

PAGES

MISSING

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New Brunswick teachers will be interested in the announcements on another page, of the Rural Science Summer Schools at Sussex and Woodstock.

The Director of Rural Science for Nova Scotia has issued, in a neat little pamphlet, the first number of the Rural Science Bulletin, to which he asks teachers to contribute suggestions and reports of their experience. The Bulletin has an outline report of the work in Rural Science done in Nova Scotia, mention of some useful agencies in this

work, and suggested nature topics for study at this season. This publication should be very valuable to the schools of the province, especially if the teachers contribute to it as the Director requests.

We wish to emphasize the point, that while our neighbors on the south may ignore the subject of the war in the schoolroom, we may not, for the simple reason that while the United States is a neutral nation, Canada is at war.

We regret that Mr. DeWolfe is unable to furnish his usual timely advice to teachers of nature study, this month.

Two articles on teaching the war appear in this issue. Mr. Vroom's counsel and suggestions will be welcomed by teachers in the higher grades, and we commend to all lower grade teachers the advice in the paper headed "Children and the War," written for the REVIEW by a primary teacher whose pupils are well-taught and happy.

The following anecdote may serve as an illustration in some of the lessons suggested. It was told in a letter from a nurse on one of the ambulance trains in France. She writes: "I cannot speak too highly of the cheerfulness and unselfishness of the men. It is no use asking a man how he feels. He always says "I'm all right," though he may have a dozen wounds. One day we stopped at a little way-side station, and saw a Tommy on sentry duty looking very cold. Sister L— put her head out of the window and said, "Have you a muffler?" "No, Sister," but— taking a very dirty rag of a hanky from his neck, "take this if it's any use." He thought we wanted it for one of the wounded. And this is entirely typical of the Tommy. We had the satisfaction of fitting him out with a helmet, muffler, and warm gloves."

USEFUL BOOKS.

CHILD TRAINING.—A system of education for the child under school age, by V. M. Hillyer, head master of Calvert school, New York. The Century Company, 1915; \$1.60 net.

Here is a book that we should like to put into the hands of every primary teacher, and of every mother who is attempting to get her young children into good habits. Intended more especially for the guidance of mothers and untrained teachers, it is full of valuable suggestions for every one who has much to do with children. For the primary school particularly, it furnishes plans for work and play that will brighten many a school day, and prepare the child to take full advantage of later opportunities.

The book contains no new or untried theories. It is practical, definite in its instructions, illustrates freely, and has the confident tone that comes of successful experience. The writer's aim, he tells us, is to produce "children who will be more observant and attentive, with more originality and initiative and sharper wits; who will think and act more quietly, be better informed and more accomplished, more skilful with their hands, more courteous and considerate of others." *These qualities and habits should not be incidental in education; they should be acquired by direct drill. This is the work that should be done.* The italicised words, though not word for word quotation, express the distinctive contention of the author.

By far the greater portion of the book is given to showing the practical application of the principle that qualities are to be developed and habits acquired by drill. General instructions take up about eighteen pages. These deal with the routine and method of training, the question of punishments and rewards, and the acquisition of speed and concentration. Then follows a number of programmes, adapted for both home and school work, for the individual child, and for small or large classes.

Part II. will be most interesting to the primary teacher, containing, as it does, details of habit drills. The first drill is for obedience, first to the simplest orders, sometimes to be obeyed by imitation of the teacher. Terms of direction are taught. Then come drills to teach obedience and attention. The orders are given quietly and not repeated. Deferred orders drill for obedience, attention, and memory. A

list of orders is read; e. g., John, shut the door. Mary, open the book. Harry, walk to the desk, Jane, pick up the pencil. After the list is read, each child is expected to obey his or her own order, without asking to have it repeated. Negative orders involve training in another habit. The order is given, "Don't look round," and the teacher makes noises behind the children to test their power of self-control. In connection with this, Mr. Hillyer notes that teachers are often told "Don't say *don't*," "but inhibition — which is the suppression of desire to do the forbidden thing — is an important habit to be cultivated, and though it is perfectly true that the unfamiliar, the unlikely to happen, is as a rule best left unmentioned, nevertheless, for purposes of discipline, practice in obeying negative commands is highly important, as most laws, from the Decalogue down, are prohibitions, "Thou shalt not."

Another drill is on obedience to orders involving judgment; e. g., "Close the window." The child must not ask which window to close, but must think for himself which window is letting in rain or a cold wind. "Bring me my hat." The child must not say "Where is it?" but find it; and so on. Other drills are on carrying messages, on order and neatness, observation, association and imagination.

Part III. is devoted to story telling. On this subject the writer has sound and decided views. Among the kinds of stories to be told to children he enumerates: 1. Hero stories, and those that deal with courage, truth and other virtues; these instil ideals. 2. Fanciful tales, for stimulating imaginations and giving a delight in the world. 3. Humorous and nonsense stories, for helping the child to get fun out of life, and giving him an antidote against dreary over-seriousness. Among stories to be avoided he includes tales that make wrong attractive, and tales of bogies and horrors. He warns us that commonsense (we would suggest also, a sense of humour) is necessary in expurgating stories, and tells of a mother who objected to the nursery rhyme of "Three Blind Mice," on the ground that it taught cruelty to animals. [A more extreme case is that of the children whose nurse was forbidden to say to them "Pussy Cat, Pussy Cat, where have you been?" because it ended with the line about a little mouse being frightened] Mr.

Hillyer is strongly opposed to stories told to convey information. "Informational stories," he says, "are bad from every point of view. Facts about nature are better taught in direct ways. Information spoils a story, and a story spoils information."

Other topics dealt with are: Physical training, rhythmic arts, manual training, free play, information, and the beginnings of reading and writing; and all are treated in the same practical and definite way.

We once heard the head mistress of a large English school say that as far as she could see, it made little difference to their later life whether children were well trained or not; you could not tell how they would turn out. "The difference it *does* make," she went on, "is that an untrained child is a nuisance to everybody about him, and a well-trained child is a pleasure." Mr. Hillyer aims in his methods of training to produce not only future, but present results; to train children so that they will be "a joy to be with, and a delight to have with you, and equally important, a joy to others as well." The application of them cannot be made mechanically; they call for accuracy, patience and judgment in the parent or teacher. But we are confident that they will give more satisfaction and pleasure, both to teacher and child, in their present use, and also lay a much firmer foundation for future work, than some of the modern systems so loudly advocated.

As far as we know, this book has not yet been published in Canada. We hope that a Canadian edition will soon appear, and become widely known.

TENNYSON'S "PRINCESS."

QUESTIONS BY A. CAMERON.

1. Some annotators say that Aglaia is two years old. Cite the passage on which they ground this opinion. Study all the passages where she is mentioned, and compare such a child with any two-year-old child of your own acquaintance.

2. What is meant by saying that "the child is the heroine of the story?"

3. What poetic (or other) paraphrases are used in the poem for these: Women's clothes, kind acts, chimney-smoke, flattery, honor, fame, the future, mathematics, glaciers, aurora borealis,

Orion's belt, Zenobia, Cupid, Deborah, Pindar, Egeria, over the whole earth, the capital of a country, spray, the new moon, full moon, eager students, angular writing, fetch the grub?

4. Lilia says:

"I would make it death
For any male thing but to peep at us."

Quote and comment on all passages which show that Ida was nearly, but not quite, as intolerant as this.

5. What were the fundamental faults in Ida's scheme of female education? If you can, embellish your answer with quotations from some other of Tennyson's poems.

6. Compare Ida's curriculum with that imposed on our schools.

7. Compare the science teaching at Ida's college with that of the Institute in the Prologue.

8. What bearing have the songs between the cantos on the motive of the poem?

9. Show that the poem is "a Medley" both in matter and style.

10. "Jewels five-words long." Complete the passage and quote from the poem a dozen other examples of what it describes.

11. Summarize and discuss the opinions on the woman question expressed by the prince, his father, Arac, Cyril, Ida and Blanche.

12. Quote and comment on passages that seem to indicate the location of Vivian Place. (Where is it really? How do you know?)

13. What is there in the Prologue which is like the poem itself?

14. There are two phrases in the poem peculiarly applicable to the conditions in which candidates should be when they go up to the provincial examinations. Find them.

15. "The songs, the whispers, and the shrieks of the wild woods." Whence come these three different sounds? Where are they heard separately, and when shaken together? Are you answering from observation, or hearsay or reading?

16. Quote some passages to illustrate the poetic (and primitive) method of indicating (a) time when? (b) time how long? (c) era.

