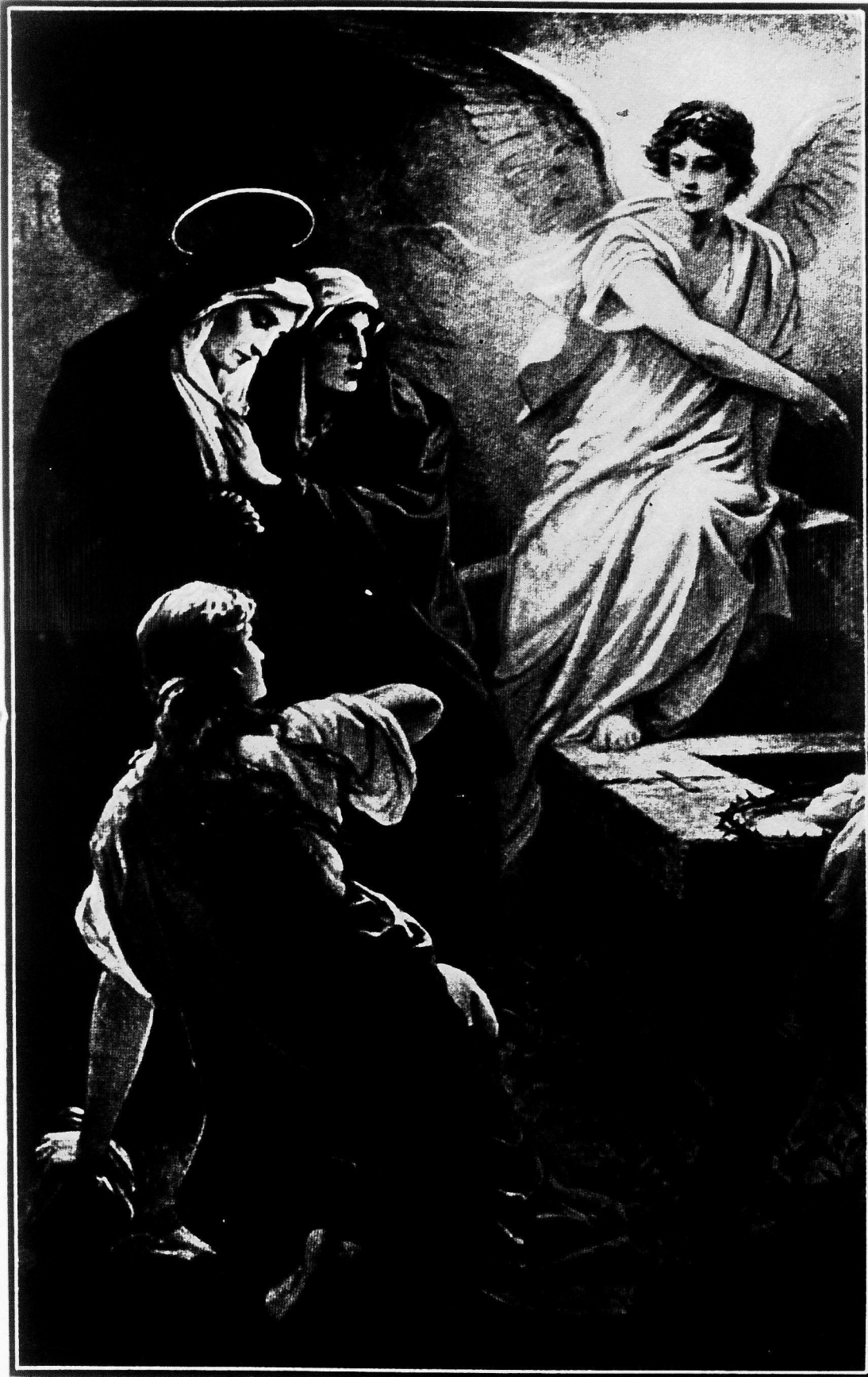


PAGES

MISSING



EASTER MORNING

From a Painting by B. Plockhörst.

DEPARTMENT OF EDUCATION
NEW YORK

The Educational Review.

Devoted to Advanced Methods of Education and General Culture

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

"Easter Morning" is the appropriate supplement picture of the REVIEW for this month.

The French Holiday Courses announced in this number to take place at McGill University next summer should attract attention. A few weeks

spent in a scholarly and congenial French atmosphere should help to give one a readiness in the language that cannot be attained otherwise.

In the Rhodes Scholarship statement for 1911-12 the number of scholars in residence at Oxford in the course of the year was 180, of whom 76 were from the colonies of the Empire, 93 from the United States and 11 from Germany. During the year 31 scholars completed the period of their scholarships.

Mr. DeWolfe and Mr. Perry in their nature study for this month make some excellent suggestions, which we hope our teachers will carry out. The observations on birds, which Mr. Perry proposes, at some sacrifice of time and effort to himself, will, it is hoped, meet with a ready response. Let the activities of spring get into the school and the blood of teachers and scholars will course more freely.

Two monuments have been erected to Champlain in Canada, one at St. John, N. B., to commemorate his discovery of the St. John river in 1604, and another at Quebec, to mark his founding of that city in 1608. A third is to be erected at Orillia in Ontario, in August 1915, to celebrate the 300th anniversary of the advent of Champlain into Ontario, when he spent about nine months of the year 1615, making his headquarters near Orillia.

Dr. David Soloan, principal of the Nova Scotia Normal College, has recently contributed a series of papers to the daily press which have attracted considerable attention. After a careful comparison of statistics, he points out that federal taxation in Canada is higher than any country in the world. It has doubled during the past few years, with the consequent increase in the cost of living,



and now amounts to the enormous sum of eighteen dollars a head of population, almost none of which is returned to the people for education or internal improvements. Dr. Soloan contends that our public schools, agricultural and vocational education, afforestation of our denuded forest lands and other public improvements would be greatly benefitted if some fair proportion of the federal revenue were expended, at least on education and public highways.

FOREIGN FLAGS

To those who dwell in the Atlantic Provinces of Canada, the eleventh of April next is a date especially worthy of notice. It is the two-hundredth anniversary of the signing of the Treaty of Utrecht, by which Acadia was finally ceded to the British; and might very well be made the occasion of special exercises in our schools. The history of Acadia during the French period would furnish ample material for essays and readings: and the fifty years between that event and the Treaty of Paris, by which Quebec became a British province, are the most romantic period of our history. The hundred-and-fiftieth anniversary of the signing of the Treaty of Paris will also call for notice.

If, out of courtesy on these occasions, a French flag is to be displayed along with our own flag, it should, of course, be the blue, white and red tricolor of to-day, though a plain white flag may have been the national ensign of France at the time; and it should, of course, fly from a separate pole. Do not allow anyone to make the blunder of hoisting it under the British flag.

It is important that our pupils should not be uninstructed in this matter. Most flag incidents that give rise to hard feelings are due to ignorance, either on the part of the offender or of those who take offence. It is an insult to any national flag to hoist it under another flag. This is true everywhere and at all times.

When a captured ship is brought into port, she may carry the flag of the victor above that of the vanquished as a sign of triumph; but no other excuse is sufficient for placing even an enemy's flag beneath our own, or beneath that of any other nation. The long streamer or whip which an armed vessel carries at the top of her tallest mast may fly above her own national flag; and in the United States navy the church pennant, when it is raised,

flies above the flag of the nation; but the streamer and the church pennant are not called flags, and so do not come under the rule. The long strings of flags with which ships are dressed on festal occasions do not violate the rule, for they are not national flags. A national flag that cannot have a mast or a flagstaff for itself should not be raised at all.

If you have occasion to string two national flags across a street, your own and another, be careful to put them head to head, so that they cannot be seen from any point of view as standing one under another. This lesson will need to be well learned before the end of next year, if we are then to join with our nearest neighbors in the proposed celebration of a hundred years of peace. J. V.

EDUCATION IN NEW BRUNSWICK.

The report of the Chief Superintendent of Education in New Brunswick, Dr. W. S. Carter, has been received. It shows satisfactory progress for the year ending June 30, 1912, with increases in the number of schools, teachers and pupils, in the per centage of attendance, and in the proportion of population at school. The total number of pupils at school during the year was 69,199, a proportion of one to a little over five and a half of the population. The total number of teachers employed during the year was 2,012, and the number of schools open, 1,921.

