

PAGES

MISSING



SAINT GEORGE

Photo of Statue by Donatello

Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., MAY, 1916.

\$1.00 PER YEAR

MRS. G. U. HAY, Proprietor.

ELEANOR ROBINSON, Editor and Manager

EDUCATIONAL REVIEW.

Office: 162 Union Street, St. John, N. B.
TELEPHONE MAIN 1629-41.

Printed by BARNES & Co., LTD., St. John, N. B.

CONTENTS:

Editorial.....	249
A Message for Empire Day.....	250
Empire Day in the Ungraded Country School.....	251
The Secret of Empire.....	252
Watchwords of Empire.....	253
Hints for Empire Day.....	254
English History Review.....	255
A Legislative History of New Brunswick Education.....	256
Notes on School Readers.....	258
Questions on Ontario High School Reader.....	260
Nature Work for May.....	261
Canada to England.....	262
Animal Study.....	263
The Current History Class.....	264
Question Box.....	264
Civic Pride and the Rural School Section.....	265
Patriotic Song and March.....	267
A Story from the Front.....	267
Current Events.....	269
School and College.....	270
Recent Books.....	270
Exchanges.....	270
Bible Readings for Opening Exercises.....	271
Official Notices.....	271

NEW ADVERTISEMENTS:—J. & A. McMillan, on cover; L'Academie DeBrisay, p. 246; Percy Gibson, p. 248; The Geo. M. Hendry Co., Limited, p. 248; W. H. Thorne & Co., Limited, p. 272.

The EDUCATIONAL REVIEW is published on the tenth of each month, except July. Subscription price, one dollar a year; single numbers ten cents. Postage is prepaid by the publishers, and subscriptions may begin with any number.

When a change of address is ordered, both the NEW and the OLD address should be given.

If a subscriber wishes the paper to be discontinued at the expiration of the subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired. It is important that subscribers attend to this in order that loss and misunderstanding may be avoided.

The date to which the subscription is paid is printed on each address label.

Address all correspondence to

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

Our Empire Day picture represents St. George, the patron Saint of England, and is taken from a photograph of the statue by Donatello, a famous Italian sculptor of the 15th century. The statue is now in the Bargello, a palace and museum in Florence.

St. George's Day, April 23rd, was first ordered to be observed as a National festival in 1222, and ever since then St. George has been regarded as England's patron Saint. The statue shows him in full armour, without sword or lance, but holding his shield, which bears the cross that we know upon our flag as St. George's cross.

The photograph by W. A. Mansell & Co. is reproduced through the courtesy of this firm's Canadian representatives, George Ridout & Co., 77 York Street, Toronto.

Some of the commonest faults of thought and work are those which come from thinking too poorly of our own lives, and of that which must rightly be demanded of us. A high standard of accuracy, a chivalrous loyalty to exact truth, generosity to fellow-workers, indifference to results, distrust of all that is showy, self-discipline and undiscouraged patience through all difficulties—these are among the first and greatest conditions of good work; and they ought never to seem too hard for us, if we remember what we owe to the best work of bygone days.—*F. Paget.*

IMPORTANT NOTICE.

The following request from Professor Perry will, we hope, bring in many reports:—

I wish to ask again for data on the appearance of our spring birds; and also for reports on the appearance of the Evening Grosbeak. Several teachers have already kindly sent in reports. Why not have hundreds of reports during the next three weeks. I will tabulate and publish in June issue of the REVIEW. At that time I hope to give you some notes on bird migration, with maps, etc.

Report on postal cards, and send to me at
Wolfville, N. S.

H. G. PERRY.

A MESSAGE FOR EMPIRE DAY.

BY DR. GEORGE R. PARKIN.

I have been asked by the editor of the EDUCATIONAL REVIEW to write something that may serve as an Empire Day message to Canadian teachers. I comply with pleasure. The request brings back the memory of many strenuous and happy years spent as a teacher in the schools of my native Province — at Buctouche, Campobello, Bathurst, Fredericton; in the small country school, the grammar school, the collegiate school; with University life in Canada sandwiched in between the first two of these and University life at Oxford between the last two. They were years absolutely crowded with work, dreams, friendships, experiences which have moulded the whole of life.

Looking back on all these years the thing that strikes me most about them is, that after seeing a good deal of the world, I cannot think of any better preparation for the work I have been called upon to do in later life than that which they gave me. The country school gave time for reading and reflection amid quiet, wholesome and simple surroundings. The larger schools tested and developed the teaching powers, enlarged the field of influence over young minds at their most interesting stage of growth, gave opportunities to take part, by speech and writing, in church and civic life. The University interludes brought close contact with young men who were to take a large part in public life and were thinking out the problems of Canada and the Empire. So these years were full of inspiration as well as strenuous effort. They had the merit of being comparatively free from the haunting and sometimes narrowing cares of business life. They involved, it is true, small pay and simple living, but certainly gave more opportunity for serious thinking and study to anyone inclined that way than most occupations that bring a higher money reward.

I begin with this personal reference because I wish to record my conviction gained from experience that a teacher's life in New Brunswick, somewhat despised, I fear, by ambitious young men of to-day, offers opportunities for usefulness, happiness and mental development of a very exceptional kind.

But to gain the most from such a life the

teacher's mind and heart must be given unreservedly to his work. His inspiration must come from a strong sense of the importance of his task and its potential influence. The strength of a state or community depends upon the character and efficiency of its individual units. In all countries responsibility for the character of the people is shared between the home, the church and the school. Each has its important part to play, but when a strong personality directs the school, it does not take a second place even to home and church in the formation of character. In the creation of efficiency its place is unquestionably first. Without a clear realization of this relation which he holds to the community the teacher cannot gauge his responsibility. When he does grasp it he will find that he has one of the noblest inspirations to effort that life can give.

Now it seems to me that there never was a time in the history of New Brunswick, of Canada or of the Empire at large when the call to teachers to rise to the height of their great vocation was so imperative as in this year 1916. Empire Day, which we are soon to celebrate, comes to remind us of the tremendous issues with which we are faced. We know that it must be a year of infinite suffering and sacrifice. Through that suffering and sacrifice Canada is finding a new place in the Empire — the Empire is finding a new place in the world. In the terrible struggle going on for national ideals and national existence our own nation has more at stake than any other. Even before the war one-fifth of the world's area, and one-fifth of its population were under the British flag. Should the success we anticipate crown our arms that proportion will be raised to one quarter. No such responsibility has ever before in the whole course of human history been placed upon any single nation. Shall we prove equal to its demands? It will depend upon the amount of character and disciplined efficiency that we bring to our task, and for these we must, as I have said, look largely to our schools. Our British people are committed to the ideal of democratic government, as opposed to an autocracy such as that of Germany. An ignorant democracy is not fitted to govern even a city, a province or a dominion, much less a great Empire.

The school is responsible for training the intelligent citizen capable of using the governing

franchise wisely and disposed to use it honestly. So the teacher in the humblest country school is contributing to the strength of Canada and the Empire when he tries to give to his pupils the wide outlook and the sense of political responsibility which our national position and democratic principles demand.

Empire Day should remind us that no nation known to history requires for its wise government so much trained intelligence in the ordinary citizen as does our own. Nothing seems more certain than that Canada must now take a larger part than heretofore in directing the general policy of the Empire. More and more a knowledge of the extremely various conditions under which British people exist will become a necessity for good Canadian citizenship. This the schools must give.

But the formation of character and high personal ideals is the basis of all true educational effort. In the long run it will prove the best measure of our national achievement; the best proof that we are fitted to take a larger place in the world.

The war will leave great gaps to be filled in every walk of life. It has been estimated that the Universities of the Empire have contributed more than forty thousand men to the fighting ranks. Great numbers of the ablest and best have already fallen on the field of battle. Their places must be supplied from our schools and colleges. To make these substitutes worthy to take up the work of those who have died is the task that our teachers must keep before their eyes.

The courage of the Canadian soldier in battle — his steadiness under fire — his power of endurance, have won in Europe general recognition and admiration. They have thrilled us with pride. They have added a new and splendid page to Canadian history. But that page would have been more splendid still, had firmness under temptation and regard for discipline been at all times equally conspicuous. Those most sensitive for the credit of the country have at times had anxious hours. The war has brought out in vivid relief both our strength and our weakness. Beside the heroisms of the battle-field which so stir the blood there have been failures most unheroic in the training camp.

So when on Empire Day we recall with pride

the glorious deeds that our men have wrought, let any natural elation that we feel be mingled with a determination to pursue with greater resolution the task of building up in the youth of the country that foundation of sound character which can best withstand the severest tests of peace or war.

EMPIRE DAY IN THE UNGRADED COUNTRY SCHOOL.

BY EMMA VEASEY.

Whether the celebration of the day shall be a vital thing, quickening every subject taught with the spirit of patriotism, and leaving a lasting impression on the minds of the pupils, or merely a pleasing programme arranged to carry out the letter of the law, rests largely with the teacher. A combination of the two is both practicable and desirable.

That the ungraded country school does present difficulties of its own, cannot be denied. The number of classes to be interested and the difference in the ages of the pupils must necessarily be taken into consideration by the teacher in making her preparations for the day; but to off-set these difficulties such a school should afford material for great variety in the way of entertainment.

In thinking over her programme for the day, the teacher must plan for the correlation of subjects — reading, history, drawing, geography and — yes, writing, lending themselves particularly to the celebration of this day. It is the abundance of the material in hand, not the lack of it just now, which is going to give one pause.

The reading lesson selected will be of a patriotic nature: "Lord Nelson's Boyhood," "The Maple Leaf Forever," "My Own Canadian Home," "Wolfe and Montcalm," "Story of Sir Henry Havelock," "The Recessional," any of these are appropriate, and a suitable selection may be made from among them for almost any of the grades taught in the ungraded school.

What teacher in teaching these as reading lessons has not longed for more time in which to tell the children — particularly the little ones, — some of the anecdotes and incidents suggested therein? On Empire Day one might feel justified in following one's inclinations in this

matter without the guilty feeling that the reading period was not being treated quite fairly as a reading period.

In one of these lessons, the capture of Quebec is dealt with and some battles in the war of 1812. These might well form the history lesson in one class. So, also, the story of Sir Henry Havelock leads one to a comparison of the India of his time with the India of to-day, and the splendid part it is playing in the present great world struggle.

The British possessions will suggest themselves as geography lessons for that day; but not merely as a collection of facts about the size of the Empire. The names of many of these possessions have become household words during this war, and they will have taken on a new meaning and significance. Never before in the history of the world have children had such an opportunity of studying geography and history in the making, as the children of the Empire to-day, and that fact can well be brought out by the skilful teacher in studying the British possessions in the light of present-day happenings.

The whole school may be interested in the preparation of a war alphabet, each letter suggesting to the mind of the pupil some place which has been brought into prominence during the war, or some individual who is connected in some way with it; as, A. Asquith, B. Belgium, C. Canada, etc. Even the smaller children will be able to help build up this alphabet and explain in a few words the connection of the name suggested. (This alphabet later in the day makes a good writing exercise in any of the older classes, the drill in the capitals being particularly helpful.) The older pupils will no doubt suggest such names as Salonika, Kut-el Amara, Erzerum, Verdun, The Tigris, etc., and these will recall to the teacher interesting facts to be related, for after all the success of even a simple exercise such as this will rest with the teacher and her ability to fill in and supplement whenever necessary.

