

PAGES

MISSING

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THE EDUCATIONAL REVIEW,

St. John, N. B.

We wish all success to those teachers who are leaving the Maritime Provinces for the West, and we hope that the REVIEW will help to keep them in touch with the East.

The school teacher should be more appreciated. We think the teacher really does more for Canada, and gets less for it in money or recognition than any other class.—*Maritime Farmer.*

Several contributions were received too late for the September REVIEW. Occasional contributors

should remember that all correspondence intended for publication should reach the editor by the first of the month.

The August issue of the REVIEW is exhausted, and we still have demands for copies. Subscribers who do not make a practice of preserving their REVIEWS, may be willing to return their August numbers. If a copy is returned in good condition, the sender's subscription will be extended one month.

Each child must be interested afresh, and made to see that knowledge is interesting and valuable. You must be constantly ready to use any means by which you can awaken your pupils' curiosity, always ready to observe the set of their minds and the tendency of their thoughts, constantly looking out for some new way of putting things so that they may be more readily acceptable.

A good deal of knowledge is necessarily required for the simplest and most rudimentary teaching. For unless you know a good deal about things, you put them into various shapes. A stupid person learns one formula and goes on repeating it. But it is death and destruction to a teacher if he can only say what he has to say in one way.

RURAL SCIENCE SCHOOL.

The attendance at the Rural Science School at Truro was beyond all previous records, one hundred and five students being enrolled. Thirty of these were selected students of the N. S. Normal School, who were allowed to begin their Rural Science course in April and remained during the summer session. There was also a picked band of New Brunswick teachers, sent on the initiative of the Director of Elementary Agricultural Education to take the course. These specially chosen students gave an excellent account of themselves.

The work, consisting of lectures, laboratory and field work, was carried on at the Normal School and the Agricultural College by instructors from

the staffs of these institutions, and included Agriculture, Horticulture, Biology, Botany and other branches of Nature study, Physics and Physical Drill. Teachers and students alike were enthusiastic, and the results were gratifying. Dr. McKay, Superintendent of Education, visited and addressed the classes, and a very interesting lecture on Museum Work was given by Mr. Harlan Smith, Archaeologist on the Geological Survey.

Of those students receiving diplomas at the end of the session, Miss Effie Mott, West Branch, N. S., made the highest marks. Following in order, and not far behind, were Miss Pearl Kedy, Mahone Bay, Miss Laliah Mauzer, Bridgewater, and Miss Merna Frank, Pleasant River, N. S.

Next year's course of study is to be somewhat modified. In the past, all subjects have been treated as of equal value. In the future, there will be major and minor courses. The more important subjects will be given in two-year courses, while minor courses may be covered in a single session.

In connection with the stimulus that has lately been given to the study of agriculture by our own government, and the largely attended agricultural classes, both at Truro and Halifax, it is interesting to note that the Commissioner of Education of the United States reports that "it pays to teach agriculture." Much higher salaries are commanded in the United States by special teachers of agriculture than by teachers of other branches. And this is one of the many indications of the growth in importance of this school subject. In 1910 eighteen hundred schools reported that agriculture was taught as a separate study in the High School department, and 1912 shows a very large increase in these figures. Elementary instruction in agriculture is now required in seventeen states of the Union.

EDUCATIONAL CONFERENCES.

The League of the Empire, which for twelve years has been working in the interests of Imperial Education, convened the first Annual Meeting of Teachers' Associations throughout the Empire in 1913. This meeting was held in London in July, and attended by many Canadian teachers and educational authorities. The Imperial Union of Teachers was founded in the presence of about 300 delegates from Teachers' Associations in all parts of the Empire. The government of Ontario have invited the League to hold the next quadrennial

Imperial Conference of Teachers' Associations in Toronto.

At the meeting of the Dominion Educational Association, held in Ottawa in August, some of the important topics discussed were:—reciprocity between provinces in the matter of teachers, free text books, and uniform text books all over Canada; the introduction of Montessori methods; and the establishment of a central bureau of education. An outline of the report of the Royal Commission on Technical Education was presented by Dr. J. W. Robertson, Chairman of the Commission.

Agricultural Education is receiving a great deal of attention. At Guelph, Ontario, early in August, there was held a Rural Education Conference, at which lectures and addresses were given on different phases of agricultural problems and of rural education. Accounts were given of the work done in agricultural education in Germany, Scandinavia and the United States. The Consolidation of Rural Schools, the improvement of school grounds, and the development of the school as a social centre, were some of the subjects discussed at length.

At the Educational Conference at Fredericton, between the Chief Superintendent and the School Inspectors of New Brunswick, Agricultural Education in the country schools divided the interest with the subject of technical and industrial training in the city. Inspector Steeves reported that there are at present twenty-one school gardens in the province.

At the International Congress on School Hygiene, held in Buffalo, August 25-30, there were special discussions on the following subjects:—School Feeding, Oral Hygiene, Sex Hygiene, Conservation of Vision in School Children, Health Supervision of University Students, School Illumination, Relation between Physical Education and School Hygiene, Tuberculosis Among School Children, Physical Education and College Hygiene, The Binet-Simon Test, the Mentally Defective Child.

The Canadian Public Health Association is to hold its third annual congress at Regina, September 18-20. All meetings will be open to the public. Of special interest are the sectional meetings to consider medical inspection of schools. School grounds, supervised playgrounds, the ventilation, heating and lighting of schools will all be considered. The chairman of the section on Social Workers is Professor W. W. Andrews, formerly of Mount Allison.

BOTANY.

L. A. DEWOLFE.

This is the month of Compositae. The golden-rods and asters are everywhere. May we make a little closer acquaintance with the family? Very few characteristic marks are necessary to distinguish it. Before giving any, however, I suggest a careful examination of the flower of the dandelion, large blue aster or daisy, and a thistle or burdock.

In the dandelion, how do we know that each yellow petal-like division is not a petal? Pull one out. What do we see besides the "petal?" Notice the pistil with its curled two-pronged stigma. Taking this pistil near its top, gently pull it. It pulls out of a sheath. What is this sheath? With a pin, separate it into five divisions, each of which is attached by a slender filament to the "petal" below. The sheath proves to be nothing less than five stamens, whose long, slender anthers grew together round the style. Is this "petal" really the shape of an ordinary petal? Notice that it is goblet-shaped at the base; and one side of the goblet is prolonged into what we at first thought was a petal. In fact, this is a whole flower. We already noted its pistil and its five stamens.

The numerous white hairs attached to the seed below the corolla are in the right place for sepals. They do not look like sepals, but on account of so many small flowers growing in such a compact mass, sepals were not needed. Instead of throwing them away, however, the plant found another use for them. Every child knows what that use is. Any windy day after a dandelion has gone to seed, it gives a free demonstration of its ability to fly over a neighboring field, where it may have more room to grow. True, it cannot alight on any desired spot at will; but each plant sends so many seeds out over the fields that some must fall on favorable soil. It is a game of chance. Many are wasted. But, from the gardener's point of view, too many find a suitable lodging.

The dandelion corolla shows that some of its ancestors had five distinct petals. How fortunate for the botany students of the present day that those five teeth are at the end of the corolla — giving mute evidence of part of its evolution! The five petals grew together, and started to roll into a tube. But, for some reason, they gave it up.

