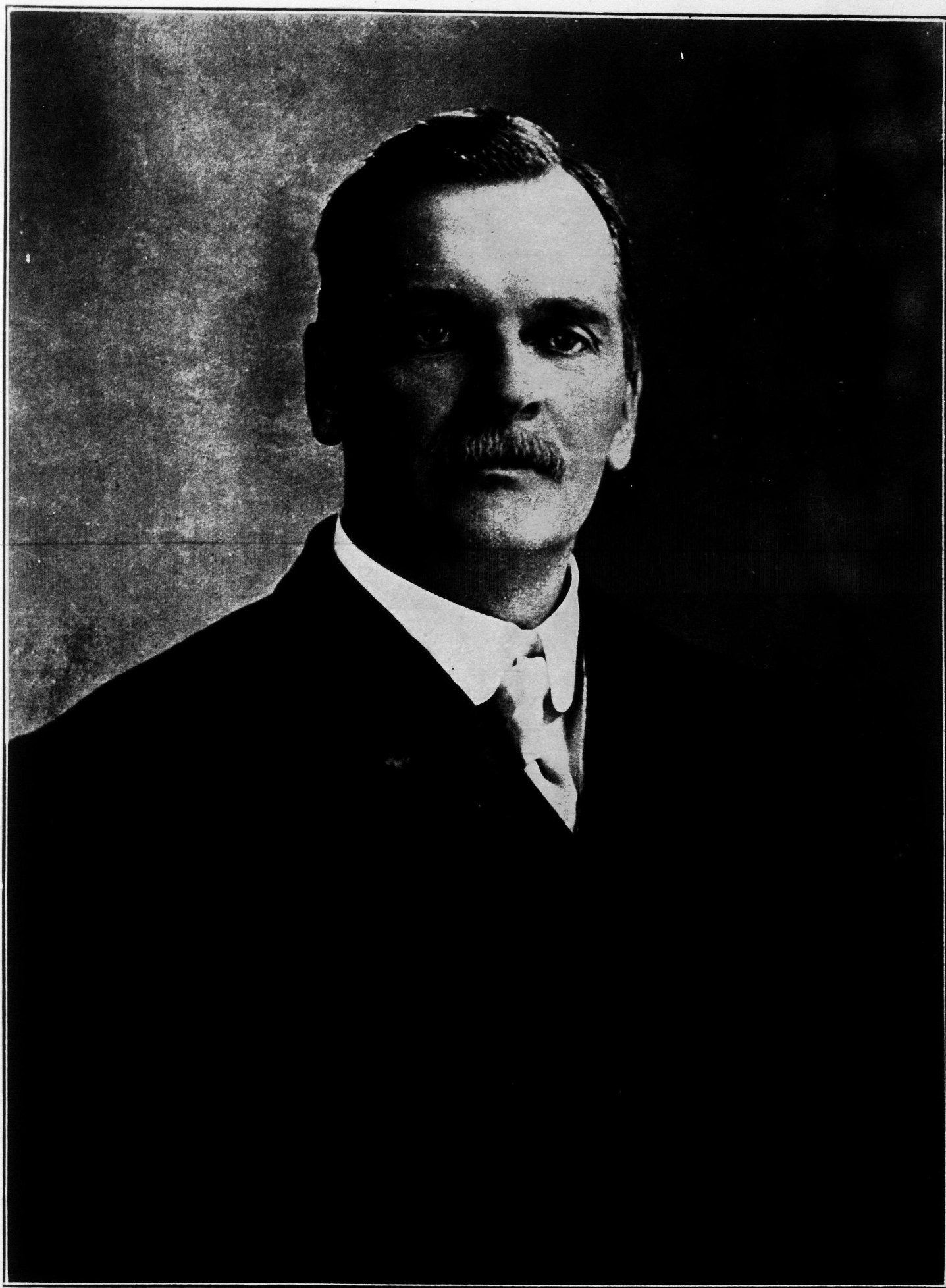


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**MISSING**

Educational Review Supplement, September, 1911



**WILLIAM S. CARTER, A.M., LL.D.**  
CHIEF SUPERINTENDENT EDUCATION FOR NEW BRUNSWICK

# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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Editor for Nova Scotia.

## THE EDUCATIONAL REVIEW.

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THE EDUCATIONAL REVIEW,

St. John, N. B.

The 1901 edition of the Nova Scotia school laws has been exhausted. A new edition, revised to date is now going through the press and will be published sometime this fall.

One of the most useful ideas connected with Arbor Day should be to make every child know the trees near his home, the various seasonal changes through which they pass, their uses, their beauty of shape and coloring, and to know how they are reproduced. September is a good time to begin; and

this preparation may go on all through the winter. By the time Arbor Day comes the children will have accumulated ideas and facts about trees that will make the observance of the day useful and interesting. Try it this year.

The three years given for the teachers in Nova Scotia, who have classes higher than **THIRD**, to obtain a grade B certificate in Physical Training, expires on the last day of December next. An extension of another year, will be given the very few who have not yet been able to qualify when recommended by their inspectors.

### An Attractive Educational Programme.

It is proposed to hold a conference in London, next July, of the Teachers' Associations throughout the Empire. For this purpose several associations in Canada have affiliated themselves with the League of the Empire, of which Mrs. E. M. Ord Marshall is the honorary secretary. A choice of delegates can be made from the increasing number of teachers who visit the Motherland from the Overseas Dominions, and there will be papers and discussions on educational topics relating to each and common to both. The great value of such a conference would be the opportunity for social intercourse between the teachers of the Empire.

At the conference of the representatives of the Overseas Education Departments, held in London, in April last, it was unanimously decided that facilities should be granted to teachers in order that they may the more easily migrate through the Empire for purposes of study and conference. It is to give practical effect to this resolution that the above-mentioned conference is to be held; and the different education departments throughout the Empire are now being asked if they will grant facilities to teachers desiring to attend the Conference and during their stay to take part in a course of travel-study suggested by the League of the Empire.



**Chief Superintendent Carter.**

The REVIEW presents its readers with a full page portrait, in the supplement which goes out with this number, of William S. Carter, LL. D., Chief Superintendent of Education for New Brunswick.

Dr. Carter received his early education in the schools of New Brunswick. He is an honour graduate of its university, of which he is now by virtue of his office the president of the Senate. At the June Encœnia, 1910, his alma mater conferred on him the honorary degree of LL. D.

Dr. Carter's whole active life work has been devoted to education in New Brunswick. Before entering college he was a teacher in the public schools. After graduation he became the mathematical master of the St. John Grammar school, from which he resigned to become the Inspector of Schools for St. John and Charlotte counties. On the resignation of Dr. J. R. Inch in 1909, he was chosen Chief Superintendent of Education for the province.

Dr. Carter's success in educational work is largely due to his excellent natural ability, his energy and capacity for business. These qualities, with a steady determination and capability to do work and plenty of it would have ensured him success in almost any vocation of life; in educational affairs they have combined to make him a most effective executive officer. His experience as a teacher and inspector, coupled with a wide reading of conditions in other countries, has given him much exact knowledge which he uses to advantage in administering the educational affairs of his native province. Added to this, his frequent visits to schools and institutes since his accession to office have been the means of bringing him in closer touch with teachers and school officials throughout New Brunswick.

Under such conditions it is safe to predict for Chief Superintendent Carter a salutary and advanced educational policy; and that his force and ability will be exerted to secure stronger and more efficient schools, with a scale of remuneration that will attract and retain the best teaching ability of the province. His brief administration of two years has given excellent promise, and those who know him may safely trust that he will do his best to fulfil expectations.

**Rural Science School.**

The Rural Science School which closed at Truro, N. S., on the 11th of August, after a session of nearly five weeks, was by far the most successful in its history. The enrolment was 136, and of these the larger number had taken the physical science drill before enrolling. Consequently the most of the students were able to devote their whole attention to the scientific work of this school which is doing so much to enlarge the influence of the teachers of Nova Scotia. "The students were certainly an encouraging lot, earnest and faithful in their work," said a teacher, "and it was an inspiration to guide them." The teachers feel greatly satisfied with the results and that the success of the school is assured.

The course of study is now laid out in three divisions, one for each of the three years required for qualification for the Rural Science diploma. The course embraces the principles and application of nature-study, biology, school gardening, agriculture, chemistry and physics. The students are expected, during the coming year, to carry on some of the studies which they began at the school during the last term. Many are now doing this, as they teach and will make reports of their work to the members of the staff next summer. In this way the work of the school will be extended over a longer period than it otherwise would, and will benefit the pupils of the schools where these student teachers are engaged.

Professor C. L. Moore was the director of the school, and associated with him were Professors Percy J. Shaw, L. C. Harlow, Fraser, and Connolly. A more efficient corps of instructors it would be difficult to find, who, in addition to their manifold duties throughout the year, devoted the greater part of their summer vacation to this work. With such a staff, under the capable direction of Principal Cumming, of the Agricultural College, and Principal Soloan, of the Normal College, the educational outlook in Nova Scotia has been broadened.

By advertisement in this issue it will be seen that the Royal Crown—the English civil service style—has been prescribed by the Council of Public Instruction of Nova Scotia at the reduced price of three cents per book—the same retail price named for the Ontario books which their publisher declined to supply.

