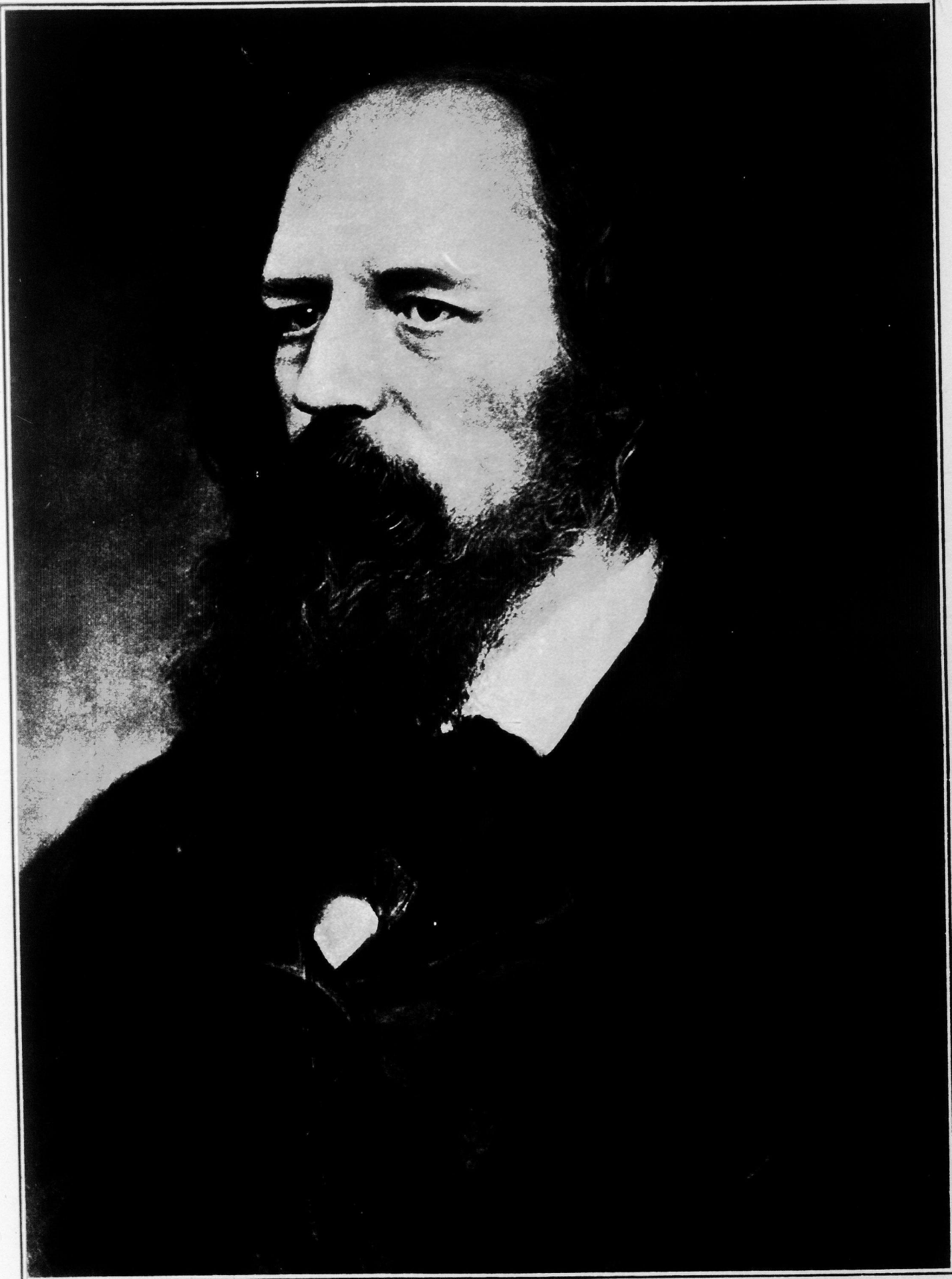


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MISSING



ALFRED LORD TENNYSON

DEPARTMENT OF EDUCATION
DIVISION OF RESEARCH
WASHINGTON, D. C.

The Educational Review.

Devoted to Advanced Methods of Education and General Culture

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THE EDUCATIONAL REVIEW,

St. John, N. B.

Dr. W. S. Carter, Chief Superintendent of Education, speaking of the marked decrease of teachers during recent years in New Brunswick says there are many opportunities at present in the Province for capable teachers. We may add that the outlook never seemed better than at present for teachers. Salaries are advancing slowly it is true, but surely, and the difficulty is to provide good teachers in sufficient numbers to fill the vacancies that occur.

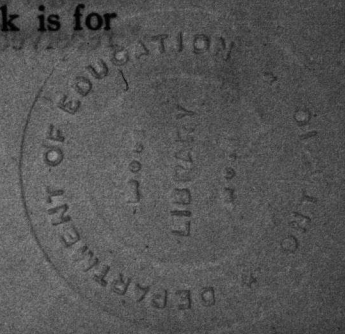
Milliken University, Decatur, Ill., has signified its intention to adopt simplified spelling if two-thirds of the schools in that State support the movement.

The Calendar for the Summer School of Science will soon be in the hands of teachers. In the meantime it may be announced for the benefit of those who intend to take English as a part of their course that "The Princess," "The Merchant of Venice" and "Palgrave Book-II" will form the greater portion of the work in English.

In January the "Acadian Recorder," Halifax, celebrated its one hundredth anniversary, and its centennial number was of the greatest interest to Maritime Province people on account of the articles reproducing the scenes of a century ago. The Blackadar Brothers are the editors and proprietors of the "Recorder," and the journal has been in the hands of this family for the past hundred years—an enviable record.

The "Pulp and Paper Magazine" of Canada began the New Year by a fortnightly instead of monthly issue, and is enlarged in size and greatly improved in appearance. Its new editor, Mr. A. G. McIntyre, is a graduate of Acadia University in Arts and Science, and McGill University in Chemical Engineering, and joins this magazine after a wide engineering and paper mill experience. Mr. McIntyre is a son of the Rev. Dr. W. E. McIntyre of St. John, N. B.

The coming session of the Summer School at Halifax promises to be the most numerous attended and important yet held. Halifax, with its beautiful scenery, its many opportunities for studying natural science, and its historic associations, is an ideal place for the meeting. In no city can recreation and instruction be combined more pleasantly than in Halifax, and the outlook is for the best session yet held.



The twelfth session of the Geological Congress of the World will meet in Canada the coming summer under the honorary presidency of his Royal Highness the Duke of Connaught, Governor General. Extensive preparations are being made by the Government of Canada for the meeting at Ottawa, and excursions will be made to all parts of the Dominion. A section of the Congress will visit the Maritime Provinces and inspect some of the interesting geological features of this region. From both an educational and scientific standpoint much may be expected from the interchange of views on Canadian conditions and problems by men of such high reputation as those composing the Congress. This is the third meeting to be held on this side of the Atlantic, the others having been in the United States and Mexico. Thirty-six countries were represented at the last Congress held at Stockholm in 1910, attended by six hundred and twenty-five persons.

"HANDS ACROSS THE SEA."

Following the very successful trip of Canadian teachers to England last year, it is probable that many more will go this year. The "Hands Across the Sea" Movement has been well referred to as one of Empire and education, and is destined to grow more popular for years to come. The League of Empire and the Victoria League of Great Britain are very earnest in their efforts to make the visit of the "Overseas Teachers" profitable.

Altogether the verdict of the teachers who have been able to join the parties which for the past three years have made the trip to England is that they are a success from the point of view of education, recreation and inspiration. Nothing can open the eyes and the minds of our teachers more than a trip to the Motherland; and the advantages of it will tell in the new life and interest it will give to their teaching.

Mr. George A. Inch of the Normal School, Fredericton, the Secretary of the movement for New Brunswick, has sent the REVIEW a summary of last year's trip and the provisional itinerary for 1913. Our space will only allow us to use the latter which we hope will prove of interest to our readers and induce as many as possible to take the trip. The trip includes:

(a) Visit to Oxford.—Here the party will be received and entertained by the local branch of

the Victoria League; and the programme will probably be the same as that of 1912 which was as follows: Sight-seeing among the colleges and places of historic interest, accompanied by members of the Victoria League as guides. Luncheon in the dining hall of Balliol college. Tea in new college hall. Special service in St. Peter's-in-the-East. Luncheon as guests in the homes of members and friends of the Victoria League. Sir William and Lady Osler "At Home." Organ recital in Christ Church cathedral. Visit to Stratford-on-Avon and Warwick Castle. Garden party at "Cherwell" by invitation of Mrs. Haldane.

(b) Coach tour through South Buckinghamshire. Visiting Stoke Poges (scene of Grey's Elegy), the Penn country, Chalfont St. Giles, and Milton's cottage.