Now look at the small central flowers of the aster or daisy. Here, the corolla is completely rolled into a tube. Otherwise, the structure is

practically the same as in the dandelion. But with the flowers thus rolled, the corolla seemed to be defeating its own purpose. By rolling into a small tube and placing some nectar at the bottom the plant made a visiting insect work for its living. In thus working, it came in closer contact with all parts of the flower than in the case of a flat, open flower. But this scheme had a serious drawback. When the corolla is completely rolled up, insects could not see it very far away. The habit of clustered flowers was some assistance. One enterprising plant, however, somewhere in the distant past, hit upon a plan that has worked well. It left part of its flowers flat to attract the attention of insects; and rolled the rest to keep them working when they arrived. Since the wants of various insects must be catered to, various sizes, colors and arrangements have been adopted. This gives rise to various genera and species.

This plan of a few outer rows of flowers with flat corollas and inner ones with tubular corollas has persisted in such plants as the daisy and may-weed; the ragworts, of which we have four or five species; the golden-rods, about a dozen species; the asters, also of more than a dozen species; the fleabanes, coltsfoot, coneflower, yarrow, and bur-marigold.

But there is often more than one way of meeting a difficulty. Some other plants of similar structure left their corollas rolled up, but increased their size or the size of their clusters. These, too, have in process of time assumed many forms. Here belong such plants as the thistles, burdock, tansy, everlasting, boneset, and mugwort.

Belonging to the group that never rolled their corollas are the dandelion, fall-dandelion, cichory, hawkweed, white lettuce, sow-thistle, goat's beard and others.

As various as these plants seem to be, however, they all agree in having clustered flowers (in heads), surrounded by an involucre of few or many bracts; and each individual flower having its five anthers joined, forming a tube round the style. After all, it is an easy family to identify. There is much more difficulty, however, in determining all the species of some of the genera.

Because of the variety of ways this family of plants has worked to secure the cooperation of insects and the wind in pollinating and scattering its seeds, botanists class it as one of the most highly specialized groups. It is at the top in the

scale of evolution of flowering plants. The abundance of asters, goldenrods, dandelions and daisies is ample evidence that they have solved the question of "struggle to exist" rather successfully. Though they make good use of insects, they are not slaves to them. Some species are habitually self-pollinated and practically all can get along well with self-pollination. This habit of independence helps make the family a successful one. Yet they use other agencies when it is to their interest to do so.

Many of our garden flowers belong to this family. On account of their artificial propagation, they have assumed a variety of shapes and colors that quite out-strip the wild species. Among those worthy of cultivation and study are Sunflower, Cosmos, Dahlia, Coriopsis, Marigolds, Asters, Daisies, Zinnia, Ageratum, Bachelor's Button and many more.

NATURE STUDY OF ANIMALS

Suggestions for the Last Part of September and the First Part of October.

PROFESSOR H. G. PERRY.

GRADE I.— Give short lessons, limiting them for the most part to a single topic, on some of our domestic animals, as the horse and cow. Treat some of our wild animals in the same way, e. g., the bird and toad. Make comparisons of the body covering of these animals, their uses, movements, etc. Teach these lessons from the things themselves. The spirit of investigation should be cultivated early. The child must be taught that through examination and observation he can find out many interesting facts about animals and things. He must be shown his powers that he may find himself. Remember that the joy of personal investigation comes very early in the child's experience. As his teacher, it may be your joy to create a new world for him, and to foster and direct its development.

Great care should be exercised in the introduction of the study of animals that may be repugnant to the pupil. Most children fear the snake, and some even the toad. They are "crawly things," and a certain disgust has centered around them, but if the teacher exercises care, and has learned proper regard for these animals, she will soon bring her pupils to the right attitude. But do not expect they are all going to handle

toads and snakes the first term. If they have learned respect for them and something of their great use to the gardener, they have gone a long way in the right direction. A lesson or two on the snake may follow the work on the toad, if time permits.

GRADE II should review the work on the toad, with some extensions, and make comparisons with the snake. Lessons in kindness to these animals have to be taught again and again, especially to boys.

Have one or more toads in the school. They may be made comfortable for several days in an aquarium or glass box, with about two inches of moist earth in the bottom.

GRADES III, IV and V should review this work, much interest will center around the toad-cage.

Ask your children to bring all sorts of insects — flies, caterpillars, bees, spiders, ants, moths, squash bugs, anything they can find, especially such as may be destructive in the school garden, or on the plants at home. During the Nature-study period turn these in with the toad, and let the class gather around and watch him eat his dinner. The best results are obtained by using what might be called a tame toad, one that has been captive for some time, and has been fed in this way.

The pupils should note the manner in which the toad catches an insect — a flash of pink, the tongue, almost too quick for the eye to follow, and the insect is gone. Does he require many for a meal? Will he eat dead insects? From these answers the pupils may be led to reason "What a power for good one such little animal may exert in their gardens." Try the experiment in the school garden.

The snake does a great amount of good also in helping to keep down insect pest. Do birds help in this work? How? Study the food of these animals. The fall migration of birds has begun. All classes should observe and keep records.

Study toads about your own homes. Search for them just after sundown or after a shower. Are they as readily found during the day? Why not? Explain protective coloration in toads, snakes, etc., making a list of animals that show such protection.

The older pupils may be interested in finding the small toads on the banks of ponds and brooks. They leave the water during the last part of August.

Extend the work of Grade II to animals which

have horns, bills, web-feet, claws, fins, and scales, making lists of the same, and noting the use of these parts.

GRADE III.—The work of Grade III should be extended to some of our domestic animals, as the sheep, under such topics as food, habits, value, wool and the things made from it. At what time of year do we most appreciate woollen clothes? Why? We hear people say, "Warm as wool," and "Wool is warmer than cotton." Test the correctness of these statements by use of the school thermometer. Wrap the bulb in wool or in woollen cloth, flannel. Does the mercury show a higher temperature? Make the test using cotton. Keep your hands off the bulb in both cases. Is the cotton cooler than the wool? Review your answer to questions given above.

Write to the Department of Agriculture, Ottawa, for bulletin on the sheep and the sheep industry in Canada. Such literature has its value in every school, no matter how large or small your school library may be.

GRADES IV AND V.—At this season of the year direct the attention of grades IV and V, as well as more advanced pupils, to some of our game animals, as the moose, deer, duck, partridge, etc. Call attention to the laws protecting these animals. Why are they protected?—Mention some animals that have practically been exterminated by man. The slaughter of animals for their fur will serve as an interesting topic at this time, and also a discussion of the fox farming industry that has lately originated in P. E. Island. Send to the Department of Agriculture, Ottawa, for a copy of "Fur Farming," by J. Walter Jones, B.Sc. It contains valuable data and information on the fur industry and black-fox ranching.

The food and general habits of game animals should also be considered. The country boy knows well that flocks of partridges at this time of year are most often found near grain fields and hawthorn bushes, *Cratægus*. Why are they in such haunts at this time? What proof have you?

Grade V, along with the higher grades, may continue work on the insects. Collect adult forms, larva and pupal stages as you find them. The caterpillars of the Swallow-tail are most interesting subjects for study. They are never furnished with spines, but are either naked or clothed with very fine hairs. A striking peculiarity of these larvae

is the presence of a bright colored pair of fleshy horns, which can be protruded at will. The larva of the Black Swallow-tail may be found at this season. It is the green worm, ringed with black and spotted with yellow, that eats the leaves of parsnips, carrots, and other umbelliferous plants. Place several in your cage, feed as directed in last issue of the REVIEW, and watch for angular pupa. Search for the larvae of the Polyphemus moth (*Tela polyphemus*), and the Promethea Moth (*Callosamia promethea*) and treat them in the same way. Do these form angular pupae or cocoons?