For this reason, she must have more than a casual knowledge of the men of the hour and the geography of the war. This is not such a difficult task when one considers the splendid material in almost every phase of the war within the reach of all.

In the meantime, the very little ones must be

kept busy. If they are in the habit of working with colored paper, they will be delighted to construct some flags of the Allies — the simplest ones in two and three colors. These may be attached to small round sticks, and the pleasure of the child in making even such a simple thing is so evident that it helps to compensate for the necessary preparation. The same idea may be carried out with colored chalk or paints if the teacher prefers this to the work with colored paper.

In addition to the oral composition which will be necessary as the child explains his contribution to the alphabet and why it was suggested, there may be written compositions, the subject being assigned beforehand and the compositions themselves read during the day; or the compositions may follow — and this is more feasible with the smaller children — a simple story told by the teacher about some of our national heroes, or some of the incidents in English history which have made the Empire famous.

The day would not be complete without its programme of songs and recitations appropriate to the occasion; but through all of these there should be the endeavor to evoke in the minds of the children not simply a feeling of pride in the vastness of the Empire and its resources, but a deeper pride in the moral stand that has always been taken by the Mother Country on occasions such as the present war. In this connection too, the thoughts contained in Kipling's "Recessional" may well be emphasized in the attempt to show the children the real foundation upon which a great empire such as the British Empire rests.

THE SECRET OF EMPIRE.

We have leave to print the following lines written by a New Brunswick teacher in May, 1913, after a talk on pride of Empire:

Not because we've conquered other nations,
 Not because we own such widespread land;
 But because of honor, truth and justice,
 Dare we hope our Empire long may stand.
 For what glory in untutored millions,
 Or what pride in peoples low or base?
 England stands or falls in future ages,
 Only by the spirit of the race.
 Let us look then, to ourselves to guard her,
 Fight our passions as her chiefest foes,
 For each patriot ruler of his spirit;
 Helps to guard the proudest flag that blows.

WATCHWORDS OF EMPIRE.**A CLASS EXERCISE FOR EMPIRE DAY.**

[The usefulness of this exercise will be increased if the pupils are allowed to find the material themselves. Some time before Empire Day have a little talk with your older pupils on the words: Responsibility — Duty — Sympathy — Self-sacrifice. Ask them to find in their histories or readers stories that illustrate these words, and also quotations from great writers that bear on them. Have these brought to the next history lesson; select the most suitable illustrations, and for composition work have them written out in simple words. Correct and arrange these in some such way as in the ready made exercise given below. If you prefer to use this, it may be abridged or expanded, and appropriate songs or recitations may be introduced.

The questions may be asked by the teacher, or by a senior boy or girl. The whole school may take part in the answers.]

QUESTION. Why do we observe Empire Day?

SCHOOL. We observe Empire Day to remind ourselves of our duty to the Empire.

Q. What are the watchwords of Empire?

S. The watchwords of Empire are, Responsibility — Duty — Sympathy — Self-sacrifice.

Q. How can we remind ourselves of these things?

S. We can remind ourselves of these things by studying the lives of men and women who have made the Empire great.

Q. That is true. Now, let us hear what you have learned about some men and women who have taken these words for their watchwords in serving the Empire.

[The questioner may call upon different pupils by name, or each may rise to recite in order, as arranged beforehand.]

Boy. I think that Nelson must have taken duty for his watchword. Before the battle of Trafalgar, he sent out the famous signal, "England expects every man to do his duty." And when the battle was won, and he was dying in great pain, he said over and over again, "Thank God, I have done my duty." These were his last words.

Boy. Lord Nelson's last words make me think of another great sailor, Sir Richard Grenville. He lived in Queen Elizabeth's time, when Spain was trying to conquer England. With his little ship, the "Revenge," he fought for a day and a night against fifty-three Spanish ships. He was mortally wounded and taken prisoner, and when he was dying, he said, "I have only done my duty, as a man is bound to do."

TEACHER. Can any one give an illustration from Canadian history?

Boy. General Wolfe must have thought only of his duty to his country and not of glory or gain for himself, nor even of his own comfort. He roused himself from his dying sleep to give an order which would make victory sure. And though he was young and had much to live for, his last words were, "Now God be praised, I die in peace."

Q. Have our poets said anything about duty to our country?

GIRL. Yes, indeed, and their words may help us to remember it. Longfellow says,

Honour to those whose *words* or deeds,
Thus help us in our daily needs."

and Tennyson wrote,

The song that nerves a nation's heart,
Is in itself a deed.

Q. Let us hear what some of them have said.

Boy. Tennyson, in his poem on the Duke of Wellington, said,

Let all good things await
Him who cares not to be great,
But as he saves or saves the state.

and

Let his great example stand
Colossal, seen in every land,
And keep the soldier brave, the statesman pure,
Till in all lands and through all human story,
The path of duty be the way to glory.

Boy. Shakespeare says,—“Let all the ends thou aimst at, be thy Country's, thy God's and Truth's.

And a modern poet, Henry Newbolt, says,—
O Sons of England! Duty is England's Morning Star.

GIRL. Robert Browning makes us realize our responsibility in his poem, "Home Thoughts from Abroad." The sight of Trafalgar and Cadiz Bay, where Britons had fought so bravely, made him think, "Here and here doth England help me. How can I help England?"

GIRL. Some writers have shown their sense of responsibility and their sympathy by using their pens to tell others about wrong-doing that ought to be put right. Mrs. Browning, Robert Browning's wife, was one of these. She knew that many little children in England were worked cruelly hard in factories and mines, and she wrote a beautiful poem about them, called "The Cry of the Children," beginning,

"Do you hear the children weeping, O my brothers?" She said, "God's possible is known by His world's loving," and that while the children found men and women so cruel, they could not believe that God loved them. It is a very sad poem, but it set people thinking, and in time, laws were made that such young children should not be allowed to work.

Q. Yes, and that reminds us that there are many ways of serving the Empire besides fighting for it. You know a great writer has said, "Wars may cease, but the need for heroism will not depart from the earth, while man remains man, and wrong remains to be redressed." Can any one recall any other wrongs that have been redressed by people who felt responsibility and sympathy?

Boy. Wilberforce and Clarkson and the other men who worked so hard to have slavery abolished within the Empire must have had those watchwords. They did not think it was none of their business what the slaves suffered. They felt it was unworthy of a great nation to make money out of buying and selling human beings, and they did all they could to stop it.

GIRL. Yes, and there was Elizabeth Fry, who could not bear to hear of the sufferings of the prisoners in the horrible prisons of those days. She risked her life by going into them to teach and help the poor bad men and women; and from that time prisons began to be made better.

GIRL. We must not forget Florence Nightingale, who was not only the heroine of the Crimean war, but gave her whole life to working for others.

Boy. Lord Roberts was a great soldier, but when he was too old to fight, he did not think that he had done enough. Duty was still his watchword.

He did one thing that most of us think is a very tiresome and dull thing to do, and that is, he took care of his health, and kept himself fit, so that he would be ready for any work for his country. And when this war broke out he did all sorts of little useful things. Last of all he left his home and took a tiring journey to welcome the Indian troops in France, because he thought it was the most useful thing he could do.

GIRL. No one has said anything about the United Empire Loyalists. I think they showed

that duty and self-sacrifice were their watchwords. They left their homes, and in many cases all that they had, and endured great hardships in a new country, because they knew it was their duty to be loyal to their King.

Q. How can we best honour such men and women as these?

SCHOOL. By loving and serving our Country as faithfully as they did, for—

'Tis not in empty phrase, nor golden shrine,
But in the faithful following of such souls,
Lies the true honour which is ours to pay.

SONG.

Land of our Birth, we pledge to thee
Our love and toil in the years to be;
When we are grown and take our place,
As men and women with our race.

Father in Heaven who lovest all,
O help Thy children when they call;
That they may build from age to age,
An undefiled heritage.

From "The Children's Song," by Rudyard Kipling. Poems for Young Patriots.

HINTS FOR EMPIRE DAY.

FOR BIBLE READINGS: 1 Kings viii, 54-61, or, Deuteronomy xxx, 11-20.

SUBJECTS FOR LESSONS OR ESSAYS: The five principal parts of the Empire; the United Kingdom, India, South Africa, Canada, Australia and New Zealand.

The trade routes between these parts and the intermediate naval and coaling stations.

Adventurers of the Empire (Raleigh, Drake, Cooke, and others.)

The advantages of colonies to the Mother Country.

What colonies owe to the Mother Country.

The unity of the Empire—how it is maintained.

What we ought to know about England.

The flags of the Empire.

The boy scout movement.

Reverence for the flag.

Other suggestions may be found in the exercise, "Watchwords of Empire," page 253.

For recitations, avoid the merely boastful, as well as the cheap and vulgar verses abusing

or ridiculing our enemies that we too often see. Choose what will stimulate to "high deeds and honourable thoughts" rather than what will be only new and amusing. Have some prose extracts from history recited, such as "The United Empire Loyalists" or parts of "Wolfe and Montcalm" or "An Elizabethan Seaman." And let standard poems like, "Ye Mariners of England" appear on your programme.

The 46th Psalm, arranged as in the Nova Scotia Reader IV, with verse seven repeated after verse three, is an appropriate concert recitation.

If you have drills or marches with flags, seize the opportunity when rehearsing to teach the children to handle the flags carefully, not to let them lie about, or fall on the floor; and explain the reason for this respect.

The readings chosen for the "Notes" this month teach useful lessons of patriotism. From Florence Nightingale's life we learn that we ought to spare no pains to fit ourselves to work for our country when the opportunity comes, and that a bit of good work done by one person lays a foundation for others to build upon. While the "Recessional" calls us to realize our dependence, as a nation, upon God, and the responsibility that power and greatness bring.

Our celebrations will, of course, concern themselves very much with the war, but do not let them fall into mere boasting and flattery. It is one thing, and a very desirable thing, to admire and honour courage and unselfishness, and brave and self-sacrificing men and women; it is another and a dangerous thing to be puffed up with vain glory because the Canadians fought splendidly at Ypres, and Canadian doctors and nurses in France are second to none. We are proud of them. Yes, but are they proud of us? Are we doing our work, whatever it may be, as faithfully as they are doing theirs? What sacrifices or efforts are we, not collectively, but individually, making for others? If Empire Day celebrations do not suggest some such questions they will not be inspiring, no matter how exciting and entertaining they may be.

"Patriotism," says a writer in the *Times Educational Supplement* "is not the belief that your country is the best country in the world, but the desire and will to make it so." It is this desire and will that should be stimulated on Empire Day.

ENGLISH HISTORY REVIEW.

1216-1685.

