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MISSING

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THE EDUCATIONAL REVIEW,

St. John, N. B.

New Year, coming on apace,
What have you to give me!
Bring you scathe, or bring you grace,
Face me with an honest face,
You shall not deceive me;
Be it good or ill, be it what you will,
It needs shall help me on my road,
My rugged way to heaven, please God.

—CHRISTINA G. ROSSETTI.

Aim to make this the happiest year for the children.

The REVIEW has been favored with some very pretty calendars for the year 1913. The Canadian Office and School Furniture Company of Preston, Ont., send out a very bright picture, the subject of which is a game of chess. The faces and figures form a most attractive study.

The Acadia Ladies' Seminary has a very pretty woodland scene which harmonizes very charmingly with the neat bows of brown ribbon, so deftly arranged by the young ladies under Principal DeWolfe's care.

The Canadian Free Library for the Blind, instituted at Toronto six years ago, began with 81 volumes. During the five and a half years ending July 31, 1912, it had circulated nearly 18000 volumes with many pieces of music to the blind throughout the Dominion. The work that it is doing is worthy the support of all enjoying the blessings of sight. Cheques payable to the order of "Canadian Free Library for the Blind," Toronto, will be gratefully received.

The winter is the best time to study evergreen trees. Find how many of the following are near your school: white pine, red pine, scrub or Labrador pine, fir, white spruce and red spruce, hemlock, white cedar.

Every child needs play. As a writer has said: "children do not play because they are young, they are young in order that they may play."

January is a good time to turn over a new leaf. Perhaps it is desirable to change seats every week or fortnight. If so, base the change upon an examination on the weekly average on excellent conduct, or something else.



A NEW-YEAR'S WISH.

The REVIEW wishes its readers the best year they have ever had, and may these watchwords go with them through 1913: More thorough knowledge of the subjects they teach; more careful preparation for each recitation; more interest and enthusiasm in the subject; more sympathy with the pupils' difficulties; a greater appreciation of the pupils' efforts; and kind, gentle cheerful tones of voice when teaching. Our best wishes are with you to try to carry out these ideals and to make the year that lies before us one of happiness and good work for the thousands of children who will be in our schools.

Let us try every day to put as much freshness and variety as we possible can into the lessons. Let us put ourselves in place of the children and try to look at things through their eyes. Let us think out fresh ways of presenting things and plan pleasant surprises, so that no lesson shall be dull.

Plan to have a clean well ventilated room, with pictures on the walls. Admit the pure fresh air into the room as often as possible. There is an inspiration in breathing the cool air that will give teachers and children renewed vigour. Try to preserve good health and cheerfulness of spirit, for these will help to carry us over rough places and through many a hard day.

If we cannot do all these things, let us do as many as we can and strive to master the difficulties that lie in the way of complete and successful effort.

BENEFACTORS AND PUBLIC SCHOOLS.

In Woodstock, N. B., a few weeks ago there was opened and dedicated the Fisher Memorial School—a monument to the late L. P. Fisher, a public spirited citizen who at his death some years ago made several noble bequests, not only to education, but to other objects in the town of Woodstock where he had lived and made his fortune. The school is a magnificent building, costing \$75,000, fully equipped for educational purposes. In addition to this he left \$25,000 to form the nucleus of a public library, with bequests for other public purposes. Fortunate is the town who has possessed or possesses a citizen of the generous impulses and the large-hearted benevolence of Lewis Peter Fisher.

It is in relation to the gift to public schools that the REVIEW would like to speak. The average

citizen of means may think he has done his full share toward the education of the youth of the country when he has paid his quota of the taxes. But that is simply his duty in common with his fellow-citizens, rich or poor. There are demands for public education that cannot well be met out of the general purse unless supplemented by private benevolence. These are medical inspection of schools, improved methods of sanitation, public playgrounds for the children, Kindergarten, better buildings with improved conditions and surroundings, larger salaries for teachers, and other needs that we cannot now enumerate, but which the REVIEW has long advocated.

The public conscience is being aroused as it has never been aroused before, to a better provision for the lives of children; to help give them healthy bodies, clean and pure minds, and a wholesome outlook on life. These are the heritage of every child, and the wealth and civilization of the world has no more worthy object than this—to see that children come into their inheritance.

The need was never greater than it is now, that men of wealth and culture should give of that wealth and culture to the improvement of the race; and hundreds are doing it in no half-hearted way; but the awakening needs to be general.

*Let me but do my work from day to day
In field or forest, at the desk or loom,
In roaring market place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
"This is my work—my blessing, not my doom;
Of all who live, I am the only one by whom
This work can best be done, in the right way."
Then shall I see it not too great nor small
To suit my spirit and to prove my powers;
Then shall I cheerful greet the laboring hours,
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best.*

—HENRY VAN DYKE.

The Steamer "Terra Nova" has returned to the Antarctic continent to bring back Captain Scott and his party of explorers, who have passed the winter there, and now, when it is midsummer in that region, will probably be ready to leave for home.

The migration of people from southern Europe to the Argentine Republic at the present time is remarkable. More than seventeen thousand immigrants, chiefly from Spain and Italy, are reported to have arrived there in the first ten days of November.

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

J. VROOM.

VIII.—THE BATTLE OF RAISIN RIVER.

January 22.—There was no winter truce in the west. Colonel Procter—the correct spelling of the name—had been left in charge of the Detroit frontier by Gen. Brock. He had called for more troops, but no more had been sent for there were no more to send. On the Maumee, or Miami, which runs into the western end of Lake Erie, there was an encampment of United States troops under General Winchester; and on the Sandusky, a few miles to the eastward, was the headquarters of General Harrison (afterwards President Harrison), who, when General Hull was made prisoner, had succeeded him in command of the army of the west. About half way between the mouth of the Maumee River and Detroit, there is another stream entering the lake. This is the Raisin River, or River au Raisin, (Riviere aux Raisins,) so called by the French because of the abundance of wild grapes along its banks. Here a small company of British troops held a little French village, known in the history of the war as Frenchtown, now the city of Monroe.

Harrison's plan was to unite his two forces for an advance on Amherstburg and Detroit. Winchester was the first to reach the mouth of the Maumee, the appointed place of meeting. Learning there that Frenchtown was occupied by the British, he sent a strong detachment which drove them out and took possession of the village. He then moved forward to Frenchtown with his whole division, though without orders, and encamped there to wait for Harrison.

This occurred on the eighteenth of January. Colonel Procter was at Amherstburg when he heard of the movement, and he was prompt to take advantage of the situation. On the following day, he led all his available men across the Detroit, which here is four miles wide. One who was present tells of the weapons of the soldiers gleaming in the sun, as they wound along a rough pathway over the frozen river; and of the rumbling of their cannon wheels, which made the ice resound like the roll of distant thunder. Next day they were joined by the militia and Indians who had been driven back from Frenchtown; and by the evening of the twenty-first they were within five or six miles of the enemy's position. They were again

in motion on the twenty-second, two hours before dawn; and had reached their destination and were half formed for attack before their presence was discovered.

Thus taken by surprise, the United States forces were defeated with terrible slaughter. Few escaped. Nearly half of those engaged were either killed in battle or overtaken and slain by the Indians as they fled from the field. General Winchester himself was taken captive by Roundhead, the Wyandot chief; who, in the absence of Tecumseh, was in command of the Indian allies. To save the lives of the rest of his men, Winchester arranged with Colonel Procter for their immediate surrender; and thus it happened, in a little more than six months from the time of the first invasion, that a third United States general and his army became prisoners of war.

When the battle was over, both armies retreated. General Harrison, who had hurried to Winchester's assistance, but found himself too late, fell back to reoccupy his strong position on the Maumee believing that Procter's force was stronger than his own. Procter, hampered by his prisoners, returned to Amherstburg because he had not men enough to follow up his victory.

It has been said by United States historians that in this battle all the prisoners were killed; and even so eminent a writer as Fiske repeats the statement. No doubt this was the story told by fugitives who made good their escape. One man even told, with gruesome details, of seeing General Winchester killed.

Frontiersmen of Ohio and Kentucky formed the greater part of Winchester's command. They were of the sort of men whose hatred of everything British had been a chief cause of the war. Their attitude towards the Indians has left its influence upon the boys, old and young, who read cheap tales of adventure in which the test of valour is to go out and shoot a redskin. Unmerciful themselves they could neither expect nor believe that the Indians would be merciful to them. Yet Winchester, in his official report of the battle, has said that thirty-five officers and about four hundred and eighty-seven non-commissioned officers and privates were prisoners in Procter's hands; and that the Indians had still a few prisoners in their possession, who, he had reason to hope, would be given up to Colonel Procter at Sandwich.