**Notes on High School Literature.—I.**

ELEANOR ROBINSON.

[Under this heading there will appear, each month, a set of hints and questions on one of the pieces of literature prescribed for High Schools in New Brunswick and Nova Scotia. They will not attempt to be exhaustive, nor to supersede the notes in text books, but the writer hopes they will be found suggestive and useful. She will be very glad to receive and to try to answer any questions on these subjects sent to the REVIEW. The notes in the October issue will be on "Tom Brown's School Days."]

It is so important that a class should be interested in the piece of literature they are studying, that no set method of reading a play or poem should be laid down, to be used with every class. I find it necessary to vary with different classes not only the way in which a class as a whole studies a play, but the different lines of study that I set for different pupils. Children who are used to reading for themselves, and can read aloud fluently and intelligently at sight (alas! how rare these are), can be set to read a play through rapidly, without interruption for explanation, in three, or at most four lesson periods. This gives them the movement of the story, and is the best substitute for seeing the play acted. Nothing can really approach that in value, but if they try hard to picture the characters in action as they read, something of the effect may be gained, and at any rate the whole story is known before detailed study begins. With a duller class, or one that is unevenly matched in knowledge and enjoyment of literature, I find it a good plan to read the play rapidly through to them, while they follow carefully, and ask questions if they need help in grasping the story. Then they are able to read it with some intelligence for themselves. Parts are assigned, and each pupil is expected to prepare her own part, *i. e.*, to know the pronunciation and meaning of all the words, and to read it clearly and intelligently. Before beginning a second reading, there should be a discussion of the plot, bringing out clearly the different connected stories. The *dramatis personae* should be learned by heart and so that they can be assigned to their several stories. Some lines should be memorized for every lesson. These may be set, or a number of suitable passages may be suggested for the pupils to choose from, each for herself. It is not wise to set children new to Shakspeare to wander at will through the play and choose their own lines. They only waste time. So far, I

should do very much the same sort of work with every play and with every class. For detailed study, try to find out what interests your class, either as a whole, or in sections, and then set them to work *hard* on it. I have yet to find a class who cannot be brought to like a play of Shakspeare at least well enough to be keen about reading another.

In setting home work, or topics for composition, I divide the class into groups of from three to six, grouping them according to their interests and abilities. To each group I give one question or subject, or more. Those who have access to a complete Shakspeare and to other books, may have questions that involve comparisons with other plays or other authors; while those who are limited to their text books will find abundant material in the play itself. I try to set one question on the plot, one on character, one on the use of words, and one on versification, each time, to get variety and prevent one-sided study. About half the lesson time is given to discussion of the set questions, the rest to reading. The lines committed to memory have been written out and collected in the first five minutes.

The following questions and suggestions may be added to and varied almost indefinitely:

**"As You Like It."**

**THE PLOT.** How many different stories in the play? Where does each story begin? end? What is the most exciting point in each? What story forms a sort of frame for the others? Name the characters that belong to each. Write out the story of Sylvius and Phebe. The love story of Oliver and Celia. Is there any story that you can leave out of the play without spoiling it? How many stories do you know whose subject is, hatred and injustice between brothers? What other play of Shakspeare has this theme? Did Celia and Rosalind have any conversation between Scenes II and III in Act I? (See II, 2.) What other allusions can you find to scenes not put upon the stage? Did Orlando and Adam come to the forest of Arden on purpose or accidentally? Why did Celia and Rosalind go there? Did they carry out their purpose? How many other pairs of girl friends does Shakspeare give us? How many other girls who disguise themselves as men? (Remember that there were no women actors in Shakspeare's time.)

**THE SCENE.** Write a description of the forest of Arden, keeping strictly to the information you get from the play. Compare it with the forest in the "Midsummer Night's Dream." What is the beauty of the forest of Arden to the minds of all who talk about it? What is the first thing that we hear said of it? Who was Robin Hood, and what would seem enviable in his life? [Remember that Shakspeare's audiences would be very familiar with his story.] Note the last line in Act I, and trace this idea, of freedom from law and convention-

ality, throughout the play. What has this to do with the action? with the title? Could things have fallen out "as you like it," at the court of Duke Frederick? In what other plays is the action removed to a scene remote from real life?

**CHARACTER.** Most of the dramatis personae are very slightly characterized. Jaques is a difficult character for young people. Careful character studies of Rosalind, Celia and Orlando should be written out, but not until they have been discussed in detail. The average pupil needs a good deal of help in *beginning* to study characters. Have a few minutes brisk talk about it. Ask the pupils *how* we get to know people in real life. Then, how we get to know them in a play, in a novel; get them to tell you how we need to see people in different situations, and in different relations. (*e. g.*—We know a boy at school, but not at home; we don't know him very well.) In what different situations and relations do we know Rosalind? Find all that people say about Orlando; about Touchstone; does Orlando show his lack of breeding? What is the feeling of Duke Frederick on hearing that Celia has run away? Why does he hate Rosalind? Why does Oliver hate Orlando? Compare the reasons why Iago hates Cassio, and why Hamlet's uncle fears Hamlet. Is Celia capable of the jealousy her father tries to instil? With the last part of Act I, Sc. 2, compare the ballroom scene in *Romeo and Juliet*. Which seems the more practical and quicker, Rosalind or Celia? Show evidence that Celia was generous. Which of the two girls is the taller? the older? Tell all you can of their appearance. Compare Jaques and the Duke in (*a*) their pity for the stag; (*b*) their view of life as a stage. Study the encounters of Jaques with Rosalind and with Touchstone. What do they think of him? Is he a favourite with other people in the play? What does Jaques have to do with the story of the play? Could we take him out of the play without making any great difference? "His ingenuity catches the lowest view of every phase of life." Show that this is true. What connection is there between character and plot? *e. g.*—Would the story turn out the same if Rosalind had been rather stupid? if Orlando had been a coward? if Celia had been selfish? What other one of Shakspeare's girls do you think would have done as Celia did?

**MISCELLANEOUS.** Compare the ways in which Orlando and Rosalind speak when their fathers are slandered. What attracted Orlando to the boy Ganymede? Was Touchstone's freedom of speech unlimited? Make a collection of the mythological references in the play; of the puns; of words accented differently from modern usage; of words with obsolete meanings; of references or allusions (what is the difference?) to the Bible; of the notes of time. How long a period does the play cover? Editors differ about the following readings: II. I. "Here feel we *but* (*not*) the penalty of Adam." Hudson reads "not," and puts a period after "Adam," a dash and comma after "difference," and the same after "flattery." Defend the reading you prefer, but study the songs in Scenes V and VII before you decide. They also dispute about the speaker of "I would not change it," in the same speech. Who said it, the Duke or Amiens?

Was the speaker consistent? In Act II, IV, did Rosalind say: "O Jupiter, how *weary* are my spirits," or, "How *merry* are my spirits"? It is said that there are twenty-three references to the toad in Shakspeare, five in *Richard III*; how many of these can you find? How are they used? What parts of the action are told in narrative, instead of being shown on the stage? Do you believe in the sudden change that takes place in Oliver and in Duke Frederick? Note the beauty of "He'll go along o'er the wide world with me. Leave me alone to woo him." Can you tell what makes the beauty of the sound of these lines? Compare "There is no world without Verona walls." Collect the lines or passages that you like best, and where you can, say why you like them.

PASSAGES TO BE MEMORIZED: II. I. 1-18; 26-43; II. 3. 2-15; 56-68; II. 7. 53-56; 108-125; 135-165. Songs: "Under the greenwood tree;" "Blow, blow." "It was a lover and his lass."

### Botany for Public Schools.—II.

L. A. DEWOLFE.

In the August number, we noticed, briefly, the influence of climate and soil on plant growth and plant structure. This month, the influence of light may well claim our attention. All text-books teach that light is necessary for assimilation; and that this manufacture of plant food is carried on in the green parts of the plant. For proof, observe plants that grow in a dark cellar. As the green part consists largely of leaves, a study of their light-relation is of chief importance.

In the first place the shapes of leaves are largely the result of experiments on the part of Nature. The flat, thin blade gives a very large surface in proportion to the volume of the leaf. The size of the leaf also depends largely on the number of leaves to a given space. Notice a young sprout of maple, poplar, or other tree that has grown from the ground during the present season. Its leaves are large, but the stem is proportionately long, giving ample space between two consecutive leaves. Examine a very slow-growing branch of the same kind of tree. The leaves are smaller, but more crowded. In either case, the leaves are as large as space will permit, without their shading each other too much.

The arrangement of leaves on the stem is a more interesting adaptation than their varying size. We usually observe that they are arranged oppositely, spirally, or whorled. To be more definite, they are always spirally arranged. The number of spirals varies with the species. Examine the arrangement on several trees and herbs. Why is that

arrangement as it is? Notice how many ways different species have accomplished the same task—the leaf-arrangement that gives most favourable light.

Take, for example, a healthy beech or birch twig. Looking lengthwise on it, the leaves are in two rows. If the same number of leaves had all been on one side of the twig (one row), each leaf would have been more shaded than it now is. But by the alternate arrangement, the leaves are more scattered without lessening their number. The comparatively rare occurrence of this alternate arrangement, however, leads one to suppose that nature did not find it the most economic one.