1. Give the dates of the Kings from John to Charles II. Show by a table which of these were ancestors of George V. Show the descent of James I and his claim to the throne of England.
2. What territories were added to the English dominions in this period. Who said: "I shall live to see it an English nation." Explain the words.
3. State clearly the causes and chief events of the Hundred Years' War.
4. What was the great point of dispute between Charles I and Parliament. How many Parliaments were there from 1625 to 1640?
5. During what years had England no King? Explain why, and tell how the monarchy was restored. For how long, and when, was there no parliament, and why?
6. Arrange the following names in groups: (Statesmen, rulers, writers, soldiers, rebels, etc.) and arrange each group chronologically: Langton, Perkin Warbeck, Algernon Sidney, Laud, Buckingham, Mary of Guise, John of Gaunt, Chaucer, Blake, Milton, Mortimer, Philippa of Hainault, Sir John Eliot, Drake, Bacon, Vasco da Gama, Hotspur, de Montfort, Wentworth, Philip Sidney, Anthony Babington, John Knox, Llewellyn, Balliol, Wallace, Wiclif, Bolingbroke.
7. Name three explorers, and three famous writers in this period, and write a few lines about each.
8. "There was but one feeble plot against Henry, so strong was he in the goodwill of his people." Which Henry was this? Why is it remarkable that there were no plots against him? Contrast his reign in this respect with those of two other kings of the same name. Do we expect plots against King George V? Give a reason for your answer. Name some of the causes of plots and rebellions in this period.
9. Name the principal foreign wars in which England engaged from the 11th to the 17th centuries. Against whom were they waged, and why? For defence or conquest? Write a paragraph on each of the two great civil wars.
10. What places prominent during the present war are mentioned in your history of this period? What were the relations between England and what is now Belgium?
11. Explain clearly what an Act of Parliament is. What Act is "next in importance" to Magna Charta. By what Parliament, and why, was it passed? Name any Acts passed since 1914, either in Canada or England.
12. What do you know of different ways of raising money to pay for the governing and defence of the country? Were any methods used in this period that are not used now? What do you find in your histories that shows the effect of war upon trade or *vice versa*?

Great as is this Empire, vast as is its population, fabulous its wealth, its greatness depends not on these things, but on this, that its sons be ever upright, honour-able, loyal, true.

Who can dare forget
Now to pay his debt,
Give what England gave to her again?

A LEGISLATIVE HISTORY OF NEW BRUNSWICK EDUCATION.

1802 — 1847.

JOSEPHINE H. McLATCHY.

(Continued.)

The necessity of reporting did not appear in Grammar School Legislation until 1846, after the system had been thoroughly developed for Parish Schools.

Parish School Legislation in New Brunswick during this period passed from a simple provision, granting ten pounds to each parish to the more elaborate Act of 1847 which was concerned with enforcing a uniform system of instruction, inspection, and teacher training.

We will summarize the main characteristics of this legislation in regard to Parish Schools. Extensive provision is made for provincial aid for Parish Schools, which grew from ten pounds to two hundred and sixty pounds for a single parish annually. Provincial control was evidenced by the regulations regarding the duties of the Justices of the county, Trustees of the parish and Teachers of the school, which appeared in various acts. The regulations contained in these enactments dealt mainly with more general matters. The details of administration were the duty of the Parish Board, subject to the Justices. This control was also shown in the demand that reports be submitted by the Teachers, the Trustees and the Justices. We find here a combination of parish control and county economy. The parish trustees were always subject to the regulations of the Justices. Although the parish might be divided into districts, as 3 Wm. IV, Cap. XXXI, (1833), directed, yet the power of administering the school was still vested in the parish trustees.

A system of inspection which developed in the early legislation was parish inspection, with a later provision providing for county inspection, if the justices thought it necessary. The final Act provided for inspection by two provincial inspectors. The curriculum outlined in the legislation of the period is very simple, "orthography, reading, writing and arithmetic." The teachers were to be licensed by the Lieutenant-Governor on the request of the trustees, including a certificate of competency. This unsatisfactory method was later replaced by the County Board of Education, and at the close of the period, by the Provincial Board of Education.

There were many defects in this early system. A very glaring defect was the method of supporting school by the ancient means of subscription and tuition. Two early defects which were later corrected were the method of parish inspection and the parish licensing of teachers. The Parish School Acts of this period were experimental in character. Internal evidence of this is to be found in the time limiting clause of each act; also the evidence of gradual development shown from the earliest to the latest enactment.

Grammar School Legislation lacked this experimental character. The acts were not limited in enforcement. There appeared very few changes in the provisions of the various acts and their amendments. The so-called Grammar Schools of New Brunswick seemed to resemble the Academy of the late Colonial and early National Period of the United States, rather than the Grammar School of England and early Colonial days, whose curriculum was limited to the ancient languages. The name, no doubt, may be traced directly to the preference, in that early period, for a name which savored of English rather than of American influences. The legislators of this thinly populated province during the first seventy years of its history are to be commended for their interest in education, which is evinced by the forty enactments passed.

PART II.

EDUCATIONAL ENACTMENTS OF THE PROVINCIAL PARLIAMENT OF NEW BRUNSWICK, 1802-1847.

I. Chronological Table.

1. 42 G. III, Cap. VI, 1802. An Act for aiding and encouraging Parish Schools.
2. 45 G. III, Cap. XII, 1805. An Act for encouraging and extending Literature in this Province.
3. 45 G. III, Cap. XV, 1805. An Act for granting aid in support of the College of New Brunswick, incorporated by Charter and established at Fredericton.
4. 50 G. III, Cap. XXXIII, 1810. An Act to continue the establishment of County Schools, as provided for by Act, intituled "An Act for encouraging and extending Literature in this Province."
5. 56 G. III, Cap. XV, 1816. An Act for

establishing a Grammar School in the town of St. Andrews, in the County of Charlotte.

6. 56 G. III, Cap. XX, 1816. An Act for granting further aid in support of the College of New Brunswick, and of the Public Grammar Schools in the city of St. John.

7. 56 G. III, Cap. XXI, 1816. An Act to establish Grammar Schools in the several counties of this Province.

8. 56 G. III, Cap. XXIII, 1816. An Act to encourage the establishment of Schools in this Province.

9. 58 G. III, Cap. XVI, 1818. An Act in addition to and in amendment of an Act intituled "An Act to encourage the establishment of Schools in this Province."

10. 60 G. III, Cap. II, 1820. An Act for granting further aid in support of the Grammar School in the town of St. Andrews.

11. 60 G. III, Cap. VI, 1820. An Act to confirm the charter of the Madras School in New Brunswick, and to extend the powers of the Governor and Trustees of the same.

12. 4 G. IV, Cap. II, 1823. An Act to alter an Act for the establishment of Grammar Schools in the several Counties of this Province.

13. 4 G. IV, Cap. XV, 1823. An Act to continue an Act intituled, "An Act for granting further aid in support of the Grammar School in the town of St. Andrews."

14. 4 G. IV, Cap. XXV, 1823. An Act to encourage Parish Schools in this Province.

15. 4 G. IV, Cap. XXXIII, 1823. An Act to enable the Governor and Trustees of the College of New Brunswick to make a conditional surrender of their charter, and for further endowment of the College upon Granting a Charter.

16. 9 G. IV, Cap. XXX, 1828. An Act to continue an Act intituled, "An Act for the encouragement of Parish Schools in this Province."

17. 10 G. IV, Cap. XXII, 1829. An Act in amendment of an Act for establishing Parish Schools.

18. 9 & 10 G. IV, Cap. XXIX, 1829. An Act for the endowment of King's College at Fredericton, in the province of New Brunswick, and also to make new provisions for the establishment and support of Grammar Schools throughout the Province.

19. 1 Wm. IV, Cap. XXX, 1831. An Act to

continue the Acts for the establishment of Parish Schools in this Province.

20. 3 Wm. IV, Cap. XXXI, 1833. An Act relating to Parish Schools.

21. 3 Wm. IV, Cap. XXXV, 1833. An Act to enable the Chancellor, President and Scholars of King's College at Fredericton, in this Province of New Brunswick, to assign a certain mortgage and mortgaged premises therein mentioned.

22. 5 Wm. IV, Cap. XXX, 1835. An Act to amend the law relating to the Public Grammar School in the city of St. John.

23. 6 Wm. IV, Cap. X, 1836. An Act, in addition to an Act intituled, "An Act for the endowment of King's College at Fredericton, in the province of New Brunswick, and also to make new provisions for the establishment and support of Grammar Schools throughout the Province."

24. 6 Wm. IV, Cap. XXIII, 1836. An Act to authorize the Trustees and Directors of the Grammar School in the County of Northumberland to sell and dispose of the School House, together with the land thereto attached.

25. 6 Wm. IV, Cap. XXIV, 1836. An Act to continue "An Act relating to Parish Schools."

26. 6 Wm. IV, Cap. LIII, 1836. An Act to enable the Governor and Trustees of the Madras School, to dispose of certain parts of their Lands.

27. 6 Wm. IV, Cap. LIV, 1836. An Act to enable the Corporation of the King's College to dispose of certain parts of their Lands.

28. 7 Wm. IV, Cap. VIII, 1837. An Act to repeal all Acts now in force relating to Parish Schools, and to make other provisions respecting the same.

29. 7 Wm. IV, Cap. XXX, 1836-1837. An Act to enable the Governor and Trustees of the Madras School to sell certain lands in Fredericton.

30. 1 V., Cap. XX, 1837-1838. An Act relating to Grammar Schools in Kings and Queens Counties.

31. 2 V., Cap. X, 1839. An Act to continue "An Act relating to Parish Schools."

32. 2 V., Cap. XVI, 1839. An Act to authorize the President and Directors of the Public Grammar School in the City of St. John to grant leases and covenants for renewal.

33. 3 V., Cap. X, 1840. An Act to provide for the establishment of a Grammar School in the County of Restigouche.

(To be continued.)

NOTES ON SCHOOL READERS.

BY THE EDITOR.

The reading lessons this month should be chosen with some regard to the teachings of Empire Day. The historical and patriotic selections in the readers need not be named here, but others, not quite so obvious, are suitable, such as: The Courageous Boy, The Boyhood of Lord Nelson, Sir Philip Sidney, Florence Nightingale, Santa Filomena, Fidelity, Johnson's Repentance, Lincoln's Speech at Gettysburg, The Burning of the Goliath, A Roman's Honour, Wisdom the Supreme Prize, Vitae Lampada, The Irreparable Past, True Greatness.

Santa Filomena.

N. B. Reader III.

First, what does the name mean? Santa is our word Saint. Saint Filomena is a saint of whom very little is known. In a church at Pisa, in Italy, there is a chapel dedicated to her, and a picture which represents her floating down from heaven, attended by two angels who bear a palm, a lily, and a spear. In the foreground of the picture are sick and maimed people, who are healed by the saint's intercession.

It is thought that Longfellow called the poem about Florence Nightingale by this name partly because of the likeness of the name Filomena to Philomela, the Latin for nightingale, sometimes written Philomene, and partly because of his heroine's work for the sick and wounded.

Florence Nightingale lived from 1820 to 1910. Her parents were English, but she was born at Florence. She was wonderfully clever and able, and from her childhood wanted to devote her unusual powers to some great work. She was impatient of living an easy, pleasant life when there was so much suffering and wrong in the world to be relieved and set right. She studied and worked to fit herself for harder tasks, and was full of delight and eagerness when after a long time her parents consented to let her study nursing in Germany. There were no trained nurses in England then, and nursing was not thought fit or proper work for refined and educated women. Miss Nightingale's friends thought she was wrong or crazy, and only a very brave and resolute woman could have faced all the opposition she met with.