17. In one of the cantos "blood" is called "death" at one time, and "life" at another. Point out the special fitness of the term in each case.

CHILDREN AND THE WAR.

Just how shall we take up the discussion of the present great world war with the children of the lower grades? This is the problem that confronts the primary teacher to-day. Well we know that the subject must be discussed, for the little ones are just as interested in the war news as their elders. Like their elders, they have gathered miscellaneous items bearing on the subject from various sources, reliable and otherwise, and are burning with the desire to communicate said items to their school-mates, and particularly to the long-suffering teacher.

Our neighbors to the south, in some localities at least, have decided that the subject may well be ignored in school, as savoring of militarism. We cannot agree with them. On the contrary, every teacher must see that here is the opportunity of a life-time, no matter how deplorable the facts leading up to the event, to show children just how history is made and how the outcome of great wars influences the map of the world.

Even the smaller children are getting a better idea of the map of Europe to-day than they would ordinarily obtain in years of study. Apropos of this, a pupil in grade IV, not a brilliant one by any means, in fact quite the contrary, after poring over "Highroads of History" for some time, raised his hand and announced, "The Battle of Waterloo was fought in Belgium too." That one fact gleaned for himself meant more to him than dozens of parrot-learned sentences, and he had found it out because Belgium to-day is to him more than merely a name.

Such phrases as "neutral nation," "war zone," "contraband of war," "mobilizing," etc., are becoming more than empty phrases. They convey definite ideas, and can be used intelligently by these same children.

As to the relation of colonies to the Motherland, surely no generation of school children ever had a better opportunity to see a practical illustration of that relationship and its value, than the children of the British Empire to-day!

To go back then to the beginning: It will be wise to set aside a part of our "morning talk" period to the discussion of the war. (The wisdom of this course is seen after one has been electrified in the midst of a spelling lesson by some startling

item of news anent the Germans). At the very outset, the children should be given a clear and concise account of why The Empire is at war. The late Lord Roberts has put it very simply for them in his message, "Children of the Empire: Why are we fighting? Because the British Empire does not break its promise nor will it allow small nations to be bullied."

Let the children see that we are not blindly upholding the Empire in any course, bad or good, but that Britain took the only honorable course open to her, and it is for just this nice sense of national honor that her colonies love and respect her to-day.

As to the items of war news related by the children, let us pass as lightly as possible over the horrors of the war, and this is the part they will love to magnify and want to dwell upon, let us discourage the spirit of flippancy and braggadocio and anything savoring of hatred of the German nation as a whole.

Let the children understand that it is the spirit of militarism in the Germans which we deprecate and are endeavoring to combat, and not any personal hatred to the German soldiers themselves, many of whom are fighting with the same spirit of patriotism as that which actuates our own soldiers.

Valor and patriotism we expect in the British soldier and we cannot help emphasizing these as national characteristics, but let us by simple anecdotes of the war try to emphasize also some other qualities which our boys in khaki are displaying every day:—unfailing good nature under petty discomforts; the unselfishness which forgets personal danger in helping others, and which puts honor before expediency; chivalry to women and children and humane and brotherly treatment of a foe,—all these may well find ample illustration in stories of the war.

Help the children to become acquainted with the leaders in this great struggle:—the strong silent Kitchener, Admiral Jellicoe, General French, General Joffre and the heads of the warring nations. Bring to their notice the work of the Red Cross and Purple Cross Societies. Read to them the best of the poems on the war, Kipling's "Hymn Before Action," and his tribute to Lord Roberts. Show them why Lord Roberts was great and how this tribute sums up the man.

"Clean, simple, valiant, well-beloved.
Flawless in faith and fame
Whom neither ease nor honors moved
A hair's breadth from his aim."

Kipling's Recessional too can most fittingly be talked over in this crisis of the world's history, and the attitude of the Empire to the "God of our Fathers" noted. In this way, we may to a certain extent offset the horrors of the war by giving to the children a sane, honest and healthy outlook on the subject.

SPELLING — WITH THE BEGINNERS.

By ETHEL J. COSSITT.

The writer of this article found herself not long since, in charge of a little miscellaneous country school in a remote section, where a long succession of untrained teachers had deprived the children of the help of modern methods in acquiring the art of reading and spelling.

Many of the children were not of English parentage, and to them the letters of the alphabet had apparently no connection whatever with the sounds of the words which they spelled.

This was seen as far up as grade IV, but of course more markedly in the younger grades, to whom the letters r-e-d, would as likely spell blue or green, as the word to which they are generally conceded.

Work was begun with the youngest class. These children knew the names of the letters, and without any particular phonetic drill they were started at word building.

One of them knew that a-t, spelled at. With this word as a foundation, they were given the following list, which they were taught to spell and pronounce distinctly, the class being drilled individually and collectively.

-at	f-at	s-at.
-bat	h-at	t-at.
c-at	m-at	v-at.

As far as possible, little drawings, placed beside these words on the blackboard, helped the children to remember the pronunciation, and words and drawings were copied as desk-work.

When this list was mastered, which was very soon, they were introduced to the a-n family with drill as in preceding list.

-an	s-an	p-an.
b-an	f-an	r-an.
c-an	m-an	t-an.

The -ad family followed as:

-ad	l-ad	m-ad.
b-ad	h-ad	p-ad.
d-ad	f-ad	s-ad.

Others followed in swift succession as:

-in	f-in	t-in.
b-in	k-in	s-in.
d-in	p-in	w-in.

-it	h-it	p-it.
b-it	k-it	s-it.
f-it	l-it	w-it.

-ed	n-ed	T-ed
b-ed	r-ed	f-ed.
l-ed	w-ed.	

-en	f-en	p-en.
b-en	h-en	t-en.
d-en	m-en.	

-ot	h-ot	n-ot.
d-ot	j-ot	p-ot.
g-ot	l-ot	t-ot.

-un	n-un	s-un.
b-un	p-un	t-un.
d-un	r-un	g-un.

With these lists they had got all of the short vowel sounds, and most of the consonants. They were encouraged to listen for certain letters in words, and when they could spell a new word for themselves, which they could soon readily do, they were very proud.

The sounds of some of the letters were especially noticed, such as the roar of r, the hiss of s, and the panting of h, but for the most part the sounds were left for their ears to detect.

While the youngest class was struggling with beginnings, the older grades became interested, and requests for permission to make the a-t or the a-n family became quite frequent, each child trying to find the most words in any certain family, till a marked improvement in spelling was noticed in all the grades.

After the very simple words were mastered by the beginners' class, the old groups were reviewed, with less well known and more difficult words added, such as: that, flat, chat, bran, than, sled, shed, fled, them, when, etc.

Then words of more complex foundation sounds were introduced as:

-ick	w-ick	st-ick	br-ick.
t-ick	s-ick	sl-ick	qu-ick.
D-ick	l-ick	th-ick	cl-ick.
p-ick	r-ick	ch-ick	fl-ick.
and			
-ing	r-ing	br-ing.	
d-ing	k-ing	str-ing.	
s-ing	w-ing	sw-ing.	
	th-ing	sl-ing.	

Then followed groups of words having the long vowel sounds, the effect of the final *e*, being noted thus —

-ake	r-ake	fl-ake.
b-ake	s-ake	sh-ake.
l-ake	t-ake	sn-ake.
m-ake	w-ake	st-ake.
and		
-ine	l-ine	v-ine.
d-ine	n-ine	wh-ine.
k-ine	p-ine	tw-ine.
w-ine	sp-ine	sh-ine.

Groups were developed also from the sounds, -ate, -ite, -ight, -ill, -ell, -ink, -ay, -old, -ood, -ook, etc.

These spelling drills were carried on for about ten minutes each day, and altogether apart from the regular reading and spelling lessons.

Perhaps some new word introduced in the day's reading lesson would furnish the base for a whole group of words.

For instance the -ick family grew out of the sentence "May I pick you?" pick being a new word to the class. Similarly, the word "best" in, "She likes you best of all the flowers," suggested:

-est	n-est	w-est.
b-est	p-est	ch-est.
j-est	r-est	qu-est.
l-est	t-est	z-est.

One advantage of this method of word drill is that a teacher needs no Normal College training in order to carry it out successfully, and a young teacher with little or no knowledge of phonetics may see great improvement in her classes through its use.

Notwithstanding all said to the contrary, the great majority of words have a strong suggestion of their spelling in their pronunciation, and continued word drills enthusiastically carried on, will work wonders with the most unpromising classes.

HINTS FOR MARCH AND APRIL.

With the spring months comes restlessness.

"When that Aprille with his showres swoote
The drought of March hath perced to the roote.

