The contribution on concert recitation in the January REVIEW implies, in my opinion, all that is desirable to say on the subject. The method of analysis, now in general use, teaches the sentence as a whole, then the separate words of the sentences, and lastly the letters of the words, so that the knowledge of letters is imparted through the spelling and does not precede it.

But a question may arise, and evidently this is the point at issue in the question,—should not a series of lessons be given at the beginning of the first school year, in which a knowledge of the letters is imparted as the primary object; and should not this work be completed, before the spelling as such begins? I do not believe it is in accordance with any authorized method to proceed otherwise.

By means of a daily oral drill of fifteen or twenty minutes a class can be taught the oral spelling of a great number of words without a sight knowledge of the letter names. B-i-r-d, bird; b-i-r-d, bird; s-i-n-g-s, sings; s-i-n-g-s, sings; and the pupils do not know r from g, or bird from sings, if called upon to distinguish them in the printed or written forms. Now, is it not mainly the deceptive concert work which makes this a possibility, and even a probability?

Visualization will, doubtless, come later on, and the spelling thus learned may not be useless. Nevertheless, this is a very objectionable plan, and the principal objection is not the shocking waste of time involved, but the deadening effect of this protracted mechanical work on the minds of the pupils. They have been ground in the mill, so to speak. With what difficulty will these children afterwards be led to take a genuine interest in real, live school work!

In regard to the promotion of pupils of the first grade, I wonder if it is wise, in view of these facts, to make oral spelling the sole spelling test.

Charlottetown, P. E. I.

B. M. T.

For the Little Folk.**The Story of Raggles.**

Raggles was only a scrubby little Indian pony. His owner had evidently considered him of no use, and had cruelly turned him loose on the bare prairie to shift for himself.

He was a sorry-looking little fellow, as he stood one morning at the gate to Mr. Hudson's large cattle ranch, in Western Kansas, shivering in the wind, and looking with wistful gaze at the sleek fat ponies inside.

Mr. Hudson noticed him and started to drive him away. But his little daughter Lillian said, "Let him in, papa; he looks so hungry." Mr. Hudson opened the gate, and the pony walked in just as if it were his home.

As no owner came to claim him, Lillian claimed him as her special property, and named him Raggles on account of his long tangled mane and tail.

He was a docile little creature, unlike the rest of the ponies on the farm. He soon came to regard Lillian as his mistress. She learned to ride him, and could often be seen cantering over the prairies with her father.

But Raggles seemed to consider that she was not much of a rider, for he would carefully avoid all the dangerous looking places and holes in the ground, made by coyotes and prairie dogs, which are very plentiful in Western Kansas.

When the next spring came, Raggles did not look like the same little scrub. His rusty brown coat had all come off, and a new black one had taken its place.

By the next fall the neighbourhood could boast of a public school, and when Lillian began to go Raggles found he had a regular duty every day.

Lillian would saddle him and ride to the school-house, which was two miles away, then tie up his bridle and send him home. At about half-past three Mr. Hudson would saddle him again and send him for Lillian.

He always arrived on time, and if a little early would wait patiently by the door until school closed.

In the blizzard that struck Western Kansas in 1885, many people lost their lives and thousands of cattle were frozen to death. The storm commenced about noon, and the weather grew steadily colder.

The snow blew so thick and fast that Mrs. Hud-

son was afraid to trust Raggles to go for Lillian, but Mr. Hudson was sick and there was no one else.

She went to the barn, put the saddle on him, and tied plenty of warm wraps on. Then she threw her arms around his shaggy neck, and told him to be sure to bring Lillian home.

He seemed to understand, and started out with his shambling trot in the direction of the school-house.

One hour passed slowly to the anxious parents. When two had passed, they saw through the blinding snow his shaggy form bringing their darling safely home.

The teacher had fastened her on the pony and given him the rein; and so he had brought her safely home, none the worse for her ride except being thoroughly chilled.—*Our Dumb Animals.*

"When you smile
Another smiles;
And soon there's miles
And miles of smiles,
And life's worth while
If you but smile."

I am a little fellow, (February,)
Though I'm always up-to-date.
The days I hold within my hand are only twenty-eight;
But I just save my moments up,
And count them o'er and o'er,
Till in four years I've saved enough to make up one day
more.
But little folks that kindly are, and pleasant in their play,
May save enough in far less time to make a happy day.
—*Pauline Frances Camp in St. Nicholas.*

"Up in the attic where I slept,
When I was a boy, a little boy,
In through the lattice the moonlight crept,
Bringing me pleasant dreams that swept
Over the low, red trundle bed,
Bathing the tangled curly head;
While moon beams played at 'hide-and-seek,'
With the dimples on the sun-browned cheek.
When I was a boy, a little boy.

- (a) What do you think "the attic" is?
- (b) Tell how the moonlight got into the room.
- (c) Name two things that were in the attic.
- (d) What is said about the boy's hair?
- (e) What game did the moonbeams play?

The Story of St. Valentine's Day.