Now look at a Mint, (say the Hemp Nettle of every garden or door-yard). See also the ash and maple. The leaves are opposite, but in four vertical rows. This, doubtless, gives better light exposure for the same number of leaves and the same length of stem. In the willow and many other plants, they are in five rows; but between any two consecutive leaves of the same row, there is a comparatively long distance. In the spruce, pine and other cone-bearing trees, there are many rows; but the leaves are so small that they do not shade each other.

The fascination of plant study lies more, perhaps, in the way plants have solved their life problems than in any other phase of the subject. The delicate balance necessary for the accomplishment of one purpose without the defeat of another is a source of very great interest. For example, in gaining the best light relation, leaves may sacrifice another function—that of transpiration of water—or *vice versa*. Or again, larger stems and larger leaves would increase exposure to light; but in the economy of nature, there is a limit beyond which growth is not profitable. What events have combined to regulate this limit, we may not know. But to search for explanations is educative, even if we do not find them.

Have you ever thought how much, after all, plant life is like human life? Plants vary in disposition very much as people do. With people, we see selfish, grasping men who want all they can get whether they need it or not. So with plants—many of our troublesome weeds which spread so rapidly seem to be of similar disposition. On the other hand, we meet quiet, unassuming men, who, if crowded out of one position quietly take another

rather than quarrel. They manage to live in their quiet way admired by their friends, and with few enemies. Similarly, many of our modest spring flowers and wood flowers live their lives at a time and in places where competition is not great. Would it not be interesting to take an hour some day finding plants that resembled in some characteristic, certain historical personages; or, with young children, certain members of their own school. For example, the daisy is pretty; but the farmer does not like it for it is a nuisance. It always invades his hay-field—never waiting for an invitation. Do you know any people of that kind?

#### QUESTIONS.

1. In buttercups and many other plants, the lower leaves have petioles, while the upper ones are sessile. Why?
2. How many terminal buds at the top of a young fir tree? How many at the ends of lateral branches? Why has the top more than the side branches?
3. When trees lose their leaves will others ever grow at the same places?
4. How long do leaves remain on our cone-bearing trees—spruce, fir, pine, etc?
5. Are leaves arranged in the same order on horizontal and vertical twigs of (1) fir, (2) maple?

#### ANSWERS TO LAST MONTH'S QUESTIONS.

1. The leaf of live-for-ever is thick and spongy in order to hold a water supply during a period of drought.
2. The roots of plants growing in water are usually short. Long roots develop when search for water is necessary. If plants grow in water, they do not need to search for it; therefore, long roots are not developed.
3. Alfalfa roots or any other roots will not grow long if that is unnecessary. As this is a plant of the dry west, it will penetrate the soil until it finds water, which may often be at a very great depth. In this country its roots would not be so long.
4. Plants may migrate slowly by growing in one direction and dying off behind. For example, ferns, couch-grass, or any plant with an underground root-stock may find favourable soil for growth in one direction, but in no other. If the unfavourable condition of soil should slowly advance in one direction, the root-stock may grow fast enough to keep ahead of it. Or they may migrate more rapidly by scattering their seeds over wide areas. In this case it is the species, but not the individual that migrates. When one refers to plant migration, it is usually migration of the species that is meant.
5. The fir leaves of this year's growth are a brighter green and softer in texture than those of last year. The older leaves have lost their activity, and therefore their freshness. Besides they are coated over with a balsam or waxy substance to prevent evaporation during the winter.

For The Educational Review.]

### After Vacation — An Idea.

Did you not see or read something—many things—during vacation which you felt you would like to show to your pupils? Perhaps you have forgotten what it was, but possibly you have brought back some picture or magazine article that fits in with your plans for the year, or promises to arouse interest in a school subject. Whether you have or not, here is a suggestion for the use of such outside material in your year's work.

I shall not tell you what you can do or should do, nor the surprising results you may achieve, for each grade, each school, each teacher, each circumstance has its peculiar possibilities. I shall tell you what we did, and, having got the idea, you can certainly improve the method and broaden the scope of its adaptation.

We had already, when the idea came to us, a number of magazines freely used and enjoyed at recess and in connection with lessons; and the "School Magazine" for the first month consisted largely of clippings from these. But when the October sheet was turned over, the pupils were ready to provide material. I say "turned over," for the "magazine" was simply ten or twelve large sheets of wrapping-paper brought from the general store, fastened together at the top with two strips of wood a little longer than the width of paper, and hanging on the wall like a chart. Clippings were handed to me, discussed with the class usually, then pasted carefully on our "magazine." As each sheet was turned back, the new one had the name of the month printed across the top in large letters coloured with crayon. The first sheet had also "Farville School Magazine" and the year—we thought that more impressive than "Scrap Book," but the latter might be more attractive to young children. It was hung low enough for everyone to read and, with its brass tacks, red cord and letters, and rather dark paper, (much better for the purpose than the light yellow,) it was quite ornamental. That it was useful I will give a few details to prove. Much that was interesting and delightful at the time, I find, I have forgotten.

This section was twenty-five miles from the nearest railway, and many of the children had never seen "the train." So I had a talk with them about engines, cars, tracks and railways in general. Next day a boy brought me an article with illustrations

about the monorail car. This, I remember, as the first voluntary contribution. When we were studying the geography of Ontario, someone handed in excellent pictures of the canals and locks, which, with my crude drawings, made the system quite clear. When we were at Ireland, a short article on early Irish history and folk-lore was brought in. When we were at Asia, several illustrations of Eastern customs and dress were clipped, evidently from a missionary paper. In history, I remember, the day we began Henry VIII much interest was taken in a picture of that hearty monarch which had just been pasted up. It was a magazine copy of a fine oil painting. From the same source we got several other celebrities. Noted battles and famous men indeed, we seemed to get just when they came up in class. Often, material handed to me was reserved because I saw that it would give point to future work. One boy who had been given a year's subscription to a popular science journal, frequently gave us articles on new inventions. Our literature work was often embellished with notes and illustrations clipped from magazines and newspapers, and some of the best of our contemporary poets were wedged in among prescribed authors.

Of course there were times when interest flagged and something of this sort kept it going: "Did you see that picture of a Saskatchewan school that Arthur put in our magazine? It is not so nice as ours. . . . Jean has found a fine picture of a school garden; do you think we could ever have one like it? Someone would better paste it on at recess. . . . Be sure to read that account of the earthquake; I'm going to ask you all about it this afternoon. . . . Thank you for these children in Dutch costume, Sadie; we are going to take up Holland soon. . . . And Will brought a good story;—if anyone can give it the right emphasis to bring out the funny part, they may go and read it aloud. Yes—you try." For we liked jokes in that school, particularly schoolroom stories, and I find that a bit of humour has its uses, too. Several amusing things occurred in connection with our "editing." Once, when we had been discussing dogs, a small girl brought me a lot of coloured pictures of the different "breeds," roughly cut from an old "picture book." My usual strict censorship of material made it seem funny to the older pupils that I gladly found room for the dogs. Again, when one boy brought a half-tone picture of the premier, another indignantly asked to have it suppressed until



he could procure one of the opposition leader. We waited, and pasted in both at once.

I may add that the articles chosen usually contained words which sent the children from the "magazine" to the dictionary, so that they not only learned to look intelligently over the printed page and think about current events—which always had a place in our "magazine"—but also noticeably increased their vocabulary.

J. W. M.

[For the Educational Review]

### H. M. S. "Niobe."

How many readers of the REVIEW are superstitious, I wonder. From the unfortunate accident which recently befell our Canadian cruiser "Niobe," one is apt to conclude that a ship so named is doomed to disappointment as was the fabled Niobe of the mythological age.

The following sketch of this fabled being will, doubtless, cause many to ask why such a name should have been applied to a ship of our navy.

It has always been considered presumptuous for mortals to place themselves on an equality with the gods, and an unpardonable offense to dare to compete with them in any respect. There have been a few mortals whose folly brought them to disgrace if not death by such a line of action. One of these was Arachne, renowned for her skill in weaving. After boasting of her ability to surpass Minerva, goddess of the fine arts, she actually attempted to compete with her in a weaving contest. The result was that the goddess became angered and Arachne's web violently rent asunder. So great was her mortification over this mishap that she hanged herself. Before she died Minerva took pity on her and by a magic touch turned her into a spider. The news of this tragedy spread through the land and prevented many similar misfortunes. Nothing seemed to influence the proud and boastful Niobe, Queen of Thebes. At a celebration in Thebes in honour of Latona and her children, Apollo and Diana, Niobe surveyed the crowds of people with looks of anger. "What folly is this," cried she, "to prefer beings whom you have never seen to those who stand before your eyes!" She then began boasting of her parentage, her husband and her children. Her father was Tantalus, who had been feasted by the gods; her mother was a goddess, and her children numbered seven sons and seven daughters, whereas Latona had but two.

"Away with you from these solemnities," she cried, "put off the laurel from your brows—have done with this worship."

At this Latona became indignant. Her children offered to avenge the insults offered by Niobe. Accordingly Apollo and Diana darted through the air and alighted on the high towers of the city, from which spot they could view unobserved the warlike sports in progress on the plain below. One by one the seven sons of proud Niobe were slain by arrows from above. When Niobe's husband heard what had befallen his sons he killed himself.