Then longen folk to gon on pilgrimages."

So wrote Chaucer five hundred years ago, and it is still true. When the brooks begin to run and we get the smell of earth, we want to do and see something different.

In the schoolroom this spring feeling shows itself in fidgets and slackness about work. And yet it is just at this time that the teacher begins to realize how much has yet to be done, how little time of the school year remains, and that every minute must be made to count.

Do not repress the fidgets too sternly, but try to give the restlessness a vent in frequent marches and simple physical exercises, with plenty of fresh air in the room; and give what relief from monotony you can without neglecting regular work. A very little variety means a great deal to a child. A change of seat, a rearrangement of the time-table, a new plant or picture in the room, changes in the opening exercises, in the order or manner of dismissal, or of forming classes, or going to seats — any of these may add a little interest and freshness. We have been in schoolrooms where the Christmas decorations were still in place in June, and where the same drawings or stencilings stayed on the board the year round, betokening a lack of interest on the part of the teacher. Have some pleasant little change in the room to greet the children after the Easter holidays, if not before.

Reviews of the work done through the winter may be made interesting by different devices. Some suggestions for reviewing history lessons are given in another column. Where a class is weak at some particular point in arithmetic, spelling or grammar, for instance, invent or adopt some stimulating little competition, and offer a trifling reward, such as half an hour's story-reading, a new game taught at recess, or dismissal of the class a few minutes earlier.

Colds are so common in spring that a morning talk might be given on their prevention and cure, and on good manners in connection with coughing, sneezing and use of a pocket hand-

kerchief. Children always long to leave off heavy winter clothing, so discuss the old sayings:

Till April's dead, change not a thread.
and

Ne'er cast a clout, till May is out.

Talks about spring should be kept as closely as possible to the children's own observations. Ask the country children who saw or heard the greatest number of signs of spring on their way to school. What are the spring smells? Spring occupations? Spring games?

So many suggestions for seasonable nature-study are offered in the REVIEW that we need only refer to them here. The following references in literature might be studied:

1. Else had the spring
Perpetual smiled on earth with vernal flowers,
Equal in days and nights."— *Milton*.
2. The uncertain glory of an April day
Which now shows all the beauty of the sun,
And by-and-by a cloud takes all away.
— *Shakespeare*.
3. When well-apparelled April on the heel of winter
treads.
— *Shakespeare*.
4. It was not summer yet, but spring; and it was not
"gentle spring, ethereally mild" as it is in Thomson's
Seasons; but nipping spring with an easterly wind, as in
Johnson's, Jackson's, Dickens, Smith's and Jones's Seasons.
The shrubs wrung their many hands, bemoaning that they
had been over-persuaded by the sun to bud; the young
leaves pined; the sparrows lamented their early marriages;
the colours of the rainbow were discernible, not in floral
spring, but in the faces of the people whom it nibbled
and pinched.— *Dickens*.

Suitable poems are:

The First Mild Day in March.— *Wordsworth*.

*Lines Written in March.— *Wordsworth*.

Home Thoughts from Abroad.— *Browning*.

*March.— *Bryant*.

*The Robin.— *Whittier*.

Early Spring, 1st four verses.— *Tennyson*.

Sir Lancelot and Queen Guinevere, 1st two
verses.— *Tennyson*.

*Spring, from the French.— *Longfellow*.

Those marked * are suitable for young children and a very successful primary teacher tells me that her grade I children love to learn Browning's "Oh to be in England."

The word April comes from a word meaning to open.

"I open wide the portals of the spring
To welcome the procession of the flowers."— *Longfellow*.

The customs of April Fool's Day sometimes give trouble in the schoolroom. Where this is likely to be the case, be beforehand with the children by a little talk about practical joking and the dangers of unkindness, rudeness, and sometimes real pain or injury. Put them on their mettle to play no trick that is unkind. Any one can make up a silly story, or unkind deceit, but it takes some cleverness to make a pleasant and funny surprise. If the teacher can illustrate this by inventing a pleasant little April Fool surprise for the class, so much the better. This method is better than a solemn lecture. But if the custom is in abeyance, let it stay there.

Last month we told how to find when Easter comes. Last December the writer heard two men discussing the date of Christmas Day. One said: "It comes about the 24th or 25th." The other said: "I think it's the 25th this year." Children should be taught that while Christmas is a fixed day, Easter is what is called a movable feast, and its date is regulated by the moon. They should also know, as historical facts, why Good Friday and Easter Day are kept, and that they have been kept from very ancient times. The word Easter is found only once in the New Testament. Where is it?

The observance of Flag Day in different places rouses special interest in the flags of our Allies. The French tricolour of red, white and blue in stripes running vertically, *i. e.* parallel to the staff, is a combination of the colours of the city of Paris—red and blue—and the white flag of the Bourbons, and it has been used since the beginning of the French Revolution. The Russian flag flown by merchant ships shows the same colours running in stripes horizontally, *i. e.* at right angles to the staff, and in different order, white at the top, blue, red. The Russian ensign has a blue St. Andrew's cross on a white field. The Belgian merchant flag is like the French tricolour, but with a yellow stripe where France has white, and the Royal Standard has the royal arms in the yellow stripe of the tricolour. Servia's tricolour is like Russia's, *i. e.* the stripes run horizontally, but red at the top, blue in the

middle. Montenegro's is the same with a crown in the blue stripe. The flag of Japan that we see here is the merchant flag, a red disc in the centre of a white field. The Japanese naval flag adds red rays to the disc.

Hans Christian Andersen was born on April 2nd, 1805. "The Ugly Duckling" and the Proud Apple Tree," The Tin Soldier" are some of the many of his charming stories that are suitable for this time.

William Wordsworth's birthday is April 7th. He may be introduced to the children through his poem, "March."

The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun;
The oldest and youngest
Are at work with the strongest;
The cattle are grazing,
Their heads never raising;
There are forty feeding like one.

Like an army defeated
The snow hath retreated,
And now doth fare ill.
On the top of the bare hill,
The ploughboy is whooping — anon — anon.
There's joy in the mountains,
There's life in the fountains,
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone.

We can hardly imagine a more welcome addition to the wall decorations of a school-room just now, than a copy of the "Daily Mail Flags of the World." This is a chart, 40 x 30 inches in size, printed in full colours, showing the flags of all nations. More than sixty badges of "The Briton Over-Seas" alone are included. But it is not a flag chart only, for it has pictures and diagrams of different types of naval craft, including torpedo boats, submarines, both British and foreign, drawings of various forms of artillery and perhaps most interesting of all, types of air craft, showing the Zeppelin, taube and others. Eight pages of explanatory notes accompany the chart, giving up-to-date information on these subjects.

The chart is fastened into a folder, but could easily be detached and mounted, or it may be obtained mounted on cloth with rollers.

Price in folder, 1s. net. Mounted with rollers, 3s. net. George Philip & Son, 32 Fleet Street, London, Eng.

HISTORY REVIEWS.

B. C. 55.— A. D. 1216.

1. Give the dates of the kings from William I to John.

Learn:

First, William the Norman, then, William, his son, Henry, Stephen and Henry, then Richard and John.

2. Between the first and eleventh centuries, people of what different nations came to the country that we now call England? From what different countries did they come?

3. Write from two to five lines about each of the following: Julius Caesar, Caractacus, Boadicea, Columba, Dunstan, Godwin, Hereward the Wake, Lanfranc, Prince Arthur, Stephen Langton.

In writing a little paragraph like this about a famous person, tell (a) what their position or profession was, e. g., a queen, a priest, a general; (b) their nationality; (c) when they lived. If you do not know the dates of the lives, tell the century, the reign, or name some events that took place while they were living, e. g., at the time the Danes were invading England; (d) the important thing of all is to tell what they did that makes them interesting or worthy of remembrance.

4. What is a treaty? What facts about a treaty is it important to know? The people who made it, the war, or dispute that was ended by it, the date, and what was agreed to by it.

State these facts about the Treaty of Wedmore (A. D. 878):

5. King Alfred said: "This I can now most truly say, that I have desired to live worthily while I lived, and after my life to leave to the men that should live after me a remembrance of good will." And it was said of him, "There is no king we know of wiser, worthier, or more profitable to his people." Show from your history that king Alfred was "profitable to his people." Was his desire fulfilled?

6. Where are the following places, and why are they mentioned in your history? Iona, Canterbury, Rouen, Westminster, Ely, Jerusalem, Anjou.