Long ago there lived a priest by the name of Valentine. This good man was noted in all the country round for his kindness. He nursed the sick, comforted the sorrowing and was always ready to give help to anyone who was in need. Valentine dearly loved the children, and those who went to him for food or clothes were never turned away. After this kind priest became too old to go about among his people he was very sad because he thought he could no longer be of any help to them. Then he remembered that he could write loving messages to the sick and sorrowing. Soon his friends began to watch for the kind words which were sure to come whenever sorrow or gladness entered their homes. Even the little children would say when they were sick, "I think Father Valentine will send me a letter to-day." But after a time no more letters were received, and soon the news went abroad that good old Valentine was dead. Then everyone said that such a kind man was good enough to be called a saint and from that day to this he has been known as Saint Valentine.

It was not long before people began to keep his birthday, the 14th of February, by sending loving messages to their friends. The notes and letters containing these messages were called Valentines.

The Teacher's Valentine

The teacher's heart was sore that day;
She thought of dear ones far away;
Their loving faces longed to see,
And in their midst again to be.
While of the distant home she dreamed,
The country school distasteful seemed;
The work was hard, the room was cold,
The walls discolored, benches old.
The children dull, and naughty too!
With every hour her troubles grew;
But closing moments came at last;
Her labours for the day were past.
A little maid was lingering there;
The sunset burnishing her hair;
With shyness, but with childish grace,
She looked up in her teacher's face.
"Dear teacher, something troubles you,"—
And wistful were the eyes of blue,—
"You've hardly smiled at all today;
I wish the worry'd go away!
But there is something I have brought,
A little valentine; I thought

Maybe you'd like it, for I made
It all myself, with no one's aid."
The teacher took the folded sheet;
A simple thing her gaze to meet;
"I love you," on a yellow heart;
Crude work, such gladness to impart!
But all the shadows fled away;
The weather changed to sunny May;
"I love you!" with a magic might,
It filled her very soul with light.
She felt a gentle wondering touch,
"And do you like it then so much?"
"Of course I like it, girlie mine,
You precious little Valentine!"

—Eliza Edmunds Hewitt.

My Valentine.

February—fortnights two
Briefest of the months are you,
Of the winter's children last.
Why do you go by so fast?
Is it not a little strange
Once in four years you should change?
That the sun should shine and give
You another day to live?
May be this is only done
Since you are the smallest one;
So I make the shortest rhyme
For you, as befits your time:
You're the baby of the year,
And to me you're very dear,
Just because you bring the line,
Will you be my Valentine?

—From Little Folk Lyrics

February Questions.

How many days in this month?
What season is it?
How many months in it?
What are they?
Are you glad spring is coming?
Can you find any signs of her coming this month?
What time at night do you need to light the
lamp, or turn on the electric light?
How have the buds been protected from the
cold?
What flower first peeps up after the snows?
When is Valentine's Day?
What birds have we now?
Name some of the sports of this season.
Do you skate? Snowshoe? Slide down hill?
Play hockey?
What can you tell of the little brooks and streams
now?

An Inspector's Visit.

In Dr. J. George Hodgins' interesting volume on the Establishment of Schools and Colleges of Ontario is the following bit of verse, which recalls an inspector's visit of fifty years ago. One can imagine that the event, now as then, causes a flutter of excitement in the village school.

A Vienna (Ont.) School Event.

It was a morning in November,
And the clouds were floating by;
When to us came the tidings,
"The Inspector now is nigh."

The Students soon began to gather,
In that School of old renown,
In the van came the Inspector,
In the gay Vienna Town.

As from their drowsy slumbers waking,
The bells began to chime,
Every student's heart beat faster,
In that intervening time.

When the prayers had been completed,
And each his seat had gained,
Forward came the new Inspector,
In his fame so late attained,

Took a book from off the table,
Placed it down upon his knee,
And freely questions then came flowing,
And quickly answers just as free.

Not o'erlooking Latin either,
Which was hardest of them all,
And he seemed to pause upon it,
Till the bell began to call,

"Teachers, Students and Inspector,
Time has come for you to cease;
From your hard and toilsome labours,
List, I grant a short release."

But my tale must have an ending;
Long it were in verse to tell
Of the varied school room trials,
That to us that day befell.

And the day seemed slightly brighter,
At the second recess bell;
For at three the new Inspector
Closed his book and said farewell.

Monsieur l'Inspecteur, thrice a welcome
Here is always given to thee;
When the wind of fortune blows thee,
Hitherward each year to see,

What the work we are subduing;
How we sound the Roman E;
All, in short, what we are doing
In this old Academie.—*W. F.*

Historical Nuts to Crack.

The following historical rhyme was sent by a friend in the city, who did not know the author, and so I cannot tell who wrote it. But we like it much:

"Recall the story if you can
About a lonely shipwrecked man;
A gentle savage he reclaimed;
Master and man, who'll tell their names?"

A man who climbed the mountain steep,
With fairies tipping fell asleep,
And dozed away life's hopes and fears
About the space of twenty years.