(c) London and South of England.—About three weeks will be allotted to this portion of the itinerary. In addition to sight seeing in London, the following places will probably be visited: Bushey, Greenwich, Eton College, Windsor, St. Albans, Portsmouth, Canterbury, Isle of Wight, Aldershot (military camp), and possibly points in Cornwall and Devon.

(d) Paris.—About four days may be devoted to either Paris or the Channel Islands, but it is impossible to say positively at the present time.

(e) Bath and Birmingham.—At the former city special arrangements will be made to see the Roman remains; at the latter, to give an insight into the life and industry of a large commercial centre.

(f) North Wales.—The programme will be very similar to that arranged for in 1911, and will include visits to Chester, Rhyl, Llandudno, Bangor, Criccieth, Carnarvon, etc.

(g) Ireland.—As in 1911, the programme including Dublin, Kilkenny, and Belfast.

(h) Scotland.—Edinburgh will be selected as a centre from which visits will be made to Dunfermline, Stirling, Ayr, Loch Lomond, etc.

(j) Carlisle and the English Lakes.—At Carlisle, arrangements are being made by the Rev. A. J. W. Crosse, Vicar of St. Cuthbert's, to entertain the party as in 1910. From Carlisle the journey will be continued to the English Lakes, where two or three days will be spent with Ambleside as a centre.

A programme or any further information will be supplied on application to Mr. Inch, Normal School, Fredericton.

**CENTENNIAL ANNIVERSARIES OF THE WAR
OF 1812.**

J. VROOM.

IX.—THE TAKING OF OGDENSBURG.

February 22.—Ogdensburg, on the St. Lawrence, seventy miles below Kingston, was the starting point of some of those frontier raids that annoyed the Canadians without being of any considerable advantage to the invaders. On the sixth of February, 1813, such an expedition set out from that place to attack Elizabethtown, a village some twelve miles distant, since called Brockville in honour of Sir Isaac Brock. The raiders plundered the defenceless village and carried off a number of the inhabitants, returning to Ogdensburg with their prisoners and their spoils.

At that time, Ogdensburg was a little village defended by two forts, one on either side of a small tributary which here enters the St. Lawrence. An important point, because of its commanding situation, it was strongly garrisoned; and it was considered safe, for the British had tried to take it in the fall of 1812 and had failed in the attempt. Directly opposite lay the Canadian post of Fort Wellington, now Prescott, which was held by a garrison of about five hundred men, composed of British and Canadian troops and the Newfoundland regiment.

It happened that the commander-in-chief, Sir George Prevost, came to Fort Wellington on the twenty-first of February, on his way to Kingston. The commander of the fort, Colonel Macdonell, sought and obtained his permission to make a demonstration against Ogdensburg.

Macdonell deliberately exceeded his instructions. On the morning of the twenty-second, as soon as Prevost had left for Kingston, he set out to attack and capture Ogdensburg, as a reprisal for the looting of Elizabethtown, and to put a stop to other raids from that place. He had made an unheeded remonstrance at the time of the Elizabethtown raid, and he now planned to take stronger and more effective measures.

The river between Prescott and Ogdensburg is about a mile and a half in width. After it was frozen, Macdonell had frequently drilled his men on the ice near the Canadian shore, where there was a broad surface favourable to their movements. On this occasion he brought them out as usual

but, in the course of the evolutions, he gradually led them southward until they were near the middle of the river. Then, as rapidly as the deep snow would permit, he advanced in open order against the two forts on the Ogdensburg shore. One division of his forces he led in person; the other was commanded by a New Brunswick officer, Captain Jenkins, of Fredericton. Both Macdonell and Jenkins were officers of that famous Canadian regiment, the Glengarry Fencibles; and by their conduct at Ogdensburg they helped to make it famous. The gallant Jenkins had first his left arm shattered, and afterwards his right, by shots from the enemy's guns; yet he still pressed forward, leading his men in the assault, until he fell exhausted from loss of blood. The defenders, who were about equal to the British in numbers, fought stubbornly; but they were driven from the forts and from the village, and forced to take to the woods where they easily made their escape. Macdonell burned the barracks, and also two armed schooners and two gunboats that were in the ice. He carried off seventy prisoners, eleven guns, and a lot of military stores, while he scrupulously respected private property; and, having accomplished his purpose, he returned to his own side of the river. Ogdensburg was no longer to be dreaded, and sent out no more raids.

By Cobequid Bay, Masstown, N. S.*

Like a forsaken theatre art thou —
The lights extinguished and the actors gone,
Where once Wit, Gaiety and Beauty shone!
Thrice fifty years since their departing bow
Who to the *Fleur-de-lis* had kept their vow,
From Plenty-laden field, and velvet lawn,
And Garden of the Dead, all were withdrawn,
As Fundy's tide swept round their Grief-draped prow.

Where erst light-sandalled Happiness was glad,
With home and sylvan voices everywhere,
Moved marshalled men, each visage passing sad.
They left their humble cross-crowned house of prayer;
And when beyond this tear-soaked strand they sped,
The sable pall of Sorrow here was spread.

— ALEXANDER LOUIS FRASER.

Great Village, N. S.

*The scene of part of the expulsion of the Acadians, 1755. They gathered in their chapel, hence the name of the place, "Masstown," now a quiet country village by Cobequid Bay.

ALFRED LORD TENNYSON

ELEANOR ROBINSON.

The following description of Tennyson is interesting in connection with the portrait which accompanies this paper. It was written by Carlyle in a letter to Emerson, when Tennyson was about forty:—

"One of the finest looking men in the world. A great shock of rough dusky dark hair; bright, laughing, hazel eyes; massive aquiline face, most massive, yet most delicate; of sallow brown complexion, almost Indian looking;—His voice is musical, metallic, fit for loud laughter and piercing wail, and all that may lie between."

Born at Somersby, in Lincolnshire, on August 6, 1809, Alfred Tennyson was the fourth in a family of twelve, "most of them more or less true poets." His father, the Rector of the parish, was a very learned man, and all that his sons learnt of languages, mathematics and natural science, before they went to college, was learnt from him. They also had the run of his fine library and read widely in English literature. Their mother, a very beautiful and saintly woman, devoted to her family, is said to be described by Tennyson in the poem of "Isabel." The family seems to have been a very united and affectionate one, and the poet's childhood and youth were happy.

Even as a child, he showed great sensitiveness to the beauty of words; and he began to write in verse at eight years of age, producing at twelve an epic, and at fourteen a drama, all in perfect metre.

While very young, also, he was a keen observer of the habits of beasts, birds and insects, and began that loving study of nature which is so evident in his poetry. Like Milton, he felt from early youth that he was called to be a poet, and trained himself to be worthy of his task.

In 1828 he went to Cambridge, and there he made many friends among men afterwards famous.

The most interesting of these friendships was that with Arthur Hallam, son of Henry Hallam, the historian. This friend, a young man of great gifts of mind and person, became very intimate in the Tennyson family, and was engaged to be married to one of the poet's sisters. While travelling abroad with his father in 1833, Hallam died very suddenly, at Vienna. This bereavement, Tennyson tells us, for a while blotted out all joy

from his life and made him long for death. He has commemorated his friend in "In Memoriam," published in 1850, but begun in scattered sections, in the year of his friend's death. The first lines of it to be written are those of the section beginning:—

Fair ship, that from the Italian shore
Sailed the placid ocean-plains
With my lost Arthur's loved remains,
Spread thy full wings, and waft him o'er.

After leaving Cambridge, Tennyson lived at Somersby, and afterwards near London, with his family, devoting himself to study, and to his writing. In 1830 he published his first volume, "Poems, chiefly Lyrical." His last appeared in 1892, the year of his death. In June, 1850, he married Miss Emily Sellwood, to whom he had long been attached, but want of means had prevented an earlier marriage. They lived first in a country place in Sussex, then at Twickenham, where their oldest son, Hallam, was born. But in 1853 they went to Farringford in the Isle of Wight, which was their home for forty years. It is there that most of his famous poems were written and there that the poet died. Mrs. Thackeray Ritchie says of this beautiful place, fitting home for a great poet:—

The house at Farringford itself seemed like a charmed palace with green walls without, and speaking walls within. There hung Dante with his solemn nose and wreath; Italy gleamed over the doorways; friend's faces lined the passages; books filled the shelves, and a glow of crimson was everywhere; the oriel drawing-room window was full of green and golden leaves, of the sound of birds and of the distant sea.

In November, 1850, Tennyson was appointed Poet Laureate, at the instance, it is said, of Prince Albert, who greatly admired "In Memoriam." Wordsworth, who held the office before him, had been dead for some months, and Tennyson was recognised as the most worthy to succeed him. In 1842 the older and the younger poets had met and Wordsworth, writing of the meeting to a friend, says:—

I saw Tennyson when I was in London. He is decidedly the first of our living poets, and I hope will live to give the world still better things. You will be pleased to hear that he expressed in the strongest terms his gratitude to my writings. To this I was far from indifferent.