7. Name the Danish kings of England and tell in what century they reigned.

8. What was the beginning of the Grand Jury of to-day?

9. What are the two great principles of the Great Charter?

10. Important dates in this period are 55 B. C.; 410 A. D. (Romans leave Britain), 449, 597, (Landing of St. Augustine), 901, 1066, 1096, 1172, 1215. Of what events are these the dates?

11. Write the following topics on separate slips of paper: Let each child draw one, and tell what he knows about his topic. Domesday Book, the Northmen, the Norwegian Invasion, a vassal, a fief, the outlaws of the Fens, the Tower of London, sheriffs, Court of Exchequer, the Flemings, Battle of the Standard, a verdict, the first Crusade.

12. Set a certain number of paragraphs or pages for review, and have each pupil bring two or more questions on them. The questions should be written out and given to the teacher before the recitation. Then each one in turn should rise and put his question. If the class cannot answer, the questioner must give the answer himself.

13. Set a chapter for review and give a rapid fire of questions that can be answered with a name, a date, or two or three words. If possible, have the class take places. A list of names may be given out and each name answered by naming the persons' nationality, position, or the reign or century in which they lived, as agreed upon.

14. Give a list of words from the text book to be defined, and used in original sentences; e. g., supremacy, political, community, monastery, architecture, relics, palisades, vassal, revenue ransom, territory, laity, charter, arbitrary, siege, jury, circuit, homage and invasion.

At French Village, Kings County, N. B., the schoolchildren, under the direction of their teacher, Miss Elizabeth Wetmore, organized a band to work for the different war funds. The boys and girls picked cranberries, blackberries and crab-apples, sold enough fruit to buy sugar, and brought the rest to Miss Wetmore, who turned it into jam and jelly, which sold readily. The money thus earned was voted upon by the children, and divided among the Patriotic Fund, the Belgian Relief Fund, and the Red Cross Society.

WHO, WHAT AND WHERE?

No. VI.

Brothers and Sisters.

1. What sister was separated from her brothers in a dangerous forest, and what "thief stolen" brothers were found in a forest by their sister?

2. Who was rescued from a duel, and afterward threatened with death, because of her likeness to her brother?

3. What two pairs of brothers and sisters in the Waverley Novels met for the first time after they were grown up?

4. Name the persons concerned in the following: *a.* I wad waré the best blood in my body to keep her skaithless, but I canna change wrang into right, or make true that which is false. *b.* She is excellent to be at play with, or upon a visit; but best when she goes a journey with you. *c.*

He spake sweet words, and comforted my heart,
And dried my tears, being a child with me.

5. Name the two sisters in the poem which ends:

There's no friend like a sister,
In calm or stormy weather,
To cheer one on the tedious way,
To fetch one if one goes astray,
To lift one if one totters down,
To strengthen whilst one stands.

ANSWERS TO FEBRUARY QUESTIONS.

1. "She had the essential attributes of a lady—high veracity, delicate honor in her dealings, deference to others, and refined personal habits." Nancy Lammeter, in *Silas Marner*.

2. "The sins of emptiness, gossip and spite and slander." *The Princess*, II.

3. She'll vish there vos more, and that's the great art o' letter-writin'.—*Pickwick Papers*, Ch. 33.

4. Anne smiled and said, "My idea of good company, Mr. Elliot, "is the company of clever, well-informed people who have a great deal of conversation."

"You are mistaken," said he, gently, "that is not good company; that is the best. Good company requires only birth, education and manners, and with regard to education is no tvery nice." *Persuasion*: by Jane Austen.

5. Certainly, it is heaven upon earth to have a man's mind move in charity, rest in providence, and turn upon the poles of truth. *Essay on Truth*.

COMMENTS ON JANUARY ANSWERS.

Three papers received, all good, and one perfect. This month closes the competition. The result will be announced in the April number.

Marks: 10 allowed. M. L. L. Club 10; Jill, 8; M. V L., 6

TEACHING THE WAR.

J. VROOM.

An article in *School and Society* under the above heading shows the interest taken in the subject among teachers in the United States. In some cities, it appears, they spend from ten to thirty minutes daily teaching the war in the high school grades, though from twenty minutes to an hour a week is more common. One extremist thinks that their schools should teach nothing else until the war is over; while others are opposed to it, the school authorities in at least two cities forbidding all allusion to it, and even dropping all lessons in European geography and history for the time.

We need not pursue the arguments for and against teaching the war in the schools of a neutral country. Here there should be a much deeper interest in its events, and stronger reasons for following them day by day or week by week in the schoolroom. It is our war. Our children are and should be intensely interested in its origin, its progress, and its possible results. Our problems are not whether to teach the subject or not to teach it, but how to approach it, and how much time to give to it in view of the fact that it will not count directly in the results of our final examinations. Every teacher or superintendent who has the responsibility of making a time-table must solve these problems for himself.

Some teachers reserve their most interesting subjects for Friday afternoon, when the regular tasks of the week have wearied the pupils, and the flagging attention needs to be revived. To these the war will furnish topics of most absorbing interest; and some part of that session might well be devoted to summing up the war news of the week. For this purpose, it is suggested that there be a division of the class, each section charged with one division of the subject, it might be with one territorial division of the war zone. One leader or group, for instance, might give special attention to the particular geography of Flanders; know something of the people, their history and their industries; learn what troops are there engaged; follow their movements; collect and care for the maps and pictures needed; look up the pronunciation of proper names; and learn as much as possible of the significance of events

in that region. Another group, perhaps, would take the highlands to the Eastward, and the valley of the Meuse; another, East Prussia and Russian Poland; another, Galicia, the Carpathians and the plains of Hungary; another, the Balkans and the shores of the Adriatic; another, Constantinople and its surroundings; another, the North Sea and English Channel. The information obtained by each section would be discussed before the whole class; and it would remain for the teacher, or for the class as a whole, to determine each week which brought material of the greatest value and described events of the greatest importance.

At other times in the week, the teacher would find occasion for lessons on the general situation; why Germany, Austria and Russia feel shut in, what they want, what other interests are opposed to theirs, the story of Constantinople, the story of the partition of Poland, of the rise of the Russian Empire or of the German Empire, of other events in the history of Europe that bear upon the causes and the issues of the war; lessons on the racial problems, on the forms of government and the conditions of the people in the different countries, on the value of railways and canals in war and in commerce, on the effects of the war upon trade and industry in the belligerent countries and elsewhere. This is by no means an exhaustive list. There are other topics which come within the comprehension of high school pupils, and can be easily brought within the range of their awakened interest at this time, to their permanent advantage.

Perhaps the first thing which most classes need to learn is that we are not called upon to hate and vilify the Germans; but to fight them, and to protect ourselves and our allies and the smaller neutral nations from German domination. The larger neutral nations, if they wish to keep out of the struggle now, may protect themselves later, if Germany should win now for want of their help to oppose her.

Most Germans firmly believe that the German race and character, German laws, and German organization and efficiency, are superior to any other. Though they hate us as their greatest rivals, we can hardly blame them for wishing to extend what they consider the blessings of German rule. If we still prefer our own form of

government, or value the privilege of ruling ourselves, we must fight for it, that is all. The fight may be long and terrible. The war, indeed, is already terrible beyond all other wars. It will not be shortened by reviling the foe.

We need not abuse the Germans for singing,

Deutschland, Deutschland ueber Alles,
Ueber Alles in der Welt;

which, by the way, does not mean "Germany over all other nations," but "Germany above all things, above everything else in the world." It was sung long before there was an aggressive German Empire; when, as one of their statesmen has expressed it, Germany was a geographical conception; and its meaning was that among Germans the welfare of Germany should always be the first consideration — not a very offensive sentiment. Even if some who sing it to-day make it mean Germany over all the world, it is hardly fair for us to object, while we sing, with a very similar meaning,

Rule, Britannia! Britannia, rule the waves,
Fortunately for us, just at present Britannia does rule the waves. It may be that when the war is over neither of the rival empires will be so boastful of its power. The struggle is so momentous that invective is out of place, and even non-combatants need to be cool and determined. If we triumph, as we hope we shall in the end, let it be a triumph without bitterness.

Sober accounts of the terrible deeds that are done by the Germans in pursuit of their policy of frightfulness are not abuse; and there is no need of our hiding facts that are well authenticated, though sometimes the reports of German atrocities may be untrue. That war is horrible, and peace a blessing, is among the most important lessons that we have to teach. And if German culture, which means efficiency and strength of character rather than artistic training, can with deliberate purpose be guilty of such barbarities as have been seen in desolated Belgium and Poland, there is all the more reason for our fighting against it, and trying to make sure that Germany can never again wage war on us. Undesirable as this phase of the war may be, it is impossible to keep it out of the schoolroom.