That king and his fair queen who sent
A man to seek a continent;
Their names and his, now tell who can,
And from what port he sailed—this man.

Who laid his cloak before a queen,
To keep her dainty slippers clean?
A courtier, and a man of pride,
Tell now his name and how he died.

In Athens, not the modern hub,
A surly man lived in a tub,
With lantern lit he sought by day
One honest soul—his name please say."

1. Robinson Crusoe, and his man Friday.
2. Rip Van Winkle.
3. Ferdinand and Isabella: Columbus; Palos.
4. Sir Walter Raleigh.
5. Diogenes.

We like these rhymes so much that we have "made up" some of our own, and have found the doing so quite helpful, as we remember a rhyme so much longer than prose. Yours in the work.—
A Rural Teacher.—Selected.

What time is it?
Time to do well;
Time to live better;
Give up the grudge;
Answer that letter;

Speaking that kind word to sweeten a sorrow;
Do that good deed you would leave till tomorrow.

What time is it?
Time to be earnest,
Laying up treasure;
Time to be thoughtful,
Choosing true pleasure;
Loving stern justice, of truth being fond—
Making your word just as good as your bond.

—*Montreal Witness.*

Bird Conundrums.

The following bird conundrums may be of interest to the readers of the REVIEW, or to employ a few minutes in school on Friday afternoons. The idea was borrowed from a magazine, and most of them are original. Those not original are enclosed in quotation marks.—*E. and C.*

1. What bird is "The Baker."
2. Believes in Monarchical Form of Government.
3. Introduces Catastrophe.
4. What Bird Hooks.
5. "Hatches Nuts."
6. Is a "Doctor of Divinity."
7. Tangle-foot.
8. Rubbish and an Exclamation.
9. A Derisive Bird.
10. Namesake of a Famous Nurse.
11. Up to Pranks.
12. "Necessary in Harvest Fields."
13. Next to I But Not to Me.
14. Birds of Cause But Not Effect.
15. An Unsteady Light.
16. A Street Gamin.
17. A Drink.
18. What We All Were.
19. A Royal Angler.

Lines with a Box of White Ferns.

Dear Friend! accept these fragile ferns,
 Pale trophies of our autumn woods.
 One sombre afternoon I found them,
 'Neath the solemn firs upon the hillside.
 Last May I had beheld them there,
 In beauteous verdure, scarce unfurled.
 'Twas then the morning of their lifetime,
 The sweet birds carolled all around,
 And raised their joyful notes
 In ecstasies of praise.
 The little sparkling brook gushed forth
 And lent its happy music too,
 While all things round about were bathed
 In floods of purest light.

But now the evening of their life advances:
 No sweet birds' notes enchant the place,
 The glorious light has waned,
 And chill frosts plague the night.

Yet like to noble souls that are
 Not blighted with the ills of life;
 But mellow into hoary age,
 They stand in fragrant beauty.

Fredericton, N. B.

I. R. E.

Key to Spelling Exercise.

The following are the correct answers to the spelling exercise used in the Maritime Business College, Halifax, found in the January issue of the REVIEW.

- | | | |
|-------------|-------------|-------------|
| 1. Chip. | 18. Smelt. | 35. Them. |
| 2. Lancet. | 19. Spin. | 36. Mice. |
| 3. Span. | 20. Cane. | 37. Tall. |
| 4. Stale. | 21. Place. | 38. Spill. |
| 5. Chaste. | 22. Slight. | 39. Clean. |
| 6. Lash. | 23. Stile. | 40. Mace. |
| 7. Sham. | 24. Sample. | 41. Petal. |
| 8. Scamp. | 25. Mangle. | 42. Sage. |
| 9. Palms. | 26. Malice. | 43. Clash. |
| 10. Hale. | 27. Nice. | 44. Slime. |
| 11. Planet. | 28. Pact. | 45. Plant. |
| 12. Clime. | 29. Spine. | 46. Clip. |
| 13. Helm. | 30. Pinch. | 47. Cheat. |
| 14. Seal. | 31. Pint. | 48. Teach. |
| 15. Plate. | 32. Lash. | 49. Plane. |
| 16. Tale. | 33. Chill. | 50. Plight. |
| 17. Paint. | 34. Peach. | |

I think that every mother's son,
 And every father's daughter,
 Should drink at least till twenty-one
 Just nothing but cold water.
 And after that, they might drink tea,
 But nothing any stronger,
 If all folk would agree with me,
 They'd live a great deal longer.

Is there anything in this world more wearing than the teacher who is always in a pessimistic mood? The one who always has the poorest pupils; the most unmanageable; the one who has, according to her account to teach all the preceding grades? She always manages to make the teachers before her feel as if she were casting reflections upon their work. A teacher like that should be avoided like the plague. In one way she is worse, because she affects other teachers, who thus affect their children, and so on. Think what a gloomy view of life pupils of such teachers must have if they are of the impressionable age.—*The Teacher.*

Why is a horse a most curious feeder?