The new Laureate paid graceful tribute to his predecessor in the lines where he speaks of taking

This laurel greener from the brows
Of him who uttered nothing base.

In 1883 the Queen conferred upon the Laureate the further honour of a peerage. Perhaps, in the light of present political conditions in England, it is interesting to note that his first vote of which there is any mention in his biography, was in 1884 for the extension of the franchise, and also his remarks about the bill: "Perhaps," he said, "it is the first step on the road to the new social condition that is surely coming on the world. Evolution has often come through revolution. In England common sense has carried the day without great upheavals, and I believe that English common sense will save us if our statesmen be not idiotic."

Tennyson's life contained few changes or startling events. It flowed on peacefully, full of congenial work, of home happiness, satisfying friendships, and honours. His marriage was ideally happy, and Lady Tennyson, a woman of great strength and beauty of character, survived him. The second great grief of his life befell him in 1886, when his second son, Lionel, died on his way home from India. The poet himself lived six years longer, and passed away peacefully at Farringford on the 6th of October, 1892. He was buried in Westminster Abbey, next to his great contemporary and friend, Robert Browning.

Tennyson's chief works appeared in the following order:—Poems, 1832. This volume contained "The Lady of Shalott," "The Miller's Daughter," "The Palace of Art," "The Dream of Fair Woman," "The Lotus Eaters."

In the opinion of many critics, he never surpassed these poems in beauty of melody and imagery. "The Princess" appeared in 1847, "In Memoriam, 1850," "Maud," 1885, "Enoch Arden," 1864, "The Idylls of the King" 1859-1885.

He was a great and finished artist, and, what by no means always follows, a truly popular poet. It has been said of him that no poet since Shakspeare has appealed both to the commonplace public and to the artistic sense of the few. "He speaks the thoughts, and speaks to the perplexities and misgivings of his own age," says a contemporary. And a friend of his youth writes: "It was easy to see that to discern the beautiful in all around us, and to reveal that beauty to others, was his special poetic vocation."

He delighted in heroic and knightly deeds, such as he relates in the "Idylls;" and he could tell most exquisitely a simple story of humble life, as

in "Dora" and "Enoch Arden." He adorns with gorgeous colouring some of the classical myths, like "Ænone" and the "Lotus Eaters." His love and accurate observation of nature are manifest in "In Memoriam" and many other poems that have an English background. He thought so highly of his art, and worked so carefully and lovingly that his expression seldom falls below a very high level, and at his best, he is a master of the music of words.

Canadians think with grateful pride of Tennyson's indignant repudiation of the expressed desire of some English statesmen that the colonies would leave the Empire. "A. burnt with indignation and shame," writes Lady Tennyson, "at one English eminent statesman saying to him, 'Would to God Canada would go!' And in the "Epilogue to the Idylls," addressed to the Queen, he pays tribute to the loyalty of "that true North," and strikes the note of true Imperialism in the well-known lines:—

The loyal to their crown
Are loyal to their own far sons, who love
One ocean empire with her boundless homes
Ever-broadening England.—

THE DESERTED VILLAGE—GRADES IX AND X

M. WINIFRED MCGRAY.

1. Give a short sketch of the life of Goldsmith and explain the connection between Goldsmith, Samuel Johnson, Gibbon, Garrick, Boswell and Sir Joshua Reynolds. What famous book gives a full and accurate picture of these men and the times in which they lived?

2. Name Goldsmith's best known works. How many are read or acted today? Compare Goldsmith and Johnson in this respect.

3. Where was Goldsmith buried? Why not in Westminster Abbey? Is his memory honored in the Abbey?

4. What critical comments have been made of Goldsmith by Sir Walter Scott, Washington Irving, Goethe and Johnson?

5. Describe in your own words "Sweet Auburn! loveliest village of the plain."

6. Explain parting summer, circled in the shade, decent church, bittern, lapwing. Who said?

In the Spring a fuller crimson comes upon the robin's breast;
In the Spring the wanton lapwing gets himself another crest.

7. Compare "Sweet, smiling Auburn" with "The Deserted Village." Account for the change. Comment on the following by Macaulay.

The village in its happy days is a true English village. The village in its decay is an Irish village. The hamlet he had probably seen in Kent; the ejection he had probably seen in Munster; but, by joining the two, he has produced something which never was and never will be seen in any part of the world.

8. What lines in the poem are worth memorizing? Give reasons for your choice?

9. Why sober herd? vacant mind? mantling cresses?

10. 'Tis sweet to hear the watch-dog's honest bark
Bay deep-mouthed welcome as we draw near home;

Finish the quotation. Who wrote it? What does Goldsmith say about the watchdog?

11. What does plashy mean? Quote from Bryant's "To a Waterfowl," Grade VI Reader

12. Describe in your own words the village preacher. Of whom is this description said to be a copy?

13. How rich is "passing rich?" How much is "forty pounds?" Who wrote?

'Twas strange; 'twas passing strange;
'Twas pitiful; 'twas wondrous pitiful;
She wished she had not heard it.

What does "passing" mean here?

14. "Shouldered his crutch, and show'd how fields were won." How did he do it?

15. Allur'd to brighter worlds and led the way.

Explain and compare with—

Do not as some ungracious pastors do,
Show me the steep and thorny way to heaven,
Whilst, like a puffed and reckless libertine,
Himself the primrose path of dalliance treads
And recks not his own rede.

Who wrote those five lines? Which preacher is the better?

16. Read lines 181-188. Of what lines in Grade V Reader do these remind you? Quote.

17. "Blossom'd furze unprofitably gay." What color is furze? Why "unprofitably" gay? Why are the following lines from Wordsworth's "Nutting" considered parallel lines?

Perhaps it was a bower beneath whose leaves
The violets of five seasons reappear
And fade, unseen by any human eye.

18. Describe the schoolmaster and compare with Whittier's schoolmaster. How did he know when Easter would come? When does it come this year? How early can it come? How late?

19. What does it mean by "terms and tides presage?" Mention all the wonderful things the schoolmaster could do. Any other schoolmasters in literature worthy of mention? What novelist calls a teacher by the name of "Whackbairn?"

20. Lines 189-193 are said to contain one of the finest similes that English poetry can boast. Explain and comment. Find other similes in this or other poems worthy to be placed in the same class.

21. Describe the parlor splendors of the inn. What other writers have given us pictures of inns? Quote.

22. What are aspen boughs? fennel? What use was made of them and of broken teacups?

23. Why does Goldsmith think it is a bad thing for "the rich man's joys to increase and the poor's to decay?" Quote. Give the reasons in your own words.

24. Explain woodman's ballad, royal game of goose, the twelve good rules, transitory splendors.

25. Give six words of learned length and thundering sound. Which one of Goldsmith's friends was fond of using such words?

26. "Secure to please." What does secure mean? Man may securely sin, but safely never. What does securely mean? Any difference in the meaning of the word as we use it and as Goldsmith used it?

27. Explain—"Its vistas strike." "The pressure of contiguous pride."

28. Her modest looks the cottage might adorn,
Sweet as the primrose peeps beneath the thorn.

Quote parallel passages from Tennyson's "Princess" and "Maud."

29. How does Goldsmith describe Georgia? Quote. Is this description a true one? Comment.

30. Why is "Luxury curst by Heaven's decree?"

31. Name some of the rural Virtues. Why is Virtue spelled with a capital letter?

32. Quote what Goldsmith says of Poetry. Why was it his shame in crowds? Why did it keep him poor? Is this true of Tennyson? Browning? Shakespeare?

33. What was Goldsmith trying to do in "The Deserted Village?" Did he succeed or fail? Give reasons for your answer. Why was he intensely interested in his subject?

34. Collect some of the lines that are rich in association, that are redolent of tradition, that are harmonious, that are classically proper.

WINTER BOTANY.

L. A. DEWOLFE.

Not every winter is so favorable for winter botany as this one has been. Every winter, however, brings a few warm days with bare ground, when one cannot resist a tramp afield.

Did you ever hear a teacher complain against the lack of botanical material during the winter season? Ask that teacher how many evergreen shrubs she knows. Winter botany need not end with the study of trees. Winter has one advantage over summer for field study. In summer, one finds such an abundance of vegetation that one may possibly view even the naming of the common plants as a bewildering problem. In winter, the number is so much smaller that one may undertake identification work with more confidence.