You will find small paper bags a good cage for many caterpillars that do not require earth in which to pupate. After pupation has taken place, usually in one corner of the bag, cut the other parts of the paper away, leaving a strip by which it may be suspended in a large box kept for this purpose.

In this work insist upon carefully kept records, You may use the description required as a composition exercise.

Teach the names of the parts of the caterpillar, and also of other animals, as they are needed in the work.

High School classes should also be introduced to the broader scientific classification of insects. Do not fear for your Nature-study if a little of the scientific occasionally creeps into your work. There is a reflex influence between nature-study and what may be termed pure-science, which is most stimulating to both.

Every school should be provided with one of the smaller text books on Zoology. There are many excellent texts on the market at about \$1.50 each. You will find "General Zoology," by Linville and Kelly, Messrs. Ginn & Co., Boston, Mass., a good text. The Macmillan Company of Canada, Toronto, also publishes a useful text, "Zoology," by Davenport.

The very essence of a good teacher is that he should know so much and know it so readily and clearly that he can answer any fair and honest question that is asked about the matter he is teaching, and answer it in the language, and according to the way of thinking of the person who is asking him.—*Thoughts on Education by Bishop Creighton.*

CENTENNIAL ANNIVERSARIES OF THE
WAR OF 1812.

J. VROOM.

XV.—The Battle of The Thames.

October 5.—When the loss of the Canadian fleet on Lake Erie left General Procter cut off from his base of supplies, it became necessary for him to abandon the Detroit frontier and fall back upon the Central Division at Niagara. The soldiers taken to man Barclay's fleet had been made prisoners, or had fallen in the fight, thus reducing his force. Food and ammunition were nearly exhausted. Harrison's army had been heavily reinforced and was ready to advance. There was no time to lose.

Yet Procter was slow to move. The Indians, though they had not hesitated to leave him at Fort Meigs, now accused him of intending to desert them, and urged him to remain and make a final effort to repel the enemy. He explained the situation, but they were unconvinced. Unwillingly, and in decreasing numbers, they accompanied him in his retreat along the line of the River Thames, up which his scanty store of provisions was to be conveyed in boats.

On the evening of September 29, the third day after his departure, Detroit and Sandwich were occupied by Harrison's troops, and another invasion of Canada was begun.

Pressing on in pursuit, on the evening of the fourth of October, and in the early morning of the fifth, the enemy overtook and captured the boats which were carrying Procter's supplies, and with them the guard by which they were accompanied. Procter's forces, still retreating, by this time had reached a point some two miles above Moraviantown; and Harrison's troops were close upon them. Procter's effective force now consisted of less than a thousand Indians, under Tecumseh, and less than half as many Canadians. They took up a position in an open wood to await the coming of the enemy. The invaders numbered more than three thousand, including a large body of mounted men.

The battle was soon over. The British line was broken by a cavalry charge, and each section in turn was surrounded and captured. Only a few scattered companies escaped. General Procter fled from the field; finally reaching Grand River, near the head of Lake Ontario, with less than two hundred and fifty men. Many brave

men were taken prisoners; but the greatest loss was in the death of Tecumseh, the noblest and best of the native chiefs who so valiantly supported the Canadians in defence of their homes and loyally stood by them in defeat.

After burning Moraviantown, for which there was no excuse, General Harrison returned to Detroit; where he re-established the civil government of Michigan Territory. The chief object of his expedition was thus accomplished. Excepting the post at Michilimackinac, all the territory which had been conquered by the British was regained.

Major-General Henry Procter, the hero of three battles in which he defeated armies equal to his own, was held responsible for the defeat at Moraviantown; although he had foretold such an occurrence when the reinforcement which he needed were denied. Like Sir Roger Sheaffe at York, he knew that the battle was lost before it was begun; but, unlike Sheaffe, he did not succeed in making good his retreat. Both, perhaps, have been too severely blamed. Procter was relieved of his command, and suspended from rank and pay; and thus he disappears from Canadian history. Another General Henry Procter, (distinguished by a different spelling of the name,) came to Canada in the following year and served on the Niagara frontier. The former died in England in 1822, the latter in Wales in 1859.

The western part of Upper Canada was left undefended after the battle of the Thames, and was exposed to raids and forays such as had vexed the people of the eastern sections in the early stages of the war.

It is proposed to commemorate the centenary of Tecumseh's death on October fifth of this year, by a military display on the site of the battle of the Thames, or battle of Moraviantown, as it is called; and also by laying the corner-stone of a Tecumseh monument at Chatham.

The following extract from the Youth's Companion is a good example of the spirit in which national history should be studied:

It is natural and fitting enough to single out a decisive victory as the chief event to commemorate in celebrating the anniversary of an important war. But is it wise for this nation — or for any nation — to commemorate only its great victories? Would it not be well for a people to observe also the anniversaries of the great defeats that have marked its history, especially when those defeats were disgraceful; when

they left a lesson in humility and a warning against falling again into the blindness or arrogance or cowardice that caused them?

In the history of our second war with Great Britain there are chapters that many Americans find it unpleasant to read. Shall we therefore ignore them? On the sea we were better prepared than Great Britain, and there, for us, the war was in the main a succession of glorious victories. On land it was quite otherwise. The attempted invasion of Canada failed miserably.

These things are a part of the history of the war. No good American should forget them, any more than he should forget the victories on the sea and the defence of New Orleans by Jackson and his men. The best kind of Americanism is not that which boasts all the time, or any of the time, but that which soberly recognizes the great truths of history—the warnings of past failure and defeat no less than the obligations that past victories have imposed.

NOTES ON NEW BRUNSWICK HIGH SCHOOL LITERATURE.

I.—The Diverting History of John Gilpin.

PRESENTATION OF THE POEM.

This is of great importance, and the method should be determined by the ability of the class. The first aim must be to get the story clear.

With a class who are just beginning to study literature, read the poem to them, in as interesting a manner as you can. Of course you will study it carefully first, and get into the spirit of it yourself. Make clear the division into parts—the introduction of the hero, the conversation between him and his wife, the setting off of the chaise, etc.

Call upon the children to show that they have the incidents of the story clear and in order. Have each incident stated in a sentence, thus: John Gilpin and his wife planned to celebrate the anniversary of their wedding by dining at an inn at Edmonton; the wife and children set off in a chaise; John was going to ride after them on a borrowed horse; just as he mounted he was detained by customers; and so on. Go round the class, getting one statement from each child. Have the next one take up the story briskly, and everyone ready to see when a point has been omitted. Do not be too particular about the wording; you don't want attention diverted from the story. Keep your aim in view.

This may seem childish work; but remember, we are teaching the children how to read, that is, how to get the author's full meaning, and if he tells us a story, we must be sure that we follow it.

With a more capable class, set them to read the

poem through at home, and write out their own summaries, allowing not more than one hundred and fifty words. Have several of these read, and criticized by the class. This is quite a hard composition exercise, and you may find it better to have the summaries made orally in class.

Whichever plan is followed, the whole poem should be read, and the outline of the story grasped in the first lesson.

Draw attention to the title. Is it a "diverting history?" Turn to the notes, page 234, and read what Cowper thought about it. Did John Gilpin think it funny? Did Mrs. Gilpin? Did it ever happen to you, or to anyone you know to miss a picnic, for instance, by a succession of mishaps? Did you think it was funny at the time? Afterwards?