Although the attendance at the Normal School continues unusually large, teachers are very scarce, especially males of the higher class; and there is a great demand for female teachers holding grammar and superior school licenses. Many schools over which male teachers formerly presided as principals have now female principals.

Dr. Carter makes the following recommendations: (1) Free text books; (2) Parish instead of district school boards; (3) A tax upon all land not included in any school district for school purposes; (4) The addition of commercial, agricultural and industrial education to our school system, upon a systematic basis; (5) The promotion and encouragement of evening schools; (6) That the migration of our best teachers be checked by the only effective method — paying salaries equivalent to those offered elsewhere. Better accommodation is needed for the Normal School and the prospect is that improvement and enlargement will be made during the ensuing year.

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

J. VROOM.

**X.—THE WINTER MARCH OF THE ONE-HUNDRED
AND-FOURTH.**

The month of March, 1813, gave us no important date in the history of the war, and so gives us no centennial anniversary to mark; but before its close all the companies of the 104th Regiment had safely arrived at Quebec after their journey through the wilderness.

This regiment, composed of New Brunswick men, and originally known as the New Brunswick Fencibles, was gazetted in 1811 as the 104th of the British line. Officers and men proved themselves worthy of the honour; and their famous march on snow-shoes from Fredericton to the St. Lawrence was a feat of endurance of which New Brunswickers may well feel proud. From Archdeacon Raymond's account of it, published some years ago in the Woodstock Dispatch, the following paragraph is condensed:—

They left St. John the eleventh day of February. At Fredericton they were joined by that portion of the regiment stationed at the capital; and on the fourteenth of February the memorable snowshoe tramp to Canada began. The supplies were taken on toboggans, one toboggan for every two men. When the soldiers encamped in the woods, they dug away the snow, using their snowshoes as shovels; spruce bushes were placed so as to afford shelter; wood was cut for fires, camp kettles hung, and then an onslaught was made on the provisions. They lay down at night on cedar and spruce boughs, beside huge fires. The bugle sounded two hours before day; when, having breakfasted, the men started off as soon as it was light enough to travel. Hunger was the worst thing they had to face. The effort of tramping some twenty-five miles daily through the snow, the thermometer often twenty degrees below zero, created voracious appetites. When the company to which Lieutenant Charles Rainsford belonged arrived near the foot of Lake Temiscouata, a violent snowstorm came on; which, with the intense, bitter cold, rendered it impossible for the troops to attempt to cross the lake, a distance of eighteen miles, without danger of perishing. They were consequently unable to resume their journey for three days. Meanwhile the next company arrived at the lake. Supplies being exhausted, Lieutenant Rainsford, with two companions, heroically resolved to cross the lake and proceed to Riviere du Loup for assistance. Upon their arrival at the depot on the St. Lawrence, all was excitement. No time was lost in loading up toboggans with pork, biscuit, tea, sugar, etc; and seventeen Canadians started off with the supplies. Rainsford and his two men accompanied the relieving party back to Lake Temiscouata. They reached there at daybreak the following morning; and soon the famishing soldiers, who had in the meantime succeeded in crossing the lake, were partaking of good substantial food.

The journey of some ninety miles performed by Rainsford and his companions in the course of a single day and night, and under such circumstances, will always be regarded as a wonderful example of courage and endurance. The march of the 104th, considering the season of the year, the nature of the country traversed, and the extraordinary severity of the weather, must take its place among the greatest marches in history.

In September last, while Canadians were preparing to celebrate the hundredth anniversary of the battle of Queenston Heights, the Russians were celebrating, with magnificent display, the hundredth anniversary of the great battle of Borodino, in which the French army was defeated under the walls of Moscow. But this check, the beginning of the downfall of Napoleon, was as nothing to his followers in comparison with the suffering and loss encountered in that terrible retreat which followed the burning of Moscow. We are told that the French battalions melted away like snow in the sunshine. Napoleon reported that thirty thousand horses had succumbed to the cold; which may help us to imagine what befell the men. It will also help us to realize what it means that in the winter march of the New Brunswick regiment not a man perished from exposure.

The regiment suffered heavy loss in the battle of Sackett's Harbour, and did good service at other places during the war. It was disbanded in 1817.

**QUESTIONS ON "CHRISTABEL"—GRADES
IX AND X.**

M. WINIFRED MCGRAY.

1. Take an imaginary trip through the English Lake Country describing the country and telling where you would like to spend a few days. Why do you choose those particular places? The English Lake Country is in what part of England? What counties?
2. Name the Lake Poets and tell why they received this name. Quote a dozen lines from each. Which poet do you prefer? Why? Was anyone of them a poet-laureate? From which one did Tennyson receive the "Laurel greener from the brows of him that utter'd nothing base?"
3. Wordsworth, Coleridge, Southey, Ruskin, Professor Wilson (Christopher North) Sir Walter Scott, Thomas De Quincey, Dr. Arnold of Rugby, Mathew Arnold, Harriet Martineau, Felicia Hemans, Charlotte Bronte, Mrs. Gaskell, Mrs. Humphrey Ward and Hall Caine—What did these people have to do with the English Lake

Country? How many of them were intimately acquainted with each other? Tell a few facts about each and tell where each lived, giving the name of the house when possible.

4. What was Coleridge trying to do in the poem? Did he succeed? Why didn't he finish the poem? Name other unfinished poems and novels left by great writers.

5. Tell the story of "Christabel" in your own words.

6. How many characters in the poem? Compare with "Snow-Bound."

7. How does Coleridge tell us what time of the year it is? Quote. How does Tennyson in his "Lady Clare?" Quote.

8. Describe the personal appearance of Christabel — Of Lady Geraldine.

9. Tell in your own words the story of Lady Geraldine's adventures.

10. Collect the warnings given that Lady Geraldine was an evil spirit.

11. Why did Christabel's mother appear to Lady Geraldine? How did she drive the spirit off?

12. What evil did Lady Geraldine work upon Christabel? How often did she renew her evil spell?

13. Why was Christabel able to throw it off from time to time?

14. How did Sir Leoline receive the girls in the morning?

15. Whose daughter did Lady Geraldine pretend to be? Why did she choose that particular person?

16. What made Sir Leoline angry with his daughter? His friend? His bard?

17. Learn lines 408..426. Why these lines? Make a collection of other fine lines in "Christabel."

18. What was Bracy commanded to do? Why did he hesitate? Tell his dream in your own words. What was Bracy anxious to do? Why wasn't he able to do it?

19. What do you think of the last twenty-two lines of "Christabel?" Would you have put them here? Give reason for your answer.

20. Find and explain:—chivalry, straight, weal, boss of shield, matin, tale, pent, sacristan, tricks her hair, page, groom, wise.

21. Collect all the names of places mentioned — Explain and locate where possible. Compare with our names in the Maritime Provinces.

NATURE STUDY.

L. A. DEWOLFE.

Without question, the field is the proper place for Nature Study. It may be wise, however, to devote one winter month to reading about familiar school or household articles. I shall not attempt to answer the questions raised; but shall merely suggest a few topics for inquiry. Good sources of information will be dictionaries, encyclopedias, Books of Facts, Question Departments in newspapers, magazine articles, etc.

No one individual should be asked to do too much. In any school, one topic could be assigned to each of the older pupils. One afternoon each week might be given up to reports from these pupils. The method of procedure, however, will be regulated by the ingenuity and enthusiasm of the teacher, the age of the pupils, and the available sources of information.

The child is using a scribbling book and a lead pencil. What is the "lead" in his pencil? Where did it come from? Why do pencils vary in hardness? What kind of wood surrounds the "lead?" What does he know about the eraser and the process of its manufacture? Where did the paper of his book come from? Is it rough or smooth? If smooth, how was it made so? If ruled, how were the lines made?

Frequently, the child uses black ink. Of what is it made? Try to make some at school. Where were his pens made? Trace them back to the iron ore in the earth. Why was the name "pen" given to this instrument?

The making of ink introduces the subject of tanning leather. Find out about tanning. What countries produce the most leather? What animals contribute to the leather supply? In connection with this, discuss the boot and shoe industry.

Similarly, other articles of clothing should be traced back to the raw material. Grow some flax. Notice the long fibres in the outside part of the stem. Ask some old lady to explain how she, in her young days, prepared the flax, and wove it into linen. Get pictures of modern weaving machines. Is any other part of the flax plant of commercial value? What is flax-seed used for? It is also called linseed. Paint oil is — or, at least, is supposed to be — linseed oil.