But when the Crimean war broke out, her opportunity came, and she was ready for it. Her great abilities were known to some of the people in power, and she was asked to go out to Scutari, opposite Constantinople, to care for the wounded soldiers. She left in October, 1854, at the head of a band of thirty-two nurses. The hospitals were in a terrible state. There were no proper arrangements for cooking or washing. The food was often uneatable, and medical and surgical supplies fell short. The wounded and sick suffered horribly from hunger, and dirt, and lack of care. All this Miss Nightingale had to change, and it was a task that needed all her powers, and all her experiences and study. But she did it, and when she had to go home after a severe illness, in August, 1857, things were very different. No one can calculate how many lives she saved. The rounds through the hospital described by the poet were taken the last thing at night after a hard day's work. A soldier writing home in 1855, said, "What a comfort it was to see her pass even. She would speak to one, and nod and smile to as many more; but she could not do it to all, you know. We lay there by hundreds, but we could kiss her shadow as it fell and lay our heads on the pillow again, content." And another letter of the same year said, "Before she came, there was cussin' and swearin,' but after that it was as holy as a church." These letters were made public, and no doubt Longfellow had read them. His poem was printed in the *Atlantic Monthly*, in 1857. Not long after he wrote in his diary that he had received a letter from Miss Nightingale's sister, thanking him for the tribute and enclosing a photograph of her sister and two drawings, one of the "lady with a lamp" and the other of the "symbolic lily."

The last verse of the poem is not given in the Reader. It runs thus:

Nor even shall be wanting here
The palm, the lily and the spear,
The symbols that of yore,
Santa Filomena bore.

The palm and the spear are the symbols of martyrdom, and the lily always stands for purity. Florence Nightingale was not called upon to die for her work, but she risked her

life willingly for others and did suffer from illness and great hardships. She had to work against much indifference and opposition, and she was envied and slandered and abused. But she bore it all and worked on, and her work came to be fully recognized and honoured. After she went home, she was given a public testimonial of £50,000, which she used to found a training school for nurses. Since her death different memorials have been erected to her, among others a statue in London. But her best memorial is the effect of her example and her teachings upon other women. She opened the way for women who might not have had the courage, nor the force that she had to make the first start and it is not too much to say that the great and beneficent work that women are doing today as doctors and nurses in the military hospitals is the direct outcome of the labours of her life.

Notice the three divisions of the poem. The first three verses speak of the influence of great deeds and words upon us, and of how we should honour the people who thus help us. Why does the poet say that our hearts rise "in glad surprise?" Is it because we think such things are too good to be true? What are our "meaner cares?" How do our own wishes and plans and dreams compare with those of Florence Nightingale? Think of some other persons whose words or deeds have helped us.

The next five verses tell us what the poet was reading that suggested these thoughts, and the pictures that he saw. Try to picture to yourself the scenes in "that house of misery." The remaining verses say how "the lady with a lamp" will be remembered and be an example through all future time.

The poetry is very simple and needs little explanation. The metaphor of the tidal wave should be worked out. As a tidal wave from the deep sea rolls into the shallow bay or creek and fills it, raising the water higher, so the thoughts and feelings of great and noble minds and hearts come into ours and make them nobler and better.

Compare Lowell's words:

As one lamp lights another, nor grows less,
So nobleness enkindleth nobleness.

and with the lines,

That light its rays shall cast
From portals of the past.

Compare the lines in the *Merchant of Venice*

How far that little candle throws its beams!
So shines a good deed in a naughty world.

It is pleasant to read that when Miss Nightingale's mother was very old and her mind was failing, she loved to have this poem about her daughter read to her, and she would say, "It is all true, all real."

[In verse 1, line 2, "spoke" should be "spoken," and in verse 2, line 1, "waves" should be "wave."]

THE RECESSIONAL.

N. B. Reader IV, p. 13; N. S. Reader IV, p. 409.

This poem was suggested by the Recession, or passing away, as they broke up, of the great processions by sea and land of the naval and military forces of Queen Victoria at the time of her Diamond Jubilee in 1897. In it Kipling expressed the fears of the best and wisest people, that the nation would be boastful, and forgetful of God, "drunk with sight of power."

The occasion of the poem should first be explained, before it is taken up, verse by verse.

It is a prayer to Almighty God. What does "Lord God of Hosts" mean? In what other ways is God addressed? "Our far-flung battle line." Illustrate this from the positions of our armies today. "Dominion over palm and pine." Here the name of the tree is put for the region in which it grows. "The tumult and the shouting dies." The verb is singular probably because the two subjects convey but one idea. "Still stands — heart." See Isaiah 57 : 15, and Psalm 51 : 17.

Explain: "Far-called our navies melt away." "On dune and headland, etc., refers to the bonfires. In what sort of places were they built? What is a dune?

Where are Nineveh and Tyre? Read the third chapter of Jonah. Nineveh, on the Tigris, was the chief city of the ancient kingdom of Assyria. It was founded about 1900, B. C. and destroyed about 625 B. C. Tyre was a very rich commercial city of the Phoenicians on the eastern shore of the Mediterranean. Read the description of it in Ezekiel, ch. 27, and note the twenty-seventh verse, and also ch. 28 : 4-10. Why is God called "Judge of the nations" in stanza 3?

"Without the Law" means outside of the law, as the Jews thought of the Gentiles. Are

we in any present danger of loosing wild tongues in boasting? Of building on dust? See Psalm 127 : 1.

Reeking tube and iron shard — smoking gun and fragment of shell. Here again a part is made to stand for the whole. As "palm and pine" stands for the countries where these trees grow, so this phrase stands for the power of our army and navy. With "all valiant dust that builds on dust" compare Psalm 103 : 14, and 127 : 1. And for light on the whole poem read Psalms 78 and 106, and Solomon's prayer in I Kings, 8.

Do you think that Kipling's warning was needed? That it was taken? That we need it now?

QUESTIONS ON ONTARIO HIGH SCHOOL READER.

1. Make a table showing in parallel columns, (a) the names of any ten English writers represented in the book; (b) the century in which each lived; (c) the poem or prose extract by which each is represented; (d) the name of one other poem or book written by each.

2. Write two sentences distinguishing between Thomas Campbell and W. W. Campbell. What Canadian writers are now serving in the army? From the writings of what statesmen are extracts taken? Which of these are living, and what positions do they hold? Who is the only French writer quoted, and from what book is the extract taken? What American poets are represented?

3. Who wrote: The Italian in England, The Revenge, Rosabelle, Song for Saint Cecilia's Day, Columbus, Paradise and the Peri, Home they Brought her Warrior dead, The Well of Saint Keyne, The Legend Beautiful? From what novels are extracts taken? Name two sonnets in the book, with their authors. Two old ballads. Write a short paragraph distinguishing between a ballad and a sonnet. Name two speeches and the occasion on which each was delivered.

4. Tell the story of the Handwriting on the Wall in your own words, and the story of the Prodigal Son, keeping as close as possible to the

words of the Bible. Summarize the stories of the Legend Beautiful, Van Elsen, The Island of the Scots, Hervé Riel.

5. What poems or extracts deal with war? With affairs of state? With nature? With domestic life?

6. In what books or poems do the following characters occur: Jean Valjean, Neighbour Flam-borough, Briggs Major, Lydia Languish, Lady Teazle, Roderick Dhu, Lars Porsena, Sir Richard Grenville, King Agrippa, Count De Lorge?

7. Complete the following quotations and name the writer: (a) The advantage to which I am referring is not one that can be calculated in dollars, any more than ——. (b) Like the soldier saint whose cross of red ——. (c) They also serve who only ——. (d) The word leapt as a leaping sword ——. (e) know this of a truth — that no evil can happen to a good man, either ——. (f) like stout Cortez when with eagle eyes ——. (g) And even the ranks of Tuscany ——. (h) O judgment, thou art fled to brutish beasts ——.

8. Quote not less than six lines from a poem, and a paragraph from a speech, that you particularly admire.

9. Name a poem that is purely descriptive. Can you find more than one such poem in the book? What poem or extract has its scene laid in September? In April? At Christmas? In the heart of summer?

10. Of what historical characters are the following opinions given: (a) He became the most active reformer of our times. (b) He had the genius of common sense. (c) In amplitude of comprehension and richness of imagination superior to every orator, ancient or modern? "It seems to me that in the eyes of posterity four (men) will outlive and outshine all others." Who said this, and who are the four men of whom he speaks?

11. Discuss the appropriateness of the names, Mrs. Malaprop, Sir Anthony Absolute, Lydia Languish. Give some illustrations of the former's misuse of words.

12. Where are Darien, Iona, Pernambuco, Algiers, the Tiber, the gates of Hercules, Tuscany, the Modder river, Bideford, the Azores, St. Malo, Damascus, Zanzibar?

13. Who were: Stonewall Jackson, the leader of the great Trojan Expedition, the Amazons, Mars, Thomas a Kempis, Cramner, Metternich, Minos and Rhadamanthus, Galileo, Lord Heathfield, Warren Hastings, Cronje?

14. Explain: The English Demosthenes, the flight from Worcester, the golden Galaxy, the bottom of the neaps, the black flag, Urim and Thummim, "from Fundy to the Horn, from Cuba to the Cape." "This precious stone set in the silver sea." Syria's thousand minarets.

15. In whose name was Warren Hastings impeached, and what were the accusations? How does Macaulay speak of the hall in which the trial took place? Describe the appearance of the prisoner? What famous man had refused to take part in the impeachment?

16. For what were the ladies of Cranford quite sufficient? What was on Jean Valjean's passport? How did the Vicar's wife "magnify the merits of her daughter?" Describe the pictures suggested by *The Soldier's Dream*? Who are the principal characters in *The Old Curiosity Shop*? What altered all Master Brigg's circumstances in life? Why did the *Laughing Sally* fight beside the King's ship? What was *the gift that is most dear to Heaven*? Why did Douglas refuse to shake hands with Marmion? Why should a young lady be "mistress of orthodoxy"? What is "the gift of Athens to man"? What is "the reason why the small, old-fashioned book works miracles to this day"? What do you know of the life and works of Robert Louis Stevenson?

17. Repeat any two of the passages beginning: 1. Wherefore, O judges, be of good cheer about death; 2. One says it has been wet, and another, it has been windy; 3. Reading maketh a full man; 4. May I ask you, then, to believe . . . that the moral law—; 5. Friends, Romans, countrymen, lend me your ears. 6. Name and deed alike are lost. 7. Cromwell, I did not think to shed a tear.— 8. In a generation all the best land on this ontinent,—.

18. What prose selection in the book do you like best? Give your reasons for liking it? Which poem is the most beautiful? The most vigorous? Which tells the best story?

NATURE WORK FOR MAY.

L. A. DEWOLFE.

No month is more interesting than May. June may be more beautiful. But then we look upon finished pictures which, during May develop under our observation as if by magic.

Do our children enjoy school life this month? That depends on whether their eyes and their minds are kept between the covers of a book or are allowed to enjoy their own real world. To escape the books and become a part of the animate awakening, boys play truant. For this they are punished. Then they leave school until the next winter. Can we blame them? I think not.

But the teacher who holds her boys willing captives is the one who makes use of the "spring fever" against which no healthy person is immune. The first impulse of spring is to get out and play ball. That is good. I hope the teacher plays with her children. She will learn more of their "make-up" in that way than she can in the school-room.