The means of warfare, the ships and armies, the submarines and ariships, the guns, the

training of soldiers, the ways of caring for the sick and wounded, and the meanings of military terms, will interest the younger pupils; and all will take an interest in flags and uniforms and maps.

TO TEACHERS OF UNGRADED SCHOOLS.

Are there boys and girls in your school who want to know many things that you cannot tell them about, flags and guns, and army divisions and air-ships? Would you like to have on the wall, a large coloured chart illustrating these subjects, to which you could send the children for answers to their questions, and which would furnish endless suggestions for geography, history and composition lessons, and for busy work? Are you willing to take a little trouble to get it?

To the teacher who sends to the REVIEW the best *short* account of how to celebrate Empire Day in an ungraded school, we will send post paid, the *Daily Mail* "Flags of the World" described in another column, mounted and ready to hang up.

The account must not contain more than four hundred words, and must reach this office not later than the 20th of April. The best one will be published in the Empire Day number of the REVIEW, which will be issued as early in May as possible.

THE WAR IN "PIDGIN."

War news is much discussed, writes our Kashing correspondent. Tersely put in "pidgin" English, opinions may be summarized thus:

- "All foreign man, bad man.
- "Japanese, number one bad man.
- "English, bimeby, can do.
- "French, Russian, no can play.
- "German makee b'long fight.
- "American talkee too much.
- "China-man wait outside.
- "All man look-see.

The question "How can finish proper fashion?" is not yet answered.— *North China Herald*.

An old subscriber now in Alberta, writes: I should miss my REVIEW very much if it didn't come. Besides the many helps I get from it, it comes to me as a home letter, as I know and admire personally so many of its writers.

NATURE STUDY OF ANIMALS.

H. G. PERRY.

Coverings of Animals.

Compare the natural coverings of man, ape, horse, cow, sheep, pig, dog, cat, rabbit, porcupine, mink, hen, turkey, turtle, snake, frog, fish, lobster, grasshopper, and earthworm. Add other animals to this list, and name those covered with hair, fur, wool, feathers, or scales.

Of what use is the body covering to animals? Note how it varies from season to season in different animals, and its general adaptation to the life conditions of each.

At what time, or times, of year do animals change their coverings? Name the process in different animals. Why is a change of covering necessary?

What is the difference between hair, fur and wool? To what use is each put in the industrial arts? What is leather? What is the annual value of the fur and wool produced in Canada? Name our fur-bearing animals, and show how the story of the fur-trade is connected with the history of Canada.

What parts of Canada are especially adapted for the production of wool? Name the chief breeds of sheep raised in Canada, and indicate the best wool producers. How is the wool got from the sheep?

What are vertebrate animals? Name those in our list,—the others may be classified as invertebrates. Vertebrata is the phylum or group-name of vertebrate animals, and is made up of several classes, mammalia being the highest. Define the class mammalia, and name the mammals in our list. This is the only class of animals in which we find a covering of hair, fur, or wool. Do they ever have any other kind of covering?

Birds belong to the class aves, and are provided with feathers. Examine a pigeon or fowl for their arrangement, and note that the whole body is not covered, but that they are distributed in lines and patches, called feather-tracts. How many kinds of feathers do you find on birds? (See EDUCATIONAL REVIEW, December, 1913, page 133). Note the use of each. What is the special advantage of feathers as a covering?

Compare the plumage of male and female birds, also of young and mature birds.

What part of the bird is not covered with feathers? The scales of the feet suggest a relationship to reptiles.

Snakes, lizards, turtles, etc., belong to the class reptilia. Note the covering of these animals as a class. Why does the snake shed its skin, and how often?

What is the covering of frogs and toads? These animals, with newts and salamanders, are common representatives of the class amphibia. Contrast their covering with that of reptiles, and explain how to distinguish a lizard from a newt or salamander.

Pisces or fishes is the last and lowest class of vertebrates. How are the scales of fish arranged? Note their difference in size and color on different parts of the body. The colors are chiefly due to pigments within special dermal cells, called chromatophores.

Examine scales with a hand lens, and note the star-shaped pigment spots. The simple pigments are either red, orange, yellow or black, but other colors are produced by a combination of chromatophores; for example, yellow and black give brown. Note that colors are usually arranged on fish in longitudinal or transverse stripes. How are the fins colored? On which part of the body are the lighter colors? How do they compare with land animals in this particular?

Fish also change in color with a change in the color of their surroundings, and most boys have noticed some difference in the color of trout from different streams, and at times from different parts of the same stream. Frogs are also subject to similar changes, but the best example of all is the little chameleon, which varies its color almost instantly with a change in the color of its surroundings.

These animals are said to enjoy a high degree of protective coloration. Do other animals have protective coloring? Is it more pronounced in domestic or wild animals?

Study animals in their haunts, and note how different colors and different combinations of colors, serve as protection coloration for different animals:—the toad in the garden, the frog by the pool, the partridge on the ground, the rabbit in the woods, etc., etc. How has it happened that we find each animal clothed in colors best suited to its need? Are the coverings of animals in general equally well adapted

in other particulars to their requirements? Specify particular examples. Point out specific cases of protective coloration among insects, and other invertebrate animals.

Mention should be made of the hard covering of the lobster, grasshopper, and many other similar animals; it serves also as a kind of skeleton, and being on the outside of the body, is called an exoskeleton. Compare this kind of skeleton, with the internal skeleton of vertebrates. How do grasshoppers and lobsters change their coats, and how often? Why is a change of covering necessary? Name other animals that change their coverings in a similar manner.

HOW TO DRAW A FIVE-POINTED STAR.

Here is a novel way to draw that elusive figure, a five-pointed star: Cut a narrow strip from one side of a sheet of ruled paper so that the lines run crosswise. Begin near one end, and number the lines from one to eight; then for convenience in handling, cut off the strip about an inch below the eighth line.

Through the line numbered eight make a pinhole large enough for a pencil point, and put another pinhole in the line marked seven. Fasten the strip to the middle of the sheet of paper by sticking the pin through the line marked one, and hold it perpendicular with the left hand.

Put the pencil in the hole at seven, and draw a circle by carrying the strip round the pin as a centre. Lift the pin, and keeping it in the hole at line one, stick it anywhere on the circumference of the circle; put the pencil through the hole at eight, turn it toward the right, and make a small arc across the circumference. Next stick the pin through the point where the arc crosses the circumference, and draw another small arc as before. Continue to do this, moving always to the right until the last arc falls at the starting point.

Lay aside the strip of paper, and rule lines to connect alternate points where the arcs cross the circumference. The result will be a perfect five-pointed star with a pentagon in the middle.

The explanation is not difficult to understand. The problem was to find the length of the chord that would divide the circumference into five equal parts. It has been worked out by mathematicians that the length of the radius divided by five and multiplied by five and five-sixths

equals the length of a chord that will divide the circumference into five equal parts. In this instance, by putting the pencil at the seventh line, six spaces were taken as the length of the radius. That divided by five and multiplied by five and five-sixths, equals seven spaces, which places the pinhole on line eight.

Any number of spaces may be taken for a radius. For example, if eight are taken, the result will be nine and one-third for the length of the chord.

Since the distance between two adjacent points of the star is one-fifth of three hundred and sixty degrees, the measure of every circumference, the geometry involved is to find the chord of seventy-two degrees when the radius is given, or to find the base of an isosceles triangle when the vertical angle is given and the equal sides are equal to the given radius; or to find the side of an inscribed pentagon when the radius is given.

The trigonometry involved is to find two times the sine of thirty-six degrees when R is given.

— *Youth's Companion*.

In England, some fourteen hundred Scouts have, since the war began, been patrolling the coasts, keeping watch, signalling ships, and generally replacing coastguards now on active service. A motor ambulance manned by expert Scouts has been sent to France. Over three thousand ex-Scouts are known to be with the colors, and officers have abundantly recognized the value of their training and their spirit. The Boy Scouts have offered to raise for service at the front a full battalion of cyclists, provided with machines and of guaranteed proficiency in scouting and despatch-riding. In a less conspicuous but equally effective sphere they have been continuing their peaceful duties as messengers, relief distributors, and general "handymen" for any special call. In the Manchester district alone they have already realized more than £150 for the Relief Fund, by the sale of newspapers which they collect. It was the Boy Scout who, under the fire of the elements, scaled the lamp-posts and advertised with placards the recently raised city battalions. Moreover, they have not slacked off now that the novelty is gone. They still aim at proving themselves in all ways "going at need."— *World Wide*.