In the same way, learn about cotton and its manufacture. One can often get cotton bolls.

Feel the hard seeds in the cottony mass. Why did the plant ever develop this cotton? Try growing a few of the seeds. What commercial use is made of cotton-seed?

If possible, get cocoons of the silk-worm. Learn something of its habits, its food, and the silk industry in general. Teachers may gather this material from various sources. One good way would be through correspondence with schools where such things are native.

Even a woollen garment may teach us useful lessons. Which are the best sheep-raising countries? Trace the manufacture of wool from the raw material.

Among other household articles of which we know little are pins, needles, buttons, lace, jewelry, etc.

Our previous reference to leather suggests other animal products. What use is made of horns, hoofs, hair, bristles and other by-products of the meat industry?

In kitchen and laundry work, how many know even the rudiments of the chemistry of their operations. What do we know about soap? Why does good toilet soap cost more than laundry soap? What other cleansers are used. What is their general composition?

A slight practical knowledge of chemistry would enable one to remove stains more intelligently than merely following some rule that may be given in a newspaper. Would not the principles of domestic science, therefore, be important in every school, whether there be a domestic science department or not? Is not the reflective power of a child's mind stimulated, even in laundry work, by raising the question of the origin of the starch used and how it was prepared? What is bluing? Why is it used?

In cooking, there is almost unlimited opportunity for question and discovery. Millions have watched a tea-kettle boil; but among them was only one James Watt. The first principles of electricity are said to have been discovered at the kitchen stove. Everything has not been discovered yet. But, though we do not hope to make famous discoveries, is it not wise to reflect on supply and demand; on cause and effect; on ways and means, as suggested in cookery? The story of the Wonderful Pudding was not wonderful to me when I read it in school; for I merely pronounced the words. Later, I saw where the

teacher might have taught me wonderful lessons from that story — lessons of trade and commerce; lessons on the division of labor; lessons in botany; in fact, lessons touching upon all the great activities of civilized life.

Does the girl who makes a cake even know what raisins are? Some do. Many do not. I have been told more than once that they were plums. Does she know how the sugar was manufactured? Does she know about the spices and flavorings she uses? There are underlying principles of physics and chemistry which make her cake a success. If it should be a failure, does she know why? When she makes bread, does she know what the yeast is, and what it does? Does she know why a little sugar would benefit the bread, and why too much would be disastrous? I do not refer to the taste of the bread, but to its texture.

Would not children of school age be interested in the botany and geography of tea, coffee and cocoa? Coffee and cocoa beans should be in every school collection of natural products. Pictures of the plants, and short essays by the pupils on these articles should accompany the collection.

Even the cooking utensils furnish many topics for inquiry. The material used in their manufacture, the relative merits of each, the suitability of certain materials for certain uses, the danger of cooking with copper or brass dishes, etc., are good topics.

Some things suggested here can be learned by experiment and observation. Many of them, however, will require books of reference and the teacher's assistance. Is better knowledge of every day common things not worth while? I have mentioned a very few of the many phases each subject suggests.

TASTE FOR CHOICE READING.

The school has not done its work wisely and well unless the great majority of the students form a taste for choice reading, for reading that is ennobling and inspiring, so that in after life they will quietly sit down of an evening and read genuinely good things. The lack of a taste for such a quiet evening on the part of the men of the day and on the part of many women, is a sad commentary on the way the school teaches what and how to read.

SOME WINTER BIRDS.

H. G. PERRY, WOLFVILLE, N. S.

A Well Known Favorite.

Among our native birds resident throughout the year none is better known, or more suitable as a subject of study, than the Black Capped Chickadee.

He is of a social disposition moving about in small companies and never seems so contented as when associating with man. He seems to like the ring of the woodman's axe on the frosty morning air, and returns the greeting with his merry little song.

Encourage your pupils to study the bird, not books about the bird. The name will indicate the bird at once; "Black Cap," the color of the head, and the bird will soon tell his name "Chick-a-dee-dee-dee."

Beware of killing the interest by imposing upon the beginner a large number of facts to be noted down, the fewer the descriptive facts the better. Just have enough for recognition and clearness, its size or length, and distinctive marking. Let the attention centre around it as a living organism, its work, on what it feeds, the location and construction of its nest, its eggs, number, size, markings, incubation and young, are topics that should be taken up in their season as opportunity presents. From its food your pupils will infer something of its economic importance, or value to man. They will discover that it is a factor in the prosperity of our country. Read the laws for the protection of birds.

A Drawing Card.

Have your pupils hang pieces of beef-suet in apple and shade trees near their homes, or near the school building. What birds gather to the feast? First of all will come the Chickadee. If the Blue Jay is near he will soon scent the suet, and he dearly loves it too. Note his greed in driving the Chick-a-dees away. As you study our little friend, keep an ear open for other songs or bird talk, you will hear his call during the spring. Learn to recognize it.

The English Sparrow does not care for the suet, his taste calls for crumbs of bread, and a grain diet. In common with the Blue Jay he bears a rather bad reputation among students of birds, and many advocate his extermination.

Study these birds by comparing them with the

Chickadee, especially note size, the chief color markings, songs, calls, etc. Note that the male English Sparrow differs from the female in color markings. Do all birds differ in this way? Name some that do, and also some that differ in other ways, as the domestic cock and hen, and name some that do not show such differences. The spring migration will bring you many good examples so be on the watch for them.

Other Useful Birds.

As opportunity presents, study the Nuthatches, the Downy Woodpecker, Crows and Owls and other winter birds of your locality. Even as I write two crows are swaying in an apple tree not twelve feet from my study window. The crow is a winter bird in this part of Nova Scotia. Why are they so tame at this season of the year? In summer they keep further off. Perhaps they remember they found suet here a few weeks ago.

Descriptions of these birds are given in all bird books, for Eastern North America, so I do not attempt details. Crows, Owls, and Woodpeckers are quite familiar to all, while the Nuthatch with his vigorous "yank, yank, yank," and his characteristic position on the trunks of trees, creeping down head-first, is readily recognized. In Nova Scotia the White-breasted Nuthatch is the winter bird; in New Brunswick, the Red-breasted, which is characterized by a more nasal tone and slightly drawled, "yna, yna, yna."

Like the Chickadee some of these birds have an economic importance, especially to the orchardist, farmer, and lumberman in keeping down injurious insects. An examination of a large number of stomachs of the Downy Woodpecker revealed the fact that 13 per cent of the food consumed consisted of wood boring beetles, 16 per cent of bugs that live on fruit and foliage, and a large proportion of the remainder is made up of scale insects, ants, and other such insects.

Cross-bills and Grosbeaks frequent the deeper forests, but are often found near clearings. The Snow Bunting or Snowflake is very common in New Brunswick, but is seldom seen in this part of Nova Scotia.

Work of this nature will prepare yourself and pupils for interesting observations and study during the spring migration of the birds, and their early summer occupations. Let every pupil keep a bird list, and have a bird calendar for your school.

A Word to the Readers of the Review.

As teachers and students I think we can readily make our Nature History page more useful by a system of mutually helping each other. We are widely scattered throughout the Eastern Provinces, each locality has its own local characteristics, hence the various parts differ considerably in flora and fauna. Our plan is this, every teacher should report on a postal card the winter birds of his or her locality, whether occasionally seen or in numbers. State clearly Post Office and County, and send to me by the 15th of the month. I will tabulate the results and publish in the REVIEW of the next issue. We can very readily start such work and in a short time have data that will be of great value to the teachers and agriculturists of our provinces. As you read this say "I will report," and be sure to send the card properly signed whether you have an entry to make or not. If you have one so much the better, if three better still.

Address your card to me at once, and fill in the data as it comes to hand. Send on the 15th of March or as soon after as possible and watch for the REVIEW. Any data about spring migrations will be most welcome

LESSONS FROM CADET CORPS TRAINING.

To the cadet, cadet corps training presents ideals of 'obedience' and 'respect for superiors;' to the instructor, it presents ideals of 'accuracy in expression,' 'thorough knowledge of what he is teaching and 'self-confidence.' These ideals should be lived up to not only in the military training, but in the other branches of school work as well.