Niobe and her seven daughters rushed to the spot where lay the seven brothers. "Cruel Latona," shouted Niobe, looking toward heaven, "feed your rage with my anguish! Sate your hard heart while I follow my seven sons to the grave. Yet where is your triumph? Bereaved as I am, I am still richer than you, my conqueror." Scarcely had the words fallen from her lips, when one of her daughters fell, pierced by an arrow through the heart. Five others were likewise despatched by the unseen heavenly visitors. Niobe, clasping her only remaining daughter to her bosom, begged the goddess to spare her only child, but even while she spoke that one also fell dead at her mother's feet.

Niobe stood transfixed with grief. The wind moved not her hair, no colour was on her cheek; her eyes were fixed and even her tongue cleaved to the roof of her mouth. Tears still continued to flow, even after a whirlwind lifted her up and placed her body, a mass of rock, on her native mountain, and even to this day a trickling stream flows from this rock—the tribute of her never-ending grief.

Vancouver, B. C.

H. P. DOLE.

The remedy for cheerlessness is cheerfulness—like begets like—sunlight will always dispel a shadow—a cheerful teacher will have a cheerful school. Pictures and decorations on wall contribute their part, but the most delightful picture to be found in any school is the company of happy, contented, and zealous children, reflecting the same spirit it found in their teacher.—G. N. White.

I was glad to note in the August REVIEW that Professor L. A. DeWolfe was going to repeat the substance of his lectures given at the Summer School, as, owing to attendance on other lectures, I could not give my attention to them as faithfully as I would wish. I consider these lectures alone worth the price of the paper.

C. S. M.

**Primary Department.**

## PRIMARY HISTORY STORIES.

Tell the stories of our country to the children of Canada. It is a good introduction to history proper, just as language work leads up to grammar. The stories of Jacques Cartier, Champlain, Lady La-Tour, General Wolfe, Laura Secord, and many others can be made of wonderful interest to children, if the teacher is a good story teller. It was pointed out in the last REVIEW that every teacher may be a good story teller if she chooses.

First, picture to the children the condition of this country many years ago, when it was inhabited only by Indians and wild animals. This will serve for an introduction. Next tell of the coming of Jacques Cartier in his old-fashioned ships, his meeting with the Indians, and other incidents of his voyages, as told in Hay's Canadian History Readings. Let the story be graphic and simple, and give but few incidents at a time. A beginning may be made in the third or fourth grade, and continued on a larger scale in the fifth grade. In the sixth grade should be told the stories of the lives of our great Canadians. These stories and biographies will lay a good foundation for the study of the text book on Canadian history which follows later.

## PRIMARY READING.

Too much time should not be devoted to reading in the primary grades. It is too great a strain on young children. It is found where reading is interspersed with nature talks, with story-telling, committing to memory easy passages of poetry, early attempts at drawing and writing that they make more progress in reading than if they are kept at it too constantly.

It is a good plan for a teacher, after the children have passed beyond the stage of the oral story, to read to them, a little at a time, from "Alice in Wonderland," "Robinson Crusoe," "Little Women," and some other equally interesting story, or the books may be placed in the hands of the children to read for themselves. In this way the teacher may direct the reading of her pupils from the first, a most important matter to the child.

To this end the teacher should be a diligent reader of the best books for children. It is not sufficient to recall what she herself read in childhood days, for many good books are appearing from year to year with which she should keep in touch. It is important not only to know these by title, but

to read them and thus be able to keep her own interest in children's books fresh. Children are quick to detect the sympathy which springs from a teacher's actual interest in a book. Teachers find such reading a great stimulus to their professional work, more, perhaps, than a course in psychology would afford them.

**Autumn Colours.**

We're three little colours,  
We come hand in hand,  
The three little workers  
To brighten the land.

We come in the Autumn  
To make the world fair,  
Just look all about you;  
We shine everywhere.

Three bright little sisters—  
Our names you can call—  
Red, Yellow, and Orange  
Are the colours of fall.—*Selected.*

**September Riddles.**

Riddle come riddle come ree,  
A little red seed-box up in a tree,  
To find the seeds  
A body needs  
To eat the box—now guess for me  
This riddle come riddle come ree. (Apple.)

I know a fruit  
So juicy and rare,  
Of which it takes one  
To make a pair. (Pear.)  
—*Primary Education.*

**A Pick-a-Back Play.**

Away to market I was sent,  
Without a horse, without a gig;  
Away to market I was sent  
To buy a good fat pig.

I chose the prettiest and best—  
(A fat one, though it wasn't big).  
I chose the prettiest and best—  
A roly-poly pig.

I poked and punched it in the ribs—  
It squealed at every little dig!  
I poked and punched it in the ribs—  
My roly-poly pig.

Upon my back I took it home,  
I had no horse, I had no gig.  
Upon my back I took it home—  
My roly-poly pig.

No sooner had I brought it home  
Than I began to dance a jig;  
For it was baby on my back,  
And not a little pig. —*Emilie Poulsson.*

## FOR FRIDAY AFTERNOONS.

## "As Regular as a Clock."

When things go just a certain way,  
As steady as can be,  
They're "regular as a clock," we say;  
Now, that's what puzzles me.

A clock's not regular at all;  
I know this for a fact—  
So don't depend upon it when  
You want to be exact.

Now, our clock, why it's just as sure,  
When I am having fun,  
And bedtime hour is drawing near,  
To break into a run.

And through the night it gallops on,  
Until, to my surprise,  
It's morning, and I know that I  
Have hardly closed my eyes.

Then when I go to see the boys—  
I often wonder why—  
The hours go by so very fast,  
They seem to fairly fly.

But then, sometimes, when I'm in school,  
It's just the other way;  
The old clock goes so slow, so slow,  
It seems the longest day.

And when it's near vacation time,  
That is the worst of all;  
It's slower than the slowest snail;  
It scarcely seems to crawl!

A clock's not "regular" at all;  
I know this for a fact—  
So don't depend upon it when  
You want to be exact.

—H. H. Pierson in *July St. Nicholas*.

## When Pa's Trustee.

Pa cum from the school meetin' late that night  
An' sed that they'd elected him trustee.  
Then Ben an' me just yelled with all our might,  
We wuz so glad, an' Ben he asked if we  
Wuz all trustee.

An' then my ma she spoke right up an' sed,  
"No one's trustee but jest your pa an' me,"  
An' Ben looked sheepish, an' I hung my head,  
An' Ma looked mad, when Pa, proud as could be  
Sed, "I'm trustee."

But, oh! such fun there was for Ben an' me  
When all the schoolmarms came from far an' near,  
An' stopped in front of our old gate to see  
If Pa would give the school to them that year,—  
'Cause Pa's trustee.

An' then they'd talk to Pa a good long while,  
An' Ben and me would cough to make a noise,  
An' then they'd look at us an' kinder smile  
An' say we looked like good little boys,—  
'Cause Pa's trustee.

But none jest suited Pa, till one came who  
Was so much prettier than all the rest,  
An' smiled so sweet, that Pa he said she'd do,  
'Cause Ben an' me we thought she was the best,—  
An' Pa's trustee.

I guess sometimes she wished she hadn't cum,  
'Cause Ben an' me we bothered her all day,  
We'd poke each other, whisper an' chew gum,  
But not a cross word would she dare to say,—  
'Cause Pa's trustee.

She'd talk about examples we should set,  
We'd feel so 'shamed, we'd promise to be good,  
We tried so hard to please her then—an' yet  
I'm afraid we don't do always as we should,—  
When Pa's trustee.

—Mary E. Eddy, in *Woman's Home Companion*.

## A Song of the Ages.

## Psalm Xlvi.

Out of the midst of the fiercest battle,  
Onslaught of foemen in terrible rush,  
The cries and tumult, the noise and rattle,  
Or the silence and dread of a fearful hush,  
From loss and sorrow and tribulation,  
This song has risen through storm and stress;  
"God is our refuge" has brought salvation,  
And the river of gladness been swift to bless.

God is a present help in trouble,  
Therefore, we fear not, though earth be moved,  
Though the mountains shake and the waters tremble,  
The Lord of Hosts has our refuge proved:  
He breaketh the bow and the spear in sunder;  
He maketh the wars of the earth to cease;  
The nations raged as with fire and thunder,  
He uttered his voice, and lo, there was peace.

We sing together this psalm of the ages,  
God is our refuge, be not dismayed;  
The kingdoms are moved and the nation rages,  
But God right early will help and aid;  
The Lord of Hosts will be with us ever,  
He shall be exalted where man has trod;  
Be still and know, for there is a river  
Whose streams make glad the city of God.

Two hundred trees are all that remain of the famous  
cedars of Lebanon. They are carefully enclosed and  
guarded. Several of those now standing are supposed  
to be over fifteen hundred years old.

## QUOTATIONS.

## September.

Now without grief the golden days go by,  
 So soft we scarcely notice how they wend,  
 And like a smile, half happy, or a sigh,  
 The summer passes to her quiet end;  
 And soon, too soon, around the cumbered eaves  
 Thy frosts shall take the creepers by surprise,  
 And through the wind-touched reddening woods shall rise,  
 October with the rain of ruined leaves.

