

tales, ethical tales, all may be found there, and something else as far above other stories as the Bible is above the books which contain them — a something which we cannot define and so we call it "Inspiration."

Besides this source book I think we all of us can lay our hands on a copy of Anderson or Grim without much difficulty and there again we have a store-house of wealth.

But supposing that we wish to acquire some new books, why not appropriate part of the school library fund? Or if there is not a library in your section, so much the better, start one, and stock it with the books you want. The following is a list of some of the best books of stories, and on story telling taken from my Bibliography: *The Art of the Story-Teller* by Marie Shedlock; *Story Telling* by Edna Lyman; *Story Telling in the School and Home* by Mr. and Mrs. Partridge; *Story Telling* by Angela Keyes.

The above are books on Method primarily although they also contain some excellent stories. The following are source books for stories: *English Fairy Tales* by Joseph Jacobs; *More English Fairy Tales* by Joseph Jacobs; *Celtic Fairy Tales* by Joseph Jacobs; *East Indian Fairy Tales* by Joseph Jacobs; *European Fairy Tales* by Joseph Jacobs; *Just So Stories* by Rudyard Kipling; *The Jungle Books* by Rudyard Kipling; *Tandellion Clocks* by Mrs. Ewing; *Short Stories for High Schools* by Rosa Mickels; *Fairy Book* by Laboulaye; *Last Fairy Book* by Laboulaye; *Fifty Famous Stories Retold* by James Baldwin; *Wigwam Stories* by Mary Catherine Judd; *Why the Chimes Rang* by Alder; *Fairy Tales from the Far North* by Asbjørnsen; *Tales of Laughter* by Kate Douglas Wiggin; *The Story Hour* by Kate Douglas Wiggin; *Zuni Tales* by Frank Hamilton Cushing; *Children's Christmas Stories* by Skinner; *Indian Tales* by Grinnell; *Merry Tales* by Ada Skinner; *Manual of Stories* by Wm. Byron Forbush; *The Story Hour* by Mersene E. Sloane; *Tales of the Punjab* by Mrs. Steele.

And just one word in conclusion. Does it seem to you that I have outlined an impossibility? Is it too fanciful, vague or impracticable? If so, it is my fault, not that of my subject. It means work,—of course it means work,—but all life is work, and growth and attainment of something like an ideal, not following in the ruts plowed out by the cart wheels of our ancestors. The old

saying, "What was good enough for us, is good enough for our children," is exploded. We want the best for our children and the unborn generations to come; we want them to grow up fine, strong true men and women, fit to take their places in the world, ready to battle for the right, true to their ideals, their country, their God! Can we do too much to bring this about? Is the very most we can do anything but a drop in the sea of what is to be done? But little as it is, let us do it gladly, proudly, because we are not just atoms in the universe, but men and women with a noble and difficult task to accomplish — the task of making world citizens, universe citizens, citizens of the Kingdom of Heaven!

### BETWEEN OURSELVES.

It has been necessary to curtail some of our regular articles this month, owing to increased advertising space, but these will receive full consideration in the subsequent issues.

In spite of the fact that our contributing staff has been so materially reduced through the calls of country, etc., we are pleased to announce that there are a host of well chosen and invaluable articles in store for our readers, which will appear in the EDUCATIONAL REVIEW.

Letters reach us almost daily telling of the help and education derived from the "Nature Study" articles, written especially for the REVIEW by Prof. H. G. Perry of Wolfville. These, of course, will be continued until further notice.

It has also been arranged that a series of papers on "Junior High School," written for the REVIEW by Miss Mary Jennison of Truro, appear monthly commencing with the current issue. These articles are of the most topical interest and will be, we are convinced, of great value to our readers.

Besides including all the regular features, arrangements are being made with authentic writers on various educational subjects to have them contribute to the REVIEW.

In the present issue will be found a column devoted to clippings from various sections of the press relating to educational topics. We believe that this will become an interesting feature and have, therefore, made arrangements whereby we will be able to give the very cream of these articles month by month.

In conclusion we may say that we are always anxious to have the views of our subscribers and invite co-operation with same so that the REVIEW may increase in its usefulness and popularity.

THE EDITOR.

High school principals are told how their girls fare after their first semester at Smith College. Many colleges write back only if students do not do well. Why should not every teacher be told by the teachers who receive her children how they have done?