Consider that of obedience first. In the corps, the cadet is trained to obey each and every command. No matter how ridiculous the command may seem to him he is trained to obey the very letter of it at once. Similarly a prompt and precise obedience should be cultivated in the other departments of school work. A certain teacher told his pupils to write a synopsis of the first act of "As You Like It." He was grieved to see in several of the would-be synopses, detailed accounts of the wrestling match and of Rosalind's and Celia's conversations. The only explanation offered by the pupils was to the effect that they would rather write long accounts than short ones. Had that teacher inculcated in his pupils the same prompt and precise obedience in the other

branches, that he did in the drill, his English lesson would have resulted in a better fruitage.

To gain this obedience the teacher's orders must be clearly and accurately stated. Therefore, with the same clearness and accuracy of expression with which he gives his commands and expositions of new movements in drill, he should give his orders and statements of observations and facts in teaching science, mathematics, and language. He should also influence his pupils to express their thoughts after this manner. Then they would write the names of the elements in chemistry instead of their symbols, and such expressions as, "Thezn. unites with H. C. L. and gives off H.," would take their much desired exit. In the pupils' spoken English, also, this clearness and accuracy should be cultivated. If only this ideal would be developed the result would be both far-reaching and invaluable.

But before this obedience can be obtained, or this accuracy cultivated, the teacher must summon up a good deal of self-confidence. In this regard, too, military training furnishes him an ideal. Every cadet instructor knows that without self-confidence he can do nothing, but with it he can do all possible things. Without self-confidence a teacher cannot effectively teach anything. He should, therefore, summon up self-confidence when about to teach a physics or history lesson, as he does when about to teach his cadets to "On the left. Form Squad." And the most valuable feature of this self-confidence is that the teacher must have the most thorough knowledge of what he is teaching before he dares put this confidence in himself.

While these four ideals are being developed, the living up to the ideal of respect for superiors follows as a natural consequence.

If these virtues were nurtured by teachers, our schools would have a much greater efficiency and would be raised to a much higher standard of excellence.

COLIN B. FAULKNER.

Noel, Hants Co.

The color of the hair is due to iron, which is picked up by the cells of the hair follicle in the little factory in the skin where hairs are made. As one gets older, the little cells which work at manufacturing hairs grow weary, and they will not take up as much iron as they once did.—*March St Nicholas.*

THE KINDERGARTEN AS A FORWARD MOVEMENT.

DR. FREDERICK EBY, AUSTIN, TEXAS.

Educators have never done full justice to the profound services of the kindergarten and the doctrines of Froebel which it represents. They have not adequately recognized that the most vital educational movements of our day are either directly or indirectly traceable to the work of Froebel. Wherever the kindergarten has gone pedagogical formalism and mechanical teaching have disappeared. It has completely transformed primary work within the past generation. Through the influence of the kindergarten, music, drawing, color work, constructive work of all kinds, and the more psychological and natural methods of teaching reading have been introduced into the schools. Yet many up-to-date teachers of primary work berate the kindergarten and appear totally ignorant that all these progressive methods come directly from Froebelianism. From this same source the advanced grades have received manual training, nature-study, gardening, play and several other important additions to the course of study. The most significant educational doctrine of the past twenty years, that of social education, came directly from the kindergarten circle and from Froebel's doctrine of Gliedganzen, the relating of the child through his activities to human institutions. We are compelled to inquire in astonishment why such liberal services have not received more ample recognition. One reason may be that kindergarten principles have been kept aloof from ordinary pedagogy, and kindergartners have been too narrow in their interests. They have not understood that the principles of pedagogy are the same for all ages and stages of child life, and that Froebel's laws are true for all education.

* * * * *

The kindergarten has a wonderful mission to perform in the industrial society of our times. It is perfectly evident that more and more women will be forced into the ranks of labor. The care of their children throughout the hours of the day must devolve upon properly conducted kindergartens, just as the children of Rome are trained in the *Case dei Bambini* which Madam Montessori directs. All school systems in industrial communities should be compelled to furnish kindergarten facilities for the children. No one who has reflected upon the matter doubts that the age from four

to seven is crucial for the development of the most important instincts of the child's nature. Another reason why the Kindergarten should be made an integral factor in state education lies in the fact that it will greatly lengthen the number of years of schooling for the vast masses of children who are compelled at an early age to leave school.

A HOME-MADE HECTOGRAPH.

A subscriber asks for a method of constructing a hectograph. A few years ago Mr. John Dearness furnished the REVIEW the following recipe for making a gelatine printing pad, and we cannot do better than to reproduce it here.

Dissolve one-quarter pound of gelatine over night in one pint of water.

On the next day, or as soon as the solution is complete add one pint of glycerin.

Stir the mixture, and heat it in a saucepan to the boiling temperature.

Pour out in a flat pan 8 inches by 10 inches, or larger.

While cooling is proceeding, use a needle to prick the air bubbles that will appear. If left undisturbed for a few hours, the pad will be smooth and firm enough to use.

Write distinctly, on any kind of writing paper, with a coarse pen and suitable ink, "Hectograph" or "Transfer." Ordinary copying ink will not do.

Let the writing dry for from two to five minutes. Do not use blotting paper to dry it.

Very slightly dampen the surface of the pad with a squeezed-out sponge, and remove the surplus moisture with a soft cloth.

Now press the written side of the air-dried copy firmly and evenly on the pad, and allow it to remain from two to five minutes. As a rule, the longer time will give you a larger number of copies.

Proceed at once to print. A pliable paper takes the impression better than a stiff one. The hand, or a cloth, should be pressed over the back of each page when it is a-printing.

When the printing is finished, use a sponge squeezed out of tepid water to wash off the pad. The writing is thus only partially removed, but in time it sinks in and becomes, usually in about twenty-four hours, ready for another copy.

When the pad becomes rough or dirty, it is renewed by placing the pan on the hot stove and melting the gelatine again.

MARCH.

March means spring, for is it not the first spring month even if snow storms come and snow patches are still lingering? The bark on the willow is yellowing, pussy willows are appearing; it will soon be time to look for mayflowers. The robins are here already, a few of them came in February. Let the little folk be on the lookout for other birds from the south. On the first sunshiny March day teach this little verse:

God sends His warm spring sunshine,
To melt the ice and snow,
To start the green leaf buds,
And make the flowers grow.

And some little boy or girl may learn and recite the following:

Over the bare hills far away,
Somebody's traveling day by day,
Coming so slowly, I wonder why?
Oh, she is busy as she goes by.

Spring up, tall grasses and daisies and clover!
Last year I taught you how over and over,
Come, little birdies, come back and sing;
Don't you remember me? Why, I am Spring!

Play, wind, play!
It is a cold March day,
But there is sunshine all about,
And troops of children now run out.
Play, wind, play!

Blow, wind, blow!
Though hats a-rolling go;
For we don't mind if you are bold
And sting our cheeks and ears with cold.
Blow, wind, blow!

"Whichever way the wind doth blow
Some heart is glad to have it so.
Then blow it east or blow it west,
The wind that blows, that wind is best."
"The North Wind brings the snow;
The East Wind brings the shower;
The South wind makes the fruit trees grow;
The West Wind brings the flower;
And which one is the best,
When I love all so well,
The North or South, the East or West,
Would puzzle me to tell." —Tarrance.

Will winter never be over?
Will the dark days never go?
Must the buttercups and the clover
Be always hid under the snow?

—Jean Ingelow.

MAPLE SUGAR TIME.

(A recitation for eight children)

First Child (stretching out arms and swaying slightly)
Now blow, glad breeze, and shake the trees,
And set the sap astir, if you please.

Second Child (moving hands upwards with fluttering motion)
And flow, sap, flow, all gently — so —
And make the heart of the maple glow.

Third Child (imitating motion of boring a hole in a tree)
Good farmer, bore a hole for a door
And open a way for the maple's store.

Fourth Child (pretending to put a spout into a tree)
And you, little spout, let the sap run out;
You'll find it ready beyond a doubt.

Fifth Child (pretending to hang a pail upon a spout)
Oh, strong little pail, a swing on your bail,
To catch the drops you must not fail.

Sixth Child (pretending to lift a pail from a spout)
And over the snow now, gay boys, go,
And carry the sap to the fire's bright glow.

Seventh Child (pretending to pour sap into a kettle)
Now burn, pretty fire, leap high and higher!
The bubbling kettle must not tire.

Eighth Child (pretending to skim something from top of kettle)
And boil away, sweet sap, you may,
And turn to sugar without delay.