—Archibald Lampman.

Wild with the winds of September  
 Wrestled the trees of the forest, as Jacob of old with  
 the angel.

—Longfellow.

Like as the waves make toward the pebbled shore,  
 So do our minutes hasten to their end.—Shakspeare.

The past and the future are shadows,  
 But the present is ours for aye,  
 To us it is given to build our heaven  
 In the kingdom of today. —J. A. Edgerton.

Though our bark is not too steady,  
 And our compass sometimes errs,  
 Never let the sail be slackened—  
 Storms make skilful mariners.

The most heavenly poems the world e'er knew  
 Never were written by pen,  
 But were sung in the hearts and deeds of those  
 Who live for their fellow-men.—Letitia Gofton

Tomorrow hath a rare, alluring sound;  
 Today is very prose; and yet the twain  
 Are but one vision seen through altered eyes.  
 Our dreams inhabit one; our stress and pain  
 Surge through the other. Heaven is but today  
 Made lovely with tomorrow's face, for aye.

—Richard Burton.

Drink slowly; sip life's varied cup,  
 And taste it as you go.  
 The daintiest half of all they sup  
 The hasty never know.

—Emma G. Curtis, in *September Century*.

In soft September night, when all the woods were sleeping,  
 From North, with silent tread, a royal herald came  
 With torch of frost-fire, through the forest creeping,  
 And lo, this morn, on every hill, the Sumachs are aflame.

—Beatrice Williams, in *September Canadian Magazine*.

He hides among the rushes tall, he hurries through the  
 grass,  
 He knows the birds and nodding flowers, and all the winds  
 that pass;

He runs across the daisy fields, I cannot make him stay,  
 Then down the hill, beneath the bridge, across the white  
 highway.

He whispers to the tasseled grass and airy butterflies,  
 The far-off stars look down on him, the arching summer  
 skies;

He lives outdoors in sun and rain, and happy he must  
 be,

My merry friend, the singing brook, so brown, so wild,  
 and free.

—Alix Thorn, in *September St Nicholas*.

## Concerning Discipline.

Prevention of the wrong-doing is better than pun-  
 ishment of the wrong done.

Exercise great care in taking a stand, that you  
 may have no occasion to retreat.

Fault-finding is not calculated to cure a fault.

Distrust in the teacher breeds deceit in the pupil.

A child properly employed is easily controlled.

Obedience won is far better than obedience com-  
 pelled.

Absolute self-control on the part of the teacher  
 is a necessary pre-requisite to proper control of  
 the pupils.

A class that will work well by itself is well  
 managed.

An orderly changing of places between lessons  
 signifies much regarding a teacher's control over  
 a class.

If children push or crowd in the file, there is  
 weakness somewhere.

If the teacher has to talk much about order, there  
 can be no good order.

Public sentiment in school can alone secure per-  
 fect discipline, and it requires a great teacher to  
 discipline through public sentiment.

Make no threats.

Be firm.

Be kind.

Be patient.

Be pleasant.

Be self-contained.

Be as perfect as you ask your pupils to be.

A Scottish lawyer recently conducted in court  
 the cross-examination of a lady teacher, and found  
 to his dismay that she was far too smart for him.  
 At last he said: "Really, Miss Dash, you are very  
 clever." The lady sweetly replied: "I am sorry I  
 am on oath or I might return the compliment."

## REPRODUCTION STORIES.

1. Let the pupils read the story silently.
2. Let them tell the story orally.
3. Use any part of it as a dictation lesson.
4. Use the story as supplementary work in oral reading.
5. Let the pupils reproduce the story in their own words.

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**The Bird on the Bonnet.**

One day a lady was walking along an avenue shaded by trees, when she felt something snatch at her bonnet. Looking up, she saw a king bird flying away with the bird she had been wearing on her bonnet. The king bird, perhaps, thought that was not the right place for a bird. Anyway, he seemed to think it should not be there.

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**What Kindness and an Apple Did.**

A large, heavy cart full of wood had to be pushed backward into a place where a house was being built. But the load was too heavy for the two horses to push back, though they tried with all their might. They were becoming tired and restless. At last a happy thought came into the head of the driver. He got down from his seat, and went up first to one horse, and then to the other. He stroked their necks and patted them kindly. Next he went to his own dinner bag and took out a nice red apple. This he cut in two, and gave half to each horse. He waited till they had eaten it, and then mounted the cart again. One horse put his head over to the other, as if to say, "Let us try again and see if we can do it." And when the driver shook the reins without slashing the whip, they both gave one hearty push and sent the wagon back into the proper place where the wood had to be put.—*Selected.*

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**Two Boys.**

One boy is named Jack, and the other one Rob. They live next door to each other, and each one does the chores night and morning. Jack puts his work off as long as he can, and then grumbles all the time he is getting the coal and feeding the chickens. Bob whistles about his work, does it neatly and then has time to play before school. I wonder how many boys are like Jack, and how many like Bob?

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**That Horrid Worm.**

"O, there is a nasty worm!" said Kate to her mother. "I don't see why they are made anyway." "Some worms are good for something," said mother quietly. "You are very proud of your blue silk dress, are you not?" "Yes, but I can't see what my blue silk dress has to do with a homely worm." "Perhaps you can't, but the thread it is made of was spun by a worm." And then Kate's mother told her about the silk worm.

**The Reasoning of Dandy.**

Dandy was a little dog, who lived with his mistress in a New York apartment flat up two flights of stairs. They often had an open wood fire, and Dandy was the errand boy who brought wood from the cellar when necessary.

One day Mrs. Scott, his mistress, discovered she had no wood, so she said, "Dandy, go down cellar and bring me a stick of wood. (He usually brought one stick at a time, and travelled up and down stairs until the wood-box was replenished.)

Away went Dandy as gay as a lark, but only to appear in a few minutes with a very doleful air and without any wood.

"Why, Dandy," said Mrs. Scott, "did you hear me? I said bring up some wood."

Downstairs went the little dog a second time, and soon Mrs. Scott heard a noise as of something being pulled or dragged across the cellar floor. Going herself to investigate, she found the little dog at the foot of the stairs with the axe, the handle of which was in his mouth, and he was trying his best to carry it up the stairs to her, to show her there was no wood cut.—*Selected.*

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**The Protecting Colours of Insects.**

Consider the matter of colour alone. Here is a brilliant green tiger-beetle of inland woods, bright as its native herbage; and here is an umber-coloured relative of the shore whose darker, duller colour fittingly protects this small forager while hunting among brown seaweeds cast up along the water-line. Another beetle of the same family shows a body so nearly pure white that only a tracery of black lines on the ivory-white wings distinguishes it from the surrounding sand.

Or, contrast the dun-coloured grasshopper of dusty inland roads with the white shore species of beautiful frosted whiteness; or compare the yellow-brown running spider of the woods and the Quaker-gray species here, well represented by that unobtrusively tinted arachnid which was seen earlier in the day. The male is even lighter, with a covering of hoary hairs, which render it far less conspicuous; and, as this sex alone wanders abroad over the sand (only the female inhabiting the burrow), the instance of colour adaptive to the specific creature's habits is most striking and significant. Another species is nearly pure white, for only a faint speckling of gray colours the body, and this, indeed, still further incorporates the body outlines with the sand against which it rests. These individuals seem to wander more widely abroad, and more openly expose themselves than do their slightly

darker-coloured neighbours—again an instance of protective colour and its correlative behaviour.

That the theory of such protection and the mimicry of surroundings has been overdone no one can deny; but it is equally certain that a remarkable sympathy does exist wide-spread in nature between the colour of a creature and its habitat. And whether this has come about through some chemical change, some physiological response to surrounding colour initiated through the nervous system (the maritime locust *Trimerotropis* shows even tinges of red or blue according to the particular colour of the home soil), or whether it has slowly evolved through slow variations gradually becoming more and more adaptive, the naturalist is obliged, in many cases, to admit its protective, and hence its perpetuating, value.—*Howard J. Shannon, in Harper's for September.*

### GAMES FOR CHILDREN.

#### Cuckoo.

This is really "Hide-and-Seek" without any running about. The players all seat themselves in a corner of the room, their eyes tightly closed; then the one chosen as "Cuckoo" hides somewhere in the room or in an adjoining one. When ready, she cries "Cuckoo," and the other players endeavour to guess, guided by her voice, where she is concealed. She must repeat her cry from time to time to aid them in their task, and the one who at length succeeds in guessing correctly takes the next turn in hiding.

#### I Had a Little Basket.

This game is played by the very youngest. One of the circle begins, turning to his neighbour with the words "I had a little basket." The party addressed asks, "What was in it?" To which the first speaker replies with the name of anything beginning with A and consisting of one word only, as "Apples." The second in turn then addressed the third with "I had a little basket," and upon being asked "What was in it?" replies "birds," or "bears," or anything else the first letter of which is B. And thus the game goes on until the alphabet has been exhausted. Much fun is caused by the curious articles said to have been in the basket, as crocodiles, dumplings, elephants, pigs, etc.