Procter, then, had live prisoners in his care. They were in fact, more in number than the white

men of his own army; and they were in pitiable need of care. Unwashed, unkempt, almost unclothed, with the exception of a few of the more fortunate among them, they had no woollen garment of any sort to protect them from the cold other than the rough blanket which, for want of a coat, each man wore fastened around him by a leathern belt. For most of them, officers and men, the rest of the garb in which they had to endure the rigors of the season was only what remained of their thin cotton summer clothes. Referring either to them or to earlier prisoners, an advertisement in a Quebec newspaper of the period reads as follows:

"Wanted for the American prisoners of war, comfortable, warm clothing, consisting of the following articles: jackets, shirts, trousers, stockings, moccasins or shoes; also 2000 pounds of soap."

To Winchester's soldiers, after the hardships of their winter campaign, life in a British prison must have been a welcome change.

But it is true, nevertheless, that the fight at Raisin River was the bloodiest battle that had yet been fought during the war. This, and the false report that no prisoners were spared, greatly embittered the struggle, and must have delayed its close.

QUESTIONS ON "SNOW-BOUND."—GRADES IX AND X.

M. WINIFRED McGRAY.

1. Of what character in the Fifth Reader does the uncle in "Snow-Bound" remind you? Compare his learning with that of the teacher in Goldsmith's *Deserted Village*. Just what did Whittier's uncle know? What Englishman made science popular? (See Sixth Reader). Explain "Nature's unhoused lyceum."

2. Tell in your own words the story of Chalkley. We say a—of porpoise, a—of cattle, a—of birds, a—of stars, a—of sheep, etc. Add more yourself.

3. Name the birds and animals with which Whittier's uncle was familiar. How many of them are familiar to you?

4. Describe Aunt Mercy and tell of her girlhood memories. Quote from "Evangeline" about huskings.

5. Explain warp and woof. Quote from Tennyson's "Princess."

6. What sort of a woman was Whittier's elder sister?

7. Who wrote "I am part of all I have met?" Also "I live not in myself, but I become portion of that around me?" With what lines in "Snow-Bound" do we associate them?

8. Which of his sisters was the favorite companion of Whittier? What makes you think so? Compare the friendship of Charles and Mary Lamb; of William and Dorothy Wordsworth. Add more yourself.

9. "Life's late afternoon." How late was it for Whittier? Other indications in the poem of his age and personal appearance. How old must a man be now to be called an old man?

10. Compare the teacher in "Snow-Bound" with the teacher in "The Deserted Village." Which would you prefer to have for your teacher? Why? What was this teacher doing at the Whittier's? Compare Washington Irving's teacher in—

11. Explain mitten-blinded cat; cross-pins; classic Dartmouth; scholar's gown. What are the classics? Collect the classic legends in the various school readers.

12. Read lines 450 and 451 and compare with lines in "The Deserted Village."

13. "In lowly lowland districts teach." What figure of speech is used here? Explain. Find others.

14. What games were played at rustic parties? How many have you played?

15. How did the teacher amuse himself and his host and family during the long winter evenings?

16. Tell in your own words the meaning of lines 485-509.

17. How can one take hostage from the future in trained thought and lore of book?

18. Describe the personal appearance and disposition of Harriet Livermore and compare her with Lady Hester Stanhope. What connection was there between the two women? Why did they quarrel?

19. Did Harriet Livermore or the teacher ever know what Whittier had written about them in "Snow-Bound?" Suppose they did—describe what you imagine might be the feelings of each.

20. Describe the wandering life of Harriet Livermore. What conclusion did Whittier come to concerning her wayward life?

21. Explain.—"homeliness of words and ways:"

"lustrous eyes;" "pard-like, treacherous grace;" "a woman tropical;" "devotee;" "Petruchio's Kate;" "Siena's Saint;" "plague-hushed thoroughfares;" "the fatal sisters." Who wrote "Home-keeping youth have ever homely wits?" What was the color of Ellen's eyes in "Lady of the Lake?" Christabel's eyes? Evangeline's eyes? Who speaks of Eve's "sweet attractive grace?"

22. Locate Smyrna, Malta, Jerusalem, Lebanon, Costa Rica, Taygetus. Tell a few interesting facts about each?

23. What time by the clock, or rather by the— did the Whittier family go to bed? In what state was the fire? What were Uncle Moses' duties before retiring? What did Mrs. Whittier stay a moment to express?

24. How did they feel the effects of the storm when safe in bed? Describe their dreams. Why did they soon fall asleep?

25. What happened first thing in the morning? Describe the whole scene in your own words. Make a picture of it.

26. Why did the Doctor call? Why might Mrs. Whittier have hesitated about offering her services?

27. How did the week pass? What did the Whittier family have to read? What did they read about in the village paper?

28. Explain drab-skirted Muse; heathen Nine; autocratic; Calvin's creed; daft McGregor; Ypsilanti; Mainote Greeks; rustic Muse; vendue sales; embargo; monograph; amaranths; importunate; aloe.

29. What kind of pictures are Flemish pictures? Name some famous Flemish artists and their pictures. Have you ever seen a copy of a Flemish picture?

30. To whom did Whittier hope his little poem "Snow-Bound" would give pleasure? Quote his exact wish.

The following is from a subscriber in Pretoria, South Africa: "I very much enjoy the REVIEW. I have been a subscriber at intervals since it was first published and it comes as a very dear old friend with its helpful hints and kindly suggestions. The last picture (November supplement) was a very useful one. My pupils are very enthusiastic over geography and history, and I encourage them to bring pictures bearing on the subjects. We put them on the walls and the pupils are always delighted when I bring one. It is wonderful what can be found, and one of them astonished me by bringing in a picture of Stonewall Jackson in connection with a recitation."

A FEW SUGGESTIONS FOR STUDYING SOME OF WORDSWORTH'S SONNETS.

ELEANOR ROBINSON.

The selection of Wordsworth's Sonnets, given in Book IV. of Palgrave's Golden Treasury includes the following:

1. Why art thou silent.
2. Surprised by joy.
3. Two voices are there.
4. Once did she hold the gorgeous East.
5. O, Friend, I know not which way.
6. Milton, thou should'st be living.
7. When I have borne in memory.
8. Earth hath not anything.
9. Degenerate Douglas!
10. Yes, there is holy pleasure.
11. It is a beauteous evening.
12. A flock of sheep.
13. Most sweet it is.
14. The world is too much with us.
15. Tax not the royal saint.

For convenience we shall refer to them by these numbers. Numbers 2, 3, 4, 5, 6, 8, 11, 12, 13, are also included by Mr. William Sharp in his collection of "Sonnets of this Century," so we may safely conclude these nine sonnets to be among the very best of Wordsworth's work.

Let us examine them all, first, to find out what we can about their structure.

How many lines has each Sonnet? How many syllables in a line? How many different rhymes? Are the rhymes all arranged in the same order?

Make out the rhyme scheme of 1, 6, 8, and 14, and compare them —e. g. The rhyme scheme of No. 3 is as follows:

Sea
Voice.
Rejoice.
Liberty.
Glee.
Striven.
Driven.
Thee.
Bereft.
Left.
Be.
Before.
Shore.
Thee.

And may be expressed by the formula:

a-b-b-a, a-c-c-a-d-d-a-e-e-a.

Here there are five rhymes. Are there ever more than that?

In the Golden Treasury these Sonnets are all printed in either three or four divisions, the first eight lines being in two divisions, the last six in either one or two. Can you find any reason in *the thought of the sonnets* why they should be arranged like this, or why the division should differ in different sonnets? For this purpose, study 4, 5, 9 and 10, and compare them.

Examine in the same way any two of Milton's Sonnets in Book II., and compare your results. Then turn to Book I and study the structure of any two or more of Shakspeare's Sonnets. Compare them with Wordsworth's as to:— (a), number of lines, (b) syllables in a line, (c) number of rhymes, (d) arrangement of rhymes. Does Shakspeare's arrangement of rhymes vary as much as Milton's? As Wordsworth's? How are all Shakspeare's Sonnets printed in the Golden Treasury? Are they always printed in this way? Is there any reason for it?

Pick out any Sonnet that you like in Book IV. Is it more like Wordsworth's or Milton's in structure? From what you have found out make your own definition of a Sonnet. Which of the four conditions, (a) number of lines, (b) Number of syllables in a line, (c) Number, (d) Arrangement of, rhymes, vary, and which appear to be fixed?

Make a list of the Sonnets by Wordsworth that seem to have a natural division between the first eight lines, (called the octave,) and the last six, (called the sestet).

Which of his sonnets refer to historical events, or to conditions of his time? Which are more personal?

What one seems to you the most musical?

Which bring pictures before you?