MARCH.

The stormy March has come at last,
With wind and cloud and changing skies,
I hear the rushing of the blast
That through the stormy valley flies.

Ah! passing few are they who speak,
Wild stormy month, in praise of thee,
Yet, though thy winds are loud and bleak,
Thou art a welcome month to me!

Then sing aloud the gushing rills,
And the full springs, from frost set free,
That, brightly leaping down the hills,
Are just set out to meet the sea.— *Bryant.*

The wind blows, the sun shines, the birds sing loud,
The blue, blue sky is flecked with fleecy, dappled cloud,
Over earth's rejoicing fields the children dance and sing,
And the frogs pipe in chorus, "It is Spring! It is Spring!"

The grass comes, the flower laughs where lately lay the
snow,
O'er the breezy hilltop hoarsely calls the crow,
By the flowing river the alder catkins swing,
And the sweet song-sparrow cries, "Spring! It is Spring!?"
— *Celia Thaxter.*

Whichever way the wind doth blow,
Some heart is glad to have it so,
So blow it east, or blow it west,
The wind that blows, that wind is best.

The Willow.

"Still lie the sheltering snows undimmed and white,
And reigns the winter's pregnant silence, still
No sign of spring, save that the catkins fill,
And willow stems grow daily red and bright."
— *Helen Hunt Jackson.*

The bluebirds chant from the elm's long branches,
A hymn to welcome the budding year,
The south wind wanders from field to forest,
And softly whispers, "The Spring is here."
— *William C. Bryant.*

Crocus.

Welcome, wild harbinger of spring!
To this small nook of earth;
Feeling and fancy fondly cling
Round thoughts which owe their birth
To thee, and to the humble spot
Where chance has fixed thy lowly lot.
— *Longfellow.*

ÆOLUS AND THE BAG OF WINDS.

Æolus (eē-olus), the king of the winds, lived on a rocky island that floated about in the ocean. When Ulysses, the wise Greek, was sailing home with all his ships and men from the siege of Troy, he came to this island and landed. He and his men were very kindly treated by Æolus and they stayed there a month.

When they were ready to go, Æolus gave Ulysses a leather bag tied tightly with a silver string. In this bag were all the unfavourable winds, shut up so they could not blow, and Æolus commanded the fair winds to blow the ships of Ulysses to their own country. For nine days the fair winds blew and the ships flew steadily towards home, and all that time Ulysses stood at the helm and steered. At length he was quite tired out and lay down to sleep. Then his men began to wonder what was in the mysterious bag. They thought it must hold some treasures, so they untied the silver string, and roaring and raging, all the foul winds burst out. They tossed the ships and drove them far from their course and at last brought them back to the island.

Æolus was so angry at the foolishness of the men, that he would help them no more, and they had to toil hard at their oars on the rest of their journey.

BIBLE READINGS FOR OPENING EXERCISES

1. Exodus, i. 6-14.
2. Exodus, i. 22 — Exodus ii. 4-10.
3. Exodus, ii. 23-25 — Exodus iii. 1-6.
4. Exodus, iii. 7, 10, 11, 12, 16, 18.
5. Exodus, iv. 1-9, 27-31.
6. Exodus, v. 1-9, 22, 23.
7. Exodus, vi. 1-11.
8. Exodus, vii. 6-13.
9. Exodus, viii. 20-32.
10. Exodus, ix. 13-15, 18-26.
11. Exodus, xi. 27-35.
12. Exodus, x. 7-15.
13. Exodus, x. 16-27.
14. Exodus, xii. 1-3, 5, 8, 11-14.
15. Exodus, xii. 21-28.
16. Exodus, xii. 29-36.
17. Exodus, xii. 37-42.
18. Exodus, xiii. 20-22 — Exodus xiv. 9-12.
19. Exodus, xiv. 13-22.
20. Exodus, xiv. 23-31.
21. St. Luke, xxiv. 1-9.
22. St. John, xx. 1-10.

THE PINCUSHION DOLL.

Once upon a time there was a pincushion that wished to be a doll. It belonged to the mother of two baby girls whose names were Laura and Mary Anna. Day after day the pincushion saw the little sisters hugging and cuddling their dolls, singing to them, and playing with them from morning until night. The pincushion did not dream that she could be a doll herself until she discovered that almost anything will do for a doll; a doll was sometimes a towel rolled up, or a pillow case, or a little old dress—it made no difference to the babies; they were all cuddled and loved.

When the pincushion noticed that, she began to fidget. She squirmed pins loose, soiled her dress, and untied her bows; she was a long pincushion, with a soft, soft doll heart. She began to tumble toward the front of the dressing table, and she hoped and hoped that the babies would see her. At last the pincushion had her wish.

It was the day of the evening party that Laura and Mary Anna's mother noticed that her pretty pincushion was soiled. "We must wash this pincushion cover and press the ribbon," said she. "Everything in this house must be fresh and spotless."

When mother sat down to undress the pincushion, Laura and Mary Anna stood by her side and watched. The pincushion kept saying over and over in its soft heart, "Oh, let me be a doll, little girls! Oh, let me be a doll!"

Straightway the wonder happened. "Why, it is a doll!" exclaimed Mary Anna, and she ran away for a moment. She came back with the bisque doll's muslin bonnet, which exactly fitted the pincushion's head.

"Now wrap something round it," begged the little sister.

Straightway the pincushion was wrapped in a towel, and became a doll in Mary Anna's soft, round arms. You can understand how happy Mary Anna was, but unless you have been a pincushion you can have no idea how happy the new doll felt as Mary Anna rocked and cuddled it and cuddled and rocked it.

After awhile Mary Anna let Laura hold the doll, and Laura sang kindergarten songs to it, all about the old owl that lived in the tree, the shoemaker, and ever so many others.

At noon, when the little girls went to luncheon, they put the pincushion to bed, bonnet and all. You may be sure that the doll did not sleep, but lay there wide-awake, thinking and thinking what a beautiful thing it is to be a doll.

About three o'clock that afternoon mother began to search for the pincushion. She wished to put on the fresh cover.

So Laura and Mary Anna carried the pincushion to their mother.

Mother had to go to the telephone, and when she came back, the cushion was nowhere to be seen. No one could find it for a long, long time.

You see, the pincushion was trying the magic of hiding in plain sight. It did not wish to be a pincushion again, and that was why it tried the hiding magic. In every room mother and Laura and Mary Anna searched for that pincushion; high and low they hunted; in chairs and under chairs, on beds and under beds they looked, until at last they found it on the arm of mother's wicker rocking-chair.

"It doesn't like to be a pincushion," said the little girls. "It wishes to be a doll."

"That is sad, I am sure," said their mother. "We must grant the wish."

And so ever since that happy day the pincushion has been a doll; it wears a muslin bonnet and a starched plaid gingham dress, and is loved and cuddled by two little girls.

—*Youth's Companion*

5,000 FACTS ABOUT CANADA.

"Know Canada! make Canada known!" is a striking sentence in the War Year edition for 1915 of that popular booklet "5,000 Facts About Canada," compiled by Frank Yeigh, of Toronto, who knows Canada as probably few Canadians do. It is true that he who would know Canada and its wonderful growth in any one year, will find this annual publication "worth its weight in Yukon gold or Cobalt silver," while as a means of making the Dominion known in other countries, it is no less valuable. Fifty chapters are devoted to such subjects as Agriculture, Area, Banking, Census, Immigration, Mining, Manufacturing, Trade, etc., and a page of Canadian War Facts show how up-to-date it is. Sketch Maps are included of the Dominion in 1867 and 1915. Copies may be had from progressive newsdealers, or by sending 25c. to the Canadian Facts Publishing Co., 588 Huron Street, Toronto, Canada.

IRREGULAR VERB GAME.

While the children watch, the teacher performs some action as ringing a bell, sitting down, etc. Pupils then do other things and each tells what he has done, as "I jumped after Miss Carston rang the bell."

"You see," the teacher commented, "before this game is finished, the children have said, 'Miss C. rang' enough times to really begin to make an impression. The beautiful thing about it all is the fact that they say it over and over again without being conscious of the fact that they are made the victims of a good, stiff drill, because it is all done in a game and they are so busy playing. In my room, we play that same little game, all through the year, by simply working in a little variety in conducting it. The little people never tire of it because it gives vent to their inborn love of motor activity. Besides that, every teacher knows that children fairly dote on repetition and never fail to appreciate the pleasure of choosing for themselves. My boys and girls are as free as air. I have even stood by unabashed while they shut all of the windows on a stifling hot day, or turned an elaborate round of somersaults. Of course when I 'do' my share in starting the ball rolling, I always take care to choose a past-tense that has proved to be, as the boys term it, 'a poser.'"