All Children, in concert (forming circles with fingers)
Now all is done, and oh, what fun!
Here's maple sugar for every one!

—Primary Education.

HINTS FOR ARBOR DAY.

Arbor day will soon be here and it is now time to form our plans. Many of the pupils will want to help teacher if they are shown what to do and how to do it.

Make Arbor Day a day of work. We all expect to plant trees if there is any space for them; yards are to be raked and cleared of rubbish; flower beds are to be uncovered and preparations made for planting. Work in the school garden should all be planned before hand. Lessons on plant life and growth should form part of the day's programme and if the day is fine an excursion should be made for the study of birds, trees and flowers.

There should be a programme for the afternoon consisting of essays, readings, music, speeches, to which the parents and friends of the pupils may be invited. The key note to all addresses and essays should be improvement in the school surroundings. Teachers should see that the school-room is clean and tastefully decorated.

OPENING EXERCISES.

A correspondent asks the REVIEW to give some suggestions how to begin the day at school after Bible reading and prayer.

Have the opening exercises as varied as possible. It is a good plan to turn these exercises over to a committee of pupils. It is often surprising what interesting programmes they can arrange with a little direction from the teacher.

Some dull morning spend the entire opening period in singing. It will brighten the whole day. Don't sing the same songs every morning. For variety let the pupils sometimes select what they will sing. Have a solo occasionally, or a duet, or a quartet. Practice the special music after school, so that it may be a surprise for the other children.

Let a pupil read or tell a bright story, or relate some incident that befell him on the way to or from school. Help a pupil who has a gift for reciting to get up a recitation for the morning exercises.

The parent's interest will be enlisted and it will help to furnish topics for discussion at home if you talk about the news of the day. The Current Events in the REVIEW will furnish many useful subjects.

If a class or committee of pupils get up something for the opening exercises let them keep their plan a secret. The children's curiosity to know what the exercises are to be will be so keen that they will not be tardy.

Celebrate anniversary occasions and birthdays of famous men and women. Invite the parents to be present on these occasions.

DAVID LIVINGSTONE.

David Livingstone was a famous traveler and explorer. When a boy he loved to wander by the rivers and lakes of Scotland, to watch the fish and birds, and to gather flowers, plants, and curious stones.

When ten years old, he was put to work in a cotton factory, and out of his first week's wages he bought a Latin book. He worked long hours, but he placed his book on his spinning-jenny, so that he could glance at it as he worked, and before he was sixteen he had read many classical authors.

When he became a young man he decided to devote his life to the service of mankind. At that time the great continent of Africa was almost

unknown. Little was known about the millions of black people who lived back from the coast, except that cruel Arab and Portuguese slave-traders were bringing down to slave-ships long processions of poor black creatures who had been stolen from their homes. These were stowed away like cattle in the dark, filthy holds of the ships, where a great many died owing to poor food, foul air, and homesickness.

In the year 1840, when he was twenty-seven years old, Livingstone went to Africa, and when he saw the horrors of the terrible slave-trade, he resolved to do all in his power to stop it. For more than thirty years he made long and toilsome journeys in that unknown country, braving fevers, hunger, thirst, savages, and many other forms of danger. He said, "If the good Lord permits me to put a stop to the enormous evils of the slave-trade, I shall not grudge my hunger and thirst."

He told his story to the world, and largely through what he did and said, the slave-trade was put down.

In many parts of Africa water is very scarce, and game will come to the dangerous water-holes only when they can resist their thirst no longer. Livingstone's heart was so tender that even when he needed the food, he would not kill the poor creatures that came to quench their thirst at the risk of their lives.

After his death there were found in one of the journals which he wrote during those lonely travels, Coleridge's lines,

He prayeth, well who loveth well
Both man and bird and beast.
He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

He died alone in the heart of Africa with only his black attendants near him, but such was their affection for him that they lovingly carried his body to the coast. From there it was taken to England and buried in Westminster Abbey.

On a memorial tablet over his grave, after this name, are these words, "For thirty years his life was spent in an unwearied effort to evangelize the native races, to explore the undiscovered secrets, and abolish the desolating slave-trade of Central Africa."—*Heroes and Greathearts*.

[This is the Centennial of the birth of Livingstone. He was born at Blantyre, near Glasgow, March 19, 1813. Died May 1, 1873.]

1913 SESSION OF THE SUMMER SCHOOL OF SCIENCE.

In the year 1887, in the college town of Wolfville, forty-one teachers met for the study of science and nature; from this beginning has grown the school, which at its twenty-fifth anniversary held in New Brunswick's capital, numbered three hundred and eighty-three students. This year, the historic city of Halifax will open her treasure house to the school.

The classes are to be held in the Halifax Academy and Technical College. For the students of Chemistry, Physics and Physiology a splendid equipment will be at hand.

Point Pleasant Park and the Public Gardens will provide materials for the nature students

Mr. Bancroft, the local secretary, assures us that many excursions in and about the city are being planned, the nature of which will be announced later.

Lovers of boating and swimming will have an excellent opportunity for indulging in a favorite pastime.

We are hoping that an opportunity will be given this year to learn something of "the starry sky" and we also hope that the Bird work begun last year will be continued;—the fine collection of stuffed birds in the Academy will be a help. Finally, is it not possible to have a music class?

NINA E. DAVISON.

The public will welcome the 1913 Edition of "5000 FACTS ABOUT CANADA," compiled by Frank Yeigh, the acknowledged authority on things Canadian and the author of "Through the Heart of Canada." Ten thousand copies are now sold annually, which find their way all over Canada and the Empire, indeed the world.

"The Facts booklet is stuffed as full of information as a sausage is of meat," is the happy and true way an English journal puts it, and the new issue, which includes many new features and improvements, such as a colored map of the Dominion, presents a striking story of the wonderful advance of Canada in a single year. We now talk in billions.

The booklet is issued at 25 cents a copy, by the Canadian Facts Pub. Co., 588 Huron Street, Toronto, and is sold by all the leading newsdealers.

Robert Raikes established the first Sunday School at Gloucester, England, in 1718.

EASTER.

The English people formerly had two very large cakes divided among the congregation at the church on Easter. In 1645 Parliament forbade this by law, providing that the money spent for cakes should in future be used to buy bread for the poor.

At Easter let your clothes be new
Or else be sure you will it rue.

The boys in the north of England will tell you that if you do not put on something new on Easter day some misfortune will befall you.

Underneath these customs lies the symbol of Christ's resurrection.

Lilies! lilies! Easter calls!
Rise to meet the dawning
Of the blessed light that falls
Through the Easter morning.

Sweet Easter flowers!
White Easter flowers!
From heaven descend
Life-giving showers.

Each plant that bloomed at Eden's birth,
Shall blow again o'er ransomed earth.
Pluck lilies rare and roses sweet,
And strew the path of Jesus' feet;
Throw fragrant palms before our King,
And wreath the crown the saved shall bring!

—The Bishop of Quincy.

"A MINE OF INFORMATION."

Probably the most distinctive feature of the New International (G. & C. Merriam Co., Springfield, Mass.) is the amount of encyclopedic information that it contains. Wherever the reader turns he finds admirably condensed treatises, or tables, or illustrations. It is impossible to use the New International without being continually surprised by the range and completeness of the information furnished.

The average of human life is thirty-three years. One child out of every four dies before the age of seven years, and only one-half of the world's population reach the age of seventeen. One out of 10,000 reaches 100 years.

There is now evidence that air ships are accepted as more than dangerous playthings. We are familiar with the intercessory hymns for those in peril on the sea, which are to be found in many hymn books. There is now in actual use in England a hymn for those in peril in the air.

IMPERIAL MEETINGS OF TEACHERS.

At the first Imperial Conference of Teachers' Associations held by the League of the Empire in July last, it was decided to hold an Annual Meeting each summer of such members of the Overseas Teachers' Associations who might then be visiting England, together with teachers in the Home Country. This arrangement was made in order that the pleasant connections formed last year between teachers throughout the Empire might be happily maintained and that the views of the different Associations might be obtained as to the best subjects for discussion at the next Imperial Conference which will be held in due course in Toronto, by invitation of the Government of Ontario.

The Council of the League of the Empire have therefore invited all members of the various Overseas Teachers' Associations who may then be in England to give them the honour of their company on Saturday, the 19th July next, at a meeting in the Caxton Hall, Westminster, and at a reception to be given afterwards.