A rule that has been laid down about the sonnet is that, "It must be the evolution of *one* thought, or *one* emotion, or *one* poetically-apprehended fact." Do these sonnets conform to this rule? Express in one sentence the outline of the "*one* thought or one emotion" of numbers 1, 12, and 15.

Make a collection of beautiful metaphors and similes from these sonnets.

The sonnet form was first used in the 13th century, in Italy. The first English sonnets were written by Sir Thomas Wyatt, and Henry Howard, Earl of Surrey, in the 16th century. It has been a favorite form with many great poets,

of different nations. Wordsworth has expressed this fact in the following sonnet:—

"Scorn not the sonnet; critic, you have frowned,
Mindless of its just honours; with this key
Shakspeare unlocked his heart; the melody
Of this small lute gave ease to Petrarch's wound;
A thousand times this pipe did Tasso sound;
With it Camöens soothed an exile's grief:
The sonnet glittered a gay myrtle leaf
Amid the cypress with which Dante crowned
His visionary brow; a glow-worm lamp,
It cheered mild Spenser, called from Faery-land
To struggle through dark ways; and when a damp
Fell round the path of Milton, in his hand
The Thing became a trumpet, whence he blew
Soul-animating strains — alas, too few!

How many of these references and allusions can you explain? Hunt up those you do not know.

A HEROINE OF NEW FRANCE.

G. O. BENT.

This story takes us back to the beginnings of Canada, the interesting and romantic days of the French pioneers.

Before Champlain founded Quebec a French settlement had been made in Acadie, at Port Royal. The Sieur de la Tour went there when a lad. He roamed the country with the Indians, clothed and living like them, and had an Indian wife. He had a fort, named Fort Saint Louis, at a place still known as Port La Tour, near Cape Sable. After spending more than a score of years in Acadie, as hunter and fur trader, he received, in 1631, a royal commission from France. The Company of New France granted him lands, sent him out three ship-loads of supplies and materials, with artizans and workmen, and Fort La Tour was built at the mouth of the Saint John River.

Richelieu, however, superseded La Tour and sent a distinguished officer, de Razilly, to occupy Acadie. Razilly did not make his plantation in the beautiful basin of old Port Royal, the scene of the earliest settlements, but far away at La Hève. There he established his government and built his fort and chapel. He did not wish to clash with La Tour, who had just completed and occupied his new fort at Saint John. But Razilly died in 1637. Then his successor, the Sieur D'Aunay, took the extraordinary step of moving the whole French colony from La Hève, around Nova Scotia to Port Royal. There he built a strong fort and founded the present town of Annapolis. This was a defiance to La Tour. These two Frenchmen, both claiming supremacy

in Acadie and desiring to control its rich fur trade, now faced each other on opposite sides of the Baie Française, as the Bay of Fundy was called by the French. In clear weather they might see each other's coasts. D'Aunay was a relative of Cardinal Richelieu, while La Tour was of Huguenot extraction. There were collisions between them at once, which brought on a civil war in Acadie.

D'Aunay, about the time of his removal, took unto himself a wife. La Tour would do likewise. In 1640 his agent at Rochelle escorted out to Acadie a lady of no mean parts, the fair and strenuous Marie Jacquelin, who became Madame de la Tour, our heroine. She was still young, and proved, in the words of Francis Parkman, "a prodigy of energy and mettle." For five years she fought for La Tour's cause, before various tribunals, at last at the cannon's mouth, ere her bones were laid at rest by the tides of the Baie Française.

La Tour and his bride paid a visit to Port Royal and on their return encountered in mid-bay a vessel bearing Sieur D'Aunay. A fierce fight ensued, which ended by La Tour's captain being killed and himself and Madame La Tour carried prisoners to Port Royal. D'Aunay released his captives, however, as he had not sufficient authority at this time to hold them. The following year La Tour's commission was revoked and a commission given D'Aunay, who had now the full support and confidence of Richelieu. He was empowered to seize La Tour. The latter, deserted by the French government, but spurred on to continued resistance by Madame La Tour, sought help from the English in Massachusetts Bay, and sent deputations there.

D'Aunay established a blockade at the mouth of the Saint John River and matters assumed a serious aspect for the defenders of Fort La Tour. But, in the spring of 1643, a vessel named the Saint Clement, from Rochelle, arrived in the bay bearing reinforcements and supplies for the La Tours. This vessel was unable to force D'Aunay's blockade, but one dark night a shallop left the fort bearing La Tour and a small company, including Madame La Tour. Silently and undetected this little craft slipped past the blockading vessels. Its occupants boarded the Saint Clement and set sail for Boston, Massachusetts.

There was perturbation among the Puritans when this vessel, bearing a considerable company

of Frenchmen and one French woman, came sailing up to Boston town, then a very small place, on a fine day in June. It was soon discovered, however, that their mission was a friendly one. La Tour and his wife were guests of Major Edward Gibbons and ably presented their case before the Puritan authorities. They attended Puritan "meeting" on Sundays and were much impressed with the order preserved in the community, as well as with the wonders of the Puritan blue-laws. They gave a drill of their men on Boston Common, in company with the Massachusetts militia, on "training day," and ended by a fiery charge across the common. The Puritans were divided in their opinions as to the propriety of taking up the cause of the La Tours. The Hebrew Scriptures were fully consulted for precedents in such a matter. Solomon, as well as Jehoshaphat, Nehemiah, Jehoram and many other authorities were quoted. The La Tours were finally permitted to hire ships and men, and in Boston was heard, according to New England custom, the "beating up of drums"—for volunteers for La Tour. Governor Winthrop's countenance of the La Tours led to his defeat in the next election.

Five ships, carrying about fifty pieces of ordnance and "murderers" (small cannon), were quickly fitted out. The hire of the Boston vessels was £520 per month, payable "in peltry," and they were not disappointed as to getting some "booty and pillage." July 14, in the evening, the La Tours gave to the winds their banner and sailed from Boston for the relief of Fort La Tour. This formidable array took D'Aunay by surprise, the blockade was raised, and his vessels pursued to Port Royal. A dozen men were killed and wounded. La Tour and his Madame had the freedom of the Saint John river again.

Thus far successful, Madame La Tour now made a final effort for La Tour's cause in France. She sailed by the returning Saint Clement and remained in France during the winter of 1643-1644. But D'Aunay was there, too, and the forces arrayed against Madame La Tour were too strong even for her to overcome. On March 6, 1644, a final edict was issued against La Tour and all connected with him. Madame La Tour was permitted to send a vessel with necessary supplies for Fort La Tour, but with no munitions of war. D'Aunay did not wish to face her again in Acadie,

and in the edict she was forbidden to leave France under "pain of death." But edicts had no terrors for her. She escaped from France and went to England. There she chartered a ship named the Gilliflower to convey her back to her fort. This ship, contrary to agreement, performed a long trading cruise. Six weary months passed before she sighted the coast of Acadie. Then D'Aunay, aware of her flight from France, was on the watch, and one of his cruisers boarded the Gilliflower at Cape Sable. But D'Aunay did not find Madame La Tour. She had hidden below the hatches among the cargo. The vessel reported as being from London, bound for the Massachusetts Bay, and was allowed to proceed, bearing a letter from D'Aunay to Governor Endecott. Thus D'Aunay missed a precious prize to him, and it would have gone ill with Madame La Tour if she had been captured at this time.

The course of the ship was now laid for Boston, where it arrived in September, just after La Tour himself had been there. Madame La Tour brought a suit against the vessel for damages, being prevented from reaching her fort by the delay. She had a full hearing before a special court and jury at Boston and was awarded £2,000 damages for breach of charter. The merchants of Boston and Charlestown were keenly interested in the suit and it also seriously affected British and colonial relations.

Madame La Tour now chartered three ships to convey her to her fort and carry supplies. The consideration was £700 sterling, payable in moose skins, beaver skins, coal or other commodities. With this little squadron she bore up for Fort La Tour, where she safely arrived in December, 1644, after an absence of sixteen months, three months of which had been spent in Boston. The vessels she had chartered received a payment in beaver skins and "a small chain of gold to the value of thirty or forty pounds," with an obligation for balance due, signed, "De la Tour, Françoise Marie Jacquelin."

La Tour, after hearing his wife's report, took his departure at once for Massachusetts, to make an attempt, as a last resort, to have the English take over Fort La Tour. Besides, he felt safer there. Fort La Tour saw him no more for over seven years.