#### Geography.

This is intended for bigger children than the preceding games. In this a letter of the alphabet is selected at random by one of the players, all of whom immediately proceed to write down the names of places, rivers, battles, etc., which begin with the chosen letter. At the end of a given time—two or three minutes—the players cease writing, and each in turn reads his or her list, and is awarded marks accordingly, the one obtaining the highest number, of course, winning the game.—*McCall's Magazine.*

#### Bird Flies.

Each one of the children places a finger upon a table or upon the lap of the leader of the game, and each must raise his finger as soon as the leader says "Bird flies" (or he may name any special bird). If he names any object that is not a bird, and any one of the players raises a finger by mistake, the latter pays a forfeit, for he ought not to raise it except after the name of some bird or winged insect.

#### A Puzzle for Young Politicians.

My first is in Ontario,  
My second is in Quebec,  
My third is in Nova Scotia,  
My fourth is in New Brunswick,  
My fifth is in Prince Edward,  
My sixth is in British Columbia,  
My seventh is in Manitoba,  
My eighth is in Saskatchewan,  
My ninth is in McKenzie,  
My tenth is in Alberta,  
My eleventh is in Yukon,

My whole is the leading question in the present Dominion election.

ALFRED MACDONALD,

Belyea's Cove, Queens Co., N. B.

#### Review's Question Box.

What is that tall tree, frequently found near dwellings, with nearly upright branches? It is a poplar I think, but what kind? How can it be obtained for planting?

It is the Lombardy poplar, a native of Lombardy, Italy, of Persia and the Himalayas. The only way of obtaining it for planting is from cuttings. It does not produce seeds. The poplars belong to a family of plants that have their staminate and pistillate flowers on separate trees. So far as known only the pistillate form of this poplar is found in America.

**Fourth Grade Number Test.**

1. How many pounds in 4 t. 5 cwt? How many tons in 394,687 lbs? 2. A piece of cloth 4 yds. long and 6 ft. wide was cut diagonally across the centre from one corner to the opposite. How many sq. ft. in one piece? 3. Divide 496,872 by the difference between 872 and 596. 4. At \$5 a sq. yd., what is the cost of carpeting a room 18 ft. long and 27 ft. wide? 5. From a hhd. of syrup 12 gals. leaked out. What did the owner get for the remainder at \$0.67 a gallon? 6. Find the cost of a field 80 rd. square at \$96 per acre. 7. What must we pay for 8 steers, each weighing 1,805½ lbs. at \$0.07 per lb.? 8. If an acre of land can be bought for \$126, what must be paid for a piece of land of the same value per acre containing 80 sq. rds.? 9. Mr. B. had \$9,000. He paid \$3,980 for a farm, \$275 for horses, \$1,200 for cows, and \$380 for utensils. How much money had he left? 10. Make and receipt a bill for 5 lbs. tea at 50 cents, 8½ lb. coffee at 30 cents, 4 pails butter, 12 lb. each, at twenty-five cents, 5 dozen cans corn at 12 cents, and 1½ dozen lemons at 30 cents a dozen.—*Used in Chicago Schools.*

**Things Worth While.**

To strengthen the will of pupils.  
 To train them to be willing and able to work.  
 To cultivate the habit of industry.  
 To create a love for good books.  
 To make pupils self-governing.  
 To inspire pupils with a desire to be useful.  
 To have a definite plan for each day's work.  
 To encourage self-reliance in pupils.  
 To encourage growth in character and in work.—  
*Selected.*

**Prompt Attendance.**

I secured a small soft pine board and on this tacked a piece of bristol board on which were written the names of all the pupils. After each name were five spaces—one for each day in the week. Near this board I placed a box of gilt headed tacks with a few black ones mixed with them. When the pupils came in the morning each would put in his gilt tack. Should he be tardy he would put in a black-headed tack. In this way I had to pay but little attention to the attendance, for at the end of the week. I would fill out the register from the board and would take out the tacks ready for a new week.—*I. D. S., in Teachers' Gazette.*

**A School Teacher's Task.**

It is, indeed, marvellous, what people in general expect of a school teacher. And yet, as a rule, it can be said that there is not a single parent in a district who governs her own children so well as does the teacher of all these children of the district. Think of it! The parent who loses her patience from one to forty times a day with her own children expects the teacher to control her temper and manage forty children who come from all kinds of homes. The average school teacher is a model par excellence in government, temper, and judgment when compared to the average parents, and in saying this we are not speaking lightly of the right kind of motherhood.—*Gloucester Times.*

Grace M. Gould, writing the fashion talk in the September *Woman's Home Companion*, says that blue is to be the favourite colour this fall. She adds: "Don't regard the choosing of a colour for your autumn costume as a trivial matter. Colours are not always what they seem. They have traits that are anything but dependable. There is the blue: that seemingly staunch, old reliable shade. Just look out for it. It may make you happy and fashionable in the daytime, but at night you may be bluer than you want to be."

There is hope for an ignorant man, who cannot write his name, even, if he has stamina and backbone. There is hope for a cripple who has courage; there is hope for a boy who has nerve and grit, even though he is so hemmed in that he has apparently no chance in the world, but there is no hope for a man who cannot or will not stand up after he falls, but loses heart when opposition strikes him, and lays down his arms after defeat. Let everything else go, if you must, but never lose your grip on yourself.—*Success.*

Dr. Robertson and the members of the Canadian Royal Commission on Technical Education, after visiting the principal industrial centres of Europe, were in Sheffield, England, on the second of August. Dr. Robertson in an address, said that one of the most important things they learnt in Germany had reference to the industrial training of young people. The wasted years of the youth of Canada, from fourteen to eighteen years of age were a menace to the power of the people. The commission had learnt as much of real value in England and Scotland, as in any other country they had visited.

### What Teachers Think of the Summer School.

The following won first prize in the competition for the best letter on the Summer School recently held at Fredericton.

Mr. S. A. STARRATT,  
President Summer School of Science:

Dear Sir:—I cannot allow the present session of the Summer School of Science to pass without expressing my sincere appreciation of the benefit it has been to me personally. To meet with so many of my fellow-workers from so wide an area has been an inspiration that will carry me back to my class with renewed determination to make the best use of all my powers as a teacher. An enlarged circle of friendship, and the strengthening of old friendships will certainly enrich all our lives. Were the enthusiasm caused by contact with so many new people, social advantages, excursions to points of interest, and consequent alertness of mind the only advantages to be gained, then the Summer School of Science is well worth all the expense of time and money necessary for attendance. I am not a stranger to large gatherings of teachers in various places, but I have never before seen such a display of genuine enthusiasm and energy on the part of pupils; and so much courtesy, ability and earnest desire to help on the part of instructors and other officials.

In the classes which it has been my privilege to attend, the subjects were made *alive*. I am sure botany can never again be associated with long, hard Latin names, after we have heard the plants speak in their own language, and been taught to regard them almost as reasoning intelligences. I shall return to my pupils with the desire, and I trust ability, to make nature, the old nurse, speak to every one of them in simple language that everyone can understand. Moreover, I shall have no guilty qualms of conscience if I seldom or never use scientific words with growing boys and girls. These, naturally, will come in their own time and place, but when given too soon, they often cause a dislike for all scientific subjects.

As to suggestions: Where there is so much that is good, one hesitates to offer any. Yet to quote one of my best teachers, "A lesson must be *good* before you can criticise it." Would it not be well to have a reception very early during the session, and a committee whose duty it is to see that the younger teachers are introduced to others, and that a pleasant time is given to the few who, for various reasons, are less fortunate in making new friends than their neighbours.

Again, where classes are so large that two sessions a day are necessary, it might be of advantage to many to have more advanced work for specialists in certain subjects or for second year students. And right here I want to say a word against the fact that the same subjects may be taken two years in succession in competing for scholarships. For instance, I have made physical drill a special study long before the present course was introduced. It is very easy for me to do well in it, but it does not seem fair that I should compete against a girl

from the country, who probably never had any of my advantages.

To sum all up, I am glad I came to Fredericton this year, and if circumstances permit I shall not be a stranger to the future sessions of the school. I shall be more than pleased to help in any way I can.

With sincerest thanks, to officials and instructors, for a pleasant vacation, I remain,

Yours very truly,

MARY F. BELL,  
170 Portland Street,  
Dartmouth, N. S.

Fredericton,  
August 1, 1911.

The following letter, written by a teacher from New Brunswick, is also pleasant reading.

EDITOR EDUCATIONAL REVIEW:

Dear Sir:—Last week I came home from Fredericton, after spending a very pleasant and profitable three weeks attending the Summer School of Science. Having received so much help from the course myself, I wish to express through the columns of your paper, my appreciation of the work being done by that institution, in the hope that I may convince other teachers of the benefits they may receive by becoming members next year.

I am prepared to discuss more in detail the subjects which I know more of from personal observation. The interesting manner in which botany was taught opened my eyes to see new beauties in our common plants. I learned much of the appearance and habits of our trees, ferns, weeds and mosses.

The course in zoology proved very interesting indeed, as we listened to the instructor as he traced the history of the animal kingdom through all the stages of evolution, we learned many interesting facts about the wonderful way in which animals adapt themselves to the new conditions which are bound to arise in the lapse of time; the survival of the fittest, and many other equally interesting things.