HOME WORK.

Home work may be set on a study of words and phrases.

Make a list of the words you do not understand well enough to use in sentences of your own, and look them up in a dictionary. Come prepared to ask questions about any phrases, references, or words that you do not understand. What is the difference between *credit* and *renown*? Between *renowned* and *famous*? Between a city and a town, (a) in Canada, (b) in England? Is London usually spoken of as a town? What is meant by the City of London? [The "City" is only a small portion of London, extending, roughly speaking, only about a mile along the north side of the Thames. It is the commercial centre of London.] *Trainband*—Company of Militia. See lines 63, 64. What does *exercise* mean in line 64? *Eke*. Compare "to eke out." *Twice ten* tedious years. Why not simply *twenty years*? Can you give other examples of poets' ways of expressing time? *Linen-drafter*. What do we call this? *For that =* ? "The Bell"—name of an inn. What good reason for inns having painted pictures instead of printed signs? In the times when many people could not read, all could be guided by the pictures. What remains of this custom have we? e. g., a pestle and mortar at a drug store.

1, Bent on pleasure; 2, full well; 3, all agog; 4, through thick and thin; 5, neck or nought; 6 not a whit; 7, in such trim; 8, hue and cry. Which of these phrases, or variations of which of them are now in use? Explain them. In (4) what is the thick and what is the thin? "Neck or nought," a racing phrase; to win by a neck, or be nowhere. "Turnpike men," the men who kept the gates set across roads to keep travellers from passing until they paid toll for keeping the roads in order. Within our recollection there was such a gate across the end of the St. John Suspension bridge, and the toll-man lived in the little house close by. How do you pronounce (a) balcony, line 142; (b) comely, line 184. Where did Cowper get the phrase "said or sung?" What have you to say about the wording of line 12?

How many things can you find out from the poem about the characters of Mr. and Mrs. Gilpin? Can you illustrate

the line, "the pride that apes humility" from the story? Is verse 35 really the middle of the song, in any sense?

Other questions of the same sort may be set for home work or brought up for discussion in class. Some good topics are:—The metre and rhyme; the simple language, suited to the subject; the similes; alliteration; the verses omitted by the poet (where do you think they were intended to come in, and why did he leave them out?); Cowper's hymns. Those who have hymn books at home might make a list of familiar hymns that he wrote.

THE POET'S LIFE.

The summary of Cowper's life given in the text is dull, and the comments on his work difficult and unmeaning for young students. Emphasize the important points in his life, and make them interesting by association. Connect the dates with history. Cowper was a young man when Quebec was taken by the English. He was writing the "Task" when St. John was founded. He was a schoolmate of Warren Hastings, one of the founders of our Empire in India. While Cook was exploring and Rodney and Wolfe fighting the French and the Wesleys preaching, Cowper was helping to fight the battle against the slave trade. His suffering from insanity reminds us of the story of Charles Lamb, who was forty years younger. Read Mrs. Browning's Cowper's Grave. His happiness in his friends and their devotion to him, his love of a quiet country life and of animals should all be illustrated from his poems. He has an important place in the history of English literature, for it was he who, first of his time, showed the close observation and love of Nature, that was almost unknown in eighteenth century poetry, but is familiar to us in the great poets who came after him.

Passages to be memorized:—Pity for Poor Africans; My Mother's Picture, from "Thou as a gallant bark" to "Passed into the skies;" Boadicea; The Loss of the Royal George; and from The Task, "O, Winter, ruler of the inverted year;" "Now stir the fire;" "Come, evening once again;" "He is the freeman;" "Thou art the source and centre."

Boys using a Bangor, Me., playground, have formed the Third Street Playground Insurance Company, patterned on the factory insurance system of Germany. Each boy is assessed a premium of ten cents a season, payable in two-cent weekly instalments, and out of the money thus collected, damages for injury to benches and apparatus on the playground will be paid.

HOW TO TEACH ARITHMETICAL SHORT CUTS.

GERALDINE COSTER.

It has been my experience that most children are very slow to pick up the ordinary arithmetical short cuts or time-savers, and still slower to use them. This, I have found, applies to the devices that the teacher shows them, but not to those they may happen to hit on for themselves. The remedy is obvious. Do not show your pupils short cuts. Let them find them out for themselves, and they will always remember and always use them with pride and joy.

I had a class of little girls who had reached the stage when they needed to know how to multiply by 10, 20, etc. I said, "Did you ever know that there was a trick for multiplying by 10?" As it happened, not one of the children had ever heard of it. If any one of them had known the device, I should have asked her to keep it a secret for the present. I next put on the board about a dozen small examples, as: 89×10 , 74×10 , 184×10 , etc.

Then I said, "Copy these examples and do them at home. Then look at them carefully and see if you can see the trick. Do not ask father or mother or any one. If you see it, write what it is on a little piece of paper, sign your name, and put the paper on my desk to-morrow. If you cannot see it, write "I had to give it up," and put the slip on my desk."

It was a bright little class, and next morning every single child put a funny little note on my table with a childish explanation of how to multiply by ten.

When arithmetic time came, I said, "It was funny, wasn't it, about multiplying by 10. Did any of you see why adding a cypher did the trick?" They had studied a good deal about tens and units, and a very few minutes sufficed to bring out whys and wherefores.

I taught them how to multiply by 20 and 30, etc., in exactly the same way, and the interest was intense. No doubt it would have been more scientific to begin at the other end, and expound the theory before inculcating the practice. But it is not always such a bad plan to put the cart before the horse, as the proverb might lead one to suppose.

Number Games for Children.**FOR VERY LITTLE ONES**

NUMBER TOUCH.— Ask a child to close his eyes. Touch his hand a number of times and have him state the number. Children may try this with each other.

NUMBER SOUND.— Ask the pupils to close their eyes and tell the number of taps that one makes with a pencil, the number of times the bell is struck, or some other definite number of sounds.

BIRD-CATCHER.— Arrange children in a circle, assigning a number to each. Let one child sit or stand at the centre and ask for results within the numbers assigned. For example, "How many are 6 roses and 3 roses?" The child having the number 9 holds up his hand and announces the number. He has caught the bird.

FOR OLDER CHILDREN.

Let each pupil (1) write any number of digits; (2) write the number obtained by reversing the order of the digits in the first number; (3) subtract the smaller from the larger; (4) write the difference obtained and write the new number formed by reversing the order of the digits in this difference; (5) add this new number to the difference found in (3). The result of the last operation is always 1089, and all the pupils will have the same answer, even though each chose his own number. For example, suppose one number chosen is 643. The successive steps give

$$643 - 346 = 297; 297 + 792 = 1089.$$

— From "The Teaching of Arithmetic" by David Eugene Smith. Ginn & Co., \$1.00.

God, who created me
Nimble and light of limb,
In three elements free
To run, to ride, to swim;
Not when the sense is dim.
But now from the heart of joy
I would remember Him:
Take the thanks of a boy.

—H. C. Beeching.

On June 23rd a monument was unveiled in the orchard of Hougoumont. It was erected by the French in memory of their countrymen killed in the battle of Waterloo. The inscription consists of Napoleon's words concerning his men who took part in the famous fight:

"The earth seemed proud to bear so many brave men."

PRIMARY WORK.

ALICE L. FAIRWEATHER.

Red Letter Days.