Though the mere naming of all plants one finds is not botany, yet it is an important step towards further acquaintance with these plants. Take, for instance, some of our trailing evergreens. The Mayflower is well known. Comparatively few, however, can recognize by their leaves the Twin Flower, Partridge Berry (also called Snake Berry), and the Creeping Snow Berry. The last bears small white, sweet berries in August, and is often called Tea Berry. This name, however, is oftener applied to the red Wintergreen or Checkerberry. The leaves of the Speedwell are frequently confused with those of the Twin Flower. The spike of fruits is sufficient, however, to distinguish it in winter. Moreover, the Twin Flower likes the shade of trees; and the Speedwell prefers the open field. The Upland Cranberry (whose fruit is sold as Foxberry) may be confused with the Partridge Berry. So does the Bog Cranberry somewhat resemble the Creeping Snow Berry.

The foregoing plants, which are extremely common, are worth observing in winter. If one be doubtful of the identification, visit the same spot next summer when the plant is in flower or fruit. All doubts can be settled then. It would be wise to watch these plants throughout the spring to learn their date of blooming, the kind of blossom, the length of blooming period, the date their fruit ripens; and to study any ecological subject these blossoms or fruits may suggest. For example, why are the petals of Partridge Berry so woolly? How does the fruit get its two "eyes?" Have all these plants solved the problem of pollination in the same

way? Do they always bear leaves of the same smoothness or greenness? Why?

These questions cannot all be answered in winter. But if we get acquainted with these plants in winter, when other vegetation is out of the way, we shall know where to look for them during the spring and summer. Thus, part of the coming summer's work can well be disposed of now.

The Wintergreen is another well known evergreen. When does it bloom? When does its fruit mature? Have you noticed its half-grown berries in winter? Do you know any other shrub which blooms in autumn and matures its fruit the following spring?

Other small evergreens worthy of note are the Gold Thread, Pyrola, Silver Cinquefoil, Strawberry, Daisy, Buttercup, etc., to say nothing of the mosses, club-mosses and ferns.

Among slightly larger shrubs, one could study the Leather Leaf, Labrador Tea and Lambkill with profit. Compare the winter behavior of these plants in open places and in woods. I have noticed, for instance, that the Labrador Tea is an evergreen in sheltered woods; but it sheds its leaves in the open field. Have others noticed this? May we accept it then, as a general fact?

From this, may we infer that there is a sharp division line between evergreen and deciduous plants? Would not Labrador Tea be on the border line? What else is near the border? Compare the winter color of Lambkill leaves in the open fields with those in the woods. Which, therefore, is the more strictly orthodox evergreen, Lambkill or a Pine Tree?

Could it be possible that the evergreen habit is largely a matter of geography? If, in the same locality there is a difference between woodland and field specimens of the same species, might there not be greater differences in different countries? Maple trees, which hold their leaves five months here, retain them nine or ten months in the southern middle states.

Would not these few winter observations be worth following farther? How long do various trees and shrubs hold their leaves in this country? We know an ash tree keeps its leaves slightly over four months; a maple about five months; and a beech often considerably longer—though they do not remain green. Lambkill keeps its leaves about thirteen months; white pine two years; and fir five or six years. Won't some reader find out about other trees?

Besides the evergreen, the sweet fern, hazel, alder, birch and similar shrubs or trees afford good material for observation. Where are their seeds? Distinguish between the staminate and pistillate catkins. Not one per cent of our students know the fruit of the sweet fern. Even teachers occasionally confess that they did not know birch trees had seeds. How such trees reproduce themselves was a question that apparently had never occurred to them.

Nor is it necessary to go to the woods for winter botanical study. Look at the fruit trees in the garden. Which apple tree will have no blossoms next spring? Which one will be heavily laden? The blossom buds are now on the trees. Distinguish them from leaf buds. Where are the blossom buds located? Why are they larger than leaf buds?

Each of these questions will suggest others that the wide-awake teacher or student will wish to investigate.

NATURE STUDY OF ANIMALS.

H. G. PERRY.

NOTES ON THE STUDY OF SOME DOMESTIC FORMS.

A study of our domestic animals would be far from complete if it did not include a reference to some of our larger forms, as the sheep, cow, and horse.

The method of comparison is of great advantage in studying these animals, and should be employed whenever possible.

Life habits.—Study the life habits of each. These are best shown when the animals are left free in the open fields. What kind of ground does each select, low or marshy, higher meadows, or hills? Does choice of food influence this selection? Later note that both choice of food, and habitat have had considerable influence upon the evolution of these animals. Which of these chew the cud, and of what advantage is it? Books on zoology or a large dictionary will show that peculiar form of the stomach of cud-chewing (ruminating) animals.

Manifestations of the emotions. Does each evince feelings of pleasure, pain, anger and fear in the same way? In which species are these most pronounced? What is the best way to pet each?

Note that few people know how to pet, even the horse; they pat or stroke him on the nose. A self-respecting good mannered horse will usually tolerate such treatment, but will seldom show any signs of pleasure. Rub him gently over the forehead and around the ears, and note the result.

Note the influence of fear upon the attitude and actions of each. How does each defend itself against its enemies? The ram of the flock is in domestication quite often found to pass from the defensive to the offensive, as most country boys know. On such occasions how does he act? Direct attention to the battering ram, and its use in sieges, before the introduction of gunpowder. Whence did man get the idea?

What is the defensive weapon of the ox? Compare the means of defence of the horse? It is supposed that through the habit of fleeing from its enemies during past geological ages its great speed has been developed. What is the natural gait of these animals in the open? The trot has been developed since domestication. In what ways does man take advantage of the speed of the horse, in peace and war? Read Russel's account of "The Balaclava Charge," and note the use of horses in wars of a half century ago.

Are they used as extensively today? Why?

The body: What is its covering? How is this used by man? Name the chief kinds of wool, and learn something of the appearances, habits and home of the sheep that produces each. Note its size, and shape.

The head: size, shape, eyes, ears, lips, tongue, and the teeth? Do all these animals have the power to move their ears equally well? Does the movement of the ears indicate in anyway their emotions?

The neck:—shape, length?

The tail:—shape, length, etc?

The anterior limbs:—length, number of joints and position and name of each, number of digits and length of each? Compare their feet with those of the dog and cat. On what part of the foot are these animals walking? Which presents the most extreme ease?

Study the posterior leg and foot in the same way. How does it differ from the fore leg, and why?

These studies should aim to establish a fellow feeling, and high ideals as to the care and treatment of our domesticated animals. This phase of nature study has been purposely left till this time, as the lesson is most effectively taught in connection

with the study of the noblest and most useful animal that man has ever tamed—the horse.

Every child has an instinctive pride in raising a horse. To learn to care for, control, and ride a spirited horse is, as Hodge says, "an education in itself for every boy, closely associated with one of the greatest lessons in the nature study of the race."

Lead your pupils to observe the treatment of horses, and then group language lessons about such topics as naturally suggest themselves. Among these will be: care and feeding; blanketing in bad weather, (should this be done only in cold weather?) protection from flies; driving and working, and the abuse of each; the "breaking," or better, "training" of the colt, (if properly done it is training or taming). The law of your Province with regard to cruelty to animals?

Have your pupils read "Black Beauty"; even parts of "David Harum" contain many valuable suggestions clothed in a quaint fascinating humor.

NOTES ON DOMESTICATION.

The Sheep. Almost every mountainous region of the earth has its native species, but as domestication took place long before the dawn of history, and the animal has changed much in the hands of man, it is impossible to say what are the precise species that furnished our domestic forms.

The bighorn, *Ovis canadensis*, ranges the Rocky Mountains from Mexico to Alaska, and in common with all wild sheep is said to possess marvelous ability both to climb and to leap. "They readily leap thirty to forty feet, striking safely on their feet, and a drop down a precipice of one hundred to one hundred and fifty feet is said to be well within their ability."

Stories are told that when the bighorn is doubtful of lighting on his feet, he has the habit of landing on his head.

Roughly speaking there are four distinct classes of domestic sheep: first the horned varieties, like the Merino and the Dorset, closely resembling their wild relatives; second, the common hornless and coarse-wooled breeds of England and America, as the Shropshire, Lincoln, Cotswold, Southdown, and Leicester; third, the fat-tailed sheep of Asia and Africa; fourth a minor strain belonging to Iceland and remarkable for the fact that its horns are not limited to two, but may be three or any other number, odd or even, up to eight.

The Ox. Here again it is impossible to identify the original stock, though we have two distinct

species of domesticated cattle: *Bos taurus*, comprising European and American races and breeds; and *Bos indicus*, the smaller, lighter limbed, and so called sacred or humped cattle of India.

There are a great many animals of the ox kind scattered throughout the world, the Bison (*Bos americanus*) is the only one found in America, and is now practically extinct.

The Horse. The horse has no near relative among wild animals. There is no wild species that we can pick out as the direct progenitor of the horse. Even the Tarpan, the so-called wild horse of Central Asia, is regarded as feral rather than truly wild. If all the dogs were destroyed they could be replaced from wild species of their kind; but if all our horses should disappear man could not restore them from any existing animal.