A course of excursions and visits to interesting places will be arranged on the same lines as those undertaken after the Conference of 1912, and friends specially qualified to give interest to the expeditions will again give their valuable services to the League's guests.

Full particulars of the meetings and excursions may be obtained from the Hon. Secretary, League of the Empire, Caxton Hall, Westminster, London, S. W.

TAKE JOY HOME.

Take joy home,
And make a place in thy great heart for her;
And give her time to grow, and cherish her;
Then will she come and oft will sing to thee,
When thou art working in the furrows; ay,
Or weeding in the sacred hour of dawn.
It is a comely fashion to be glad:
Joy is the grace we say to God.
There is a rest remaining. Hast thou sinned?
There is a sacrifice. Lift up thy head;
The lovely world and the over-world alike
Ring with a song eterne, a happy rede:
"Thy Father loves thee."

—Jean Ingelow.

There were some celebrated pictures of Adam and Eve on exhibition, and a professional gardener was taken in to see them. "I think not much of the painter," said he. "Why, man! tempting Adam wi' a pippin of a variety that wasna known until about twenty years ago."—Harper's Bazar.

IF THE ATLANTIC WERE LOWERED.

The pressure of water increases with the depth. One mile down this pressure is reckoned at more than a ton to the square inch — in other words, more than 133 times the pressure of the atmosphere. The depth of the sea presents some interesting considerations. If, it is claimed by one authority, the Atlantic ocean were lowered 6,564 feet it would be reduced to half its present width. If it were lowered a little more than three miles the result would be dry land all the way between Newfoundland and Ireland. If the Mediterranean were lowered 660 feet Africa would be joined to Italy and three separate seas would remain.

WHY DON'T YOU ANSWER THE BOY.

What makes the world go round?
How can flies walk on the ceiling
Just like they do on the ground?

Why don't it snow in summer?
Don't the fishes ever get drowned?
Did you ever see any fairies?
Who lost the knife that I found?

How many weeks till vacation?
It ought to be here pretty soon.
How many fives in a hundred?
How far away is the moon?

Where do the bees get honey?
Who finds balloons that are lost?
What makes people bald-headed?
How much do elephants cost?

What makes you tired this evening?
There's a gray hair in your head!
Wonder what makes me sleepy?
Good night; I'm going to bed.

—Jud.

There's a breathless hush in the close to-night,
Ten to make and the match to win;
A bumping pitch and a blinding light,
An hour to play and the last man in.
And it's not for the sake of a ribboned coat
Or the selfish hope of a season's fame,
But the captain's hand on his shoulders smote,
"Play up! Play up! and play the game!"

The sand of the desert is sodden red,
Red with the wreck of a square that's broke;
The Gatling's jammed and the Colonel dead,
And the regiment's blind with the dust and smoke.
The river of death has brimmed its banks,
And England's far and honour a name;
But the voice of a schoolboy rallies the ranks —
"Play up! Play up! and play the game!"

This is the word that year by year,
While in her place this school is set,
Every one of her sons must bear,
And none that bears it dare forget.
This they all with a joyful mind,
Bear through life like a torch of flame,
And falling fling to the host behind —
"Play up! Play up! and play the game!"

—Newbolt.

SOME COMMON ERRORS IN DICTION.

Some of the common errors which occur in everyday conversation are perhaps not apparent to all of us from the fact of their frequent use. Some are of a provincial nature while others can almost be considered as continental. The geographical extent over which the words are prevalent, I do not intend to discuss but simply to try to give the correct interpretations based on such authorities as the Century, Standard and Webster's Dictionaries.

Let us take the pronunciation of the word "pianist." The three authorities above give "pi-an-ist" only (accent on second syllable) in contradiction to "pi-an-ist" (accent on first syllable)—a form of pronunciation used frequently by people who do not take the trouble to ascertain for themselves the correct form. The word "suggest" has two forms of pronunciation, one where the first g is suppressed, and the other where it is sounded. The latter is correct. "Trait" is correctly pronounced with the final t sounded. "Against" is pronounced a-genst, "chastisement" has the accent of the first syllable, the i being short; "culinary" has the u long in the first syllable, not as in cull; "discourse" and "finance" are both accented on the second syllable; and so "hearth" is "harth" not "herth"; "heaven" is one syllable not in two; "Italian" is "It-al-yun" not "eye-tal-yun;" "nuptial" is "nup-shal" not "nupt-yal;" "supple" is "sup-pl" not "su-pl"; "immediate" is in four not in three syllables; "vaudeville" "vode-vil" not "vod-e-vil;" "vitriol" is "vit-ri-ol" not "vit-rol."

In addition to these examples of faulty pronunciation we often evince great carelessness in our choice of words. The following will illustrate my meaning. "The dog is barking I will go and take him in." Take is a verb signifying the removal of something. In this case the intention of the person is evidently to allow the dog to come into the house and the proper word to use is "bring." "I haven't seen him since a while" is a common expression in some localities. "Since" is a definite measurement of time from a previous date to the present moment and hence should be used only when a previous date is mentioned. In the above construction "for" would be a good substitute. "I received this bracelet on a present" should be "I received this bracelet as a present" or better still, "This bracelet was presented to me."

"You will be coming back one of these days" is a common construction in a certain town. "My horse died on me last week" is as common as it is erroneous. "He stopped in town all night" should be "He stayed in town all night." "To stop," means to arrest a body in motion; "stay" means to continue in a state of rest. Regarding the verbs "sit" and "set," "lie" and "lay," a safe rule for following is to consider "set" and "lay" with their inflections as transitive verbs requiring objects, and "sit" and "lie" as intransitive verbs. There is only one exception to this rule. We say, "The sun sets." Here "sets" is an intransitive verb. We say "He set the hen" but we should say "The hen is sitting."—*Selected.*

HIS RESCUE.

Before the erection of the pier at the Castle Rock passengers from Dumbarton, Scotland, had to be conveyed down the Leven to the Clyde steamers by a ferryboat, rowed by two sturdy and generally elderly ferrymen. On one occasion an English commercial traveler had seated himself on the gunwale at the stern. One of the old ferrymen, aware of the danger to any one so placed when the rope of the steamer should be attached to the bow of the boat, took occasion to warn the man of his danger.

"Noo, my man, come down aff that or ye'll coup over."

The traveller replied by telling him to mind his own business and trust him to take care of himself.

"Weel," said the ferryman, "mind 'I've telt ye. As sure as ye're sittin' there ye'll coup over."

No sooner had the rope been attached and the boat got the inevitable tug from the steamer than the fellow went over the stern.

"I telt him that!"

However, being in the water, it behooved that every effort should be made to rescue him. So the ferrymen made a grab at what seemed the hair of his head, when a wig came away. Throwing this impatiently into the boat, he made a grip at the collar of his shirt, when the front came away. Casting this from him with still greater scorn, he shouted to his companion:

"Tammas, come and help save as muckle o' this man as ye can, for he's comin' awa' in bits!"

Men resemble the gods in nothing so much as in doing good to their fellow creatures—*Cicero.*

THE BOY AND THE ANGEL.

ROBERT BROWNING.

(Theocrite, the poor artisan, longs on Easter Day to be Pope that he may praise God that great way. He has his wish, but God misses the humble voice of praise. The angel Gabriel sinks to earth and strives to fill Theocrite's place. Still to God's ear the voice is not the same. "I miss my little human praise." Then Gabriel seeks Theocrite in the Pope's abode and bids him go back to his humble toil and renew that voice of praise which God has missed. The angel takes his place. At Theocrite's death they come before God together, the humblest equal with the highest since each in his own place has fulfilled his mission.)

Morning, evening, noon and night,
"Praise God!" sang Theocrite.

Then to his poor trade he turned,
Whereby the daily meal was earned.

Hard he laboured, long and well;
O'er his work the boy's curls fell.

But ever, at each period,
He stopped and sang, "Praise God!"

Then back again his curls he threw,
And cheerful turned to work anew.

Said Blaise, the listening monk, "Well done;
I doubt not thou art heard, my son:

"As well as if thy voice to-day
Were praising God, the Pope's great way.

"This Easter Day, the Pope at Rome
Praises God from Peter's dome."

Said Theocrite, "Would God that I
Might praise him, that great way, and die!"

Night passed, day shone,
And Theocrite was gone.

With God a day endures alway,
A thousand years are but a day.

God said in heaven, "Nor day nor night
Now brings the voice of my delight."