In the literature course, we were led to see and know the gems of English poetry as found in Scott, Gray, Chaucer and others. Using "Ivanhoe" as a type, we took short lessons on the novel, and from the study of the novel as a part of English literature, we were led into the deeper and more interesting subject of character-study, taking as types the personalities represented in our story.

A member of the school may improve herself, both mentally and physically, by taking the three weeks' course in physical culture given by competent teachers. Not the least of the good results were the benefits derived from three weeks' social intercourse with so many pleasant and enthusiastic people.

To me it has been an inspiration, and when school re-opens, and I again take up my work, it will be with a greater interest and a keener appreciation of the duties and privileges of my profession.

Yours sincerely,

CORA E. MACFAWN.

Hoyt Station, N. B.,  
August 7th, 1911,



## CURRENT EVENTS.

Unlike the governments of other countries, the government of the United States cannot conclude a treaty that will be binding without the approval of the senate. The general arbitration treaty with Great Britain and her dominions has not met with that approval; and, unless the United States senate shall approve of it later, it will not go into effect.

The House of Lords has accepted the bill which limits its powers, and the measure has received the King's assent. Hereafter, a bill which does not please the members of the upper house, instead of being thrown out, can be delayed for two years. If the House of Commons then still persists in passing it, it may become law without the consent of the lords.

Reciprocity with the United States in the exchange of natural products, and its probable effect upon Canada if adopted, are practically the only issues before the electors, in the pending general election for members of the Dominion Parliament. When the United States was more prosperous than this country, the Canadian authorities repeatedly asked for reciprocity and it was refused. Now that Canada is the more prosperous, the United States asks for it, and it is left to the Canadian people to say whether they will consent. The present government believe they will do so; the opposition think that they will refuse. The appeal to the people upon a question of public policy is known in politics as the referendum. The present appeal is, therefore, practically a referendum.

The widespread disturbances in Mexico continue. Comparing the situation in that country with that in Texas half a century ago, a leading New York newspaper thinks it just as certain as sunrise that Mexico will be annexed by the United States. This page of the REVIEW is not concerned with *future* events; but the existence of such a feeling, or rather its frank expression, is a current event of such significance as to seem worth noting.

Portugal has had its first presidential election. The new president has entered upon the duties of his office; but there is a strong party in favour of the monarchy, and it is not improbable that an attempt will be made to replace King Manuel upon the throne.

The revolution in Hayti has been completely successful in so far as military operations are concerned. President Simon has been deposed and has fled from the country. It is by no means certain that the victors can agree among themselves as to who shall be their next president. The cause of the uprising is said to have been popular disapproval of certain railway concessions granted to Americans.

The Canadian cruiser *Niobe* was seriously damaged by striking a reef off Cape Sable, N. S. She has been taken to Halifax for repairs.

The exiled Shah of Persia, attempting to recover his throne, has won the first battle with the government forces.

It is well known in Germany that a war with France over the Moroccan question means a war with Britain, not, perhaps, because our country is directly interested in the territory that is in dispute, but because British

commercial interests would be endangered by an extension of German power and influence along the West African coast. It is not yet thirty years since the Germans acquired their three small territories on the west coast, Togoland, the Cameroons and German West Africa; to which German East Africa was added later. The total white population of these four colonies does not exceed twenty thousand; but German steamships trade all along the coast, and British trade is feeling the competition. If war should come, the winning nation would have a practical monopoly of the steamship trade of the entire west coast.

Excavations in Asia Minor brought to light some years ago the fact that the Hittites were a powerful people, ruling over that country and disputing with Egypt and Babylon the possession of the lands that lay between. Numbers of the state archives of the Hittites, written on clay tablets, have been found in the ruins of their ancient buildings; but their script has not yet been deciphered, and our only knowledge of them comes from some of their documents written in the Assyrian language, which refer to their foreign affairs. A special fund is now to be raised in London for the study of the Hittite remains.

French airmen are still far ahead of all others in the new art of flying, but England will be one of the first to carry mail in the air. This is but a temporary arrangement. The aerial post will, for a few days, receive mail at the central post office in London and carry it to Windsor, whence it will be forwarded to all parts of the world. The postage is higher than the ordinary rates, and the net profits will be devoted to some public charity. Flying is also becoming a popular amusement, and aerial journeys can now be made at the rate of half a guinea per mile.

Russia has plans for a large sea-going protected cruiser that will be capable of submersion in three minutes. This submarine cruiser is to be four hundred feet long, and will have a speed of twenty-five knots on the surface, and fourteen knots when submerged. Somewhat similar plans for a submersible battleship are in the possession of the British admiralty.

Strikes of dockers and railway men in England have been so serious during the last month that traffic was interrupted and troops had to be called out to suppress disorder. Far worse, however, was the situation in France, where the systematic destruction of property is a part of the organized work of the strikers. According to official figures, no less than three thousand attempts have been made to wreck railway trains since last October in different parts of the country; and there, as in England, soldiers were needed to protect the public, whose rights in ordinary strikes neither labourers nor employers seem inclined to respect.

The beginning of the month sees very grave uncertainty as to the outcome of the Morocco incident. The issue of war or peace may be decided before the REVIEW goes to press. Britain, France and Germany are preparing for war. So is Belgium, for its fields would be invaded if Germany wished to use them as a base of operations against either England or France. Though Morocco were the cause, Belgium might be the centre of the war.

### SCHOOL AND COLLEGE.

The REVIEW for August quoted from the Truro, N. S., *News* the case of a pupil in the Colchester Academy who has not missed a day in two and a half years and asked if there were any records to beat this. The Chatham, N. B., *Gazette* answers: "Yes, there are records right in Chatham to outdo this. Miss Margaret Martin, a graduate of St. Michael's Academy, for the past six years has not missed a day from school nor has she been tardy. She lives about a mile from the school. Miss Teresa Barry, also a graduate, has made perfect attendance for the past five years."

The Governors of Acadia University have decided to build an up-to-date sanitary dairy barn which will accommodate a herd sufficiently large to supply all the boarding institutions with milk. The herd will be procured this fall, every member of which will be thoroughly inspected before being admitted, and every effort made to provide milk of the best quality for the students.

At a recent meeting of the Board of Education, New Brunswick, it was decided, on recommendation of the Chief Superintendent, that graduates of the Household Science Department of Acadia University (Seminary) receive the same recognition from that province as accorded to those of Mt. Allison University.

Beatrice W. Welling, B. A. (U. N. B.), has been awarded a scholarship in French and English at Radcliffe College, Cambridge, Mass., and will pursue a course in that institution.

The Misses Annie and Jennie Colter, two very successful teachers, daughters of Dr. N. R. Colter, Post Office Inspector, of St. John, N. B., have gone to Vancouver, B. C., where they have accepted positions.

Questioned as to the reason that better salaries are not paid in New Brunswick, Inspector W. M. McLean said recently that the fault lay with the ratepayers of the school districts. Many, of course, were too poor, but in other cases the trustees did not seem to realize that a good teacher was worth retaining at a good price.

The York and Sunbury Counties Teachers' Institute, which has been advertised in the REVIEW to meet this month, has been postponed until December 21 and 22. See notice on another page.

The New Brunswick Normal School, which opened at Fredericton on the 5th instant, has the largest attendance on record—329. Last year's attendance was 319. These figures show the increasing popularity of the school and the need of more accommodation than the present building affords.

Mr. Loran A. DeWolfe, B. S., M. Sc. (Dal.), has been appointed to the staff of the Normal College, Truro, N. S., in place of Dr. J. B. Hall, who resigned in May last to contest the county of Kings in the recent provincial elections. Professor DeWolfe is a graduate of Dalhousie University and has taken post-graduate work at Harvard and Cornell. He is a teacher of experience, having taught in the North Sydney High School, the Truro Academy, and more recently in the Soldan High School, St. Louis, one of the best secondary schools on the continent. The

REVIEW agrees with the *Halifax Herald* that it is a good sign of the times to see a progressive educationist brought back to his own country. He has the reputation of being one of the most tactful and popular of the instructors in the Summer School of Science during the past two years.

The usual semi-annual conference between the Chief Superintendent and inspectors of New Brunswick was held in St. John, August 20th. Those present were the Chief Superintendent, Dr. W. S. Carter; Inspectors G. W. Mersereau, of Doaktown; R. P. Stevens, of Sussex; A. O'Blenes, of Moncton; J. F. Doucet, of Bathurst; Wm. M. McLean, of St. John; R. D. Hanson, of Fredericton; F. B. Meagher, of Woodstock, and C. D. Hebert, of Shediac.

The dedication of the new science hall of St. Francis Xavier College and the laying of the cornerstone of the University took place at Antigonish on the 24th August, in the presence of a large concourse of people. His Lordship Bishop Casey officiated at the ceremony, and the dedicatory service was preached by Dr. Thompson in an impressive and eloquent address in the cathedral. At eight o'clock, Dr. Walsh delivered an address on the progress of science at the college rink. The address was worthy of the eloquent speaker, and was heard by an audience of about two thousand persons. Notable addresses were also delivered by Neil McNeil and Dr. Somers, the two greatest living benefactors of the university; Dr. A. H. MacKay, Superintendent of Education; President Mackenzie, of Dalhousie; President Sexton, of the Technical College, Halifax; Dr. Foley, and Rev. M. L. Courtois.