Madame La Tour was now in command. Her garrison was reduced to forty-five men and her

supplies were not large. But she declined all overtures from D'Aunay and held Fort La Tour like her compatriot, Charlotte de la Trémouille, at famous Lathom House, in England, just a year previous. D'Aunay, aware of the conditions, expected an easy conquest, and made an attack on the fort, but Madame La Tour's guns were so well aimed that his vessels were disabled and compelled to retire with heavy loss. He, however, renewed his blockade at the mouth of the river and captured a vessel from Boston bearing supplies and letters for Madame La Tour. La Tour could not have got back to the fort if he had wished. All through the inclement months of the winter D'Aunay watched at the entrance of the Saint John and Madame La Tour stood behind her guns in her fort, ever hoping that aid would come from France or from New England. D'Aunay had now gathered five hundred men, all that were capable of bearing arms in his different settlements, and had several armed ships. In the early spring he landed part of his forces, with cannon, and built earthworks. The Lenten season was over. When Easter Monday dawned, on April 17, 1645, he made a last demand upon Madame La Tour for surrender. Her reply was a volley of cannon shot and the hoisting of a red flag.

But the end was at hand. There was no succor for Madame La Tour. Drawing his ships close in to the fort D'Aunay opened a general cannonade from land and sea. All day long, on this Easter Monday, his guns pounded the walls of the fort, and those of Madame La Tour spoke in reply. By evening the walls were badly breached. Then Sieur D'Aunay gave the order for assault and his men swept forward. Through the breaches and up scaling-ladders they swarmed into the fort, where Madame La Tour, in person, directed a last desperate resistance. Her men were too few. They were swept back and Fort La Tour was carried by storm, with the dead and wounded lying thick about its ramparts. Madame La Tour's extraordinary persistence and bravery had not availed.

The next day witnessed a rueful scene at Fort La Tour, when most of the survivors of the garrison were executed, as an example to posterity of "so obstinate a rebellion," said D'Aunay's report. Madame La Tour herself was obliged to be present at the executions, with a rope around her own

neck, doubtless supposing that her turn would come next, as she was the principal cause of the long resistance to D'Aunay. She was spared and allowed some liberty, but being detected in endeavours to communicate with La Tour, through some of their Indian friends, she was confined within the fort and a threat made to send her a prisoner to France, where she would be liable to the death penalty. Then she fell ill, her brave spirit broken at last, and died on June 15, in the fort she had so stubbornly defended. So ended the career of a picturesque figure in the early history of New France. Her last resting place was no doubt near that forlorn spot where once stood Fort La Tour in what is now West St. John.

Longfellow has given us an imaginary Acadian heroine, of later time, in his beautiful love-story of "Evangeline." But Madame La Tour was a veritable heroine of French Acadie, though of different type from sweet Evangeline.

The further adventures of La Tour himself were varied and interesting, and he married D'Aunay's widow. He spent more or less time in New England, Newfoundland, Quebec and Northern Canada, France, England and again in Acadie, where he died at Port Royal, about 1663. But, in the language of Mr. Kipling, all that is another story.

NATURE STUDY FOR JANUARY.

L. A. DEWOLFE.

The geology notes of last month dealt chiefly with the action of water on soils. We referred to rocks crumbling to form soils. One may gain much first-hand knowledge, however, by observing the kinds of rocks that are most rapidly reduced through the action of frost and water.

Notice that some rocks, such as sandstone, are very porous; and, therefore, could absorb more water than a denser rock like granite. Put pieces of dry sandstone and granite in covered tumblers of water, marking the level of the water carefully. Next day, compare their levels. Also note the increase in weight of each stone. Which absorbed the more water? Leave the two soaked stones outdoors during a very cold day. A few hours after bringing them in again, compare their brittleness with each other, and with pieces of their own kind which had not been soaked and frozen. What does this teach about the natural crumbling of rocks?

Experiment with other kinds to learn their comparative durability. Do your observations on rock cliffs agree with the result of your experiments?

In a brook winding through a gorge, note that in some places it flows over or against the surface of rock layers; and in other places it flows over or against the edges of the layers. Under which condition does the rock wear more rapidly? Study falls and rapids in a brook. Can you discover a reason for their being as they are and where they are? Can you tell from the adjoining banks whether the falls always existed, where they began, and how they have changed in height? Possibly old people of the neighborhood could, by reference to certain trees or other objects, help get an estimate of how rapidly the falls are wearing back—upstream. With such estimate, one could calculate, some what approximately, how long since the falls began. Do not be alarmed if the result is more than six thousand years. It may be many thousands of years.

Compare the weathered surface of a piece of granite with a freshly broken one. Which is rougher? On the weathered surface, which is the pitted, or sunken part, the white or pink feldspar or the glossy quartz? Could it be possible that after a very long time, granite hills might crumble away? If so, would the quartz or the feldspar be left in the larger pieces? The answer is indicated by the fact that coarse pieces of quartz protruded from the granite after the feldspar had really disappeared from among them. The feldspar crumbles to clay; and the quartz breaks into sharp-cornered grains of sand. Moving water separates these. Notice stones and pebbles in the swiftest part of a stream or on the most exposed parts of a beach; beds of sand where the water is quieter, and clay or mud settling in still water. Put ordinary soil in a tumbler of water. Shake violently, and then allow it to settle. Notice how the coarser and finer particles have separated. Which remain suspended in the water the longer?

We have noticed that granite might be considered as irregular masses of quartz cemented together with feldspar. The "cement" is so generously used, however, that it usually makes up more than half the whole volume of the stone. When this cementing mineral crumbles, the stone falls in pieces.

Sandstone is another rock composed of small grains of quartz cemented together, usually, by

limestone or iron, or both. Here too, if the cementing material, which is not nearly so abundant as in granite, should become dissolved, the sandstone must break up. As proof that limestone does sometimes dissolve out of sandstone, I need only refer to regions where hard water is prevalent.

Teachers who live in hard water districts should get some of the "crust" that collects on the inside of teakettles, and test it by putting on it a drop of acid. Try similarly a piece of what you know to be limestone. Notice the action is the same. What was the source of the limestone in the teakettle?

From the limestone in hard water, it is an easy step to the discussion of the dissolving of limestone in general; and, consequently, the formation of caves. In this connection, an instructive experiment is easily made. Take two tumblers of water into which are put small quantities of powdered limestone. Into the water of one tumbler blow your breath for a few minutes through a straw or other tube. Then strain and evaporate the water. In which tumbler is the more sediment left? What does this prove about the solubility of limestone? Your breath supplied carbonic acid to help dissolve the limestone. Is it present in nature to assist in the same work? (Roots of plants supply it to the soil.)

Associated with the study of limestone is that of gypsum. In several parts of these provinces the familiar "holes in the ground" caused by gypsum dissolving and the surface caving in afford striking object lessons for local geology, or physical geography. Is the topography of a region, then, largely regulated by the kind of rocks that underlie it?

Teachers on the seashore have an excellent opportunity to study the growth and change of a shore-line. Wherever there are coves or small inlets, sand-bars and storm beaches are likely to occur. Do they always remain in the same position?

Inland teachers, as well as others, would do well to study the geological maps of the shore districts of the provinces to see how bars grow across coves, thus, straightening the coast line. The material forming the bars comes from the exposed cliffs on either side of the cove.

(These geological maps are free. Address Director of Geological Survey, Ottawa, and ask for map showing the district in which you are interested. Some regions are not yet mapped and, in a few cases, the maps are already out of print.)

NATURE STUDY OF ANIMALS.

H. G. PERRY, PROFESSOR OF BIOLOGY, ACADIA UNIVERSITY.

In the last issue of the REVIEW the merest suggestions were given for the study of some of our domestic forms—the hen and turkey, the duck and goose.

Besides the study and comparison of these animals among themselves, they should be compared with dissimilar forms, as the cat, dog and horse. The teacher will do well to continually emphasize the study of homologous parts. Homology points the path of evolution in animals.

As a teacher allow me at this juncture to strike a note of warning, for I know too well how easily this nature work tends to generate into mere observation lessons. To see is a great thing, but the camera will delineate the landscape, and preserve the picture for us. But as teachers we must expect and obtain more from our pupils. Our work is with the human soul. Not only must our scholars be trained to see accurately and to tell plainly, but they must also gain the power to think. This three-fold combination, this trinity of Nature Study,—to see, to tell, to think,—gives unity, force and value to the subject, and lifts it from the plane of the object lesson into the realms of true nature work.

For the study of the animals named above, some further suggestions may not be out of place. Direct attention to the covering of the body, which is feathers for the most part with scales on the feet and lower legs. Compare with the covering of the cat and dog. Why does it differ from that of these animals? The cleaning and care of the feathers, and water-proofing of the coat are interesting topics. Study the different kinds of feathers. In what way are the quill-feathers of the wings and tail, the contour-feathers of the body, and the small widely scattered down-feathers special adaptations of nature?

Do the feet of these birds exhibit adaptation? Can they all swim, and scratch equally well? How many toes has each? The toe directed backward is known as the first toe, and the others are numbered from the inside of the foot towards the outside. Count the joints in each toe and compare the number with the number of joints in your own fingers. Which of these birds are armed with spurs, and what is their use? Are spurs found on both sexes?