In all probability the horse was domesticated before the dawn of history, by a branch of the Aryan race, in the north of Asia.

Davenport says, "it is a significant fact that while the immediate progenitor is lost, we really know more of the ancestry and evolution of the horse than any other animal domesticated or wild, living or extinct."

The best evidence indicates that the modern horse has been developed from a diminutive five-toed ancestor which must have lived between two to three million years ago. Professor Osborn of the American Museum of Natural History, New York, has described this five-toed progenitor of the race as a little larger than a rabbit, but not quite as large as a fox. The fossil remains have been found in Western North America, showing the entire evolution of this animal. At Yale University in the Marsh Collection we find over thirty steps or stages in the history of the horse family. This famous collection is one of the best in existence, being surpassed only by the collection in the Museum of Natural History, New York, which contains the remains more or less complete of about one thousand fossil horses.

The change from the five-toed form has been gradual, and accompanied by other changes in form, and texture of certain parts. About two million years ago the five-toed form was replaced, as Professor Loey says, "by a four-toed race, then a three-toed horse showing a small splintlike bone as a rudiment of the fourth, and then by a one-toed bone, with splint bones as rudiments of the other two."

Along with this reduction of toes went an increase in size and a change in habits; the teeth also show a marked change from short-crowned forms without cement in the earlier races, to long crowned and cement covered in very recent types. All these changes spell progress for the horse, till at last from such small beginnings we behold the noblest animal the Creator has given man.

KINDERGARTENS.

NANCY WELLS—MINNEAPOLIS, MINN.

* * * * * Many people seem to have the erroneous idea that the kindergarten is a kind of moving picture show of sentimental representations of birds and bees and flowers, through which the children are prepared in some miraculous way for the primary grade. Such people should be shown that the reasons why kindergartens should be a part of every school, are as definite and sane as those that might be given for teaching arithmetic in the grades before teaching algebra in the high school.

Most of the children who enter the first primary grade without kindergarten training, have never done anything systematically in their lives, but eat and sleep. Their hours have been spent at play in which they used any means at hand for entertainment; or they may be the other type of children who have been the center of the family circle and have been waited upon and have not been allowed to do anything for themselves, not even to amuse themselves. These children who have had no systematic responsibilities, are placed in a primary school where order, quiet and attention are necessary. Self control, concentration and self reliance are all needed, but the hometraining has not made a special point of these things. Even if the mothers had the knowledge and desire to develop their children in these ways, the majority of them have so many cares and interruptions that they can do little more than bathe, feed and clothe them.

At this point the kindergarten comes to the assistance of both mother and child. The kindergarten is a home-school presided over by a mother-teacher. It provides the steps that lead from the home interests and activities to school life. Here, through the things the children know, they are lead to interesting facts they do not know. From the things they can do, they learn day by day to do

harder things. The things that mothers have not the time to do, are the things which it is the business of the kindergartner to do.

No superintendent of schools would be willing to say that he did not want a department for little children in his schools, which had for its aim the systematic development of self-reliance, self-control, obedience, concentration, co-operation, unselfishness, promptness, accuracy, alertness, cleanliness and patriotism. Yet many places where kindergartens in their public schools would be a financial possibility are without them. Is it because these broad ethical aims and results of the kindergarten are not understood and appreciated by the hard headed business man who is on the school board? Does he hesitate to give his votes for the kindergarten, because the thing he really wants to know is whether "Johnnie" will learn reading, writing, and arithmetic more easily and quickly for having had kindergarten training? If he has not visited a primary school since he attended one himself, he should do so before voting "no" on the kindergarten question. He will there see kindergarten methods applied to learning to read. He will find that quick seeing, accurate hearing, heads, hands, and heels are all used in learning new words, and that words are quickly learned in this active, attractive way and are remembered. It is obvious that the child, who in kindergarten has had daily systematic practice in quick and accurate eye and ear training, will, when he comes to learn to read, outstrip the child who has never been taught to use his eyes or ears, or to concentrate attention.

The ability which the children develop in using their hands in kindergarten occupations is a preparation for the muscular control necessary in learning to write. The number work in primary is now so nearly eliminated that if nothing were done with it in kindergarten, criticism should not be made. What the kindergarten does in number work is entirely incidental and consists in learning to count; contrasting and judging size, length, breadth, height, dividing sets of blocks into parts and building parts into wholes; all of which is a preparation for later concrete number work. Language work in the kindergarten is emphasized through conversations, dramatization, stories, rhymes, songs and games.

Reading, writing and arithmetic are necessary means for reaching a fuller and better education; but they assuredly are not the only means. What

are the attainments of the people whom you consider interesting, cultured and well educated? The fact they can or cannot read, write, or do sums does not enter your mind. What you note is that they have been observing; that they have reflected upon their observations; that they can talk with intelligence about the things they have seen, heard, and read; that they can do things that are worthy; that their sympathy is alive. The kindergarten furnishes the environment where little children may begin the journey toward this kind of education.

* * * * *

The establishment of the kindergarten means moral training for the children. The pampered child finds that the universe does not, after all, revolve around him. The neglected, mistreated child discovers that life is not made entirely of discomfort and blows. Ignorant mothers, through mothers' meetings, are taught to take better care of their children, while intelligent mothers gain new ideas in methods of training them. People are more easily influenced by the good that comes to their children, than by other agencies. This is the reason why the kindergarten is looked upon as a necessary factor in raising the ideals of a community.

ST. VALENTINE'S CUSTOMS.

Old customs die hard, and thus it is that those associated with St. Valentine's Day persist to the present, though greatly modified in form and degree. Antiquarians who have sought to trace the connection between the sending of sentimental missives and observance of the anniversary of the martyrdom of good Bishop Valentine have hit on a plausible explanation. At the festival of the Lupercalia, the Romans had a ceremony in which each of the young men drew from a box a billet inscribed with the name of a maiden, to whom he was to devote himself for a twelve month. The early Christian fathers, wishing to allow their converts to retain old customs when possible, let the festival go on, but in honor of St. Valentine instead of the heathen gods.

In England the practice of choosing a Valentine existed at an early period, and was well established in Shakespeare's time. Chance was the chief element in the selection of the human "Valentine," and the idea most in acceptance was that the first individual of the opposite sex one encountered on St. Valentine's day was to be one's "Valentine" for the

next year. This custom is referred to in literature, both in prose and verse. In the "Tale of a Tub," my Lady says:

"This frosty morning, we will take the air
About the fields, for I do mean to be
Somebody's Valentine, in my velvet gown,
This morning, though it be but a beggar-man."

In Scott's "Fair Maid of Perth," the stout armourer, Harry Gow, patrols the streets of Perth to make sure that he will be the first to see the fair maid with whom his suit has prospered but haltingly.

The times which Pepys depicts in his remarkable diary were prodigal in Valentine gifts as in much else. It was not unusual for the lady to receive a gift of the value of £100 or more, and gifts were exchanged among all sorts and conditions of people. In one part of his Diary, Pepys records that Sir William Balten, his wife's Valentine, presented her with half a dozen pairs of gloves and a pair of silk stockings and garters. Both gloves and silken hose were at that time much less common than they are now, and were highly prized.

The young ladies of a more sentimental age than our own made St. Valentine's Eve the occasion for working "charms" with a view to learning their matrimonial future. A favorite method of divination, practised in parts of England and imported into Canada in our grandmother's youth, was to take five bay leaves, pinning one to each corner of the bed, and the remaining one to the centre of the pillow. With a thorn from a hawthorn bush, a name was scratched on each leaf, the favored name being the one on the pillow. To make the charm all the more certain, an egg was boiled very hard and mixed with salt; then just as the clock was striking twelve, the egg was eaten by the girl who thus tempted fate, and who went to bed at once without speaking a word. She was thereupon supposed to dream of her future husband. Another charm in which leaves figure is said to be practised by village girls in some parts of the Old Country. They gather twenty-six laurel leaves,—that is, as many as there are letters in the alphabet—and with a thorn scratch a letter on each. They tie the leaves up in a little bag made of white muslin which has never been washed. This bag is worn during the night on a string tied round the neck, and the wearer believes that on the morning of St. Valentine's Day the laurel leaf bearing the initial letter of the future husband's name will have turned red. It would seem a

meagre amount of fore-knowledge for so much trouble.

However, Valentine's day is not entirely overlooked, and of late there has been a revival, going back rather to the custom of Pepys's time than to the Victorian; that is to say, the valentines are more apt to take the form of gifts than of verses and paper hearts. Gloves are considered a suitable gift, so are books, flowers, or boxes of candy, while the jewellers display for a few days before February 14th heart-shaped trinket-boxes, and other trifles, adapted to the occasion. Most of the paper and card-board valentines go to the children now-a-days and the cupids and pierced hearts have given place to cunning kittens and puppies, Japanese or Dutch youngsters, aeroplanes, and girls and boys at play.