"How do you vary the game?"

"After we have had several weeks of the simplest form, calling for the statement of the teacher's action and the one more of the child's own, the teacher again sets the new pace, by performing several different actions, while the pupils watch carefully as before. These things are all done in the midst of a perfect silence. I am always slow and deliberate in my movements, but I do not allow any time to elapse between the different things I do. When all is finished—I usually begin with three different acts—a child rises and tackles the stiff bit of verb-forming that I have taken pains to place before him. He begins, 'I saw Miss Carston begin our game. She rang the bell, blew the horn and then sat down?'" I insist that the introductory 'I saw' never be omitted although sometimes the statement is shortened to the simple statement, 'I saw Miss Carston,' and left at that. That invariable recurrence of

'I saw' is as powerful as a Gatling gun and by the time this particular form of our game has reached the limit of its usefulness, 'I seen' has long since been relegated to the dim and forgotten past. Later on in the school year, when the children have completely forgotten their earlier timidity and have learned to take the initiative, they are ready for the last form of my game, and here we achieve correct English with a speed that is fast and furious."

"This form, the most complex of all, is a combination of language drill and practice in sense work. It is based upon that well-known little 'silent game,'" in which one child touches one thing, another child the same thing and another one, etc. In adapting the device for use in our verb-form drill, we, of course, make use of as many different forms of action as we possibly can. In the beginning, we take the device and use it just as we did in our sense training work—that is—Johnny touches a picture, Susie touches the picture and then throws a ball, Mary touches the picture, throws the ball and blows out a lighted candle. At the end of Mary's activities, Mary or any one of the three participants in the game, or even some child who has been watching very closely, is asked to tell what was done. He or she rises to say, 'John touched the picture, Susie threw the ball, and Mary blew out the light.' If all of the past forms of the verbs are correct, the speaker is given the privilege of starting the new game, and so it proceeds. As time goes on, another action or two is added until it is not unusual—that is, along toward the close of the school-year—for the children to name correctly as many as eight acts with the names of the children who performed them, also, in the proper order. The hardest form of this device is that in which one child silently and swiftly performs seven or eight actions and another pupil names these acts in their proper order and also tells it all in correct English.—*Primary Education.*

Old subscribers will remember the valuable papers contributed to the REVIEW by the late Principal Cameron of Yarmouth. The questions on "The Princess" which appear in this issue were sent us by one of Mr. Cameron's former pupils.

WINTER RAIN.

Every valley drinks,
 Every dell and hollow;
 When the kind rain sinks and sinks,
 Green of Spring will follow.
 But for fattening rain,
 We should have no flowers,
 Never a bud or leaf again,
 But for soaking showers.

We should find no moss
 In the shadiest places,
 Find no waving meadow-grass,
 Pied with broad-eyed daises.
 But miles of barren sand,
 With never a son or daughter;
 Not a lily on the land
 Or lily on the water.

—C. G. ROSSETTI.

SPELLING.

A chit of a young teacher in a fourth grade room gave to her pupils the familiar spelling blank, then said, "Draw a picture of anything you like, take something from your pocket, or come and get a picture from this box on my desk, and make out a list of the words you need to describe it." One boy took from his pocket the tail feather of an oriole and made a list of thirty words, spelling all but one correctly. Another took a harmonica, etc. The teacher looked over the papers, noting the misspelled words. To John, who had the feather, she said privately when she had the chance, "You did well on that list. You spelled twenty-nine out of thirty words correctly." John was left wondering about the misspelled word. To Mary and Delle she made similar comments when she had the opportunity. Each day she had a lesson of this sort. On Friday she asked, "Who can spell threads?" A boy wrote the word on the board. Everybody looked at it. She asked John to erase, spell and write it, which he did correctly. Then she said, "John that was the word you missed on Monday." In this way she continued with the most important of the words misspelled during the week. No time was spent on dead lists of words that connected themselves with nothing except the spelling book—and the possibilities of the dim future.—*Primary Education.*

CURRENT EVENTS.

The winter is over and the second stage of the war in France is about to begin. There has been continued fighting to hold the lines throughout the winter months, but no great movement in force. The time for such a movement must be near. The Canadians are now on the firing line near Ypres, at which point, apparently, the Germans may make their final effort to reach the Strait of Dover.

Spring weather is opening the way through passes of the Carpathians which have been blocked with snow, and closing winter roads that were opened by the freezing of the swamps and marshes of East Prussia. Between the two extremes lies a war swept territory more than a thousand miles in length, which has seen during the winter some of the bloodiest battles of the war. In the battle of the Bzura, which ended on February 4, each side is said to have lost about twenty-five thousand men. In the following week, the Russians were driven out of East Prussia for the second time since the war began; but a sudden thaw broke up the ice of the marshes and prevented the Germans from winning a decisive victory. The Russians are now advancing at all points, and a great battle is expected on the Pilica (pee-lyee-tsah), in central Poland. There is no cessation in the struggle for the mountain passes which lead from Galicia into Hungary.

The attack upon the Suez Canal seems to have been abandoned, but there has been further fighting near the head of the Persian Gulf, in which the Turks were defeated.

The chief event of the month has been the bombardment of the forts at the entrance of the Dardanelles by the British and French fleet which has been sent to attack Constantinople. At the head of this fleet, which is the largest fleet of warships ever assembled for active service, is the new British ship "Queen Elizabeth," carrying eight 15 inch guns. The strait is forty-four miles in length, and from one to four miles in width. The forts that guarded the entrance were soon destroyed, the mines were swept away, and the allied fleet advanced for some distance up the strait to attack the stronger forts at the narrows. Meanwhile it is said that a powerful Russian fleet is approaching Constantinople from the other side. It is expected that the Turks will yield to save the city from destruction.

The German proclamation declaring the coast waters of England and Ireland unsafe for neutral vessels has made little difference in the number of ships sailing from this side of the Atlantic. A few British vessels have been destroyed by German submarines and mines in the proclaimed war zone, and a few neutral vessels sunk in the North Sea. Britain in return will place all possible restrictions on trade with Germany, and has declared all food supplies contraband of war.

British and French ships are blockading the coast of German East Africa.

It has been stated in the Italian Parliament that Austria-Hungary contemplated war against Serbia in 1913, but refrained when it was learned that Italy would not join in an aggressive war. This shows that the assassination of the Archduke Francis Ferdinand, which occurred in 1914, was not the cause of the war, but merely a pretext.

At a special convocation of the University of Toronto recently, forty-four soldier students in uniform received their degrees without examination.

Forty per cent of the Students of the Manitoba Medical College have enlisted for service at the front.

Hayti has a new government, at the head of which is President Sam, the successful leader of the latest revolution. The United States will recognize him; and will probably establish a fiscal protectorate, as in Santo Dom-

ingo, by which the customs revenue will be placed in the hands of men appointed at Washington, with due provision for the gradual payment of the foreign debt.

Mr. Lloyd George has said in a public speech that drink is doing more damage to Great Britain than all the German submarines put together, and that the government intends taking hold of the drink question vigorously. In this, Britain would only be following the example of France and Russia.

The condition of affairs in Mexico is far worse than ever before. There is now no recognized government in Mexico city, and it is announced that all the foreign representatives have left.

SLIPS IN ENGLISH.

The following list of words and phrases to be avoided is made up in part from one prepared by a teacher in Wellesley College for the benefit of her students. We have added several incorrect expressions often heard in Canada.

Do not use:—

1. Fix, for arrange, or prepare.
2. Real, as an adverb, for really, or very.
3. Some, any, as an adverb, for somewhat, or at all.

(These two mistakes are becoming so common that careful drill should be given on the proper forms. We have heard teachers at Institutes say, "real busy," "real good." "I have studied the matter some.")

4. Not as I know, for, not that I know.
5. Plural contracted verb form with singular subject. *e. g.*, she don't, he don't.
6. All the far, for, as far as.
7. The matter of, for, the matter with.
8. Party, for, person.
9. Taste of, smell of, when used transitively, for taste, smell, say taste it, smell it.
10. Feel good, for, feel well.

SCHOOL AND COLLEGE.

The Dartmouth, N. S. schools had an exhibition, principally of Nature-Study work, on February 9. L. A. DeWolfe, Director of Rural Science, who was present, was much pleased with the exhibits.

In Truro, a committee of the Victorian Order of Nurses has engaged a second nurse to do the school nursing in the town.