Compare the leg of a hen with the hind leg of a dog. Notice the long tarsus in each, at the

upper end of which is a joint corresponding to our ankle joint. Next follow the tibia and fibula side by side, the knee joint with its small patella or kneecap, and lastly the femur or thigh bone.

Study the bills of these birds. In what ways are they alike, and how do they differ? Has each animal a bill well adapted to its food and feeding habits? It is supposed that the form of the bill has been determined by the feeding habits and food of each bird. Birds have no teeth, the work of mastication and the digestive action of a stomach being performed by the gizzard and crop. From fossil remains paleozoologists find the first birds were supplied with teeth, and in several other respects quite unlike any known modern species. Thus we are forced to conclude that there have been great changes in their form and structure since these remote ages. We may add that these evidences of paleozoology, anatomy and embryology all agree in deriving our birds from an ancient class of animals, the progenitors of and very similar to our modern reptiles. Note the scales of the snake and other reptiles, and compare with them the scales on our birds' legs and feet. Moreover the feathers of birds are considered to be merely modified scales, a modification to suit changed conditions.

Study the senses. Are sight, smell and hearing equally well developed? Test these birds with different colors and note the results. Can they close their eyes, by dropping the lids, as we do? Examine the membrane that comes out from the inner corner of the eye. This is the third eye-lid, the nictitating (winking) membrane. Examine your own eyes for a remnant of a similar third lid.

Other lines of study will suggest themselves, e. g., the nest, the egg, the incubation period, the appearance and hereditary tendencies of the young, etc., etc. All these will prove interesting and profitable.

We have already intimated that birds have been subject to wonderful modifications in the long period since their first appearance in the earlier geological ages; but now we have to add that they often experience great change in a comparatively short period, through the process of domestication. Our domestic hen with its many varieties is an example of such a change. It has been classified as a species quite distinct from its wild progenitor, the jungle fowl of Farther India. The prairie chicken of the West is to all intents and purposes the American equivalent to the Asiatic product.

The Duck. The wild form of our domestic duck is a favorite game bird—the beautiful mal-

lard. It is a truly cosmopolitan bird, and it is not strange that many varieties and sub-species should be developed as the result of its wide spread range and varied environment. The duck is readily domesticated, and the process has doubtless been accomplished many times.

The Goose. Here again the wild form is common. The gray lag goose, which nests in the northern part of the British Isles, is probably the parent of our domestic goose. It has several American equivalents, as the snow goose of the far north, Ross's goose of the northwest and the blue-winged goose, and among other allied forms, the Canadian goose, whose migration attracts more than ordinary interest, and whose wedge shaped flocks and sonorous "honks" are for the most part common throughout our eastern provinces.

The wild forms of these animals are alive at the present day in some parts of the world, and a comparison of each with its descended domestic form exemplifies very well the modifications, the changes that have taken place in nature during long periods of time—geological ages. The only difference is that in domestication the modifications have been accelerated, have taken place in a comparatively short period, through the intervention of man. The sum total of these changes for an animal constitutes its evolution. The theory of evolution dates from the early Greeks, but it remained for Chas. Darwin to explain how nature brings it about (one of the ways). His great book "Origin of Species by means of Natural Selection," was first published in 1859, and was without doubt the most important scientific publication of the century, proving to be an epoch-making book in the spheres of religion, philosophy and science.

Every teacher and high school pupil should possess and read Darwin's book.

Mr Murray, Publisher, etc., 50A Albermarle Street, London, W., publishes it in cloth at 1s, net.

For other phases or factors of evolution the writer will be pleased to advise upon personal application.

As an answer to several enquiries for a good book on animal life and forms I would name "Principles of Economic Zoology," by Daugherty. This text was published late last fall by Messrs. W. B. Saunders Co., Philadelphia, Pa. Canadian Agents,—J. F. Hartz Co., Toronto. Price \$2.00. The same text will be used in the Zoology class of Summer School of Science for the Atlantic Provinces, during the coming session at Halifax.

THE SUMMER SCHOOL AT HALIFAX.

NINA E. DAVISON.

At last, it has been decided that Halifax will be the Mecca for the Summer School of Science for this year.

It seems a very happy choice, for many of our Nova Scotia teachers, even, are not acquainted with the garrison city except through the pages of history; we would like to have several "seeing Halifax excursions" with a good guide as part of our programme.

Our memory takes us back to Chautauqua and the merry, attentive parties that at five o'clock made the circuit of the Summer town listening to the descriptions of the various places. It would seem that our history lessons might be much more vivid for our sojourn in the storied city.

Preparations are already being made for our comfort and happiness and a specially good time is promised.

Every associate secretary can now begin to look up and spread abroad the advantages of the session of 1913.

The faculty is to be added to and advanced work will be given in many branches. It is expected that the calendars will soon be ready.

STILL ANOTHER USE FOR LANTERN SLIDES.

In many private and public schools the stereopticon has come to be part of the regular teaching equipment. Related facts of geography and history and literature and science are vividly impressed upon students by means of pictures, because the emotional stir which is experienced intensifies the impression and deepens it into a vital feeling of sympathy with the people and the situations which are imaged on the screen. Things past in time and distant in space are linked with the "now" and the "here."

"I just feel as if I'd been right there!" is the involuntary outburst of many a child after experiencing a set of travel or history pictures; and grown people give vent to the same feeling.

Now another pressing need has arisen which pictures can fill. Thanks to psychology and sociology the teaching profession, from Kindergarten to University, has become self-conscious within recent years and is steadily growing aware of its increasing responsibilities to the community. The community likewise is becoming more interested in the schools. Principals and teachers are seeking to unite their forces with those of the parents and

guardians of children in order to do more effective educational work. Parents and friends are invited and urged to visit the schools and see for themselves the fashion after which their boys and girls are being taught.

However, the friendly visit does not guarantee a full comprehension on the visitor's part of the principles which are being worked out in the school-room. Some explanation of principles and methods are necessary, and the earnest teacher often wishes that she might have the opportunity to interpret the significance of a certain school-room or play-ground experience at the moment when the experience is taking place. But she is hampered in this respect for two reasons. First, her attention must be directed towards the children rather than towards the visitor; second, an interpretation given in the hearing of the children tends to make them prematurely and disagreeably conscious. Thus the significant experience passes unnoted, and teacher and visitor are both the losers. Just here the use of pictures can come to the rescue.

It is a comparatively simple matter to take snap-shots of individuals or of groups of children while they are doing the significant thing, and to have lantern-slides made from the photographs. Then the principal and teachers can call an evening meeting of parents and friends, (not children) and explain the aims and methods of teaching with the pictures thrown on the screen as illustrations of the principles involved.

Already a Kindergarten Association has adopted this plan of extending intelligent knowledge of the value of the kindergarten. The Association has utilized the motion-picture machine and has had a film made which reproduces the educational activities of Kindergarten children with all the charm of the real action; and has also prepared a set of lantern-slides showing some of the typical daily work. An explanatory comment accompanies the pictures.

The National Kindergarten Association, 1 Madison Ave., New York City, offers free of charge the use of a set of lantern-slides together with a typewritten explanatory lecture. The pictures illustrate the normal daily activities of children in Kindergarten and the educational value of the same.

I was a subscriber to the REVIEW during nearly the whole period that I was teaching, some ten or twelve years, and I can readily say that I found it very helpful and instructive. It is, I believe, one of the best educational journals in Canada.
—C. D. R.

MADAWASKA CO. TEACHERS' INSTITUTE.

The Madawaska County Teachers' Institute was held at Edmundston, N. B., on Thursday and Friday, December 19 and 20, Inspector Doucet presiding. Forty-seven teachers were enrolled; and three of the Reverend Sisters of the Convent at Edmundston, who attended all the sessions and took part in the proceedings and discussions, were made honorary members. In interest, and in the excellence of the papers and discussions, the Institute was highly successful, and it was the unanimous wish of all teachers present to make the Institute for Madawaska County an annual affair. This was the first Institute in the County for twenty-three years, and was just such a meeting of teachers as is needed to arouse an interest and create a desire for having an Institute each year.

The following papers and lessons were given:—Papers, "La Traduction," by Miss Amanda Bourque; Paper, "Home Study," by John M. Keefe; Paper, "L'assiduité reguliere des enfants a l'école," by Miss Marguerite M. Richard; Paper, "La Recapitulation et le moyen de la rendre facile et meme agréable," by Miss Suzanne Richard; Lesson, "The Addition of Fractions," by Miss Maud Miller; Paper, "L'Enseignement: ses principales qualités," by les Religieuses de St. Basile.