Because he eats most when he hasn't a bit in his mouth.

Why is a prudent man like a pin?

Because his head keeps him from going too far.

Why are books the best friends?

When they bore us we can shut them up.

Why are a rooster's feathers always smooth?

He always carries a comb.

Review's Question Box.

[Subscribers who ask questions to be answered in the "Question Box" should send their names in confidence to the editor, not necessarily for publication.]

W. W. W.—(1) Would you kindly suggest what topics could be asked from Silas Marner at an examination.

(2) Please give a short sketch of the Lay of the Last Minstrel.

(1) Examiners will smile at the candour of this question. If the REVIEW gave a series of topics on which the examiner might frame his questions that guileless individual would probably laugh in his sleeve and go off on quite a different tack. The only way to be prepared for an examination is to study your subject thoroughly.

(2) Scott's "Lay" was published in 1805. It was intended to be a more cultured form of the old Border ballad, retaining its vigour of movement while softening its expression. The time occupied by the action of the poem is three nights and three days. The plot with its spirited events can best be realized by reading the story. The noble patriotic stanzas with which the sixth canto begins,

Lives there a man with soul so dead,

Are probably better known and more often quoted than any other lines that Scott has written.

L. A. W.—Kindly answer the following questions through the columns of the REVIEW. (1) What is the surname of the British sovereign? (2) How wide is the Panama Canal?

(1) The King has no surname. This is true of the present King of England, as well as of several other sovereigns of European countries. King George and his direct male ancestors belong to a family that has always been a ruling family since some time before the use of family names began; therefore they have never needed a family name, and never had one. The same was true of Queen Victoria. The last sovereign of the British Empire possessed of a family name was Queen Anne, who was Anne Stuart. The name of Stuart, or Stewart, belonged to her family before it was royal. So, too, the Tudor sovereigns were Tudor by name; but this was not true of the Norman or Plantagenet kings, nor of the sovereigns of the House of Brunswick. Guelph was no more their family name than was Brunswick or Hanover. Hence, when some of the

princes of that house who married in contravention of the Royal Marriage Act needed surnames for their morganatic wives and their offsprings, they were obliged to invent such names. Some have taken the name of Estey, or d'Este, the territorial designation of one of the noblest ancestors of George I. None took the name of Guelph. It has been said that the name of the Prince Consort, the present King's grandfather, was Wettin; but that, too, was a title, and not a family name. The sons of George IV were called FitzGeorge; and the sons of William IV, born in lawful wedlock, though not legitimate heirs to the throne because of the Royal Marriage Act, and duly acknowledged as sons, though not as Princes of the Blood—sons who were present as chief mourners at his funeral, and lowered his body to its last resting place—bore the name of Fitz-Clarence, if Clarence was his ducal title, and, writing from memory, I think it was. So it is perfectly correct to say that King George's family has no family name, and never had one, because it was a ruling family long before family names came into use. If he should abdicate, and, renouncing all his titles, wish to be known as an untitled English gentleman, he would be quite free to adopt any name he chose to select. Being a man of good taste, he might select Smith; because his grandfather, following the laudable German custom that every boy should learn some handicraft, was a locksmith by trade. Or he might call himself Seaman, for that is his own trade. His father, King Edward, was a printer.—J. V.

(2) The breadth at the bottom as at first projected is seventy-two to seventy-eight feet, at the surface of the water ninety-two to one hundred and sixty-four feet. The length of the canal is forty-six miles.

E. M. F.—Which country has the greater number of lakes, United States or Canada? Why are there so many small lakes in one country and so few in the other?

There is a greater lake space and probably a greater number of lakes, large and small, in Canada than in the United States. This is due, as our correspondent intimates in her letter, to the results of glacial action which is responsible for more lakes in northern and eastern Canada than any other causes.

The Hare and the Tortoise.

Hare (meeting tortoise) Ha! Ha! Ha! How slow you are, little Tortoise!

Tortoise Do you think I am slow?

Hare Of course you are slow. See how fast I can run. Why do you not run as I do?

Tortoise Let us try a race.

Hare Where shall we run?

Tortoise Let us run to that big tree.

Hare Shall we have a judge?

Tortoise Yes, the Fox shall be the judge.

Hare Agreed. Let us start together.

Fox One, two, three—go.

Tortoise (to himself) I must go right along and never stop. I must win this race.

Hare (to himself) This grass looks cool. I think I will eat some and then have a nap. The tortoise is so slow I can outrun him.

Tortoise (reaching the tree) Here I am at the end of the race. Where is the hare? I think I will take a nap.

Hare (coming up) What? You here, Tortoise? How did you get here before I did?

Tortoise Slow and steady wins the race.

—From "Story Plays for Little Ones."

The glory of our life below
Comes not from what we do, or what we know,
But dwells forevermore in what we are.

—Henry Van Dyke.