Pugwash has a new and well-planned and well-equipped school building, which was formally opened on February 4. The chairman of the School Board, Mr. W. F. Sutherland, in his opening address, paid a warm tribute to the memory of the late Donald Macaulay, for twenty years principal of the Pugwash Schools. Addresses were delivered by

Dr. A. H. MacKay, Superintendent of Education, by Inspector Craig and others. The people of the district were congratulated on having such a fine school building and an efficient staff of teachers. Mr. R. O. Pearson is the Principal, with Miss Grace Tabor and Miss Ethel Gilroy as assistants.

On February 16, the Domestic Science Department of Windsor Academy had a reception for the teachers of the staff. After tea had been served by the senior pupils, the Principal of the Academy, Mr. J. Arnold Smith, presented, on behalf of the staff, a purse of gold and an address to Miss N. A. Burgoyne, who has recently resigned her post as teacher, after a continuous service of forty years.

Mr. J. E. Barteau, Inspector of Technical Schools in Nova Scotia, is on a tour in the interests of these schools. Mr. Barteau is visiting New York, Boston, Toronto, Montreal and other cities to inspect the latest equipment and study the newest methods in Domestic Science and Manual Training.

Mr. L. A. DeWolfe, Director of Rural Science Schools in Nova Scotia, has been offered a corresponding post in Saskatchewan, but has decided to remain in Nova Scotia for the present.

On Thursday evening, February 11, the staff and High School pupils of the Hampton, N. B. Consolidated School entertained the teachers and High School students of the Kingston Consolidated School. The graduates and trustees were also invited.

The school house at Ammon, Westmorland County, N. B., was burned to the ground on the morning of February 27. The building was of wood and about twenty years old, but had modern desks, seats and was well supplied with maps and blackboards. There was no insurance.

The class of 138 students at the New Brunswick Normal School, whom Lieutenant A. S. MacFarlane has been instructing in physical training, passed successfully the examination conducted on February 26, by Captain A. H. Borden of Halifax.

An educational event of some importance in St. John, N. B. was the gathering of several hundred women at a meeting of the Women's Canadian Club on February 12, to hear a lecture from Miss Knox, Head Mistress of Havergal College, Toronto, on "Women's Work and School Ideals." Miss Knox spoke from the standpoint of a woman with high ideals, wide outlook, and practical experience, and dealt chiefly with the need in face of the increasing opportunities of women, that our girls should be taught to think clearly, to be trained for personal responsibility, efficiency and self-sacrifice. She made a very strong plea for Scripture teaching in schools.

Ambrose Paoli, aged twenty-two, son of Simon Paoli, of Charlottetown, has been chosen Rhodes' scholar for P. E., Island. Paoli is now a student in Queen's University, Kingston, Ontario. This year he received his B. A. degree. He is now on military service with other students of Queen's in the company commanded by Prof. Alexander McPhail.

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BOOK NOTICES.

Many teachers welcome a picture book which is both entertaining and instructive to lend as a reward to the industrious boy who has finished his work, to keep a restless one quiet in an interval, to brighten a rainy recess, as well as to illustrate a lesson. Such a useful book, at a very low price is *Asia in Pictures*, by H. Clive Barnard, M. A., B. Litt. It has sixty-five illustrations, thirty-two in colors, and gives the children a suggestion of the beauties of the oldest countries of the world. The coloured pictures of scenes in Japan and India are particularly attractive. [A. & C. Black, London. 64 pages. 1s. 6d.]

We have already drawn attention to the series of *Travel Pictures*, published by Messrs. Black, as very desirable for use in geography classes. Three more sets have been issued: *The Mediterranean*, *The British Isles*, and, of great interest at the present time, *Countries of the Great War*. Each set has fifty pictures, half in colours, and a list of problems and exercises. [A. & C. Black, 4, 5 and 6 Soho Square, London. 10d. each set.]

The Economic History of England, by M. Briggs, G. A., Cantab. B. Sc. London, gives an outline of the economic development of England from Roman times to the present day. Separate chapters deal with Scotland, Ireland and London. A very useful hand book for the history teacher. In the chapter on "the Economic Effect of the Great War" (*i. e.* the Napoleonic Wars) the writer admits the extreme difficulty of estimating the effect. The following paragraph has especial interest just now:

"The three weaknesses of economic warfare, whether an aid to fighting, or whether carried on by tariffs in time of peace, are: First, the damage done to the enemy is out of all proportion to the advantage gained, and needless irritation results; secondly, neutrals are nearly always affected, some to their hurt; thirdly, the objects aimed at are never effectively carried out." [University Tutorial Press, London. 508 pages.]

This firm also sends us three volumes of their shilling school Latin Classics: Caesar, Gallic War, Books I and II, edited with vocabulary and notes by D. M. Perm; and Virgil, Aeneid, Book IX, by J. F. Richards.

THE MAGAZINES.

Bird Lore for February contains the results of the Christmas Bird Census which this magazine inaugurated fifteen years ago as a humane substitute for the old Christmas 'Side Hunt.'

From the Atlantic to Pacific, from the Gulf of Mexico to Canada, observers go afield on this day in keen and friendly rivalry, armed not with guns, but with field-glasses. The record 'bag' was made by W. Leon Dawson at Santa Barbara, California. Mr. Dawson recorded 107 species, doubtless a greater number of birds than have before been seen on a single winter day in North America. Five of these reports came from Ontario, and one from Yarmouth, N. S., where seven species and eighteen individual birds were seen on December 29. Every one who is interested in birds will enjoy this number. The Audubon Societies' department is of special interest for the school-room. The Junior Audubon work, suggesting correlation of bird study, reading, drawing, and spelling, and a study of the question of keeping cats are practical articles. Reports from boys and girls are published, and directions given for the right kind of bird-box.

War stories are beginning to abound. There is a charming one in the *March Century*, called "The Way to Tipperary," by Edgar Jepson. In "Arms and the Race," in the same issue, R. M. Johnston discusses the difficulties in the way of disarmament. The Rev. Gavan Duffy contributes a fine article on "The Bondage of Modern Religion." Both the articles and the short stories of this number are above the average.

St. Nicholas for March appeals to young people who like a flavor of history in their fiction. "A Page of Béarn" is a pretty story of the difficulties of Jeanne d'Albret, and introduces the boy, Henry of Navarre. "How the Vicar of Wakefield found a Publisher," is told in the form of a play, by Maud Morrison Frank. The popular serials — Mrs. Burnett's, "The Lost Prince," and "A Maid of Denewood," have interesting instalments. Hildegard Hawthorne in "Books and Reading," deals with Joel Chandler Harris.

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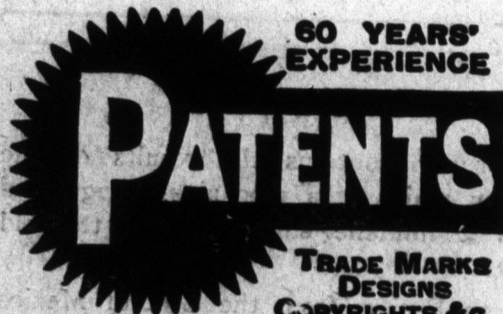
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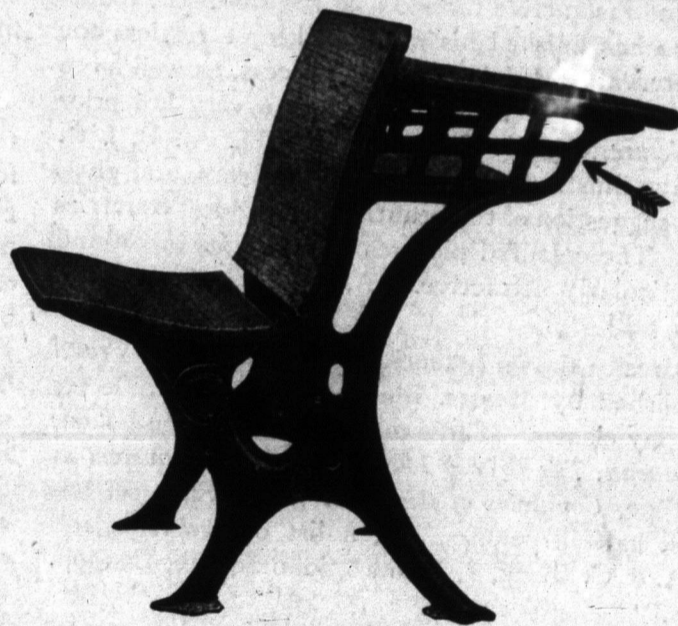
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