When some of the accumulated energy is worked off in play, the teacher might make a bargain thus: "Now, boys and girls, we all want a game of ball tonight; but we all want to see our flower seeds planted too. You know, they will grow, while we play, if we give them a chance. Now, won't you work in the garden fifteen minutes with me, and then let me play with you." The teacher who can't get a hearty "yes" to this, should try some other vocation. She lacks personality and leadership.

Having got the children started, their interest will grow. To be sure, the mere working in the garden is not sufficient. In the country, children get too much of that at home. But the teacher can raise questions enough in fifteen minutes to keep the children thinking for a week. This is the factor so important in school work which is lacking in work done at home.

It is possibly out of place to ask these questions here. Teachers have already had many of them suggested in some way or other. Any garden book or botany text will suggest more than can be answered.

When the seeds are planted, the children will keep records of the progress in germination and early growth. These records will be used in the

regular school lessons. The physics of the soil in relation to germination is important. The chemistry is not so important; for we can't control it quite so well. Fertilizers, however, and their uses are important.

Besides seed planting, either the school grounds or neighboring home grounds will afford material for lessons in pruning. Some trees and shrubs should be pruned earlier than May. But roses (excepting climbing varieties) can be pruned this month. If any teacher does not know the science of pruning roses and other shrubs, she should consult government bulletins, school garden books, etc. On previous occasions THE REVIEW has published articles on this subject.

All children like roses, therefore it will not be difficult to interest them in rose culture. Results will soon show them the difference between culture and neglect.

Possibly the raspberry patch needs attention too. Old canes and broken ones should be removed.

May is a good time to transplant trees and shrubs. This of course, suggests Arbor Day exercises.

Both in the garden and in the woods, young shoots are coming up from perennial roots. How is it that some plants store all the energy for next year's growth in the seeds, and others store it both in roots and seeds. When the children notice that most perennials bloom earlier than most annuals, they will be ready for a talk on the struggle for existence; and will see that the perennials have made wise provision for getting possession of the ground before the annuals arrive. There are no reserved seats.

Very interesting spring flowers are now appearing. The violet is one. Mark a few violet plants when in blossom, and watch throughout the summer for the fruit. How many have ever found the mayflower fruit (or seeds?) It is not common. Study the cultivated strawberry blossom. The children will be surprised to find some without any stamens. Can these produce berries? (Yes). Can they find any without pistils? (No). Here is a chance for a lesson on cross-pollination. Look in a catalogue of strawberry plants and notice that some varieties are listed as *perfect* and some as *imperfect*. What does that mean? Would it

do to plant either variety alone? Are any of the wild strawberry blossoms imperfect?

Our heading is "Nature Work for May." But a whole REVIEW is not large enough to contain even a condensed outline of the work possible for this month. The fishing season; the return of the birds; their nesting habits; the activities of insects; the swelling of the buds on our trees; farming operations; in fact, everything pertaining to the big out-door world, claims our attention. No teacher can touch upon everything. But every teacher can make school work more attractive by subordinating the dead book work to the living world of which we are a part. And if school drudgery is more irksome at one time than another, it is probably at its worst in May and June. Then is the time to break away from tradition, and allow the children to share with you the joy of living.

CANADA TO ENGLAND.

EMMA VEAZEY.

Would you know, Oh! Mother England,
Why we love the Homeland gray?
Why the heart-ties grow and strengthen
Strengthen with each passing day?

Not because of Drake and Nelson,
Not because of Shakespeare's fame,
Do we love you, gray-clad mother,
Land from which our father's came.

Not for wealth of song and story,
Clustering round your towers old,
Nor for deeds of grand achievement,
By your lands immortal told.

Not for dim and lofty abbeys
Where enshrined, the mighty dead
Sleep, unmindful of the footsteps
Moving there with rev'rent tread.

Worthless these if England, recreant,
To her trust, were bowed in shame;
Worthless these — if England's honour
Were a thing of doubtful name.

'Tis for this we love you, England;
Where you saw your duty clear
True to all your best traditions,
You have followed without fear.

You have held the Empire's honour,
As a thing to guard from stain;
You have shown that mere achievement
Does not measure loss and gain.

Proud are we to call you "Mother,"
Proud of your untarnished name;
"Right" not "might" the Empire's watchword,
"Sacrifice" but never "shame!"

ANIMAL STUDY.

H. G. PERRY.

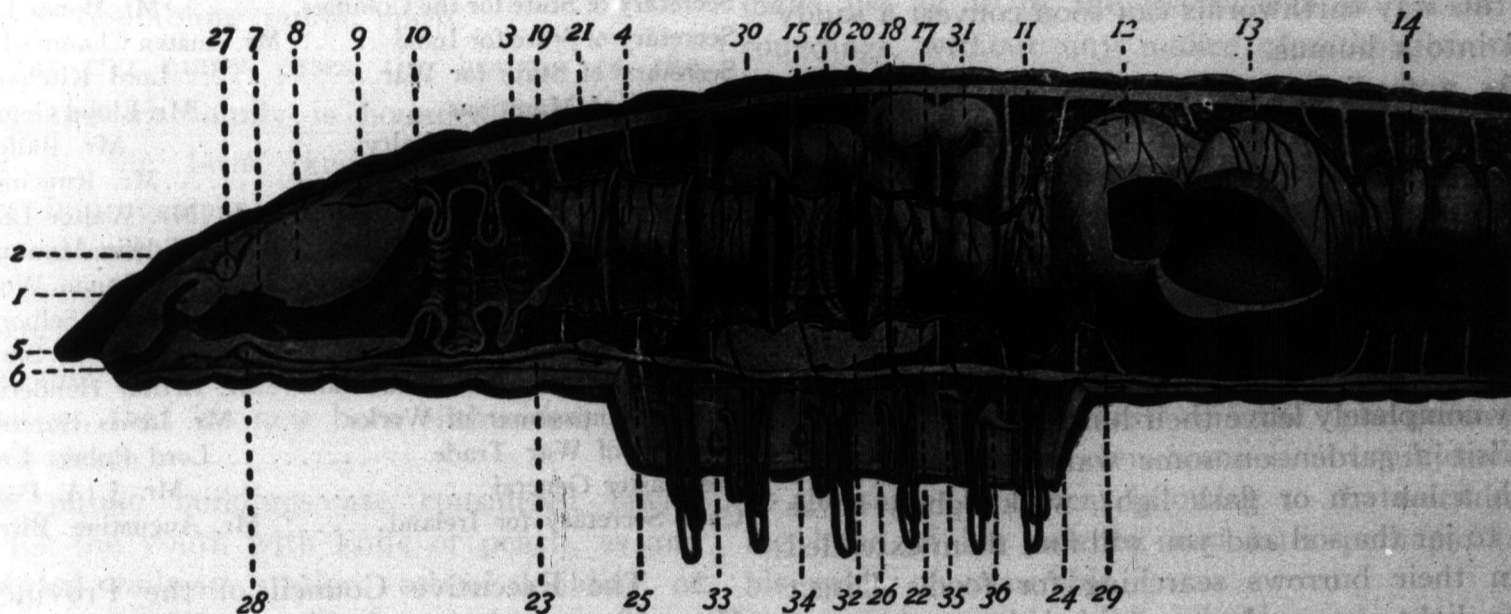
EARTHWORMS.

There are few animals that lend themselves more readily to nature-study work, few that are more important to agriculture, and few that are more often neglected than the ordinary earthworm.

These animals are abundant in all cultivated soil, and they are easily caged and kept in school for observation. For cages provide a number of tight wooden boxes, which may range in size from

The coiled castings, which soon become conspicuous in the cages with the firmer surface, indicate that they do. But their visits are mostly confined to the night, and for this reason they are said to be of nocturnal habits. Name other animals that are most active at night. Explain why, as far as you can, in each case.

In your morning walks look for the coiled castings of earthworms along foot-paths. These castings represent so much soil which they have eaten while tunnelling their way through the earth, and from which in its passages through



Disection of the Anterior End of the Earthworm. X 4.

1 first segment; 2 second segment, 3 seventh segment; 4 septum; 5 prostonium; 6 mouth; 7 pharynx; 8 wall of pharynx; 9 retractor muscle of pharynx; 10 and 11 oesophagus; 12 crop; 13 gizzard; 14 intestine; 15 and 16 calciferous glands; 17 dorsal blood-tube; 18 parietal blood-tube; 19 and 20 first and fifth hearts; 21 lateral blood-tube; 22 and 23 ventral blood-tubes; 24 body wall; 25 internal end of nephridial (kidneys) tube; 26 external end of kidney tube; 27 bilobed ganglion or brain (super-pharyngeal ganglion); 28 most anterior ganglion of ventral chain (sub-pharyngeal ganglion); 29 ventral nerve-chain; 30, 31 and 32 seminal vessels; 33 and 34 seminal receptacles; 35 ovary; 36 oviduct.

Copied from Linville and Kelly's General Zoology, by permission of the publishers, Ginn & Co., Boston, Mass.

a chalk-box to a soap-box, and fill them to the depth of from two to six inches with fine moist earth, provide worms for each, and cover closely with wire netting to prevent their escape.

Pack the soil quite firm in some cages, in others leave it loose, and note how the earthworms burrow in each. Keep the soil moist, but not wet, in all the cages. Incidentally note in which the more rapid evaporation is going on, in those with the firm or in those with the loose soil? Explain why. What does this teach us with regard to the proper treatment for garden soil, especially during the dry periods of summer?

Watch the cages closely from day to day. As a rule do you find the worms at the surface during the day enjoying the bright sunlight? Do you find any evidence that they ever come to the surface?

their bodies they have digested the organic matter, at last voiding it out at the surface.

These are simple processes, but something of their great value to the agricultural operations of our country should be impressed upon the minds of our boys and girls. These worms are opening up the soil for the entrance of air, and water, they are bringing up soil to the surface, and mixing it over and helping to make it fit for our agricultural crops.

Darwin studied the earthworm for nearly fifty years, and he estimated that in the tillable soil of England they averaged fifty thousand per acre, and that they brought to the surface from ten to eighteen tons of soil per acre annually.

"When we behold a wide, turf-covered expanse, we should remember that its smoothness, on which so much of its beauty depends, is mainly due to all the inequalities having been slowly levelled by worms. It is a marvellous reflection

that the whole of the superficial mould over any such expanse has passed, and will again pass, every few years through the bodies of worms. The plough is one of the most ancient and most valuable of man's inventions; but long before he existed the land was in fact regularly ploughed, and still continues to be thus ploughed by earthworms. It may be doubted whether there are many other animals which have played so important a part in the history of the world, as have these lowly organized creatures."—*Darwin's Vegetable Mould and Earthworms*, p. 313.

Feed your caged specimens on pieces of green leaves. The writer has found them especially fond of onion-tops, lettuce and cabbage leaves. They drag the leaves into their burrows, to the depth of two inches or more beneath the surface. In this way earthworms can soon convert a sandy soil into a humus.

As a feeding experiment, protect a cage for some hours from the light by a thick cloth. Removing it gently so as not to jar the box you may find them feeding even during the day, especially if they have been kept for a few days without food. Note the effect of light upon them. Move the box and note what happens. How was it that each one was able to hide away so quickly? Do they completely leave their burrows when feeding?