I have already got to the point of considering that there is no more respectable character on this earth than an unmarried woman who makes her own way through life, quietly, perseveringly, without support of husband or brother, and who, having attained the age of forty or upward, retains a well-regulated mind, a disposition to enjoy simple pleasures, and fortitude to support inevitable pains, sympathy with the suffering of others, and willingness to relieve want as far as means allow.—
Charlotte Bronte.

A beautifully bound vest pocket diary, with fine maps of the Provinces of the Dominion and North America, has been received from the Geo. M. Hendry Company, Toronto.

The average teacher usually has a class below the average.

Suggestions for Simple Games.

1. Place a hoop, with a call bell suspended from the top, where balls or bean bags can be thrown through it. A child stands at a certain distance and tries to throw balls or bags through the hoop and strike the bell. Children clap hands when the bell is struck.

2. Hang the first gift balls on a frame, in the order of the prismatic colours. Blindfold a child and change the position of the balls. Have the child who has been blindfolded replace them in the proper order.

3. Arrange the balls as before. A child names the colour of the ball he wishes to strike. He throws a rubber ball toward it and if successful in striking it the coloured ball is removed. Another child tries and so on until all the balls are removed.
—*Kindergarten Primary Review.*

To prevent tardiness make the first ten minutes in the morning the most interesting part of the day. Promise them a story; tell it if possible, if not read it. Select short pointed stories, and read only part one morning, then all will be anxious to hear the ending. Ask pupils to bring postal cards illustrating different cities or countries, and have pupils tell something about these. Little people will tell you about scenery and places of interest near their own homes.

Missing numbers of the Journals of the Houses of Assembly and Legislative Council of New Brunswick are needed by the St. John Public Library to complete its files. Cash will be paid for the right numbers, or books will be given in exchange by communicating with the librarian, Miss Martin, St. John, N. B. Teachers and pupils may help to rescue from dust and oblivion valuable pamphlets and old books that would otherwise be lost or thrown in the fire or rubbish heap.

Supt. A. H. MacKay writing in the *Halifax Chronicle* on the Advances of Education in 1910, says: "The very encouraging feature of the year is the fact that our school trustees employed sixty more Normal trained teachers than the year before. The 1,037 of the previous year became 1,097."

While we are trying to make a living, let us make a life also.—*Maltbie D. Babcock.*

The Nation's Rulers.

William the Conqueror long did reign,
 William, his son, by an arrow was slain,
 Henry the First was a scholar bright,
 Stephen was king without any right.
 Henry the Second, Plantagenet's scion,
 Richard the First, was as bold as a lion;
 John, though a traitor, the Charter signed,
 Henry the Third had a feeble mind.
 Edward the First conquered Cambria's dales,
 Edward the Second was born Prince of Wales.
 Edward the Third humbled France in her pride;
 Richard the Second in prison died.
 Henry the Fourth for himself took the crown,
 Henry the Fifth pulled the French kingdom down.
 Henry the Sixth lost his father's gains,
 So Edward the Fourth laid hold of the reins.
 Edward the Fifth was killed with his brother,
 Richard the Third soon made way for another;
 Henry the Seventh was frugal of means,
 Henry the Eighth had a great many queens.
 Edward the Sixth Reformation began,
 Cruel Queen Mary prevented the plan;
 Wise and profound were Elizabeth's aims,
 England and Scotland were joined by King James.
 Charles found the people a cruel collector,
 Oliver Cromwell was called Lord Protector;
 Charles the Second was hid in an oak,
 James the Second took popery's yoke.
 Wil'iam and Mary together came on,
 Anne succeeded and reigned alone;
 George the First from Hanover came,
 George the Second kept up the name.
 George the Third was beloved in the land.
 George the Fourth was polite and bland;
 William the Fourth had no heirs of his own,
 So Queen Victoria ascended the throne,
 Justly beloved as woman and queen,
 Longer her reign than any had been;
 All the wide world mourned for her when dead.
 Edward the Seventh reigned in her stead:
 Wisely he ruled, for a decade of years,
 And, as he passed, on the record appears,
 One of the greatest tributes to fall,
 "Edward the Peacemaker, honoured of all."

How sweet and gracious, even in common speech,
 Is that fine sense which men call Courtesy!
 Wholesome as air and genial as the light,
 Welcome in every clime as breath of flowers,
 It gives its owner passport round the globe.

—James T. Fields.

Little white feathers are filling the air;
 Little white feathers, how came you there?
 We came from the cloud birds sailing on high;
 They are shaking their white wings, up in the sky.

—Selected.