The public educational meeting held in Carrier's Opera House on Thursday evening was presided over by Inspector Doucet. Notwithstanding that it was a very wet and disagreeable evening for gathering, standing room in the Hall was at a premium, and in interest and enthusiasm the meeting was on all sides said to be exceptionally successful. Such a gathering cannot fail to leave a lasting impression and to stimulate and awaken an increased interest in educational matters. Able and forceful addresses were given by Inspector Doucet, Mayor (Dr) Laporte, Rev. Father Conway, Sheriff Gagnon, Principal Keefe, Mr A. E. Dugal, M. P. P., Mr A. Lawson, Dr A. M. Sormany, and Mr Max D. Cormier. Much regret was expressed at the unavoidable absence of Dr. Carter, Chief Superintendent of Education. An excellent programme of music consisting of piano duets, violin selections, and songs by the best local talent of the town, enlivened the proceedings and was the subject of much favorable comment.

The following officers were elected for the ensuing year: President, John M. Keefe; Vice-President,

J. F. Doucet; Secretary-treasurer, Miss Anna Ringuette; additional members of the executive committee: Miss Maud Miller, and Miss Suzanne Richard. It was decided to hold the next Institute at St. Basile.—COM.

INCREASED CAR DEMURRAGE.

Under an Order of the Board of Railway Commissioners for Canada, the car service charges are increased from \$1.00 per car per day to \$2.00 for the first 24 hours or any part thereof, and \$3.00 for each succeeding 24 hours or any part thereof, exclusive of Sundays and legal holidays, for delay beyond the free time hitherto allowed.

This Order took effect on the Intercolonial on December 25, 1912.

AN EARLY EASTER.

Easter will be unusually early this year. Ash Wednesday comes on February 5, Good Friday on March 21, and Easter Sunday on March 23. Not since 1818 did it come sooner in the year. On that year it fell on March 22, its earliest possible date, following the full moon on March 21, the next day being Sunday. Not again until the year 2000 will it come so early again.

Sixty-seven years ago and 56 years ago, respectively, Easter occurred on the same date as it does this year. Easter will pay an early visit next in 1940, when it will arrive on March 24. In 1951 it falls on March 25. It will come again on March 26 in 1967, 1978 and 1989.

The latest Easter of the 19th and 20th centuries was in 1859, when it fell on April 24. In 1848 and 1905 it occurred on April 23. Last Easter was on April 7.

The *Canadian Almanac* which has been published regularly for sixty-five years by the Messrs. Copp Clark Company, Toronto, is an indispensable part of the equipment of every office and library, and it may be said of every schoolroom in the Dominion. Here are some of the points which make it a valuable reference for teachers: It contains the astronomical calculations for the year; eclipses, star tables, latitude tables, tide tables (Halifax, Quebec and St. John); complete customs tariff; postal information; Dominion and provincial governments and names of officials with their salaries; complete clergy list of all denominations; educational institutions; maps of Ontario, showing new boundaries. Included in the Almanac for 1913 are three engraved Maps of the Provinces of Ontario, Alberta and Saskatchewan, and New Brunswick, Nova Scotia and Prince Edward Island. Size of each map about 8 x 11 inches. These maps show all the railways and principal towns, and are lithographed in colors. Five hundred and twenty pages. Handsomely bound in texoderm. Price, \$1.00.

THE HEROISM OF GRACE DARLING.

Grace Darling was the daughter of the lighthouse keeper at North Sunderland, England. The steamer "Forfarshire" was wrecked September 7, 1838, on the rocks known as the Great Harkars. Grace, who was then twenty-two years old, persuaded her father to go with her to the rescue of the crew in an open boat. There was a raging sea; but they went and saved nine persons, who otherwise would have perished. Grace died a few years after this event, October 4, 1842. The following poem describing and commemorating the heroic event is Wordsworth's.

All night the storm had raged, nor ceased nor paused,
When as day broke, the maid, through misty air,
Espies far off the wreck, amid the surf;
Beating on one of those disastrous isles,—
Half of a vessel, half—no more; the rest
Had vanished, swallowed up with all that there
Had for the common safety striven in vain,
Or thither thronged for refuge.

With quick glance
Daughter and sire through optic-glass discern,
Clinging about the remnant of this ship,
Creatures—how precious in the maiden's sight!
For whom, belike, the old man grieves still more
Than for their fellow-sufferers engulfed
Where every parting agony is hushed
And hope and fear mix not in further strife.
"But courage, father! let us out to sea,—
A few may yet be saved."

The daughter's words,
Her earnest tone, and looks beaming with faith,
Dispel the father's doubts; nor do they Jack
The noble-minded mother's helping hand
To launch the boat; and, with her blessing cheered,
And inwardly sustained by silent prayer,
Together they put forth,—father and child!

Each grasps an oar, and struggling on they go,—
Rivals in effort; and, alike intent,
Here to elude and there surmount, they watch
The billows lengthening, mutually crossed
And shattered, and re-gathering their might;
As if the tumult by the Almighty's will
Were, in the conscious sea, roused and prolonged,
That woman's fortitude—so tried, so proved—
May brighten more and more!

True to the mark,
They stem the current of that perilous gorge,
Their arms still strengthening with the strengthening heart
Though danger, as the wreck is neared, becomes
More imminent. Not unseen do they approach:
And rapture, with varieties of fear
Incassantly conflicting, thrills the frames
Of those who in that dauntless energy
Foretaste deliverance.

But the least perturbed
Can scarcely trust his eyes, when he perceives
That of the pair—tossed on the waves to bring
Hope to the hopeless, to the dying life—

One is a woman, a poor earthly sister!
Or, be the visitant other than she seems,
A guardian spirit sent from pitying Heaven,
In woman's shape?

But why prolong the tale,
Casting weak words amid a host of thoughts
Armed to repel them! Every hazard faced
And difficulty mastered, with resolve
That no one breathing should be left to perish,
This last remainder of the crew are all
Placed in the little boat, then o'er the deep
Are safely borne, landed upon the beach,
And, in fulfilment of God's mercy, lodged
Within the sheltering lighthouse.

Shout, ye waves!
Send forth a sound of triumph! Waves and winds
Exult in this deliverance wrought through faith
In Him whose Providence your rage has served!
Ye screaming sea-mews, in the concert join!

And would that some immortal voice—a voice
Fifty attuned to all that gratitude
Breathes out from floor or couch, through pallid lips
Of the survivors,—to the clouds might bear,—
Blended with praise of that parental love
Beneath whose watchful eye the maiden grew
Pious and pure, modest and yet so brave,
Though young so wise, though meek so resolute,—
Might carry to the clouds and to the stars,
Yea, to celestial choirs, Grace Darling's name

THE BEE AND THE FLOWER.

The bee buzz'd up in the heat,
"I am faint for your honey, my sweet."
The flower said, "Take it, my dear,
For now is the spring of the year.

So come, come!"
"Hum!"

And the bee buzz'd down from the heat.

And the bee buzz'd up in the cold
When the flower was withered and old,
"Have you still any honey my dear?"
She said, "It's the fall of the year,

But come, come!"
"Hum!"

And the bee buzz'd off in the cold.

—Tennyson.

ON THE VOWELS.

We are little airy creatures,
All of different voice and features;
One of us in glass is set,
One of us you'll find in jet,

T'other you may see in tin
And the fourth a box within.
If the fifth you should pursue,
It can never fly from you.—Jonathan Swift.

WINTER FLOWERS.

When tree and bush are comfortless,
And fields are piteous bare,
A garden blooms upon my hearth,
And it is summer there.

From the gray log's quiescent length
Burst the bright flowers of flame,—
Like the far flashings of the stars,
Too rare for earthly name.

Now rosy-hearted, rosy-tipt,
Their petals softly blow,
Now clear as water in the sun,
When the blue sky lies below.

And daintily they toss and sway
To the breath of soundless airs,—
The memories of wooing winds
That made the forest theirs.

O for the secret that the sun
Shares with the burning tree!
Elusive sweet as the witching flow
Of water to the sea.

In thought I grasp the mystic word,
And lo! it hath no form,
I only know 'tis dark without,
And here 'tis light and warm.

NOTE.—Blanche Bishop the author of the above was born at Greenwich, Nova Scotia, and educated at Acadia Seminary and Acadia University. After study and travel in Europe she taught for five years in Moulton College, Toronto.—*From Rand's Treasury of Canadian Verse.*

GAME OF CONUNDRUM AUCTION.

This game is provocative of much fun and is a very good one to break up any feeling of stiffness that may exist at the beginning of an evening.

Select a talkative and jolly person as auctioneer, and have your articles wrapped up in such a way as to completely disguise their character. Each player should be supplied with a number of beans to represent money, wrapped in a Japanese paper napkin, and that is to represent his whole wealth. The articles auctioned off are sold to the highest bidder, but if one bids too high for one article he is more or less crippled in his bid for the next.