Valentine parties are fairly popular among young people, who are ready to make the most of any opportunity for a frolic. In the decorations for such parties, pink or red paper or flower hearts in profusion have the field mostly to themselves, and considerable ingenuity is shown in having the ices frozen and the cakes baked in the prevailing heart shape.

Quite a charming idea is to make a Valentine luncheon or supper to announce an engagement. At one such luncheon, the centre piece was a slender Cupid poised above a heart-shaped mound of pink carnations, and over his shoulder a gilt paper quiver filled with tiny envelopes, each stamped with two pink hearts. Pink baby ribbons led to a knot of carnations, at each place, and when the dessert was served, each guest pulled the ribbon, and opening the envelope found a tiny card bearing the names of the newly-affianced pair.—Canadian Pictorial.

A SNAPSHOT CALENDAR.

A calendar made by the following directions is new and dainty, and the work on it is not too difficult for small fingers. On a strip of satin ribbon twenty-four inches long and about five inches wide turn up a three-inch hem, and feather-stitch this with heavy embroidery silk. Paste just above this a small calendar, and then three small snapshots unmounted and cut circular. Of course these pictures should be of people or scenes dear to the intended recipient. Turn upper ends of ribbon to form a point, and to this tack a tiny brass ring to be used as a hanger. Last, split the hem and fringe up to the feather-stitching.—*Harper's Bazar for January*

SOCIAL GAMES.

A correspondent S. M. M. send us the following which is thankfully received: "I cannot let that 'Game of Conundrum Auction' in the January number of the REVIEW go by without saying a word of praise.

"I was to help give an entertainment one night in our Club and was 'at my wits end' to find something different from the games we had been having. The REVIEW saved me. The game was a grand success and everybody enjoyed it very much. I added some from my own imagination. I wish there would be a game as good as this one in the REVIEW every month. Couldn't the subscribers help? I will begin by sending in a game which gives lots of amusement."

GAME OF REWARDS.

Advertisements are cut out of magazines and papers, and pasted on cardboard. These are now cut in strips—not too small. They are all mixed together and then distributed. The players move about, and take from others pieces that match their's until they have completed their "ad." I will give a list with the prizes, but anyone could add more.

Piano "Ad."—Prize was rolled up like a sheet of music and on the outside was written "The Lost Chord;" when unrolled a piece of string was found.

Perfume "Ad."—A box, such as a bottle of perfume would be in, and inside one cent (scent).

Calendar "Ad."—A bunch of dates tied with ribbon.

Cracker "Ad."—An empty soda cracker box with a nutcracker inside.

Confectionery "Ad."—A box of candy. As the players expect to get "sold" it will be a "sell" to give them the real article once in awhile.

Hosiery "Ad."—Two pieces of garden hose in a box.

We had about twenty-five different advertisements, and the prizes caused much laughter. Hoping some other subscriber will follow my example, and wishing the REVIEW every success. Yours truly, S. M. M.

[If any teacher has games more appropriate for the school-room than the above, we hope they will send them, especially those for the primary rooms. Teachers gladly make use of such games for a rainy day or for an evening entertainment.—EDITOR.]

TENNYSON AND THE PLANET VENUS.

With the beautiful planet Venus in the western sky on these February evenings our readers will appreciate the following extract in which a writer, Mr. Wilfred Ward, described, in the *New Review* some years ago, a walk with Tennyson:

About half-way between Freshwater Bay and the Beacon, he suddenly stopped and pointed with his stick to a star, quite visible, though it was almost daylight. "Do you see that star?" he asked, in his abrupt way. "It is the evening star. Do you know that if we lived there this earth would look to us exactly like that. Fancy the vice and confusion of London or Paris in that peaceful star. He looked again at the star with an expression half of horror, half of grim humor. We walked on. I did not know at the time that he was writing the second "Locksley Hall;" and it was with a curious sensation that one read afterwards the exquisite lines which that walk had (apparently) suggested. His few words on the subject proved to have been, what his talk so often was, condensed prose notes of what became exquisite poetry:—

Hesper, whom the poet called the bringer home of all good things,
All good things may move in Hesper, perfect peoples,
perfect kings.

Hesper, Venus, were we native to that splendor, or in Mars,
We should see the globe we groan in, fairest of our evening stars.

Could we dream of wars and carnage, craft and madness,
lust and spite,
Roaring London, raving Paris, in that point of peaceful light.

Might we not in glancing heavenward on a star so silver fair,
Yearn and clasp the hands and murmur "Would to God that
we were there."

HOW ONE GIRL BECAME ATTRACTIVE.

She was not an attractive girl in any way, and she knew it. She was restless and cross, and unhappy, and growing more unattractive in looks and manners as she became older. Then an aunt, visiting at her home after a long residence in a distant city, sized up the situation and out of pity for both the girl and everybody with whom she came in contact, undertook to prescribe the sure cure.

"Madeline, do you want to be a torment to yourself and everybody about you all your life?" was the blunt and astounding question that she put to her niece one day.

"No, of course not," was the prompt and half-frightened reply from the astonished girl.

"You'd rather be sweet and lovely and happy?" came the next question, and it brought a sincere affirmative this time. The aunt handed her a folded paper, and smiled as she said, very kindly now: "Follow this magic prescription, and you will be what you want to be," and she was gone.

Madeline read: "Every time you want to frown, smile. Every time a cross thought comes, think a pleasant one. Every time something nice is done for you, do something nicer for some one else."

For a few minutes she was crosser than ever. Then common sense saved the day. She tried the cure—honestly, sincerely, prayerfully; and to her own lifelong joy—to say nothing of everybody else—there was soon no happier, more attractive, more lovable girl in the place than she.

BIRDS' WEDDING GARMENTS FILCHED TO TRIM HATS.

The warfare on the part of humane societies against feather millinery is being carried on vigorously in London.

"Feathers used in millinery are the wedding garments of the birds," said Mr. James Buckland in a lecture on behalf of the Plumage Bill recently. To be of any value, he added, the feathers must be taken before the birds attempt to rear their young.

If the truth could be told about the Calcutta Custom House in relation to certain people in London, the public conscience would be shocked by the extent of the smuggling of feathers. Her Royal Highness the Ranee of Sarawak presided over the fashionable company which heard the lecture.

Mr. J. Buckland said the habit of wearing skins and plumage in ladies' hats was rapidly leading to the extermination of many birds, because they were being killed faster than they were breeding. Some types had already been lost to the world in this way. On an island in the North Pacific Ocean was found a heap of dead albatrosses, waist high, their bodies stripped of feathers, and many having been condemned to a lingering death.

The beautiful lyre bird of Australia had been reduced to a few specimens, and not long ago some sordid wretches surrounded and fired a patch of scrub where these remaining birds had sought shelter, and shot them down as they rushed out.

One hundred and twenty tail quills of these birds had been sold in London at 2s. 6d. each, quills which took millions of years to evolve, and which were now lost to the world.

Every egret worn by a woman meant not only the death of the bird, who would rather give up her life than abandon her little ones, but it also meant the wailing cry of hunger from her offspring.

Great Britain was the receiver of the stolen goods. A little while ago, at the feather sales in London, a snowy heron's feather was sold at \$100 per ounce, which was at the rate of \$1,600 per pound. The exposure and imperilling of human life in the fever swamps to obtain these feathers should not be necessary to "glut women's carrion taste in millinery."

WINTER LIFE OF ANIMALS.

It is a clear, crisp morning when you set out. There was a snowfall the day before yesterday—not yesterday because animals usually remain in their holes several hours after a storm. The countryside is spangled white. The rusty tamaracks in the swamps, the tawny roadside willows, the delicate lilac of the bare blackberry vines, give a note of subdued but rich color to the landscape. From the village behind, wood smoke rises in the still air. Ahead you see the slender second-growth trees up the mountains like a delicate cross-hatching made with gray crayon on a white ground. The world is lovely, but not wild. Winter is in her best mood. Not a mile from home you enter the still woods, where there is no sign of life save for an occasional squirrel or chickadee, but where, through a break in the trees, or over the wall where the weasel lives, you can still see the village spire. What wild things passed through here last night? None, surely, for the high-school sleigh-ride party went shouting by on the road. But let us look at the telltale snow and see.