Visit a garden on some warm spring evening with a lantern or flash light, walk lightly so as not to jar the soil and you will find them extended from their burrows searching for food. Direct your light upon them. Are they sensitive to light waves? Stamp your foot and note what happens. They have no ears but are very sensitive to ground motions. Are they sensitive to sound waves, such as we make in ordinary talking?

(To be continued.)

THE CURRENT HISTORY CLASS.

Of what advantage to Great Britain is the entrance of Portugal into the war? Where is the republic of San Marino?

Who are Sir Percy Lake, Lord Chelmsford, Von Bissing, General Petain?

What do you understand by the following terms: Bombardment, howitzer battery, mobilization, seaplane, vanguard, reconnaissance, naval base, Imperial Ukase, strategic importance, aviator?

"Never in the whole course of British history has the nation been engaged in a great war in which there have been fewer mistakes and fewer disasters" (than in the present war). *Prof. Pollard*.

In this respect compare the present war with (a) the war of the Spanish succession; (b) the Seven Years' war, 1756-1763.

QUESTION BOX.

A SUBSCRIBER'S DAUGHTER.

1. The Cabinet Ministers of Great Britain are:

Prime Minister.....	Mr. Asquith.
Minister without Portfolio.....	Lord Lansdowne.
Lord High Chancellor.....	Sir Stanley Buckmaster.
Lord President of the Council.....	Lord Crewe.
Lord of the Privy Seal.....	Lord Curzon of Kedleston.
Chancellor of the Exchequer.....	Mr. McKenna.
Secretary of State for Home Affairs.....	Mr. Herbert Samuel.
Secretary of State for Foreign Affairs.....	Sir Edward Grey.
Secretary of State for the Colonies.....	Mr. Bonar Law.
Secretary of State for India.....	Mr. Austen Chamberlain.
Secretary of State for War.....	Lord Kitchener.
Minister of Munitions.....	Mr. Lloyd George.
First Lord of the Admiralty.....	Mr. Balfour.
President of Board of Trade.....	Mr. Runciman.
President of Local Government Board.....	Mr. Walter Long.
Chancellor of the Duchy of Lancaster.....	Mr. Edwin Montagu.
Secretary for Scotland.....	Mr. McKinnon Wood.
President of Board of Agriculture.....	Lord Selborne.
Attorney General.....	Sir F. E. Smith.
President of Board of Education.....	Mr. Arthur Henderson.
First Commissioner of Works.....	Mr. Lewis Harcourt.
Minister of War Trade.....	Lord Robert Cecil.
Postmaster General.....	Mr. J. A. Pease.
Chief Secretary for Ireland.....	Mr. Augustine Birrell.

2. The Executive Council of the Provincial House is as follows: Premier and Minister of Lands and Mines, Mr. George J. Clarke; Provincial Treasurer and Secretary, Mr. D. V. Landry; Minister of Public Works, _____ Attorney General, Mr. J. B. M. Baxter; Minister of Agriculture, Mr. James A. Murray; Speaker, Mr. O. M. Melanson. A list of the members would take more space than we can afford.

M. E. M. 1. The sentence: What we have described occupied but a few minutes, may be analysed as follows:

- What we have described..Subject Substantive Clause.
- occupied.....Predicate.
- minutes.....Direct Object.
- a few.....enlargement of (c) Attributive Adjunct.
- but (= only).....Adverbial Adjunct of (d)

But Micklejohn calls "what" in such sentences equal to a compound relative, that + which. If this explanation is accepted, the sentence may be analysed with "That occupied but a few minutes" as the principal clause, and "which we have described," subordinate clause, adjectival to "that."

CIVIC PRIDE AND THE RURAL SCHOOL SECTION.

ETHEL J. COSSITT.

A person cynically inclined might contend that two subjects so infinitely foreign to each other as civic pride and a rural school section should be coupled only in a fairy story, or other highly imaginative writing. And truth to tell, the greatest drawback to progress in many rural sections is the almost entire absence of anything resembling public spirit.

In far too many cases the horizon of the farmer and his family is bounded by the line fences of the farm, and any effort toward village improvement meets with scant support either morally or financially. If perchance some more broad-minded or ambitious citizen suggests any change from existing conditions, he is met with such chilling indifference or opposition, that his new born enthusiasm dies a natural death.

The public buildings are considered lawful prey for the youth with knife or pencil, as any unguarded railway station, school building or even sacred edifice, will bear witness. Here, most emphatically, that which belongs to everybody belongs to nobody.

But in no way is the spirit of a community more truly shown than by its attitude toward the public school, and by the condition of the school building and its surroundings.

In many prosperous sections, where the homes are convenient, tasteful and even luxurious, the rate payers are quite content with ugly, dilapidated, ill-kept and unsanitary school rooms. At school meetings "grave and reverend seigniors" with fists tight closed over pocket-book, debate upon the waste involved in having the school house swept and dusted so frequently, and upon other hardships imposed by oppressive school laws. Trustees, following their lead, wonder how far it will be safe to evade those same laws, if the teacher be not too particular.

Others will argue that, owing to the destructive habits of the children, and to the lack of care on the part of the teacher, it is practically useless to spend much money on improving the buildings or school equipments. And when one

inspects the school buildings, with desks and walls cut and marked, with door-latches broken, with out-buildings defaced, one is led to wonder if these last have not just cause for their plaint.

Whatever the causes of the above described conditions, the chief concern of the teacher is to determine to what extent and by what means she may effect an improvement.

It would seem that the normal healthy boy has a certain amount of vandalism in his nature. To such a one give a knife, pencil, or other convenient instrument, and he is bound to make use of it to the destruction of his surroundings, without any malice aforethought, or idea of possible consequences. One boy of fourteen, not at all a bad boy—when called upon to explain some act of depredation replied, "It just seemed to come natural." For the same cause it seems to be a matter of interest for a boy to match his strength against a door latch, or any fixed school room furniture, just as he generally tries his muscle against any new boy who appears on the playground. The only reason his own home is not subjected to the same treatment is owing to the restraining hand of his parents, and later perhaps, to his pride of ownership.

Opposed to this kind of destructive agent, most schools have unfortunately to contend also with the boy or girl who does destroy and deface with deliberately malicious intent.

In either case, corrective education cannot be introduced too early. From his very first day at school, the child should be taught his share of responsibility for the good appearance of the school room, and for the general excellence of the school in all respects.

Sure and certain punishment suited to the age of the child should follow any act whereby the school property is defaced. The boy who is allowed to destroy or injure property because it apparently belongs to nobody, is in excellent training for the youth who will make himself a public nuisance, and for the self-centred man who will use his influence against any proposed expenditure for the common good.

In the matter of ordinary cleanliness the school law has mercifully come to the assistance of the teacher, by regulating the minimum amount of cleaning permissible, but even thus a school room may be positively unfit for human

occupation, unless the measures for sanitation are vigorously seconded by the teacher.

In many schools the pupils at the recess and noon hour, are allowed to indulge in rough play, pushing, wrestling and running about, till with the noise and dust, the whole place like the famous lion pit—"is in a thunderous smother," and the halls are made dangerous for the passing of smaller children. Even in bad weather the school-room and the halls should not be mistaken for, nor used as a playground.

Another place in which the controlling rein should be more tightly drawn, is in the attitude of the pupils towards passers-by at recess. Often a person, especially if he be afflicted with some peculiarity or deformity, dreads passing a school-yard at recreation time, for fear of being greeted with a gibe or rude remark, if indeed, some mischievous boy does not show his skill by aiming at him a snowball or other convenient missile.

Against all such rudeness and disregard for the rights and feelings of others the teacher should bring to bear her strongest influence.

• But how is a young and inexperienced teacher to enforce and maintain such discipline, when, as in many cases during the winter season, her school is increased by the addition of a number of half grown men, for the most part strongly opposed to being governed?

Time was when public opinion was against a teacher who could not control unaided, the roughest and rudest of schools; but now, trustees are generally promptly with the teacher, as their office requires them to, be and a more enlightened age recognizes the fact that a teacher is quite unable to cope with certain types of pupil, unless the strong arm of the law is felt to be on her side.

Hence, instead of allowing a few unruly pupils to flaunt her authority and spoil her school, it is much better to have an understanding at the first sign of insubordination that persistent disobedience will be inevitably followed by suspension or expulsion.

Sentimental persons with small knowledge of children will urge that a teacher should rule by love and not by force, and that she should strive to win the good will of her pupils.

All well and good to a certain extent. An

attractive personality and a pleasant manner are certainly desirable, but every one who has taught school knows that the average child at school, is just about as orderly, industrious and respectful as he is obliged to be, and that an easy-going teacher in one week, can quite demoralize a school, which under wise rule, has been hitherto apparently a model in deportment.

Of course an habitually threatening attitude is no sign of strength, rather the contrary, and quiet courtesy on the part of the teacher is her very best means of securing the respect and esteem of her pupils.

The material safety of the school-room secured, no opportunity should be lost to inculcate in the minds of children the spirit of citizenship. Let the motto be, "Our department, our school, our village, let us make them the best." The older pupils can be made to understand that the appearance and progress of the village as a whole affect the life and future of every resident there.

The proper observance of Arbor Day, the use of the School Garden, School Exhibits, and even the oft-disregarded Public Examination—should all help in fostering pride in the achievements of school and village.

Where the section is so fortunate as to possess an active Women's Institute, the teacher is sure to find prompt and willing assistance, in efforts toward better sanitation or more aesthetic surroundings.

From almost any rural school have gone forth, at one time or another, some who have won distinction in their chosen life work. Let their careers be made matters of especial pride with the children as well as reminders of what they themselves may accomplish with ever increasing opportunity.

It has been remarked so frequently as to have become almost a platitude, that a teacher teaches more by what she is than by what she says. Then in order to obtain the best results in her school and section, it is necessary that she herself should have a large vision of life and its opportunities, and of the duties and privileges of true citizenship.

The REVIEW continues to be a real help to me in my work.—K. M.

PATRIOTIC SONG AND MARCH.

I.

Sing of men who were brave (1),
Wave your flags, let them wave (2),
Wave the red, and the white, and the blue (3),
To the heroes we love (4),
And our dear flag above (5),
We will ever be loyal and true (6).
Wave your flags, let them wave (2),
For our heroes so brave,
To each name we'll be loyal and true (6),
For the banner so bright (5),
For our God and the right,
Wave the red, and the white, and the blue (2).

II.

(8) As the drums long ago
Called to war soldiers brave (4),
There to fight for our land grand and free,
Now today drums may call (9),
In the strife we may fall (10),
From our duties we never will flee,
(1) Marching on, marching on,
Like a true soldier born,
Ever brave, ever just, ever true,
To the roll of the drum (9),
With a promptness we come,
(2) Marching on with the red, white and blue (12)

III.

Our old flag we salute (13),
Each brave son a recruit,
For our God, and our flag, (5) and our land,
Peal the bell, roll the drum (9),
All our foes will succumb,
When our captain will take the command,
Hail the flag far and wide (2),
Wave in grandeur and pride (2),
As we pledge now our love ever new (13),
We will ever unite (14),
For our God and the right,
And all hail to the red, white, and blue (2).

MOTIONS.