As an incentive to good conduct the pupil's names may be written on the blackboard in blue crayon. A reprimand from the teacher means one letter of the name being changed to red. It is, of course, considered a great disgrace to have one or more red letters and I have found it useful to temper justice with mercy. Call the letters pink and allow them to be worked off, leaving the name in its blue of virtue.

Human Calendars.

During the first days of a month the children learn to know and to spell the name of the month, and the season. They learn the number of days in the month, and every day they are required to tell the exact date and any noticeable fact about the day. They take great pride in being little human calendars at home.

Dotting Cards.

"Dotty" cards, the children call them, and they love working with them more than any of their other occupations. I bought a set of kindergarten sewing cards with large holes. These the children place on a blank page of their book, dot in through the holes with a pencil, remove the card, and complete the design. It can then be filled in with coloured crayon, and serve as an illustration for a story. These cards are also useful for making home made sewing cards. The designs can easily be transferred to squares of card-board, and the holes pricked with a large needle. The cards come in sets of fruit, animals and useful household objects.

Reverence for the National Anthem.

It is not practicable to have singing in my school, so my pupils always stand to recite "God Save The King." They are taught that it is a hymn, and not merely a sign that an entertainment is ended.

Seat Work Suggestions.

I have known teachers who had many grades to almost neglect their little ones for the pupils in the upper grades. If you can only spare time

for their reading and number work, then prepare plenty of busy work pertaining to their daily work. Don't abuse any one kind. I know a teacher who has only one box for busy work and has used it for three weeks.

Don't use toothpicks day after day in the counting lessons. Use corn, beans, buttons, dominoes, marbles, toy clothes-pins, pine cones, colored leaves, etc. Use colored inch circles. Let the pupils mark around a cardboard circle supplied by the teacher, color, and cut out. I have a writing paper box full. I use them in connection with the teaching of colors as well as for counters.

Trace small pictures of animals and birds on cardboard. The primers and teachers' papers furnish abundant material. Cut these out. Let the pupils mark around them, then color. An occasional question will prevent the children coloring cats red or ducks green. These may be used for borders or cut out and used for applied work. (I believe in plenty of tracing, cutting, and pasting. The children like it and it means neater work in the upper grades).

Do the same with pictures of vegetables in the seed catalogue. These may be traced on a large sheet of paper, colored; at the top have written "My Garden" and under each vegetable, its name.

One day I used a toy tea-set during number lesson. Another day I bought ten tiny dolls at a cent each. I dressed them in crepe paper dresses. These I used occasionally and finally gave them to the little ones to carry home.

There is no end to the devices one can use and much of the material can be made or partly made by the pupils themselves. Cut half size foolscap paper into strips. At the top of each, paste, draw, transfer, or hektograph a picture illustrating the word to be written. By using two sheets of carbon paper one can make three papers at one time.

By such means I kept the first and second grade pupils busy and happy and my other lessons were not disturbed by their wiggings or mischief.—
Primary Education.

For The Primer Class.

I have received many valuable hints from your "Helping One Another" page; and should like to tell readers of PRIMARY EDUCATION of one little device which is splendid for Friday afternoons. I use it with my first primer class, and find it both interesting and instructive, as it teaches the children to recognize words very quickly.

I place on the board a story, containing only familiar words, in which part of each word is missing — e. g.:

—y s—s—t—er c—n r—d—n t—e b—g b—k.
M—s—st—r—an r—d i— —he—ig b—o—.
D— —ou l—k t—g—t—sc—o—l?
C—n y—u m—k— a l—tt— —f—n?

Only one story should be written at a time, so that all may keep together. The child who reads or writes most stories correctly, is declared winner. If desired, a small prize may be given. This is usually an incentive to work.—Primary Education.

A Useful Motion Song.

"My hands upon my head I'll place
On my shoulders, on my face,
On my hips, then at my side
And now behind me they will hide,
Then I will lift them up on high,
And make my fingers swiftly fly,
I'll hold them now in front of me,
Then I will clap them, one, two, three."

— Exchange.

How to Make Colored Crayons.

Colored crayons are commonly regarded by teachers and pupils as one of the luxuries of the school room. In some schools if they are used at all they must be purchased a few at a time by the teacher. Few people know that the common crayon can be transformed, at slight cost, into as fine colored crayons as any teacher could wish to use.

All that is needed is a few bottles, a cup, and a few packages of "Diamond Dyes." The following colors work well; probably the first five will be all that are needed. Yellow for cotton, eosine, light blue, green, Bismark, garnet, cardinal, red, crimson, violet, purple for wool.

Moisten the dye with a little cold water, then add a pint of boiling water. Keep in bottles for use either for ink, colored crayons, diagrams, map coloring, or any other of the various uses of the dyes not directly connected with the school room.

Use the common school crayons, the soft finish. Place as many as are needed in the cup and pour on dye to cover them. Let it stand about ten minutes. Then pour off the dye, to be kept for further use. Place the wet crayons where they will be kept warm about twelve hours. If the pupils assist in making them there will be an increased appreciation, for children are always interested in things that they can make for themselves.—Teachers' Magazine.

FOR FRIDAY AFTERNOONS.

Applied Mathematics.

I sometimes wonder what's the use
Of squaring the Hypotenuse,
Or why, unless it be to tease,
Things must be called Isosceles.
Of course I know that mathematics
Are mental stunts and acrobatics,
To give the brain a drill gymnastic
And make gray matter more elastic —
Is that why Euclid has employed
Trapezium and trapezoid,
I wonder? — yet it seems to me
That all the Plain Geometry
One needs, is just this simple feat,
Whate'er your line, make both ends meet!

— Anne W. Young, in Harper's Magazine
for September.

A Riddle Rhyme.

I had a saucy servant,
And his name was Silver Jim.
He hadn't any body,
And he hadn't any limb.
He had a little arm,
And he had a little wrist,
And little pointed fingers
That couldn't make a fist.

He brought me new potatoes,
And every kind of meat,
And all the different sorts of pies,
That any one could eat.
But all the time I had him —
A dozen years I think —
The saucy little rascal
Would never fetch a drink.

— St. Nicholas.

The Nest.

All day I watched a busy crow
Who built a deep, soft nest
With twigs and tiny bits of fluff,
Where baby crows might rest.
That night I dreamed that mother made
A cozy nest for me,
And that I had a little bed
Up in a shadowy tree;
And that I chatted with the birds
That swung upon the pine.
Oh, how I wish that dream were true,
And that the nest were mine!

— Youth's Companion.

Mud Cakes.

I don't see why the big folks all
Need to go to cooking school,
For it's easy enough to make a cake,
If you make it by this rule:

First, you must have an apron
That you're not afraid to hurt,
For in this receipt we use,
For FLOUR, SIFTED DIRT.

Then dig with an iron spoon,
A hole in the cool dark ground,
And put in dirt and water,
Stirring it round and round.

And then a handful of pebbles
You'd best put into the dough.
What are these for? In this receipt
Pebbles are raisins, you know.

And when you get it all thick enough
And make it into a cake,
Then put it on a nice clean board,
And set it in the sun to bake.

Dear me! I'd most forget to say
You must sprinkle sugar (or sand),
And when they're done no better cakes
Will be found in Babyland.

— Acadian Recorder.

The Puppy.

The Puppy cannot mew or talk,
He has a funny kind of walk,
His tail is difficult to wag,
And that's what makes him walk zigzag.

He is the kitten of a Dog.
From morn till night he's all agog —
Forever seeking something new
That's good but isn't meant to chew.