Here is a little clearing, a small meadow or forest lawn, no doubt. The snow by the border is all crossed and recrossed with a delicate, lacy design, made by tiny feet. See, between the prints often trails a line. This little four-footed creature had a tail. But why do the tracks here cover the snow like lace-work? There was a moon last night. That was why the high school went on a sleigh-ride, and

why the deer mice danced! Had you been hidden at the edge of this bit of moon-blanching open, you might have seen them, like tiny sprites, or like dead, curled-up russet-brown oak leaves wind-blown over the snow, with their tails for stems. Follow one of the tracks back from the open. It leads to a rotten old stump. Inside, somewhere, the mouse is sleeping.

We have passed the weasel's wall, and the spot where the deer mice danced. Keeping our eyes to the ground, we see innumerable squirrel tracks, groups of four prints, sometimes three feet apart when the squirrel took a long bound, and every now and again they disappear into a round hole in the snow. Usually there is a second hole a few feet farther on. The squirrel came up again probably with a cone. Follow his track, and it will lead to the base of a tree or an old stump, and there you will find fresh bits of the cone—crumbs from his table. You will find tracks of partridges, too, and places where they have scratched the snow on a southern bank till the fresh green of the partridge-berry vines gleams through, and perhaps a red berry or two, overlooked by the bird. Squirrels and partridges, to be sure, are day neighbors rather than night, but you may be certain they were up earlier than we were.—*Walter Prichard Eaton, in Harper's Magazine.*

NATURAL GAS LIGHTING FOR I. C. R.

Something novel is being introduced by the Intercolonial Railway in connection with the lighting of their cars.

Recent experiments with the natural gas from the Albert County wells, which is now being used extensively in the city of Moncton, demonstrated that not only could the gas be used successfully on the cars, but that the capacity for compression was much greater, and the cost per car much less. It was proved also that the natural gas mixed satisfactorily with the Pintch gas, thus overcoming any difficulty of renewing the supply where the natural gas is not available. The Intercolonial is probably the first railway in America to use natural gas for car lighting.

Lieutenant Filchner, a German Antarctic explorer, has discovered new land near the South Pole. The purpose of his exploration is to learn the true nature of the land within the Antarctic Circle, whether it is really a continent or is a group of islands divided by frozen arms of the sea.

THE CHILDREN.

The children live in heaven all day,
And if we watch them as they play
Perhaps we may some hint surprise
Of secret dealings with the skies.

They dance, they run, they leap, they shout,
They fling the torch of joy about:
Gay prodigals of golden mirth,
They lavish laughter on the earth.

Beneath his shining carriage-hood,
The baby, small benignant Buddh—
Undoubted Deity awhile—
Regards us with mysterious smile.

Their fancy touches common things,
The very dust takes fairy wings:
The earth is all a box of toys
For lucky little girls and boys.

They share our table, use our chairs,
With quaint proprietary airs.
The world is theirs: if we behave,
They'll give us part of what we gave.

The sun drops low; the day is done,—
Their day of laughter, light, and fun;
With stumbling feet and nodding head,
Divinity goes up to bed.

And then in little snowy gown
The tired tiny folk lie down,
And piping voices, drowsed with sleep:—
Chirp softly from the pillows deep:—

*"Ich bin klein,
Mein Hers ist rein,
Niemand als Jesus allein,
Soll wohnen d'rein."**

The children sleep in heaven all night,
Then meet the morning with delight,
And scamper out upon their way
To love and live in heaven all day.

—M. A. The Spectator.

*I am a child,
Heart free from sin,
No one but Jesus mild
Shall dwell therein.

Little Ella's father was an eminent author, and one day while he was at luncheon the little girl occupied a chair in his study. Shortly a caller was ushered in, and with a pleasant smile inquired:

"I suppose you assist your father in entertaining bores?"

"Yes sir," replied Ella gravely. "Please be seated.—*Harper's Bazar.*

CLEANLINESS AND NEATNESS.

I had been puzzled for some time about a remedy for the untidy appearance of my pupils' desks and the floor around them. Lecturing about such things does not seem to take the effect that something more practical would.

As "Cleanliness is next to Godliness," the earlier the child can be trained in it the better. I was anxious to have my class-room a model of neatness and cleanliness, so a plan dawning on me I lost no time in experimenting with it and I hope that others may also be helped by it. It is as follows:

We called our room a city and each aisle was called a street and appropriately named. Each desk was a residence and numbered. This brings in a lesson on figure making on small white cards. A card was placed on the corner of each desk.

Several rules for making the city beautiful were neatly written on the blackboard, such as: each resident must be careful to keep his or her hands and face clean and his or her hair combed, also to keep all scraps off the streets and to keep his or her residence as neat as possible. The marching was also mentioned in the rules. Inspectors were appointed to go around twice a day and record all offences on the blackboard, e. g. No. 3 Aberdeen Avenue has an untidy desk, or No. 5 Waterloo Street has his hair untidy.

The names of the streets were placed on the blackboard and any street not being reported during the day received a star.

The children were very enthusiastic about it and I had to talk no more about the appearance of the room or of themselves. Each boy supplied himself with a small comb and before entering the room used it.

Another plan which I am carrying out with my Grades V and VI which I think will help to make them more thoughtful of the aged and sick is this: Saint Valentine's Day drawing near I am teaching my girls and boys to make Valentine baskets from paper and placing some design that we hope will be pleasing to the recipients on them. I have arranged with the Domestic Science teacher to spend a period with the girls of these grades in making some candy or delicacy with which to fill the baskets. On Saint Valentine's Day they will carry them to the friend (aged or sick); if they have no such friend they will give them to their parents. Thus they may be taught to bring cheer to the cheerless. I hope that many other teachers are spending some time on this also.

We cannot spend too much thought and work in training the children placed under our care the way to be true citizens. By beautifying their own lives they are also beautifying the lives of others, and as "We sow so shall we reap."

A. M. C.

Ask any hundred English men, women or children what is the name of the capital of Russia and every one of them reply, "St. Petersburg." It may be a small matter, but, in point of fact, the proper name is "Petersburg." The English are the only folk who insist upon the "Saint." The city was founded by Peter the Great, and is named after him. It is quite true that Peter was one of the most extraordinary men that ever filled a throne, but no one would have been more astounded than himself at being dubbed a saint. He neither lived nor died in the odor of sanctity, and it is hard to find out how it became the English fashion to miscall the splendid town he founded.

CURRENT EVENTS.

The United States will be the meeting place of the fourth International Congress on School Hygiene, which will be held at Buffalo, N. Y., August 25 to 30, 1913. The first congress was held at Nuremberg in 1904, the second at London in 1907, and the third at Paris in 1910. The object is the health of school children, and there will be displayed a scientific exhibit representative of the most notable achievements in school hygiene. Twenty-five nations have membership on the permanent international committee of the congress, and it is expected that all will have delegates at Buffalo. The Secretary of State for the U. S. has officially invited foreign governments to participate. Invitations have also been issued to the various State and municipal authorities, and to educational, scientific, medical, and hygienic institutions and organizations. The president of the congress will be Charles W. Eliot, president emeritus of Harvard.

The proposal to look for sunken cities off the coast of Yucatan has naturally revived an interest of the legends of a lost continent that once existed between Europe and America, of which the Azores are believed by some people to be the mountain tops. The marvellous resemblances in the ruins of an ancient civilization in Egypt and Central America are explained by the supposition that they both came from the lost Atlantis, though there has not hitherto been any more convincing proof of its existence. Now it is claimed that ancient records have been found in Central America which describe the sinking of the Land of Mu, many thousand years ago, with sixty-four million inhabitants; and other ancient manuscripts found in Central Asia relate to the same event and call the land by the same name. While these statements may seem to us almost if not quite incredible, they are given on the authority of Dr. Paul Schliemann, grandson of the famous explorer of the ruins of Troy.

A new invention in Spain enables a telegraph operator to send messages at the rate of one thousand eight hundred and twenty words a minute.

From Germany there is reported an improvement in wireless telegraphy which enables a ship receiving the signals to determine accurately the direction of the shore station from which they come.

The disorders in Mexico are becoming more widespread, if not more threatening. If the powers of America could but act together, as do the powers of Europe, the situation would seem to call for their intervention.

News of the discovery of a new gulf stream comes from Australia. It is a warm current in the Pacific, flowing towards the eastern coast of Australia and Tasmania at the rate of seven miles an hour, and is about one hundred miles in width.

Three different expeditions are to set out this year in quest of unknown land which is believed to exist north of Bering Strait.

Raymond Poincare, the Premier of France, was elected President of the Republic of France by the National Assembly composed of the two chambers of parliament in joint session. His seven years' term of office begins on the eighteenth of this month.

The present year will see more battleships building in England than ever before.

The new German steamer *Imperator*, which will soon be placed on the route between Hamburg and New York, is the largest ocean liner in the world. She is nine hundred and nineteen feet long, and can accommodate five thousand passengers.