(1) Stand erect, flags over left shoulder. (2) Wave flags, right, left, right, left. (3) Raise flags higher; still waving. (4) Point with right hand to picture of Lord Roberts, Lord Kitchener or other hero (picture previously on easel, or hung). (5) Extend right arm upward, point to flag, raise eyes steadily. (Flag should be previously draped high or held before the company. (6) Flag clasped in both hands and raised, eyes looking upward. (8) Ceasing of drums which have been rolling in the short interval. (9) Faint roll of a drum. (10) Mark time. (11) March. (12) Halt at close of second stanza, face flag. (13) Salute flag. (14) Hands clasped across desks or in circles. March to seats.—*Exchange.*

A STORY FROM THE FRONT.

A story has been told by Mr. Joseph Hocking, the well-known novelist, concerning his recent visit to the front. An officer of the Grenadier Guards, in conversation with Mr. Hocking, gave him an illustration of the remarkable spirit that characterizes the men. Tompkins, who was a private in his company, had been on his father's estate, and appeared then of a dull and lifeless disposition. During Loos he was badly wounded, and the officer went to him and promised that he should be taken as quickly as possible to the hospital. "If you don't mind, sir, will you take So-and-so and So-and-so. They are worse than me, and I can quite well wait." The officer did as Tompkins wished, and took his pals off to the dressing station. When he returned Tompkins had passed to his reward.

CURRENT EVENTS.

The German attack on Verdun, which has now lasted for more than two months, seems to be ending in failure. The enormous scale of the preparations and the sustained ferocity of the fighting make this the greatest battle in the history of the world. It is impossible for us to say at present what its real purpose may have been, and how far that purpose has been accomplished. The battle was begun on the twenty-first of February, by the German army under Crown Prince Frederick William. In the first ten days the French lost many of their outposts on the east of the river Meuse, including the strong fort of Douaumont, northeast of Verdun. By the end of March they had lost several important positions northwest of the fortress, and the German gains amounted to about a hundred square miles of territory. At the close of April the Germans were still attacking fiercely on both banks of the river, but the French lines were still unbroken and they were beginning to take the offensive. It is estimated that each side has lost at least one hundred and fifty thousand men.

The twentieth of April was made memorable by the arrival at Marseilles of a fleet of transports bringing Russian troops for service in France. They are supposed to have come from Vladivostok, by way of the Suez Canal. Others have come later, and it is believed that more are coming from Archangel. While the number has not been disclosed, there is no doubt that they will be an important addition to the armies in the west, where the decisive battles of the war will probably be fought.

Trebizond, the most important Turkish city on the Black Sea, has been taken by the Russians, in a combined attack by land and sea. About fifty thousand Turks were captured. The greater part of their army fled to the west and southwest, where they have met reinforcements and are able to make a stand. The capture of this seaport will be of great advantage to the Russian army of the Caucasus, which is now in full possession of northwestern Persia and northeastern Turkey. The strength of the Russians is wonderful indeed, when it enables them to hold without assistance some seven hundred miles of trenches along the German and Austrian front, and another line of nearly the same length in Armenia and

Mesopotamia, and yet to spare men to strengthen the Allies in France and Belgium.

The Germans are gathering in great numbers along the British front in France and Flanders, where there has been a slow and steady movement of the British towards Lille, the possession of which would give them command of an important German line of communication. A German advance at this point would mean another drive towards Calais.

After holding out for nearly five months, the British force besieged by the Turks at Kut-el-Amara has been obliged to surrender. A relief force was near, but it was held up by the investing army of Turks and by the floods of the Tigris. Kut-el-Amara (which means the fort of Amara) is some distance above the village of Amara, and is an important point because it commands one of the trade routes to Bagdad. The loss of this position, and the surrender with it of General Townshend's army of nearly ten thousand men, is much to be regretted; but possibly their chief object was gained in diverting to that region, and holding there for six months, a large Turkish force which might otherwise have opposed the Russian advance in Armenia, or joined in the threatened invasion of Egypt. The sacrifice, if it has helped the Russians to win Trebizond, is a slight repayment of the Russian sacrifices at the beginning of the war which helped the Allies to save Paris.

An insurrection in Ireland in favour of the Germans is the most surprising news of the month. Incredible as it seemed, it has really occurred. After two or three days of fighting in the streets of Dublin, some seven hundred of the rebels have surrendered, and it may be assumed that the rebellion is over. It was a small affair from a military point of view; but it is a serious matter that any considerable force of Irishmen could be found ready to engage in such an enterprise, and could be secretly armed by the enemy. They belong to the Sinn Fein Society, which was formed eleven years ago to encourage the use of the Irish language and the revival of Irish industries, and incidentally to oppose everything English; but they are not to be confounded with the Irish Nationalists, of whom John Redmond is the leader. If any proof were needed, the unfortunate uprising has proved that the Nationalists are loyal. Sinn Fein (pronounced Shin Fane) means Ourselves Alone.

Severe fighting has taken place along the Italian front, but with little apparent advantage to either side. The Italians, however, are now so well established in their mountain fastnesses that there is little fear of Austrian aggression.

The Allies have established a naval base at Suda Bay, on the north coast of the island of Crete, and have recently landed forces at three or four other places around the shores of Greece. They have also decided to transport the Serbian army from Corfu, its present place of refuge, to Salonica; and for this purpose they require the use of a Greek railway across the peninsula of Greece. Germany threatens that if Greece gives permission it will be considered unneutral, but the railway will probably be used without permission from the government, in the knowledge that a majority of the people of Greece are in favour of the Allies.

It is estimated that there must be two and a half million British soldiers in France and Belgium, but the war office does not give the number. There are over three hundred

thousand Canadian volunteers enrolled, but many of them are still in Canada. The average enlistment for the last four months has been over eight hundred a day.

Through the war office, King George has issued instructions to the different military commands in the Dominion that no celebration of any kind be carried out on the occasion of his birthday this year.

A dam now being constructed on the St. Maurice river will create the greatest artificial reservoir in the world. The quantity of water held back, it is said, will be just twice as great as that stored by the great Assuan dam on the Nile.

A strict censorship hides much of what has happened and is happening in Mexico, but it is known that Villa has escaped to the mountains, and that the United States punitive expedition is at a standstill.

The submarine controversy between the United States and Germany still goes on, and relations are nominally friendly, but the United States is preparing for war. Meanwhile a number of Germans have been indicted in New York for conspiring to blow up the Welland Canal.

The Nova Scotia *Rural School Bulletin* gives the following good advice to teachers in the matter of school concerts: School concerts have their use and their mis-use. Though they have an educational value, they are usually held for the purpose of raising money that should be supplied by the trustees.

A teacher held a concert a short time ago to raise money for a library. Later, the trustees commanded her to spend it for a flag-pole. This money should have gone to the library. If the trustees wished a flag-pole, they should have bought it. But they cannot compel the teacher to buy it.

It is a common occurrence for teachers to raise money for black-boards, maps, book-cases and dictionaries. In no case should they do so. These are the property of the section, and should be supplied by the section. It is perfectly legitimate to hold concerts for libraries, pictures, garden supplies, prize lists, summer care of school gardens, etc., where the section is not compelled to supply them. [Generous sections, however, are supplying these accessories even where they are not imperative.]

Teachers should insist upon their rights. If the Inspector should withhold the county grant, trustees would realize their responsibilities. While the teacher shoulders burdens not her own, she will be expected to do so.

RURAL SCIENCE.

Our New Brunswick teachers must have the benefit of the following suggestions in the Nova Scotia *Rural Science Bulletin*.

GROW VEGETABLES FOR PATRIOTIC FUNDS.

Patriotic contributions have drained the children's pocket-books dry. They would like to give more, but they can't. Has it occurred to them to sell garden produce for Patriotic Funds? If every school child in Nova Scotia

would grow one dollar's worth of produce this year, our funds would be increased by \$100,000. Every child won't do it. How many will? Even a quarter of a dollar from every child would be of great assistance. To beg contributions robs someone. To grow the money out of the ground robs no one. It adds to the wealth of the world.

An important feature of gardening should be the keeping of an expense account. The child should estimate the renting value of his land, the cost of labor, seeds, fertilizer and fencing. Against this he should credit the estimated value of his products. If he grow flowers, he should collect some of the seeds. They would add materially to his income. Strawberries are very profitable, if properly cared for. Try planting turnips and similar biennials for "seed."

Try rotation of crops. If a child divides his garden into four plots, he could practise a four-year rotation on these plots. If teachers don't know what a four-year rotation means, consult a text-book on Agriculture.

ANSWERS TO QUESTIONS.

What can my boys do while my girls are sewing? Here are suggestions that a few teachers have offered.

(1) Mount pressed plants for the school collection. (2) Let the boys sew too. (3) Put up book shelves in the school-room. (4) Make, fill or plant window boxes. (5) Change the borders on the black-board. (6) Study seed catalogues. (7) Read farm bulletins. (8) Read magazines, and report to the school. (9) Make mineral boxes. (10) Write essays on assigned topics.

NOTE: Watch the "production and thrift" advertising that the Dominion Government will shortly carry in every newspaper in Canada.

SCHOOL AND COLLEGE.

Mr. Harold Goodwin, manual training teacher at the Florenceville, N. B., Consolidated school, who resigned his post to enlist in the 145th Battalion, was presented with an address and a handsome wrist watch by the teachers and pupils of the school.

—Mr. F. C. Squires, the efficient principal of the Woodstock, N. B. schools has tendered his resignation, to take effect at the end of the school term, to the Board of School Trustees. It is understood that Mr. Squires will practise law, as he is a graduate of the Harvard Law School.—*Woodstock Press.*

The Elementary Education Division of the Department of Agriculture of New Brunswick proposes to inaugurate

formally this year a general plan for holding school fairs throughout the Province. Prize lists and other information may be had from the director, Mr. R. P. Steeves.

The pupils of the Jacksonville, N. B. schools, assisted by other performers, gave a very successful entertainment, and realized thirty-five dollars for patriotic purposes. The audience gave a vote of thanks to the teachers, Miss Gaynell Long and Miss Edna Bull, for their work in arranging and carrying out the programme.

The recent success of the Mount Allison debating team over Dalhousie, has rounded out a list of successes of which Mount Allison may well be proud. She has the unique distinction of winning every intercollegiate debate in which she has taken part during the past five years. In 1912 she won from Acadia; in 1913 from Kings; in 1914 from the University of New Brunswick; in 1915 from St. Francis Xavier; in 1916, from Dalhousie.

The closing exercises of the evening technical school at Amherst, N. S., took place on April 17th in the Assembly Hall of the Acadia street school, with Mr. B. J. Lawson, chairman of the School Board in the chair. Addresses were given by Supervisor Lay, Dr. Sexton, principal of the Nova Scotia Technical College, by Principal Morehouse and others. The enrolment of students during the winter was over one hundred, the classes for women in dressmaking and stenography being the best attended.

At the Intercollegiate debate between the students of King's College and St. Francis Xavier in the opera house at Windsor on March 30th, the judges unanimously awarded the decision to St. Francis Xavier.

The eleventh session of the Nova Scotia Agricultural College at Truro has closed. The enrolment this year was fifty-eight, about half of the usual enrolment before the war. Between eighty and one hundred of the ex-students are now serving in the army. One graduate, Cuthbert Shipton, 1912, has been killed in Flanders, and Mr. Landels, of the College staff, has been wounded. Five of the staff are now in khaki, and the number of students will doubtless be further diminished by the demands of the war. Plans are being made, however, to continue the work as usual and applications for admission to the College in November will be received. The Governor-General's medal for highest standing was won by W. DeLong, of Acaciaville. T. C. Munn of Leitch's Creek won the Premier's cup for judging live stock, and H. St. Clair Cutten of Lower Truro the cup for judging seeds.