He romps about the Tulip bed,
And chews the Flowers white and red,
And when the Gard'ner comes to see
He's sure to blame mamma or me.

One game that cannot ever fail
To please him is to chase his tail —
(To catch one's tail, 'twixt me and you,
Is not an easy thing to do).

If he has not a pretty face,
The Puppy's heart is in its place.
I'm sorry he must grow into
A Horrid, Noisy Dog — aren't you?

— Oliver Herford, in Harper's Magazine
for February.

The scarcity of small birds is not wholly due to the millin-
ers and the boys that go shooting for sport. Great numbers
of birds fly around lighthouses until exhausted. A special
apparatus on which they may rest has been devised, and has
given good results on the Frisian coast.

USEFUL BOOKS.

[THE CONSERVATION OF THE CHILD: A Manual of Clinical Psychology, presenting the examination and treatment of backward children, by Arthur Holmes, Ph. D., assistant director of the Psychological Clinic; assistant professor of Psychology, University of Pennsylvania. J. B. Lippincott Company, 1912. \$1.50.]

This is not a book for schoolroom use, but for the teachers' own study. We recommend it especially to thoughtful teachers in our larger towns, where they are constantly confronted with the difficulties of dealing with backward or abnormal children.

The term 'conservation' is becoming very familiar. To-day the post brings us the fourth Annual Report of the Committee on Conservation, a volume telling of the work done to preserve and turn to their best use our forests, our fish, our water-power, and other natural resources of our country. Dr. Holmes' book tells of the like efforts directed towards the conservation of "our greatest and noblest asset — our children."

The book begins with a short historical sketch of the treatment of abnormal children, and goes on to give a full account of the organization and working of the Psychological Clinic of the University of Pennsylvania. Beginning in 1896 with one boy, this institution for treating and directing the training of exceptional children has in sixteen years examined over four thousand boys and girls. The necessary equipment is described; the qualifications of the workers, the kind of work done, and the actual operation in a special case are all clearly set forth.

The writer then goes on to show how exceptional children are classified. They may be different from the normal child physically, mentally and morally. They may be arrested or retarded in their development. But the great question to be answered is: Are they curable or incurable?

The chapters that describe the method of classification will be of absorbing interest to anyone who has to do with children, especially with young children. Two sets of tests that could be used by any teacher are given in full. The first are the pedagogical tests used at the Clinic. They were secured from the public schools, and cover four grades (grades 2-5, ages, 8-11) of reading, writing, arithmetic, dictation and spelling. The second set are those known from the name of their originators as the Binet-Simon tests, intended for children too young, or who for any reason have been unable to attend school. There follows a set of tests more

elaborate and searching, that could be used only in a psychological laboratory.

The book concludes with a chapter on the antecedents and careers of some of the children treated, and a short biography on the whole subject of defective children.

Where is the usefulness of this book for the ordinary teacher? First, in the broadening of outlook and sympathies that it gives us. The view of what is being done in one place and certainly will be done more generally, by patient and learned investigators, for children, to save them from ignorance and vice, for schools, to set them free to do their proper work, for society, to secure that it shall have no human "waste products," cannot but give us fresh interest and hope in the practice of our profession. The editor of the book, after recording the limitations and difficulties of the public school in dealing with abnormal children, says: "The saving influence in it all has been, and is, the unselfish and beneficent force of teachers, who have faced a critical situation with great fortitude, tact and devotion. They have gone vastly beyond their legal duties in a heroic effort to reach the last child and aid him to his best estate." And now the teacher can see science coming to the rescue.

But besides this, there is much in the book that the teacher can take into the schoolroom every day that will make her work with children of all kinds, not simpler, perhaps, but more intelligent and more sympathetic. The mere careful reading of the tests given, will bring to many a clearer idea of what to expect from little children, and perhaps save much injustice. At what age, for instance, would you expect a normal child to answer correctly the question, "Is this morning or afternoon?" The question, "What is the difference between wood and glass?" To name promptly the days of the week in order without omission?

We are told that the tests can result in nothing of *scientific value* unless applied by a trained psychologist, but they can be used by anyone to estimate roughly the child's intelligence, difficulties and limitations, and so to influence the teacher's methods in dealing with him. It is, however, not only because of the usefulness of the tests that we recommend this book so strongly to our readers, but rather because we believe that no teacher can read it without an increase of understanding and sympathy for children poorly endowed in mind or body, who may be committed to her care.

THE POET LAUREATE.

"The King has been pleased to approve the appointment of Mr. Robert Bridges, D. Litt., to be Poet Laureate."

The King is "pleased to approve," but it is the Prime Minister in our times, who "appoints" the Laureate. But there were Laureates in England before there were Prime Ministers. Chaucer and Spenser are sometimes called "volunteer Laureates," because they wrote poems on public events, were approved and encouraged by the Court, and drew pensions. But the first poet who was regularly appointed to the office was Ben Jonson, who became Laureate in the year that Shakespeare died.

At first the Laureates do not seem to have been bound to perform any regular duties, though they were officers of the royal household and drew a salary. But in the reign of William III the Court poet was required to write every year two odes to the Sovereign, one on his birthday, the other on New Year's Day. These were set to music composed by the Court musicians and sung before the King and Court. When George III fell into insanity this custom ceased, and was never resumed.

The last Laureate who wrote these birthday odes was Henry James Pye. His odes always had many references to "vocal choirs" and "feathered songsters," so a wit of the time wrote about them:—

"When the Pye was opened
The birds began to sing;
Wasn't that a dainty Dish
To set before a King?"

The name Laureate was given because of an old custom in the universities of giving a laurel wreath to scholars who distinguished themselves in rhetoric and poetry, and in modern times the Laureates have been chosen because of the beauty of their poetry. But many who formerly held the office were not worthy to be called poets at all, and their names need not be remembered. We have had only five Laureates who are really great poets. They are as follows:

Name	Appointed
Ben Jonson.....	1616
John Dryden	1670
Robert Southey.....	1813
William Wordsworth.....	1843
Alfred Tennyson.....	1850

John Dryden was undoubtedly the greatest poet

of his time; but he had to resign his post when William III came to the throne, because he had written strongly against the politics and religion of the party in power.

After him we can afford to pass over the names for more than a hundred years. In the eighteenth century the post was offered to Thomas Gray, the author of "Elegy in a Country Churchyard." It could hardly be called an honour then, as so many worthless poets had held it; and perhaps that is one reason why Gray declined. Then in 1813 Sir Walter Scott refused the office, but there was not lacking a true poet to take it, and with Robert Southey began a more glorious list of names. Southey wrote a number of odes upon public events, but they are not among his best poetry, and add nothing to his fame.

On Southey's death there was no question about who should be Laureate. Wordsworth was undoubtedly the greatest living poet, and he was willing to accept the post, on condition that he should not be called upon to write any poems "to order." He was now over seventy, and had done his life's work, and it was only seven years before his place was taken by Alfred Tennyson.

Tennyson held the Laureateship for forty-two years, and held it worthily. He more than any of those who came before him, was in close connection with his sovereign, and Queen Victoria honoured him with her personal friendship. He wrote many of what might be called "official poems," expressing the joy or sorrow of the nation upon some public event. "The Charge of the Light Brigade" is perhaps the best known of these, but the "Ode on the Death of the Duke of Wellington" is the most noble and beautiful.

