

grasp, through lack of proper surroundings, or intelligent attention?

That our social conditions are responsible in a great measure cannot be overlooked. That our younger generation, the school children, are, in most cases, not receiving instruction in the deeper things of life, as they reach the age of understanding, at the hands of their parents, is undoubtedly further reasons. That in several incidents this is left to the teacher to give to the child, in the ordinary course of education, is undisputed.

But how can all this be remedied? How can the necessary information be dispensed? What will open the eyes of the masses, so that instead of, say, during one year of the present war, twelve British babies, living at home, dying every hour, there will be that many, or a greater proportion of them, grow up into men and women who will be a credit to the nation.

Let the nation's educators face the facts, let the teachers of Canada be more instructed in those things which will eliminate the unnecessary waste of baby lives, so that they, in turn, may instruct their charges in an enlightened manner, and that the message may thus be conveyed to Canada's future mothers. A Dominion Baby Week would do much to bring about this condition.

THE RETURN TO SCHOOL.

As the holidays draw to a close, and you begin to make arrangements for your return to the duties of teaching the nation's children, are you preparing to go back among your pupils just as you left them? Are you resuming your work just where you left off, with the only change of some fresh faces in front of you?

These are vital, although apparently small, questions which it would be well for every teacher to ask him or herself. With you rests a far greater responsibility than the average public have learned to realize.

From frolics on the pebbly beach, from dreaming on the shingle,
From scramble up and down the hills, from gathering wildwood flowers,

The children, like an army, come and merry voices
mingle
In greetings as they answer swift the call to study
hours.

But how are you going to meet them? With what purpose will you open up the lesson books? Search your motive and the cause of many previous failures will be revealed. Ask yourself, "What do these children mean to me?" and, "Do I help to make their school days bright, or something to be got through just as soon as possible, something disliked?" and it will surprise you how, what has hitherto been difficulties and disappointment's will give place to pleasure of work, and smooth-running of each individual duty.

Begin the school year with sunshine. Let good humour be that sunshine in dark days as well as bright ones. Then after the excitement of the first day of school, when the common days arrive, it will not be so hard to bear the many burdens which so frequently go hand in hand with teaching. Always have a reserve of patience, pleasantness, good-will, thoughtfulness, and resourcefulness.

Study your individual pupil. Learn the traits in their character and act accordingly, but above all

things let your manner be congenial, and bright, so that instead of the children counting the minutes each day, until they can close their books, glad to get relief from "dry and uninteresting" lessons, they will be surprised to see how the time passes, as they receive instruction whatever be the subject.

A true secret of success, be the teacher a primary worker, or high school instructor, lies in the possession of a bright happy spirit, and recognition of the characteristics of each pupil.

That the forthcoming teaching year will be a most happy and successful one, even under the present trying conditions for every teacher in the Maritime Provinces, and elsewhere, is the earnest wish of the REVIEW.

THE FOURTH YEAR OF WAR.

By the time this issue of the REVIEW is in the hands of our readers, the third year of the great war will have concluded—the war against the Prussian State, which has had for forty years

THE SEPTEMBER Educational Review

Among other valuable and instructive articles, which we trust to give our readers in the September number of the REVIEW, are the following:—

Nature Study (Illustrated) by PROF. H. G. PERRY
Motion Picture Making (Illustrated)
On the School Grounds . . . by W. C. MOORE
Education of the Future . . . by MRS. E. JESSEN
The Junior High School . . . by M. JENNISON
Red Cross Playlet . . . by J. LEAVITT
Education and Moving Pictures
Children's Hour
Current Events (Illustrated)
Illustrated Educational Page for Class Work

and many other contributions written especially for the REVIEW by prominent educators and writers.