Then Gabriel, like a rainbow's birth,
Spread his wings and sank to earth;

Entered in flesh, the empty cell,
Lived there, and played the craftsman well;

And morning, evening, noon and night,
Praised God in place of Theocrite,

And from a boy, to youth he grew;
The man put off the stripling's hue:

The man matured and fell away
Into the season of decay.

And ever o'er the trade he bent,
And ever lived on earth content.

(He did God's will; to him, all one
If on the earth or in the sun).

God said, "A praise is in mine ear;
There is no doubt in it, no fear:

"So sing old worlds, and so
New worlds that from my footstool go.

"Clearer loves sound other ways:
I miss my little human praise."

Then forth sprang Gabriel's wings, off fell
The flesh disguise, remained the cell.

'Twas Easter day: he flew to Rome,
And paused above Saint Peter's dome.

In the tiring-room close by
The great outer gallery,

With his holy vestments dight,
Stood the new Pope, Theocrite:

And all his past career
Came back upon him clear,

Since when, a boy, he plied his trade,
Till on his life the sickness weighed;

And in his cell, when death drew near,
An angel in a dream brought cheer:

And rising from the sickness drear,
He grew a priest, and now stood here.

To the East with praise he turned,
And on his sight the angel burned.

"I bore thee from thy craftsman's cell,
And set thee here; I did not well.

"Vainly I left my angel-sphere,
Vain was thy dream of many a year.

"Thy voice's praise seemed weak; it dropped—
Creation's chorus stopped!

"Go back and praise again
The early way, while I remain.

"With that weak voice of our disdain,
Take up creation's pausing strain.

"Back to the cell and poor employ:
Resume the craftsman and the boy!"

Theocrite grew old at home;
A new Pope dwelt in Peter's dome.

} One vanished as the other died;
They sought God side by side.

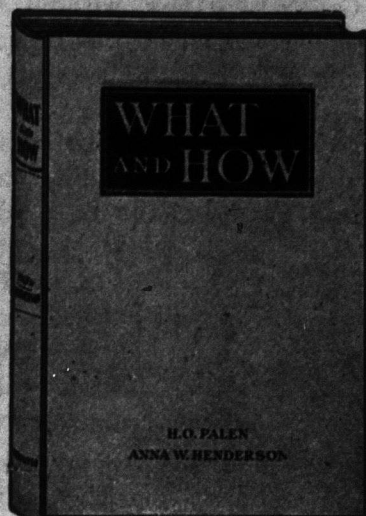
EXCELSIOR.

A little higher yet — until we're lifted
Above the obscuring clouds that dim our sight:
Until our souls have through the darkness drifted
Into God's marvellous light.

A little nearer — till earth's joys and sorrow
Far, far beneath us in the shadows lie,
And we have glimpses of the bright tomorrow
That waits us in the sky.

A little higher yet — a little nearer,
Until at last a glorious crown is won,
Whilst, as we soar, sounds sweeter still, and clearer,
"Servants of God, well done!"

—Argosy.



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TO TAKE HOME.

While spending the evening recently at the home of one of my pupils I was set to thinking by a little incident that occurred. The mother who is thoroughly interested in the progress her children make, drew her little daughter to one side, asking, "Well what did you learn new at school today?" To my mortification the child, usually so bright in the class-room, could make only a confused statement of a few meagre facts, some of which had been presented that day and others drilled upon previously.

I thought about the matter considerably that night. The next day I began to talk about our school work. First I called attention to the necessity of practising certain standards that we knew, such as writing when we could form the letters, multiplying and adding after we had once learned how, etc. Next, I told the pupils that, in addition to reviewing frequently what they already knew, they should endeavor, every day of their lives, to learn something new, and that every afternoon just before school closed we would spend some time in talking over the new things that had been learned during the day.

Good has arisen from this habit of recapitulation. The pupils are stimulated to understand and retain what they study. The re-telling was hard at first, but it has gradually become easier, and the intelligence that is displayed often astonishes me. Instead of an oral talk, we sometimes

write a story on "What I Have Learned Today."

The method has been beneficial to the teacher as well as to her pupils. I plan to present something new in each lesson and to present it in such a manner that the pupils' attention will be attracted to it.—*Hints and Helps.*

CARD MESSAGES.

I had a hundred visiting-cards printed, with my name, at a cost of twenty-five cents. Whenever a pupil has two or more perfect lessons in a day I write the fact on the back of one of these cards and enclose it in an envelope for him to take home.

It is surprising how hard they try for the cards, especially since I explained that people use visiting-cards to send messages that they are unable to carry themselves; and so I send my card to tell the parents when I am pleased.—*Hints and Helps.*

Here is a puzzle. Try it.

Give your friends a pencil and ask them to write down, without hesitation, eleven thousand, eleven hundred and eleven.

Without thinking, they probably will write it 11,111. But that is not eleven thousand, eleven hundred and eleven. It is only eleven thousand one hundred and eleven. To write the number correct a 2 must be inserted, as eleven thousand, eleven hundred and eleven totals 12, 111. Figure it out and see for yourself.

TENNYSON AS A STUDENT OF NATURE.

For minute observation and vivid painting of the details of natural scenery Tennyson is without a rival. We feel that he has seen all that he describes. In a letter written in 1882, to the author of "A Study of the Princess," Tennyson says: "There was a period of my life, when, as an artist, Turner, for example, takes rough sketches of landscapes, etc., in order to work them eventually into some great picture, so I was in the habit of chronicling, in four or five words or more, whatever might strike me as picturesque in nature. I never put these down, and many a line has gone away on the north wind, but some remain, for example in the 'Idylls of the King:—

'With all

Its stormy crests that smoke against the skies.'

Suggestion: A storm which came upon us in the middle of the North Sea.

This may be illustrated by some examples of his tree studies:—

"hair

In gloss and hue the chestnut, when the shell
Divides three-fold to show the fruit within."

(The Brook).

those eyes

Darker than pansies, and that hair
More black than ashbuds in the front of March.

(The Gardener's Daughter)

CURRENT EVENTS.

A well considered scheme for the establishment of a mercantile air fleet has been laid before the British Government. It is proposed to carry mails and passengers; and, generally, to place the air fleet upon the same basis as the subsidized mail steamers of the Cunard Line.

No one who has watched with pleasure the shifting colours of the northern lights will doubt that there is much enjoyment to be derived from the colour organ which has recently been completed in England. By means of a keyboard similar to that of a musical instrument, the play and harmony of colour is thrown upon a screen; and the effect of this colour music is said to be as entrancing as that of musical sounds. The inventor also hopes that it will restore to Englishmen the popular appreciation of colour which has been to a great extent lost since the Middle Ages.

The war in Turkey seems to be drawing to a close, with the complete submission of Turkey to the demands of the Balkan allies. If so, there will be nothing left of Turkey-in-Europe but the city of Constantinople and the territory immediately surrounding it. The most important event of the month in that region is the evacuation of Crete by the foreign troops that have held it in trust as Turkish territory, and the raising of the flag of Greece. A majority of

the people of Crete are Christians, and they have been long striving for freedom from Turkish rule, that they might be annexed to the Kingdom of Greece. At last, without the consent of Turkey, the union is accomplished; but its continuance will, without doubt, be included in the terms of peace.

In Mexico, after a prolonged battle in the heart of the capital city, President Madero and the vice-president have been deposed and killed. The killing is said to be a mere incident of an attempt to escape; and Gen. Huerta, the provisional president, promises an investigation. The change of rulers has put an end to one or two of the separate rebellions that were disturbing the country, but has given rise to others, and the end is not in sight. United States ships and troops are ready to intervene, if order is not restored.

It has been suggested long ago that in the Sahara Desert the direct rays of the sun might be used to drive machinery for manufacturing purposes, if there were anything there to manufacture. Now it is announced that the natural resources of Northern Nigeria would supply the raw material.

There is a pleasing possibility that a certain plant found in India will be cultivated for the production of paper, so that our forests no longer need be cut down for that purpose.

The Right Honourable James Bryce, British Ambassador at Washington, who is soon to retire from that position, has been appointed by the British Government a member of the Permanent Court of Arbitration at the Hague.

By a new invention, the Morse code of dot and dash signals can be used in the transmission of messages by submarine cables.

A remarkable use of wireless telegraphy is being tested in the French army. They have a portable wireless apparatus which can be carried on the backs of three men, and can be put together in three minutes.