After Tennyson came the late Alfred Austin, a much lesser poet, though a true one. And upon his death it was very hard to guess who would be chosen, so many were the writers who have a claim of recognition for the beauty of their verse. Rudyard Kipling, Alfred Noyes, William Watson, Austin Dobson, Henry Newbolt, Alice Meynell and several others were thought of by their admirers as possible Laureates. But Mr. Asquith's choice fell upon Robert Bridges, and those who know modern poetry admit that it is a wise one.

Mr. Bridges was born in 1844, and educated at Eton and Oxford. He studied medicine at St. Bartholomew's and held posts in different hospitals. In 1882 he retired from practice, and has

lived ever since at Oxford, devoting his time to literature and music. His poetry is said to have had great influence "by its purity, precision and delicacy, yet strength of expression." His longer works are chiefly plays, dealing with classical subjects. He has never been a popular poet, but some of his lyrics are fairly well known. A number of them are given in Quiller-Couch's two anthologies, "The Oxford Book of English Verse" and "The Oxford Book of Victorian Verse."

The following lines show something of the poet's feeling towards his art:—

"I love all beauteous things,
I seek and adore them;
God hath no better praise
And man in his hasty days
Is honoured for them.

I too will something make
And joy in the making;
Although to-morrow it seem
Like the empty words of a dream
Remembered on waking."

In his "Ode on the Ninth Jubilee of Eton College," he speaks thus to the boys:—

"Here is eternal spring; for you
The very stars of Heaven are new;
And aged Fame again is born,
Fresh as a peeping flower of morn.

For you shall Shakespear's scene unroll,
Mozart shall steal your ravish'd soul.
Homer his bardic hymn rehearse,
Virgil recite his maiden verse.

Now learn, love, have, do, be the best;
Each in one thing excel the rest:
Strive; and hold fast this truth of heaven
To him that hath shall more be given."

We should like to quote "Winter Nightfall" and "Whither, O Splendid Ship," but we have space for only these few lines:

Thy work with beauty crown, thy life with love;
Thy mind with truth uplift to God above
From whom all is, from whom was all begun,
In whom all Beauty, Truth and Love are one.

Among new materials that may be used for making paper is a grass which grows abundantly in some parts of Africa, known as elephant grass. This may come into use as a substitute for wood pulp; but the paper made from it is not so strong and fine as the Indian paper, which is also made from grass.

DOING HIS BEST.

It was a hot sultry afternoon, and the boys in the class were all fidgetting and lazy. This only made the master, irritable on account of the heat, even more irritable.

Johnney Brown was reading aloud, and reading very badly.

"The captain," he declaimed, stumbling painfully over the words, "as he stood on the bridge as the big ship ploughed her way through the fog, suddenly espied a —"

Johnney paused. The next word was altogether too much for him.

"B-b-b-ba —" he stuttered.

"Get on, Brown!" said the master.

Brown got on.

"B-b-b-ba —" he continued.

"Barque, boy!" roared the master.

"Barque!"

Johnney glanced pitifully round the class-room — then at the master then at the book. Then he opened his mouth and:

"Bow-wow!" he replied. "Bow-wow!"

AUTUMN LEAVES.

"The leaves fell brown and dead upon the streams
And in the many winding woodland-ways.
And the blue haze again upon the hills
And o'er the sleeping waters spread its veil
All faint and dim, and from the misty deep
Of the great stream was heard the lonely cry
Of the solitary loon that lingered still upon its bosom."

— Selected.

CURRENT EVENTS.

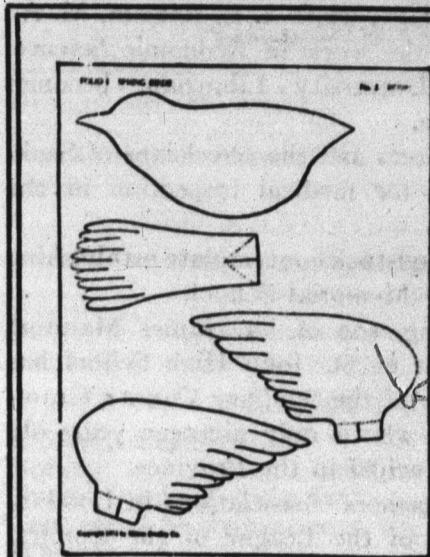
The discovery of a gas that has only one-sixteenth the weight of hydrogen is said to have been made during the last eclipse of the sun. It is called coronium.

A new self-righting flying machine has been tried in France, and found to have great stability. The inventor is a retired officer of the British army.

Explorers have discovered in Western Mesopotamia the remains of the ancient Hittite capital which was in existence there more than three thousand years ago.

The International Medical Congress which has recently been in session in London has called attention to the amazing progress that has been made throughout the world in combating the use of alcohol; though, as one of the speakers said, we still spend the national treasure freely on the production of crime, insanity and illness by this agent. The advances against this national enemy in Germany were particularly noted; and the Kaiser was quoted as saying that the winning navy in the next great naval war will be the sober one.

The meeting of the American Bar Association in Montreal on the first of this month was a notable occurrence, chiefly because of an address delivered by Lord Haldane, the Lord High Chancellor, who had come from England for the purpose. It is described as an epoch-making speech, dealing with the relationship of the three great nations, the



"Birds for School and Home."

"BIRDS FOR SCHOOL AND HOME" is a new device which combines coloring, cutting, folding and sewing, and results in a most lifelike bird. Ten plates on heavy paper, each $8\frac{1}{2} \times 11$ inches, shows the outlines of bodies, wings and tails of ten different birds. These are to be colored by the children, cut out and sewn or pasted together. Besides the hand training, the child gains a lasting knowledge of the actual shape and color of each bird constructed.

Full directions are given for coloring each part of each bird, and the usual attractiveness of this novel form of hand work makes it appeal alike to pupil and teacher. There are four sets of these, ten birds in each set, as follows:—

Set No. 1—10 Spring Birds. Set No. 3—10 Summer Birds.
Set No. 2—10 Early Summer Birds. Set No. 4—10 Winter Birds.

Price 25 cents per set; postage 5 cents extra.

Select the sets you wish and send thirty cents for each. You will be delighted with them.

The Geo. M. Hendry Co., Ltd., CANADIAN SCHOOL SUPPLIES. 215 Victoria St., TORONTO, Ont.

United Kingdom, France and the United States; and it is expected to have a permanent effect upon the relationship between this country and the United States, in strengthening the peace and good will that now happily exist, and preparing the way for a closer alliance among the English-speaking nations of the world.

It is stated that among the disadvantages of city life is a serious impairment of the power of attention, caused by noises that confuse, odors that displease, dust that chokes and sights that strain the eyes and irritate the nerves. Among the latter, the bill boards are said to be the worst; and the movement for their abolition is, therefore, not only a matter of good taste, but also a matter of very great practical interest to city dwellers.

Though the second Balkan war has come to an end, and peace has been made at Bucharest, it may be doubted that the peace is permanent. Bulgaria is defeated, and has little left of the lands it had conquered from the Turks. Turkey is left in possession of Adrianople for the present, and Bulgaria is unable at present to retake it. If half the tales of Bulgarian atrocities are true, the Bulgars deserve no pity, and Adrianople is better in the hands of the Turks. But it is generally believed that there will be no lasting peace until the Turkish forces are again driven out of all the territory north of the boundary line assigned to them by the treaty of London.

Our one cent postal cards will hereafter have inscriptions in both French and English, as have the two cent cards.