There are many influences at work in modern life that react unfavourably upon the teacher, and against which she finds it hard to contend, partly because she is only half-conscious of them herself. The most insidious of these is the frantic desire on every side to produce quick results. In business, in art, even in science, the one effort is to catch the fashions of the moment and achieve an instantaneous success. We no longer have patience to develop an idea gradually until, in the process of time and labour, it bears its natural and perfect fruit. The world will not wait upon the process and we cannot afford to lose the rewards of the present moment. This feverish and unnatural haste affects the teacher adversely. She cannot resist the call to be strenuous, to force the child's mind prematurely, to spur on reluctant nature. Now, a man may pursue this method in painting a picture or writing a symphony, and while he will not achieve a masterpiece he may produce a very fair imitation that will be hailed as such by his own day and generation. But it is not so safe to deal thus with human nature and signs are not wanting that our children are showing the evil effects of such methods. "A child's mind is now opened like an umbrella, expanding equally and simultaneously at all points," says some one, and there is a good deal of truth in the comparison. The teacher may answer that this training is necessary if the child is to keep up with the procession of life, but even to-day, "the race is not always to the swift," and the teacher who opposes a calm and unshaken front to the modern rush is still the one who inspires us with confidence.—*Popular Educator*.

THE EDUCATIONAL REVIEW, published monthly at St. John, N. B., \$1.00 a year, well merits the support of every teacher in eastern Canada. It is especially devoted to the educational interests of the Maritime Provinces, and should therefore be in the hands of every teacher east of Quebec. The editor, Dr. G. U. Hay, keeps himself well in touch with every section of those three provinces, and knows educational deficiencies and educational achievements, better, perhaps, than any other man in the provinces. Every teacher should be a regular reader of several educational periodicals, and the one that has first claims on his support is the home journal, and THE EDUCATIONAL REVIEW is the only educational home journal published in the Maritime Provinces. We bespeak for it a most generous support from the teaching fraternity of Nova Scotia, New Brunswick and Prince Edward Island.—*Inspector G. J. McCormac in Halifax Herald*.

The Maritime Provinces.

In some dim æon of the distant Past
 God gave the waves in wedlock to the strand
 And blessed the mating, that the restless Sea
 Should harbour find about a stalwart Land.
 The Sea our Mother and the Land our Sire,
 The swelling breast unbounded, vital, free,
 That suckles life among her storm-cast babes
 And gives them guerdon of their worthiness.
 A pleasant Land! A strong and tender Land!
 The tempered seasons mingle and succeed
 In sequent equity of shade and grace,
 Green, sun-kissed, russet-golden, snow caressed.
 Some seek my Mother's deep-sea wedding-dower
 'Mid tempest and in smiling, sunlit ways,
 And some return low-laden to the land,
 And some fare forth to nevermore return.
 Some dally in the upland orchard-dales
 Or delve the mine or sow the golden grain,
 And all who labour, all who love or hate
 Shall reap the fitting harvest of their hands.
 And others—well all know them, though unnamed—
 Gifted with insight past their passing days,
 Statesmen who saw the Vision Realised
 You told, in council, what we are today.
 —Carrol C. Aikins in February Canadian Magazine.

CURRENT EVENTS.

The white phosphorus used in the manufacture of matches is the cause of a deadly disease. The discovery of a harmless substitute is, therefore, a matter of great importance to match factory operatives. The new preparation will come into use immediately throughout Canada and the United States, and probably elsewhere; the patentees of the process having freely made over their rights for the benefit of the workers. Flints are still used for striking a light in some parts of Europe; and flint working is also an unhealthy occupation, though one of the oldest in existence. It is said that flint-knapping, as it is called, has been carried on in Britain for at least ten thousand years.

A British engineering firm has won a medal for paving blocks made of clinker refuse from the burning of house refuse. It is claimed that they are noiseless and sanitary, and not in any way affected by rain, frost or sunshine.

No more horses will be bought for the New York city fire department. Gasolene will be used as the source of power for moving the fire engines and ladder trucks, making an estimated saving of five thousand dollars a month.

Clay tablets which are covered with inscriptions which are believed to date from the time of the Prophet Elijah have been discovered in Palestine by German investigators.

The Chinese Government has issued orders for the suppression of the opium traffic, and a petition signed by twenty thousand persons has been sent to King George, asking him to assist in putting an end to the opium trade between India and China.

Australia hopes to profit by a thorough exploration of the Antarctic regions, where whales, seals and mineral wealth can be found within five days' steam from Melbourne.

About a quarter of a million rats have been killed in one county in England since the fear of the plague which is carried by rats caused a campaign for their destruction; and it is estimated that something like £1,000 per week is saved in the damage done by the rats.

Very terrible are the accounts of the ravages of the plague that come to us from the north of China, where Chinese, Japanese and Russian soldiers are attempting to control the movements of the people and check the spread of the disease. It spreads with appalling rapidity, and the cases of recovery are few. The nations of the Western World must help to stay its course, or all the avenues of trade will give it passage, and the horrors of the Black Death will be repeated. The European governments are already recognizing this need.

To turn from the horrors of plague to the horrors of war is almost a relief. Slight disturbances continue in Mexico, perhaps hardly to be called a rebellion. In Honduras, rebel forces have gained some considerable victories; and there are other little wars threatened or in progress in Spanish America. In Arabia, the Turkish government is trying to recover the southern provinces, which have been in a chronic state of insubordination, and practically without government of any sort. In Persia, a somewhat similar condition prevails, but the government is not trying to restore order, and other nations may be involved.