The fact that Germany has been rapidly increasing her army is causing France to do the same, both by increasing the length of time of compulsory service and by enlisting natives in her African possessions. Belgium also is increasing her preparations to protect her neutrality in case of war.

The Dreadnought presented to the Imperial Government by the Federated Malay States is to be built on the Tyne. The Navy League, in London, has thanked Canada and the Malay States for their contributions to the Empire's needs.

A committee of the Toronto Board of Trade has passed a resolution in favor of universal military training in Canada.

For several months past, there have been reports that German airships were seen flying over different parts of England. This seems to have been true; and a bill has been rushed through the British parliament, and has received the Royal Assent, providing that an air craft passing over a prohibited place, such as a fort or arsenal, may be fired at.

King George has made an official visit to the battleship New Zealand, the first ship of the line presented by a British Colony. This ship, which is a gift of the Dominion of New Zealand, is the biggest warship ever launched at Portsmouth.

Not the British Empire alone, but all the world has heard with sorrow the death of Captain Scott and his companions, who perished just a year ago in the Antarctic wilds on their return from the South Pole. A large fund has been raised in England to provide for the families of those who died, to publish the results of their work, and to raise some suitable

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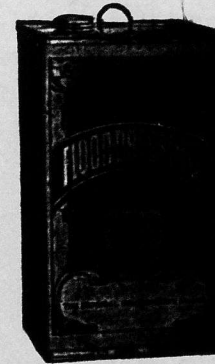
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memorial. The King has conferred upon the widow of Captain Scott the title and rank which would have been hers if he had lived to receive the honour of knighthood.

It is feared that the one hundred and fifty men of the Japanese expedition which set out for the Antarctic regions about the same time as the Scott expedition may have all met their death in the same terrific storms that overwhelmed Captain Scott and four of his men.

Tidings from the Mawson expedition report the death of two of its members. This expedition set out from Australia in 1910 not to reach the South Pole, but to explore and map the coast of the Antarctic Continent to the southward of Australia and New Zealand. Most of the members of the party have returned, but Dr. Mawson and six others have been left behind to finish their work.

Sir Ernest Shackleton is determined to go south again, for he says there is still work to be done there in the interest of science.

Captain Amundsen, who reached the South Pole a few weeks before Captain Scott, and returned safely last year, will start this year, with the same ship, the Fram, to explore the Arctic Ocean. He will enter it by Bering Strait, taking provisions for five years; and he hopes in that time to drift over the North Pole and reach open water north of Greenland.

In Amundsen's opinion, next to the Fram, the Canadian ship Arctic is the best ship in the world for Arctic exploration. It is probable that she will be again fitted out for that purpose, but not this year.

Vilhjalmer Stefansson, the discoverer of the blonde Eskimo people, who is a Canadian, will lead an expedition to the Arctic next summer for the purpose of exploring the regions north of the mouth of the Mackenzie, in which direction both Captain Cook and Admiral Peary reported signs of land. His ship will be the steam whaler *Karluck*, which has been purchased by the Dominion Government for that use, and will fly the Canadian flag. A number of Canadian scientists will go with the expedition. The entire cost will be borne by the Canadian Government; and, of course, any lands that are discovered will be annexed to Canada.

SCHOOL AND COLLEGE.

The Teachers Institute of Kings and Hants Counties, Nova Scotia, will meet at Wolfville on March 19th and 20th.

There are some cases of scarlet fever among the students of the Horton Collegiate Academy, Wolfville, and the institution has been closed for a few weeks.

A correspondent sends this welcome news: Dr. John Brittain of Macdonald College has now recovered consciousness, and slight hopes are held out for his recovery.

The recent death of the Rev. James Rosborough at his native place Prince William, York County, N. B., recalls his busy life as a student and as a clergyman at Musquodoboit Harbor, N. S. He was a devoted student of plants and often instructed the children of the school at Musquodoboit in his favorite science. He was a graduate of the University

of New Brunswick and was a fellow student of Hon. Geo. E. Foster and Dr. Pugsley.

Mr. M. Sweeney a teacher in the St. Peters Boys' School, St. John, for the past twenty-one years has resigned to become Manager of the New Freeman newspaper. The staff of the school presented Mr. Sweeney with a handsome travelling suit case.

RECENT BOOKS.

British Social Politics, by Carleton Hayes, assistant professor of history in Columbia University, is a timely and interesting book for students and general readers. It points out clearly and succinctly what has recently been accomplished along the lines of social reform and the welfare of the working classes in Great Britain. Within the past seven years there has been a constant succession of important acts: workmen's compensation, trade disputes, labor exchanges, old age pensions, the Lloyd George Budget, the defeat of the House of Lords, national workmen's insurance, etc.—a veritable revolution in contemporary politics. Each important act of this kind is here treated in a special chapter, its historical setting explained, and extracts inserted from some of the liveliest speeches in Parliament illustrative of the various arguments advanced both for and against such proposals. In most cases the parliamentary act itself is given.

The student of the newer tendencies in government; the historian who would contrast the activities of the present with the achievements of the past; the social worker or practical economist who would have before him definite information on social reform in a great country; the citizen concerned with the popular problems will find this book invaluable. (Cloth; 580 pages; price \$1.75. Ginn & Company, Boston, Mass.)

Canada and Sea Power, by Christopher West, discusses in a calm and intelligent spirit the duty of Canada to the world on the sea, and those relations to the Mother Country which are ready to be re-shaped. The tendency of the book is toward peace, and it questions the wisdom of expensive naval armaments, arguing that the empire of the sea and the advance of civilization depends on the peaceful pursuits of commerce. The suggestions and facts presented by this author and their tendency in shaping international affairs are instructive to Canadian readers. (Cloth; pages 172. McClelland and Goodchild, Toronto.)

Black's *Sentinel Readers* are prepared with the aim of stimulating the minds of youthful readers and awakening their sympathies in all humane directions. Volume VI is before us and a glance at its contents shows a wise selection of extracts that cannot but prove of interest and value to young people. The selections are not too long, are taken from authors whose writings will always be eagerly read by children, and many are fresh and not usually found in readers. The book is a very excellent general reader and is illustrated. (Cloth; pages 254; price 1s 9d. A. & C. Black, 4 Soho Square, London.)

Burke's two *Speeches on America*—American Taxation and Conciliation with America—were delivered in the English parliament during the year which preceded the outbreak of the War of Independence. They have been models of detailed and accurate information, calm common-sense, logical directness, justness of conclusion and abstracts

of political wisdom. As such they have formed texts for students in the English-speaking world. The publication of these speeches, with an admirable introduction and suitable notes by competent editors will meet anew the needs of many readers. (Cloth; pages 149; price 2s 6d. University Tutorial Press, High Street, London, W. C.)

An Elementary Historical Geography of the British Isles by Mabel S. Elliott, B. A., sketches the rise of Britain's commerce and marine power, and shows the close connection between economic geography and history. Special emphasis has been laid on the part played by neighboring nations in the development of Britain's civilization and on the changes in social life from the earliest times. (Cloth; pages 172; price 1s 6d. Adam and Charles Black, 4 Soho Square London, W.)

The New Junior French Course, by G. A. Roberts, M. A., is intended to provide a year's course in French for boys of the ages of twelve to fifteen. Reading and translation of a French passage is the basis of each lesson and in addition there is oral practice on the extract read, retranslation and the preparation of a certain amount of grammar. The exercises are carefully graded and are well within the powers of the pupils. There is a sufficient vocabulary and the book is provided with an index. (Cloth; pages 262; price 2s 6d. The University Tutorial Press, High Street, London, W. C.)

N. B. OFFICIAL NOTICES

After the expiration of the present school year (1912-13), no school garden will be recognized unless the teacher has taken wholly or partially a course at a Summer or other recognized school in the subject of school gardening.

The following orders have been made by the Board of Education:

"The teacher, or in the case of a graded school, the principal, shall have power to suspend any pupil guilty of flagrant misconduct or gross disobedience—which suspension shall be at once reported to the school Board.

After the present school year (1912-13) "special aid to new school houses in poor districts" shall not be given to school districts having a valuation of more than Fifteen Thousand Dollars (\$15,000), nor shall these grants be given for purposes other than the building of new school houses in such districts.

Education Office,
March 3, 1913.

W. S. CARTER,
Chief Supt. Education.

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.