Mount Brown and Mount Hooker, two very high mountains in the Canadian Rockies according to our old geographies, are said to have no existence. Such is the report brought back by two recent travellers in that region. The man who thought he saw them and who placed them on the map some sixty years ago, may have been in error. Two such mountains are too much to lose at one time. We had better wait for further investigation.

The spruce bud worm is doing much injury in some parts of the New Brunswick forests.

The Stefansson Polar expedition has met with an accident in the ice off Point Barrow, and the ship may have to be abandoned.

Dr. Mawson, the Australian Antarctic explorer, has reached New Zealand; he and his companions having been rescued by a relief expedition just in time to save their lives.

It is still hoped that the British and German governments can be induced to participate in the San Francisco Panama-Pacific Exhibition. Both have declined because trade prospects are not such as to induce merchants of their respective countries to make a creditable display. Switzerland likewise declines on the ground that the United States insufficiently protects foreign patents.

An agreement has been reached between the Canadian and the British governments approving a bill for creating uniform imperial naturalization. When it becomes law, a man who is naturalized in either country will be entitled to the full rights of citizenship in both countries; and we shall get clear of the strange condition of things whereby a man could be a British subject in one place and not so in another.

War in the air was but a few years ago a wild suggestion of the possible development of the airship. To-day it is much more than a possibility. In France, a large fleet of destroyers will be created, to engage an enemy's air fleet. When the air is swept clear of rival craft, vessels of different type and armament can be employed against fortified positions and land forces. Germany already has a fleet of airships fitted for scouting, if not for attack; and Great Britain is providing airships for coast defence.

The Brazilian Government has granted a concession to a Japanese company which is authorized to found Japanese colonies in three of the southern states of Brazil. One hundred thousand or more Japanese colonists who are to settle there will remain quite by themselves, and will have a seaport of their own, which, according to the terms of the grant, is to be inhabited by Japanese only. Five years are allowed for the beginning of the colonization, within which time there must be ten thousand settlers introduced.

Recent discoveries of gold are reported from the Belgian Congo, and some of the reefs are said to be marvellously rich. Some further discoveries of gold in Alaska are also reported. But perhaps more important than either of these is the discovery of an immense tract of oil bearing shale in Newfoundland.

The fall of Nanking, which was captured by the Loyalists on the first of this month, has practically ended the rebellion in China. Government forces are moving against the remaining rebels in the several provinces, but it is not expected that they will meet with much resistance.

Thousands of tribesmen are on the warpath in British Somaliland, under the old leader known as the Mad Mullah.

There is still danger in the Mexican situation, the efforts of the President of the United States to bring about a truce between the provisional government and the northern insurgents being resented by both parties. Meanwhile the time for a general election in Mexico is approaching. This election may give such support to one or other of the two warring factions that its executive can be recognized as the true and lawful government of the country, though Mexican elections in the past have seldom deserved the name of real elections. The southern insurgents are mere bandits, and will not accept the rule of either party.

The International Peace Congress now in session at The Hague has adopted a resolution saying that the differences between the United States and Great Britain regarding the Panama Canal Act should be referred to arbitration.

SCHOOL AND COLLEGE.

As a successor to Professor C. D. Howe the Board of Governors of Dalhousie have appointed J. N. Finlayson, M. Sc., to be Professor of Engineering in that University. Professor Finlayson is a native of Meredomish and got his early education at Pictou Academy. He has had experience as an instructor of engineering at McGill, and as practical engineer in British Columbia.

Another graduate of Pictou Academy and Dalhousie of whom we hear is C. B. Robinson, Jr., who was at one time science and mathematics master in Pictou. Since 1908 Dr. Robinson has been connected with the Bureau of Science, Manila. The Botanical Journal "Torreya" for August has the following note: "Dr. C. B. Robinson of the botanical staff of the Bureau of Science, Manila, left Manila on June 17th for Amboina. The object of Dr. Robinson's trip is to make a thorough botanical exploration of Amboina. He plans to spend about six months in Amboina and the neighbourhood. He has the co-operation and assistance of the Dutch botanists at Buitenzorg, Java." Dr. Robinson, writes that the botanic gardens at Buitenzorg are famous the world over, and excel all gardens in the tropics for the work done there.

Professor Adam Cameron, B. Sc., M. A., Edinburgh, has been appointed to the Chair of Chemistry at the University of New Brunswick.

There have been several changes in the Faculty at Acadia University. Dr. Jones has resigned and become Professor Emeritus; G. H. Waldrop is to be instructor in Greek; John E. Sievers, M. A., and G. Cavicchia, are to be professors of German and French respectively. J. A. Ambler, Ph. D., becomes professor of Chemistry, leaving Professor Haycock

to devote all his time to geology, while A. B. Balcom, M. A., relieves Professor Tufts of the work in Economic Science. Miss Haley, M. A., S. B., University Librarian, becomes instructor in Library Science.

The Board of School Trustees and the physicians of Sackville, N. B., are arranging for medical inspection in the schools.

The School Trustees at Woodstock contemplate establishing a night school in the Fisher Memorial School.

Mr. Frederick C. Manning, son of Dr. James Manning of St. John, and a graduate of St. John High School has undertaken the Principalship of the Sunbury County Grammar School. Mr. Manning, who is only nineteen years old is probably the youngest principal in the Province.

During the meeting of Teachers' Associations in London, in July, under the auspices of the League of the Empire, some thirty Canadian teachers were invited to a royal garden party at Buckingham Palace. Among those who were honoured by being the guests of the King and Queen were Miss Lyle Kennedy and Miss E. A. Wilson of New Brunswick, and Miss Creighton and Mr. and Mrs. Tresery of Nova Scotia.

Both in St. John and Fredericton, the school rooms and teachers were overtaxed at the reopening of school in August. In St. John a new class room had to be opened and an extra teacher provided in the High School for Grade X, while in Fredericton the overflowing of Grades IV and V had to be similarly provided for.

Mr. Walter L. Daley of Elgin, is to be principal of the Woodstock Grammar School.

Misses Etta E. DeWolfe and L. A. Wilson of the St. Stephen, N. B., teaching staff, arrived home on the Saturday noon train from their trip to the British Isles and the continent, on the hands across the seas excursion and resumed their work on Tuesday, September 2.

Miss Florence E. Robertson has joined the St. Stephen staff and is engaged in teaching Grades VII and VIII.

W. T. Denham, B. A., has assumed the principalship of the Milltown, N. B., Schools.

RECENT BOOKS.

The University Tutorial Press sent us a new school edition of *The Tempest*, edited by A. R. Weekes, M. A., and F. Allen, B. A. It is intended for junior classes, and the introduction and notes seem to us well suited for young students. The paragraphs on metrical prose, and Shakespeare's English are particularly simple and concise. (1s. 4d.)

From the same publishers comes a copy of *Le Blocus*, the sixth in that series of historical and patriotic tales in which Erckmann and Chatrian deal with the campaigns of the French Republic and the Empire. The editor, R. F. James, seems to halt between old fashioned and "reform" methods, for he gives English notes, but a *questionnaire* at the end of each chapter. This is a very nice little edition of an interesting story. (1s. 6d.)

Carlyle's Heroes, Hero-Worship, and The Heroic in History. Edited, with introduction, notes and bibliography, by Herbert S. Murch, Ph. D., Princeton University. (Cloth, xlv+313 pages, with portrait. Introduction price, 75 cents. D. C. Heath & Co., Boston, New York, Chicago. The large and