The United States Secretary of State has replied to the British protest against the exemption of United States coast-wise shipping from Panama Canal tolls. He proposes that the controversy be referred to a special commission of inquiry. It is predicted that President Wilson, when he comes into office, will ask his Congress to repeal the clause of the Panama Act which grants the exemption. It would seem absurd to us that the King should think of sending a message to parliament asking for any special legislation, but Presidents do that sort of thing in the United States.

The dasheen, a tuber introduced in the Southern States three or four years ago as a rival of the potato and the sweet potato, is proving of even more value than was expected. It yields well, is palatable, and has the advantage of being a good keeper.

Sweet clover, which grows as a weed in neglected places, is to be no longer classed as a weed. It will grow on poor soil, and without much care; and it is now claimed that there is no clover grown of more value for pasture, nor any other so good to turn under as green manure.

Last year the Interstate Commerce Commission in the United States forbade the use of the common drinking cup on railway trains because it might be dangerous as a carrier of disease; now it forbids the use of a towel by more than one person. Each towel, after being used, must be relaundered and sterilized with boiling water before it may be used by another person.

As was expected, home rule for Ireland has been defeated in the House of Lords; but this only delays the measure for the present. An unexpected thing has happened, which may have a very considerable bearing upon the ultimate fate of the measure. A candidate in favor of home rule has been chosen at a bye-election in Londonderry, to fill a seat made vacant by the retirement of a member who belonged to the other party; and it is now no longer true that a majority of the members of parliament from the Province of Ulster are opposed to the Bill. The people of that province are very evenly divided, as before; but the plea that the majority should rule will now apply the other way.

Russia, it is said, has placed orders in Germany for one hundred and sixteen military aeroplanes. With these, she will at least rival Germany as the strongest nation of Europe in this respect.

A party will be sent out in the Spring to arrange for the placing of buoys and lighthouses in Hudson Bay and Hudson Strait.

In Berlin, no child under fourteen years of age is allowed to attend a moving picture show. Such shows are deemed too exciting for those of tender years, and likely to have a bad influence.

Fighting has been resumed in the Balkans, after an armistice lasting just two months. One cause of the failure of the peace negotiations was a sudden revolution in Constantinople, by which the Turkish government was overthrown and the Young Turk party restored to power; but an incident of the revolution, the killing of the leader of the Turkish army,

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seems to have made such a division among the soldiers in the field that the army cannot be depended upon to support the new government. All the Great Powers of Europe are working in harmony for the restoration of peace.

REVIEW'S QUESTION BOX.

S. A. M.—Could you tell me where to write for the book entitled "How to teach the Nature Study Course," by John Dearness, price 60., and Johannes' "Flyers, Creepers and Swimmers," price 30c. Also, I would like to get some stories or books of stories by Chas. G. D. Roberts, Ernest Seton Thompson, Whittier and Tennyson, and some of Bliss Carman's writings; the stories of these writers would help with Nature Study work, I think.

We have inquired for the two first named books at our principal book stores, but they are not kept in stock. Write to Professor John Dearness, London, Ont., or to Inspector R. P. Steeves, Sussex, N. B.

"Wild Animals I Have Known," by Ernest Thompson Seton, price \$2.00; "Earth's Enigmas," by Chas. G. D. Roberts, Price 60c.; "The Heart of the Ancient Wood," price \$1.50; Whittier's and Tennyson's Poems, price \$1.00 each. These

can be obtained from E. G. Nelson & Co., St. John, by writing and remitting the price and extra for postage.

M. N. T.—Will you kindly explain why it is Easter falls on a different date every year. It has something to do with the full moon, but I cannot exactly remember. Would be very thankful if you would explain.

Easter Sunday is the first Sunday after the full moon which falls on or next after the 21st of March. If the full moon happens on Sunday, Easter is celebrated one week later.

A. M. C.—At a banquet given by Lieutenant-Governor Wood, the question was asked by him: "When was the first Government House built in Fredericton?" Not a person present could answer the question. Can you give me the information?

In Hannay's History of New Brunswick it is stated that at the session of the Legislature in 1821 an act was passed authorizing the purchase by the Province of the house in which Governor Carleton had resided. The latter had built himself a residence on the site still occupied by the old building known as Government House. This house (there is no date given when it was

built) and about fifty acres of land were sold to the Province for £3,500 and £150 was paid to the college in commutation of ground rent, for a part of the land had been leased from the College (now the University of New Brunswick).

A correspondent asks the REVIEW to distinguish between standard and sun time; also where are the following places: Trail, Batavia, Pensacola, Greenock, Wakefield. We could not answer this without offending the intelligence of our correspondent who, we suppose, has the means to obtain the information without asking others.

SCHOOL AND COLLEGE.

The Halifax School Board has appointed Miss S. J. Wilson secretary of that body in succession to her father, the late R. J. Wilson. This is the first time in the history of Halifax that a woman has held the position of secretary to the School Board.

Mr. Walter M. Billman has been appointed Rhodes scholar from Dalhousie University for this year. His past record has been one of marked excellence in his studies, of successful achievements in athletics, and of universal popularity among the student body.

Mr. H. H. Hagerman, teacher of science in the New Brunswick Normal School, has been offered a position on the faculty of the new Normal School which has been established at Camrose, Alberta.

Dr. D. W. Hamilton has been appointed to take charge of the nature study department at Macdonald College, Quebec, in place of Dr. John Brittain, who is still critically ill.

Mr. Fred Manning of St. John has been appointed instructor in trigonometry in the Normal School, Fredericton. He led the province in the matriculation examination two years ago and will be one of the applicants for a grammar school license this year.

The new agricultural and technical school to be established at Woodstock will cost, it is estimated, \$30,000. The Fisher estate will pay the cost of erecting the building, which will be begun in the spring. The other agricultural and technical school for New Brunswick will be established at Sussex.

R. E. Thurber, Principal of Central School, Sydney, N. S., has resigned his position and leaves for New Glasgow, where he has accepted a position with the Canadian Life Insurance Co. Mr. Thurber's resignation will be received with general regret about the city, as during his stay here he made many friends who will be sorry to hear of his departure.—Sydney Record.

Dr. A. B. Atherton, Chairman of the Board of School Trustees, Fredericton, for the past twelve years, has resigned his position.

Professor Harold G. Black, M.A., of the department of English, Acadia University, has been compelled to resign on account of ill health. His place has been filled by the appointment of Mr. Nelson C. Hannay, of Schenectady, N. Y.

BOOK REVIEWS.

The *History of Modern Elementary Education* is a continuous, connected narrative of institutional development. It is designed to give the educational student an insight, based upon historical understanding, into the problems of the elementary school. The period covered extends from the first city elementary vernacular schools of the Middle Ages down to the present time. Among the topics discussed are the growth of English cities and of town life in New England, the development of natural science, of religious toleration, of national governments, and of democracy. School practice—changes in the curricula and methods of school systems—is especially emphasized. About two-thirds of the book is devoted to changes in elementary education since the publication of Rousseau's "Emile" in 1762. (Cloth, pages 505, price, \$1.50. Ginn & Co., Boston.)

Modern European History is the second part of a work in two volumes covering European history from the earliest period. The first volume, which is in preparation, will present the history of Western Europe from the prehistoric age to the opening of the eighteenth century. English history will be proportionately treated. With these two volumes in hand the teacher can cover ancient, modern, and English history reasonably well in two years. (Cloth, 555 pages, price \$1.60. Ginn & Company, Boston.)

The Life and Work of Pestalozzi, by Professor J. A. Green, M. A., is an enlargement of that author's work on Pestalozzi's Educational Ideas published in 1905. The present work alters and expands the former work and makes it possible for English students to get an adequate idea of Pestalozzi and his teachings. (Cloth, pages 303, price 4s. 6d. The University Tutorial Press, 25 High Street, London, W. C.)

The Junior Arithmetic is adapted for junior forms in English schools. It contains a large number of miscellaneous exercises graduated in order of difficulty and which should prove valuable for class practice. (Cloth, pages 393, price 2s. 6d. The University Tutorial Press, 25 High Street, London, W. C.)

Heaton's Annual for 1913, published at Toronto, contains information which every business man should have. It is the standard authority on the customs tariff, law and regulations. It has a concise description of all the towns in Canada of any commercial importance—and of the agricultural districts to which immigration is being attracted.

New Brunswick Official Notices.

Beginning with the preliminary examinations for Normal School entrance to be held in July 1914, and thereafter until further notice a combined paper in Writing and Drawing will be assigned for all classes.

The Board of Education has prescribed L. H. Bailey's "Beginner's Botany" after the present school year ending June 30th 1913. This text will take the place of "Spotton's Botany" now in use.

After the end of the present school year (June 30, 1913), all School Boards will be required to provide in their schools the prescribed course of physical training.

W. S. CARTER.

CHIEF SUPT. EDUCATION.

Education office, Feb. 5, 1913.