The rapidity with which the British Navy is being strengthened by the addition of great war ships, and the corresponding increase in the navies of other powers, seem to show as never before that some great struggle is impending, and that the only way to prevent armed conflict is to be ready for defence. We have so large a part of the world's area and of the world's wealth that we must be prepared either to share it with others or to hold it by force.

In Toronto it is proposed that the one hundredth anniversary of the battle of Queenston Heights shall be marked by the erection there of a monument to Brock, Tecumseh and other leaders who fell in the war of 1812. It is also proposed that the Dominion Parliament shall invite King George to visit Canada in 1914, the centennial of the conclusion of peace at the close of that war.

It is announced that H. R. H. the Duke of Connaught will succeed Earl Grey as Governor-General of Canada.

Some months ago the three principal republics of South America—Argentina, Brazil and Chile—formed a league which is there called the A B C Alliance. Now three more of the republics—Colombia, Venezuela and Ecuador—propose to join this league, and it is suggested that all may ultimately be more closely united in a great Latin republic to be called the United States of South America. This would possibly compel the people of the United States of North America to adopt some name by which they would be distinguished from other Americans.

A tariff agreement between this country and the United States is now under discussion in the representative legislatures. It involves a large reduction in the duties on certain articles, but cannot come into operation unless adopted both by our parliament and by the congress of that

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country; so the only fact yet to be noted, and it is a remarkable fact, is that such an agreement was reached and will really be considered on its merits.

A committee of the United States House of Representatives has decided that Captain Peary came within 1.6 miles of the North Pole, which is certainly near enough for practical purposes.

A new seaport on the coast of British Columbia, to be called Port Mann, will be the Pacific terminus of the Canadian Northern Railway.

The Canadian airman, J. A. D. McCurdy, made an attempt to fly from Florida to Cuba, but was compelled to alight at sea ten miles from Havana, because of a slight accident to the machinery of his aeroplane.

This month sees the three-hundredth anniversary of the first publication of the King James Bible, or the Authorized Version, as it is called, which is in use throughout the English speaking world.

That Canada will some day be a nation of a thousand million people, and the greatest that the world has ever seen, is a statement attributed to the Bishop of London. Others have predicted that Canada will become the centre of the British Empire when it shall exceed the Mother Country in wealth and population, as must be the case in the not very distant future if the present rate of progress is maintained.

Explorations in Cyprus have disclosed the site of a group of altars dedicated to the Greek divinities, and the place is therefore supposed to be the original Olympus, the mountain of the gods.

A statue of King Edward is to be erected in Montreal by private subscriptions, and one will probably be erected by the provincial government on the Plains of Abraham.

The government of Canada calls for tenders for the construction of ten new vessels for the Canadian navy. The vessels will be built in Canada.

SCHOOL AND COLLEGE.

The death of Dr. Geo. Johnson, lecturer on recent Canadian history in Acadia University, and formerly Dominion Statistician, occurred at his home, Grand Pre, on the 17th January. Dr. Johnson was well known throughout the Dominion for his writings on historical and statistical events. His "Alphabet of First Things in Canada," is a valuable reference book.

Miss Eva M. Dillon, for the past seven years teacher in the preparatory department of Guysboro Academy, has accepted the principalship of the schools at Goldboro, N. S.

Mr. S. A. Worrell, at one time acting principal of the Victoria school, has been appointed teacher of Grade X in the High School, St. John, N. B.

Mr. J. T. Horsman, recently principal of the Gagetown, N. B., Grammar School, has been appointed principal of the Biggar, Saskatchewan, schools. Biggar is a rising town on the G. T. P., two years old and flourishing.

Mr. S. W. Irons, principal of the Victoria School, Moncton, N. B., recently celebrated the thirty-fifth anniversary of his entrance on the work of teaching. The school staff of Moncton presented him with an address and a bouquet of thirty-five carnations. The REVIEW extends its congratulations and wishes Principal Irons many years more of successful work.

Principal B. P. Steeves, B. A., late principal of the Harkins Academy, Newcastle, was presented with a well filled purse and an address expressive of regret at his

leaving and the severe bereavement which he recently suffered. Mr. Steeves and his children are now in Calgary where he intends to remain for the present.

The boys and girls of Miss Alice Linton's department, Grade V, in the Centre School, Truro, N. S., as we learn from the *News*, recently had a practical lesson on civics and elected a mayor and councillors for the school. A useful application of civic government was made in the appointment of councillors to keep the floor clear of waste paper and preserve order among "citizens" in the hall.

Mr. P. J. Nicholson, B. A., of St. Francis Xavier College, Antigonish, N. S., who is in the second year of his post-graduate studies in Science in the Johns Hopkins University, has recently won a scholarship of \$150. Mr. Arthur J. Attridge, of the class of 1910 has been recently appointed professor of Science and Assistant Master in the Ricker Institute, Maine. St. Francis Xavier's has the right to select a student for a Rhodes Scholarship for the year 1911-12. The choice has fallen upon Mr. James M. P. Coady, a senior of this year. Mr. Coady is a good all-round student, of excellent natural ability and particularly noted for diligent application to his studies during his whole collegiate course. He is a fluent and forcible debater and has already twice won a place as representative of St. Francis Xavier's in the intercollegiate debates.—*Casket*.