As an article is knocked down to a bidder it must be opened for the company to see, and as your articles are chosen with this in view, it is easy to see the laughter that will follow. The articles should be merely trifles, with an occasional "find" to stimulate the excitement of bidding; and written catalogues in conundrum form, without the solution being written, add to the fun and give scope to the auctioneer, as you will see when he

has excelled himself in praise of a "bit of old lace," which when purchased and the package opened, resolves itself into a shoe lace. Here is a list of articles and the conundrum catalogue:—

A bit of old lace—shoe lace.

A portrait of Her Majesty, Queen Victoria—an English copper penny.

Study in black and white—chalk and coal.

Souvenir of the wedding day—rice.

The traveller's guide—time table.

A fruit of disobedience—apple.

A letter from Hades—H.

A marble group—several marbles.

A pair of slippers—bit of orange peel and banana skin.

A mighty weapon—pen.

A bit of Indian jewellery—a bead bracelet.

The first American—cent with Indian's head.

The most honored American—postage stamp with head of Washington.

A new writing machine—a new pencil.

Emblem of confidence—sealing wax.

Hawthorne's masterpiece—Letter A, painted scarlet.

The way to a girl's heart—Flowers, or a box of candy.

Somebody did a golden deed;

Somebody proved a friend in need;

Somebody sang a beautiful song;

Somebody smiled the whole day long;

Somebody thought, "'Tis sweet to live"

Somebody said, "I'm glad to give,"

Somebody fought a valiant fight;

Somebody lived to shield the right;

Was that somebody you?

—*Western Home Monthly.*

The saturnalia was a midwinter feast of the Romans in honor of Saturn, beginning December 17. On this occasion great license was given to every one to do what he pleased, and even the slaves were permitted much liberty of speech and action. All work was suspended, the houses and temples were decorated, congratulations were exchanged and presents sent.

A newly married woman made a pie for dinner. "I am afraid," the bride said, "that I left something out, and that it's not very good." The husband tried it and said, "There is nothing you could leave out that would make a pie taste like that; it's something you've put in."

CURRENT EVENTS.

At least ninety per cent. of the French-speaking Canadians it is said, can write and speak English. Those whose mother tongue is English, as a general rule, know no language but their own.

The Imperial penny postage system now embraces the whole British Empire with the exception of Pitcairn Island.

Most hydro-planes hitherto made can run only in smooth water; but it is announced that a new boat or hydro-plane invented in Cape Breton can travel in heavy winds and rough seas, and under favorable conditions can make a speed of fifty miles an hour. The inventors are Professor Graham-Bell and his assistant, Frederick Baldwin.

The customs figures for the year just closed, so far as they are available, show a very large increase over those of last year. The prospects for the coming year are bright, especially in the Atlantic Provinces.

It is proposed that a new Atlantic port shall be established at Gaspé Bay, which is described as the finest natural harbour on the Atlantic coast. The new port would be connected with the Intercolonial and the National Transcontinental railways by a line now partly built, running along the north shore of Bay Chaleur.

The first wheat train from Winnipeg over the Transcontinental was on its way on New Year's Day, thus providing a second rail outlet for wheat just at a time when the closing of lake navigation renders it important. There are renewed rumors that the Canadian Pacific will shorten its route to the sea by building a line from Mattawamkeag to Princeton, in Maine, thus enabling it to reach an excellent natural harbour on the St. Croix.

The British Government has presented to the Secretary of State at Washington a formal protest against that section of the Panama Canal Act exempting United States coastwise shipping from the payment of tolls for passing through the canal. Canada is especially interested; for as the provisions stand, Canadian coastwise trade using the canal would have to pay the tolls, while that of the United States would be exempt. Under the old Clayton-Bulwer treaty of 1850, Great Britain had equal rights with the United States in the proposed isthmian canal, which was to be under the joint protection and control of the two governments; but these rights were yielded by a new treaty eleven years ago, allowing the United States Government alone to build and control the canal on condition that there should be no discrimination against any nation in the use of the canal. Hence the protest.

Hon. Whitelaw Reid, the United States Ambassador to Great Britain, died in London on the fifteenth of last month. A British cruiser has brought his remains to America.

A new president will be elected in France on the seventeenth of this month. A presidential election there does not make such a disturbance as it does in the United States, where electors are chosen to vote for a president, but, as it is known in advance just how they will vote, it is equivalent to a direct popular vote. In France the members of the two chambers of parliament quietly meet at the appointed time, every seven years, and choose a man to fill the office. In France, the president has no more personal power than the King of Great Britain and Ireland has with us, which means that he has far less than has the President of the United States.

Mention has been made of the departure of a British expedition to Easter Island, in the middle of the Pacific Ocean; where, though there are but two hundred living inhabitants, there are six hundred gigantic images of the human figure carved in stone, of the origin of which nothing definite is known. Now another wonderful region is to be explored by Englishmen. It lies beneath the sea, along the coast of Yucatan, and southward towards the shores of South America. Here, it is believed, lie sunken cities with a wealth of gold and gems and art treasures worth countless millions. Divers and submarines will be employed to recover these treasures, and to explore the lost continent, not far below the level of the sea, where a wonderful civilization existed, it is thought, long before the days of Egypt and Babylon. These expectations are based upon what is known of the ruined cities of Yucatan and Guatemala, and upon careful explorations along the coast which seem to show that a rich and populous country was long ago swallowed up by the sea, but is still accessible. Such an expedition as this would have been quite impossible before the days of submarines.

The airship has been the means of discovering the ruins of an ancient Roman town in the Lybian desert.

The Himalayan Alps is the name which the great Italian explorer, the Duke of the Abruzzi, has given to some lofty peaks which he has found in an utterly unknown region in the central Himalayas. In one range he discovered thirty-three peaks each more than twenty-four thousand feet high.

The Christmas season has not brought peace in the Balkans, though there had been some hope of an agreement being reached before the end of the year by the peace conference session in London. A basis of agreement is hard to find. The Turks, having ruled Macedonia for five hundred years, are unwilling to admit that their rule is at an end. The Balkan allies are unwilling to give up for the sake of peace what they have won by the sword. Meanwhile there is grave danger that the Balkan States may be invaded from the north, by Austria and Roumania, a movement which could hardly take place without leading to a general war; yet, as latest despatches show that the Turkish delegates may yield the principal points in debate, there is still hope of a settlement. Whatever that settlement may be, the political boundaries in the map of the Balkan Peninsula will have to be drawn anew.

At a recent conference in Peking, the government was asked to take steps to supply China with a phonetic alphabet, to take the place of the word signs now in use.

The government of the Chinese Republic has adopted our calendar; and this year, for the first time, the Chinese new year agrees with ours.

The liberty of the press is evidently not one of the liberties enjoyed in China under the new form of government. There was published in Peking, until recently, the oldest newspaper in the world. It had been issued regularly for fifteen hundred years; but it has now been suppressed by order of President Yuan Shih Kai.

A treaty between Russia and China acknowledges Chinese suzerainty in Mongolia, and recognizes certain trading rights that Russia claims.

The civil war in Mexico still continues. The rebels are not very numerous, but they are so widely scattered that they cannot be easily subdued.

SUMMER SCHOOL OF SCIENCE

FOR THE ATLANTIC PROVINCES OF CANADA

Twenty-Seventh Session will be held at Halifax, N. S., July 8th to 29th, 1913

A Full Course in Elementary Science, Agriculture and Physical Training is provided in the School.

A LARGE NUMBER OF VALUABLE SCHOLARSHIPS WILL BE OFFERED FOR COMPETITION.

Write to the Secretary, J. D. SEAMAN, 63 Bayfield street, Charlottetown, P.E.I., for information.

There is trouble between the two political parties in Portugal, and another revolution is probable.

Lord Hardinge, Viceroy of India, made his official entry into Delhi, the new capital. As his procession was passing along the principal street of the city, a bomb was thrown from a housetop, wounding the Viceroy and killing one of his attendants. A member of the council took the Viceroy's place in the procession, and the ceremonies were continued without further interruption. Whatever the motive of the assassin, the injury to Lord Hardinge has probably strengthened his position by exciting the sympathy of the people.

SCHOOL AND COLLEGE.

Mr. J. Bennet Hachey, M. P.P. for Gloucester County, has given a ten dollar scholarship to the summer school of science. Mr. Hachey takes an active interest in education. He is secretary of the Bathurst Village School Board and as a regular subscriber to the REVIEW keeps in touch with general educational matters.

Mr. Charles Edgett of Westmorland County, N. B., who has been teaching in Saskatchewan for the past year has returned and will teach in Carleton County this term. Mr. Edgett says he prefers the East.