Mr. W. J. McDonald of Antigonish, has given up his position as principal of the Main street school in that town, to join the St. Francis Xavier Hospital Unit. He is to be succeeded by Mr. Robinson of Canning, N. S.

RED ROSE TEA

"is good tea."



THE COLLEGE
 All Grades to Graduation
 Preparation for Universities
 Modern Language, Domestic Science
 Elocution, Stenography
 Physical Training, Fine Arts
 Arts and Crafts

THE CONSERVATORY OF MUSIC
 All grades in all branches to Graduation
 Teacher's Certificate
 Licentiate of Music from Dalhousie
 Bachelor of Music from Dalhousie

Autumn Term opens 15th Sept. 1915
 For Calendars and Information apply to REV. ROBERT LAING, Halifax,

RECENT BOOKS.

We have already drawn the attention of our readers to *Canada in Flanders*, a book that every Canadian should read. It is an account of the fortunes of the 1st Canadian Division and Princess Patricia's Regiment from their mobilization to November 1915, told by Sir Max Aitken, M. P. the Canadian Record Officer, and is volume 1 of the official story of the Canadian Expeditionary Force. The writer, in his official position, was an observer of many of the scenes which he records, and for the rest had access to military diaries and official records. In a modest preface he disclaims any merit in the workmanship of a book written under great difficulties, and speaks of it as merely a stop gap until an authoritative history of the war appears. The reader, however, will be more inclined to agree with Mr. Bonar Law, who in a preface to the book calls it "a model of lucid, picturesque, and sympathetic narrative; and Canadians will find the stories of Neuve Chapelle, Ypres, Festubert, and Givenchy of absorbing interest.

The only adverse criticism that we have seen has been that which condemned the writer for the statement that Lieutenant Niven held in his hand "the colours of Princess Patricia battered, bloody, but still intact" while he recalled all he could remember of the Church of England service for the Burial of the Dead on the night of the 6th of May. It is well known that British regiments no longer carry their colours into the field, but it has been pointed out in answer to the criticism, that the Patricias are an exception and do actually carry with them, wherever they go, the colours presented by the Princess on August 23, 1914.

Besides the preface by Mr. Bonar Law, the book has an introduction by Sir Robert Borden, and appendices devoted to the King's message to the Canadians, their mention in despatches, the Prime Minister and the war, General Alderson's address and special order, and official lists of the honours and rewards granted, and the casualties sustained, down to November, 1915. [Hodder & Stoughton, Toronto, 245 pages, 25 cents.]

Nonvelles Soirees Chez les Pascal, by F. B. Kirkman, carries out the idea on which the first book of the series was arranged. It is intended to be a story book, not a lesson book. Monsieur and Madame Pascal and their three children who live in Paris, spend their evenings at

home in telling fairy stories. These stories are discussed and commented on informally. There is a questionnaire at the end of the book which may or may not be used, and all explanations are in French. Children who have had two years instruction in French with modern methods ought to be able to read this book with ease and pleasure. The tales are new, and the Russian folk stories are of special interest. Some of the illustrations are by the Russian artist Bilibin. [64 pages, 104d. A. & C. Black, Soho Square, London.]

EXCHANGES.

We have had the pleasure of receiving among our exchanges for some months *The Teachers' World* of London, England, an illustrated weekly paper having the largest circulation of all educational papers in the United Kingdom and containing much interesting and valuable matter. At present a good deal of space is given to the war, and we have been interested in reading the notes of Professor Pollard's lectures on German history and the German war. Besides the usual lessons, and teacher's aids, the paper also includes occasional special supplements for primary schools, and literary supplements dealing with well known writers of the day. (Published at Sardinia House, Kingsway, London, W. C.)

Hark! the Empire calls, and we what answer give?
 How to prove us worthy of the splendid trust?
 Lo! we serve the Empire by the lives we live;
 True in all our dealings, honest, brave and just;
 Training mind and body for the Empire's need;
 Blending pity and courage, strength of hand and brain
 Courteous to strangers, nor by lightest deed
 Staining England's honour for a selfish gain.
 From "The Call of the Empire." By C. E. Byles.
Poems for Young Patriots.

Then bind our realm in brotherhood,
 Firm laws and equal rights,
 Let each uphold the Empire's good
 In freedom that unites;
 And make that speech whose thunders roll
 Down the broad stream of time
 The harbinger from pole to pole
 Of love and peace sublime.—F. G. Scott.

BIBLE READINGS FOR OPENING EXERCISES.

- | | |
|--------------------------------|--------------------------------|
| 1. Exodus, iii, 11-18. | 11. Exodus, vi, 1-9. |
| 2. Exodus, iv, 1-17. | 12. Exodus, vii, 10-25. |
| 3. Exodus, iv, 18-20; 27-31. | 13. Exodus, viii, 1-15. |
| 4. Exodus, v, 1-14. | 14. Exodus, ix, 13-26. |
| 5. Exodus, v, 15-23. | 15. Exodus, ix, 27-35. |
| 6. St. Matthew, xxv, 31-46. | 16. St. Mark, iii, 1-11. |
| 7. St. Matthew, xxvi, 6-13. | 17. St. Mark, iii, 13-20. |
| 8. St. Mark, i, 14, 15, 29-34. | 18. St. Mark, iii, 31-35. |
| 9. St. Mark, i, 39-45. | 19. St. Mark, iv, 35-41. |
| 10. St. Mark, ii, 1-12. | 20. St. Mark, v, 21-24; 35-43. |

EDUCATIONAL REVIEW

MRS. G. U. HAY, PROPRIETOR.
ELEANOR ROBINSON, EDITOR AND MANAGER.

Volume XXIX

ST. JOHN, N. B., CANADA, 1915.

INDEX TO VOLUME XXVIII—EDUCATIONAL REVIEW.

- A
- Acadia University.....18
 Allies' Christmas Party.....115
 Arithmetic.....139, 140, 191, 194, 206
 August, Hints for.....35
- B
- Bible Readings for Opening Exercises....
 12, 41, 64, 93, 117, 138,
 166, 187, 213, 238, 271
 Birds.....9, 10, 231, 232, 240
 Book Notices.....11, 22, 46, 70, 76, 123,
 146, 194, 219, 241, 270
 Books for Christmas.....114
 Botanical Text Books, Hints on Using
 105, 155, 179
- C
- Canadian Forestry Association.....153
 Carlos and the Snowball.....165
 Children and Stories.....115
 Christmas Books for Children.....114
 Christmas Carol, Questions on.....135
 Christmas, Poetry for.....140, 141, 143
 Civics, Study of.....112
 Civic Pride and the Rural School Section,
 265
 College Convocations.....16
 Current Events....20, 28, 43, 68, 94, 121,
 144, 152, 169, 192, 217, 239, 267
 Current History Class, The....38, 64, 87,
 118, 138, 164, 187, 206, 238, 264
- D
- Dalhousie University.....9
 December, Hints for.....131
 DeWolfe, L. A., Articles by.....9, 105,
 131, 155, 179, 261
 Discipline.....160, 181
 Domestic Science.....67, 117, 210
- E
- Education in New Brunswick, A Legisla-
 tive History, 58, 84, 106, 132, 158, 180,
 207, 227, 256
 Empire Builders, The.....13
 Empire Day.....6, 250, 251, 254
 English Composition.....69, 77, 215
 English History Review.....255
 Essay Competitions.....146, 166
 Explaining the Telegraph.....192
- F
- Fortitude.....53
 Forestry, Canadian Association.....153
- G
- Garden Text Books, Use of.....131
 Garden Work for Early Spring.....205
- H
- Half-mast, Meaning of.....139
 High School Work in Miscellaneous
 Schools.....34
 High School Literature, 135, 154, 178, 203,
 237, 260
 Hints for the Months, 7, 35, 61, 88, 108,
 130
 History.....90, 255
 Home Economics in the Ungraded School,
 210
 How Men Differ from Animals.....192
- J
- Johnson, Macaulay's Life of, Notes on
 54, 178
 Julius Cæsar, Questions on.....178
 June, Hints for.....7
- K
- King's College Encœnia.....17
- L
- Lark and the Caterpillar, The.....65
 Lazy Brain, The.....190
 Legislative History of New Brunswick
 Education, 58, 84, 106, 132, 158, 180,
 207, 227
 Lunches, Hot, in a Country School....189
- M
- Machine Gun Fund.....83, 138
 Magazines, Notices of, 22, 46, 71, 123,
 147, 170, 241
 Map Scales.....236
 May, Nature Work for.....261
 Memory.....56
 Mount Allison University.....17
- N
- National Education Association....8, 65
 Nature Study of Animals, 30, 54, 78, 102,
 167, 202, 221, 263
 Nature Study Course, New Brunswick,
 101, 129
 Nature Work in Schools, 9, 62, 187, 216,
 261
 Normal School, New Brunswick....19
 Notes on School Readers, 40, 63, 82, 103,
 136, 156, 184, 209, 226, 258
 November, Hints for.....108
- O
- Obituary.....129, 214, 235
 Official Notices....23, 47, 219, 243, 271
 October, Hints for.....88
- P
- Paradise Lost, Notes on.....203, 237
 Perry, H. G., Articles by, 30, 54, 78, 102,
 167, 202, 229, 263
 Pleasant Memories.....39
 Pond Life.....30
 Poetry, 12, 33, 39, 42, 66, 69, 89, 90, 92,
 117, 119, 138, 152, 186, 212, 262, 267
 Primary Games.....185
 Primary Number Work.....140
 Primary Reading.....163
 Pronunciation.....43, 67
 Punctuation.....186
- Q
- Question Box, 41, 93, 137, 165, 188, 214,
 236, 264
- R
- Reading.....139, 163
 Recruiting Day in Nova Scotia Schools,
 201
 Red Cross, For the, a Dialogue.....233
 Rhodes Scholarships, The.....232
 Rhyme, A Lesson on.....184
 Rural Science.....39, 57, 226, 268
- S
- Scarlet Tanager, The.....9
 School and College, 21, 45, 69, 94, 122,
 170, 193, 218, 240, 269
 School Excursion A.....38
 September, Hints for.....35, 61
 September, Poem.....69
 Servia, Roumania, Greece.....32
 Spelling.....43, 52, 186
 Standard Weights for the Elements, 86,
 110
 Stories for Christmas.....141
 Subscribers, To our.....5, 29
- T
- Teachers' Institutes...53, 80, 119, 144
 Tuberculosis, Prevention of.....177
 Turkish School Children.....106
- U
- University, Acadia.....18
 University, Mount Allison.....17
 University, Dalhousie.....19
 University of New Brunswick.....16
- W
- Waddell, John, Articles by.....86, 110
 War, The, (Books About.....65
 Who, What and Where, 93, 118, 137, 166,
 188, 213, 237
 Welfare of our Schools.....242
 Watchwords of Empire, A Class Exercise,
 253
 Women on School Boards.....158
 Womens' Institute and Patriotic Work,
 238
 Word Study.....69, 215
 Writing.....135