W. J. Stewart, a member of the Board of Education of Alberta, has gone to Ireland to engage one thousand school teachers for Alberta and Saskatchewan. He says new districts have been opened so rapidly in 1910 that teachers cannot be found to look after the schools.

Professor W. W. Andrews has left Sackville for Regina to take up the presidency of the new College recently established there. Prof. R. B. Sumner, lately of Harvard University, has been appointed to the position made vacant by the resignation of Dr. Andrews.

The teachers of the Fredericton schools are not unreasonable when they ask for a revision of the salary schedule. Those who face the problem of living in these days will not criticize a moderate increase. The request of the teachers is not extravagant, and the Board of Trustees will not incur adverse criticism by dealing generously with the teachers.—*Gleaner*.

RECENT BOOKS.

The second volume in the *Establishment of Schools and Colleges in Ontario*, by that indefatigable writer, Dr. J. George Hodgins, Historiographer of the Education Department of Ontario, has followed rapidly after the first volume, noticed in the December REVIEW. This completes an invaluable record from 1792 to 1910, embracing the private and public schools and colleges of the province, a record that will grow in importance and interest as time passes. Would that a Dr. Hodgins would rise up and do the same thing for the other provinces of Canada.

In *La Petite Institutrice* and other dialogues, several short scenes illustrative of French life and character are given. The little book introduces games, songs, recitations suitable for children of twelve years and upwards. They supply good material for conversational French and an

acquaintance with common idioms. (Paper; price, 6d. Adam and Chas. Black, Soho Square, London, W.)

The seventh edition of *Heaton's Annual* (The Commercial Handbook of Canada) is just out. Every year this book shows a marked improvement, and today in the mass of information contained it easily stands at the head of Canadian Annuals of this class. Of the new material appearing for the first time, particulars are given of the requirements, fees, examinations, terms of service, etc., for all professions in each Province. This cannot be found in any other publication. This annual is the standard authority on the Canadian Customs Tariff. (Cloth; price, \$1; postage, 10 cents. Heaton's Agency, Toronto.)

Printed on good paper and with illustrations admirably clear, Smith's *Physical Geography for Schools* is well adapted for students in the higher classes of schools. The subject is treated comprehensively enough for their needs and is adapted to interest them in the story of the earth and the varied processes that have contributed to produce its changing scenery and physical characteristics. The introductory chapters refer to the solar system, the earth, the atmosphere and climate, and at the close of the book the subjects of physical history and environment are instructively treated. The illustrations relate chiefly to the British Islands. Altogether it is an excellent book, with the physical features of the earth briefly and attractively presented, and should do much to popularize this branch of geography. (Cloth; pages, 190; price, 3s 6d. Messrs. Adam and Charles Black, Soho Square, London, W.)

There is much to enlighten the student of English Grammar in the little book *English Grammar by Parallelism and Comparison*, by G. W. Henderson, M. D. Instead of dealing with detached elements, the author strives to secure a simplicity in this study by making constant use of parallelism and comparison in the various uses of elements, phrases and clauses, and by uniting them into groups. Analysis and synthesis is taught throughout. The book confines itself to the teaching of grammar, pure and simple, without attempting the study of orthography, higher composition or rhetoric. Some ideas put forth may be regarded by the teacher of English grammar as revolutionary; as for instance: "Relative pronouns never connect;" "relative and conjunctive adverbs are things of the past;" "there are no subordinate connections;" "a correct knowledge of English is no longer to be looked for in other languages." The book is a practical attempt to introduce modern scientific methods into the study of English grammar. (Cloth; pages, 165. H. H. Henderson, Columbus, Ohio.)

Great interest is being manifested in the announcement of Houghton Mifflin Company that they will this spring issue a series of Readers to be called the *Riverside Readers*. It has often been remarked that these publishers have extraordinary facilities for preparing a superior set of readers, because of the large amount of copyrighted material under their control, and the excellence of the work of the Riverside Press. The editors chosen to prepare the series are pre-eminently qualified to make an unusually successful set of readers, and they have been ably assisted by advisers and critics selected from successful teachers in the various grades.

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N. B. School Calendar, 1911.

- April 13 Schools close for Easter vacation
- Apr. 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.

- Feb. 7 Class C admitted to Normal College.
- March 1 Preliminary intimation Headmaster examinations.
- March 1 Class A [Reg VII. (c)] admitted to Normal.
- March 6 March Annual Meeting of School Sections.
- 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.
- 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.

Two new exchanges have come to the REVIEW recently; the *Catholic Educational Review*, published at Washington, D. C., under the direction of the Department of Education of the Catholic University of America, and the *Atlantic Educational Journal*, of Baltimore Md. They are journals of a high class in their respective fields and are welcome.

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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