At the closing exercises of the Victoria School, Moncton, on the eve of the Christmas holidays the teachers were appropriately remembered: Principal S. W. Irons was presented with a watch fob and an address; Miss Elva Steeves, with a box of note paper, and Miss Georgie Ryan, teacher of Grade VII., was similarly remembered by her pupils. Miss Margaret Wilson received a handsome box of chocolates.

Miss Greta Robinson, B. A., has resigned her position as teacher in the Consolidated school at Hampton, N. B., to become principal in the Richibucto Grammar school vacated by the retirement of Mr. W. T. Denham. Miss Robinson's position in the Hampton school has been filled by the appointment of Miss Beatrice Smith, B. A.

Mr. Thomas E. Powers, who recently resigned his position in the St. John, N. B. High School to accept a position with the Great West Life Assurance Company, was presented with a pair of field glasses by the staff of the High School and with a solid leather travelling bag by the Class of 1913.

Mr. W. T. Day, principal of the school at Marysville,

N. B., has retired after forty-five years of efficient service, thirty-nine of which were spent in the school at Marysville. His pupils and fellow citizens testified their appreciation of his work by presenting him with a well filled purse of gold. Mr. Day bears his years well, and no one would think to see him, that he is such a veteran in the service.

Mr. W. T. Denham, A. B., recently principal of the Grammar School, Richibucto, has been appointed principal of the New Fisher Memorial School at Woodstock, and has entered upon his duties. Mr. Denham was graduated from Acadia University in 1906 and has done excellent work in teaching.

The death of Dr. J. George Hodgins, in the ninety-second year of his age, removes one of the most distinguished educationists of the provinces of Ontario. Born in Dublin, Ireland, on August 12, 1821, Dr. Hodgins came in his early youth to Ontario, where he received his education in Upper Canada Academy and in Victoria College, Coburg, taking his degree at the latter institution. He entered the civil service of the province as chief clerk in the education department in 1844 and in 1889 was made librarian and historiographer to the department. In 1894 he published the first volume of his "Documentary History of Education in Ontario," a work which eventually comprised twenty-eight volumes.

The serious illness of Dr. John Brittain, of Macdonald College, Quebec, has called forth universal expressions of sympathy throughout the Maritime Provinces.

Mr. Arthur N. Carter, of Rothesay, has been appointed Rhodes scholar by the University of New Brunswick. He is a son of Mr. E. S. Carter and nephew of Dr. W. S. Carter, Chief Superintendent of Education for New Brunswick. As a scholar and athlete Mr. Carter has a good record. He received his education in the St. John and Fredericton schools, and is an honour graduate of the University of New Brunswick.

The Antigonish Casket of recent date states that notable additions to the scientific equipment of St. Francis Xavier's College have been received. The new gas plant for the scientific laboratories which the Alumni Association is installing has just arrived at Antigonish. It is a large and thoroughly up-to-date plant. The same shipment includes also a complete outfit for the machine shops, including engine, shafts, pulleys, lathes, band-saw,

buzz planer, cutting off saw, etc. This latter equipment is very valuable and is the generous gift of a good friend of the College.

Mr. Samuel B. Trerice, B. A., of East Leicester, Cumberland County, a graduate of Mt. Allison, an "A" student at the Normal College, has been appointed teacher of Mathematics in the Colchester Academy, Truro, in succession to Mr. Archibald who has been appointed to a position in the Canadian Immigration Department.

The twenty-seventh session of the Summer School of Science meets at Halifax, N. S., July 7 to 30, 1913. For the benefit of teachers who desire to study English, the following will be at least a part of the work, "The Princess," "The Merchant of Venice" and "Palgrave," Book II.

The following changes have gone into effect in the schools of St. John, N. B., on the re-opening January 6: Mr. Frank Morrison, late of the Collegiate School, Rothesay, takes charge of the manual training school in place of Mr. Hedley V. Hayes, resigned. Mr. Chas. M. Lawson succeeds Mr. Thomas E. Powers in Grade XI of the High School, and Mr. Grover Martin takes Mr. Lawson's place in Grade X, while Mr. A. W. Hickson has been transferred from the principalship of the Douglas Avenue School to take Mr. Martin's place in Grade IX, and Miss M. M. Briggs, of the Newman street school, becomes principal of Douglas Avenue school. Miss Alice G. Gale goes to the Newman street school and Miss Gertrude I. Webb succeeds Miss Gale. Miss Bessie A. Babbit, recently principal of the Perth Junction School, Victoria County, takes Miss Webb's place for a time during the illness of Miss Marion Chesley.

Miss Pauline W. Livingstone, has returned from her recent visit to California, much improved in health, and has resumed her position in the Newman street school, St. John, N. B.

A technical school for mechanical drawing will be opened in the Centennial school St. John N. B., on Monday, Wednesday and Friday of each week during the winter, in charge of Mr. Harrop, who has had charge of similar classes for some years in New Glasgow.

The death of Rev. Dr. T. W. Street—full of years and honours—took place at his home St. John west N. B., on the evening of January 6. Dr. Street was a graduate of the University of New Brunswick. (then Kings College) as early as 1851. He had been over 57 years in the ministry, having been ordained by Bishop Medley, in 1855, and was sub-dean of the Cathedral in Fredericton during the past ten years, until age compelled his retirement last year. Dr. Street held important positions as a teacher during his long and varied life of eighty-one years, in Ontario, and New Brunswick. He was a man of genial and kindly nature, and greatly beloved by those who were associated with him.

RECENT BOOKS.

PLANT CHILDREN AND ANIMAL CHILDREN: How they Grow, by Ellen Torelle, M. A., is a delightful book. It expresses in simple language the essential facts and principles of the growth and development in plant and animal life. It is written especially for the pupils of elementary schools and is an adjunct to nature study of which teachers will be glad to avail themselves. (Cloth, 238 pages, 335 illustrations, price (school edition) 50 cents, D. C. Heath & Co. Boston).

INDUSTRIAL MATHEMATICS has been written for those who are employes or anticipate employment in technical industries and who are taking industrial courses of study. It provides a wealth of mathematical and technical material with thousands of examples and applied problems. The student with little knowledge of mathematics will find the book self-instructive, so clearly has the subject matter been stated, and so simple and direct are the instructions given. (Cloth, VII×476 pages, 227 illustrations, price \$2. (8s 6d) net. By Horace Wilmer Marsh, with the collaboration of Annie Griswold Fordyce Marsh. New York; John Wiley and Sons. London: Chapman and Hall.

FRY'S JUNIOR GEOGRAPHY is adapted to meet the requirements of beginners in the study. The first five chapters deal with general physical geography of which a rudimentary knowledge is indispensable. The remaining chapters are devoted to the description of physical features and climate, leading to economic and political geography. The arrangement and treatment are simple and natural. (Cloth, pages 368, The University Tutorial Press, High Street, London, W. C.)

A FIRST CLASS-BOOK OF CHEMISTRY contains a course adapted to the needs of schools, containing a suitable introduction to advanced work, and those fundamental facts and ideas which every educated person should know. No use is made of symbols, nor is there reference to the atomic theory. These and other technical matters in chemistry will be treated in the second volume which is shortly to appear. The course is practical, and the importance of chemical knowledge in the world of industry, is kept constantly in view. (Cloth, pages 124, price 1s 6s. Adam and Charles Black, 4 Soho Square, London, W.)

SENTINEL HOURS. This is an anthology of prose and verse, a companion volume to Black's series of Sentinel Readers. Selections have been chosen from the best English poets and prose writers, and there are eight full-page illustrations in colour. The selections are admirably chosen and of great interest. (Cloth, pages 26, price 2s. Adam and Charles Black, 4 Soho Square, London.)

JANUARY MAGAZINES.

Readers of *Littell's Living Age* (Boston) have an opportunity to become familiar with every phase of the complicated Balkan situation as treated by experts. The opening article in *The Living Age* for January 11 is "The Drama of the Balkans and Its Closing Scenes," written by Sir Arthur J. Evans; and in the number for January 18 Marmaduke Pickthall has an article on "The Outlook in the Far East," in which he presents the case for "El Islam" in a fresh and interesting way.

The Canadian Magazine (Toronto) for January contains a fine appreciation of Sir Richard Cartwright by Professor W. L. Grant, of Queen's University, Kingston; an experience in superstition by Dr. Wilfred Grenfell; a picturesque description of Bristol, entitled "Canada's Cradle," and other contributions of note.

The *Century* (New York) for the year 1913 promises to surpass all previous years. The January number contains the first instalment of Frances Hodgson Burnett's new novel of English and American life, entitled "T. Tembarom," and there are other attractive features of this number.