Mr. Harry C. Ricker, of Millville, York county, N. B., has taken the principalship of the Bristol, Carleton county, Superior School for this year.

Mr. H. A. McCleave, Five Islands, Colchester county, N. S., has become principal of the Stewiacke, N. S., schools.

Miss P. Sherwood, of Woodstock, N. B., has accepted a position in the Waskoda, Man., school.

Mr. L. E. Kennedy has re-engaged at Plumas, Man., for another year.

Among those to receive a first-class Manitoba certificate at the midsummer examinations was Mr. E. A. Ross, formerly of Florenceville, N. B. He has accepted the principalship of the Lauder, Man., school. Contracts have been let for a new school to be finished this fall, to cost \$15,000.

The faculty and friends of the Normal College at Truro have expressed very much regret at the resignation of Dr. J. B. Hall, whose influence and strong personality have long been one of the valuable features of this institution. It is hoped that the popular doctor may still continue his interest in the public schools as a citizen; or, better still, as a representative of citizens, with special power to act for them in public affairs with which he is so competent to deal.

The Provincial Normal College at Truro is scheduled to open on the 19th September.

Principal F. H. Sexton, of the Nova Scotia Technical College, Halifax, has returned from a four months' visit

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to Europe with the Royal Canadian Commission on Technical Education.

Principal Howard D. Brunt, of the Bloomfield school, Halifax, has returned after spending a year in Europe. He is the first and only candidate who has passed the new University Graduate's examinations of Nova Scotia.

The school children of Nova Scotia, through the inspectors of the various divisions, have made an Empire Day contribution of \$433.67 toward the building of Memorial Tower on the North West Arm, Halifax, the object of which is to commemorate the beginning of legislative government in Nova Scotia in 1758.

Mr. T. M. Hibbert, B. A., (Dalhousie College,) has been engaged to teach on the staff of the Colchester Academy, Truro, N. S.

The fall matriculation examinations at U. N. B. will begin on Thursday, September 14th, and lectures on Monday, September 18th, about two weeks earlier than in former years.

The Teachers' Normal Institute for the six eastern counties of Nova Scotia will be held at Baddeck, C. B., during the week beginning Monday, September 25th. The principal feature will be the teaching of model lessons to classes drawn from the local schools, for which the most competent teachers available will be secured.

Wallace Jenkins, late vice-principal of the McDonald Consolidated School, Hillsboro, P. E. I., has been engaged as principal in a large school in Vancouver, B. C.

Mr. J. H. Craigie, Lunenburg, has been appointed to a position on the Lockeport, N. S., schools.

Mr. Earle F. Whyte, of Truro, has been appointed principal of the school at Louisburg, C. B.

Mr. Athol W. Seaman, of Charlottetown, who for the past year has been principal of the high school in Nelson, B. C., has accepted the principalship of the Riverside, N. B., Consolidated school, in Riverside, Albert county.

Miss Jennie Hunter, of Truro, has been appointed domestic science teacher in the schools of Yarmouth, N. S.

Kings College, N. S., will re-open on the 27th September.

Miss Jean Walker, of Clementsport, N. S., has been appointed on the teaching staff of the Sydney schools.

Mr. Ralph B. Clark, B. A. (U. N. B.), has been appointed principal of Naparima College, at San Fernando, Trinidad, for a term of two years.

Professor J. Noel Brunton, late of the Metropolitan Academy of Music, Forest Gate, London, has been appointed director of the Mt. Allison Conservatory of Music, in place of Professor Horsfall, resigned.

The Carleton and Victoria, N. B., Teachers' Institute will meet at Florenceville, October 5th and 6th.

Northumberland County, N. B., Teachers' Institute will meet at Chatham, October 14th and 15th.

Words fail to express my appreciation of the assistance your valuable paper has afforded me. God bless you in your good work, and may a continuation of success be yours in all your undertakings for good. W. H. M.

I find the REVIEW very helpful in my work, and could not do without it in teaching. B. M. H.

## RECENT BOOKS.

The *Wentworth-Smith Arithmetics* are a series of text-books, three in number, intended for grades 3 to 8. Book I, grades 3 and 4, price 35 cents, is convenient in arrangement, using many diagrams, and is clear in matters of detail. It is attractive, and arranges exercises in such a manner as to arouse the interest of boys and girls, without presenting too great difficulties to discourage them. Book II, price 40 cents, is for grades 5 and 6, and covers the topics ordinarily studied in these grades, with particular stress on common and decimal fractions and the mensuration of plane figures and simplest solids. Obsolete and too technical subjects are omitted. Book III, price 45 cents, has been prepared for grades 7 and 8, not alone as to subject matter but also for convenience of arrangement. The problems are modern, avoiding technicalities and with numerous sets of exercises that relate to the vocational interests of the people. This book also contains a chapter on algebra, with an appendix containing a few recreations in the lighter side of arithmetic. These books seem to meet every requirement of the classroom, are thoroughly progressive and meet the needs of practical study to a marked degree. (Ginn & Company, Boston, Mass.)

*Vocational Algebra* is the title of a concise little book containing the essentials of algebra, presenting only such topics as are needed in vocational classes. Any one who has mastered it will be able to understand all the algebra of ordinary trade or business. The book contains a wide range of general vocational problems, but is free from mere puzzles and technicalities. (Cloth; pages, 88; price, 50 cents. Ginn & Company, Boston, Mass.)

It will be a great convenience to students to have a text-book combining plane and solid geometry. The new *Wentworth-Smith Geometry* does this, and also contains so many admirable features in one book that it will infuse new life into this study in our schools. Some points of excellence are: A gradual advance from one-step exercises to the more difficult ones; a grouping of exercises, and a placing of the groups exactly where they are needed; a safe correlation with beginning algebra; a sane treatment of applied problems; a large number of exercises from which to select; a safe reduction of the number of propositions; a perfection of pages, figures, and proofs that has never before been attained. (Cloth x+470 pages, illustrated; price, \$1.30. Ginn & Company, Boston.)

The volume of *Selections from Lincoln*, edited with introduction and notes by Ida M. Tarbell, begins with the first public address, written when Lincoln was twenty-three years old, and ends with his last public words, spoken in Washington three days before his assassination. They consist of letters to friends and to political allies and opponents, of public papers, of addresses on a great variety of occasions, and of extracts from the debates and speeches in which he expounded his ideas on slavery. (Cloth; xxvii+124 pages; price, 30 cents. Ginn & Company, Boston.)

A little book with the attractive title "*Tell it Again*" stories is intended to help the kindergartner, the primary teacher, and the mother to find the right story for the children in her care. It comprises forty-two stories, including fairy tales and myths, holiday, animal, nature

and Bible stories. The book is attractively illustrated. (Cloth; 173 pages; price, 50 cents. Ginn & Company, Boston.)

A book on *The Teaching of Geometry*, by David Eugene Smith, professor of mathematics in Teachers' College, Columbia University, cannot fail to help teachers do better work in the classroom. The work considers in detail the rise of geometry, the changing ideals in the teaching of the subject, and the most important propositions that are considered in the ordinary course, showing their origin, the various methods of treating them, and their genuine applications, thus giving to the teacher exactly the material needed to vitalize the work in the high school. (Cloth; 339 pages; price, \$1.25. Ginn & Company, Boston.)

Another of those scholarly books for which the University Tutorial Press has won such a high reputation, is *Shakespeare's Henry V*. The excellence of the text, the literary flavour of the introduction and notes, the index of proper names and of the notes, will be appreciated by students and readers. (Cloth; pages, xlv+196; price, 2s. The University Tutorial Press, Drury Lane, London, W. C.)

The Education Department of Ontario has published twenty volumes of *Documentary History of Education*. The papers have been collected and edited by Dr. J. George Hodgins, whose indefatigable labours have placed Ontario far in the front among the provinces of Canada in historical educational records. An additional volume just published contains a group of the more rare and interesting documents relating to important periods in the educational history of the province.

One of the most valuable publications of the year relating to Canada is the volume just issued on *Lands, Fisheries, Game and Minerals*, by the Dominion Commission of Conservation. It is attractively printed and bound, and fully illustrated throughout. It is, perhaps, the most complete record of investigation and research that has ever been published in Canada on the subjects named above, and as a reference book is invaluable to the student.

The discussions of forestry problems in every part of Canada are of vital interest to every Canadian whether he is in any way connected with the trade of forest products or not. Hence the report of the great Canadian Forestry Convention held at Quebec last winter is of particular interest. Persons desiring to obtain a copy will receive one free upon application to the Secretary of the Canadian Forestry Association, Canadian Building, Ottawa.

## OFFICIAL NOTICES.

The publisher of the Ontario school copy books having declined to supply them on the terms prescribed by the C. P. I., the Council has restored the "Royal Crown" (English civil service style) to the "Prescribed List" for use in the public schools.

The publisher (Mackinlays, Halifax,) agreed to supply them at the same retail price offered the Ontario publisher, THREE cents per book, with 20% off per dozen, and 25% off per gross.

A. H. MACKAY,  
Secretary, C. P. I.

Education Office, Halifax, N. S.,  
26 August, 1911.