

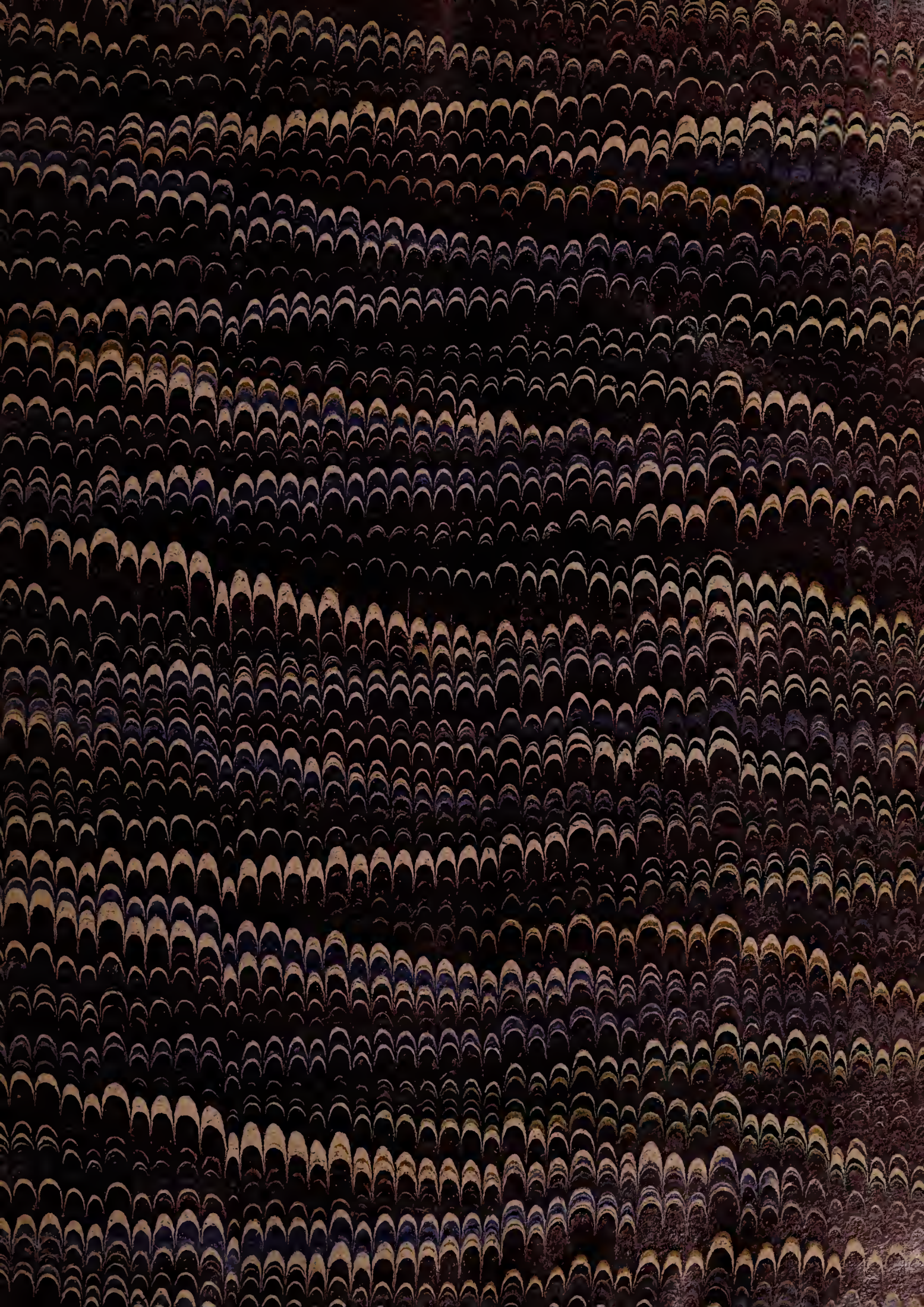
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TEACHERS MAGAZINE

Vol. XXXV

SEPTEMBER, 1912

No. 1

EDITORIAL STAFF

Managing Editor

Wm. Charles O'Donnell, Jr.

Associate Editor

Maximilian P. E. Groszmann

Departmental Editors

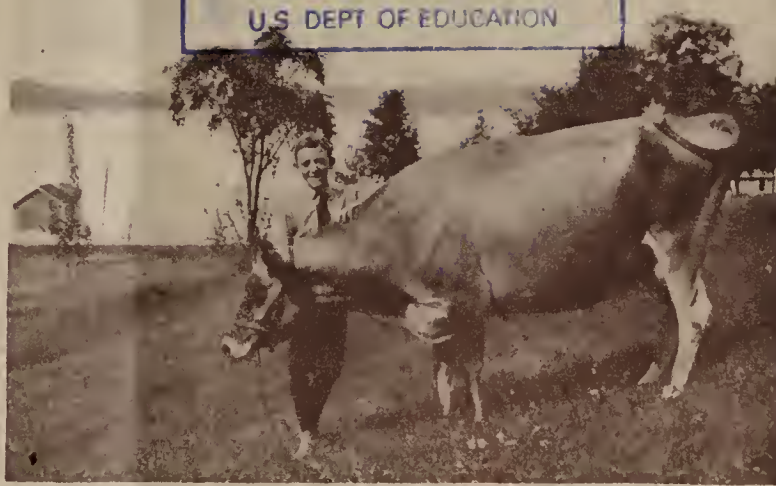
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Teachers magazine (New York,
N.Y.)

Teachers magazine

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TEACHERS MAGAZINE

Contents for September

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Special Notice to Agents and Subscribers

Putting into practice the Emersonian principle that the "one prudence of life is concentration," the Educational Magazine Publishing Company has been organized and incorporated in accordance with the laws of the State of New York for the purpose of concentrating its energies upon Teachers Magazine and Educational Foundations. The new company represents a change of method rather than a change in men. The president has been associated with the Ives-Butler Company during the past year and is familiar with all contracts and agreements with agents. Prompt and careful attention is assured. The Ives-Butler Company will continue to publish the School Journal. The two companies occupy adjoining offices and the address remains unchanged. Simply remember that all communications intended for Teachers Magazine and Educational Foundations are to be sent to

EDUCATIONAL MAGAZINE PUBLISHING COMPANY

31-33 East 27th Street, New York City

(As an accommodation prompt attention will be given also to enclosures for the School Journal.)

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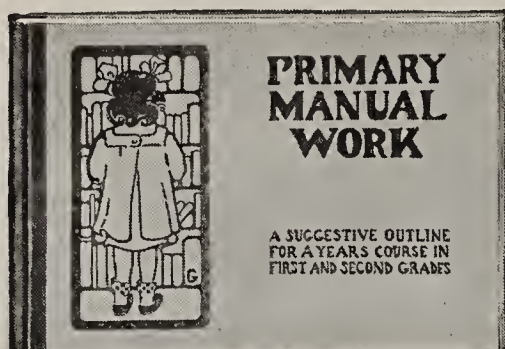
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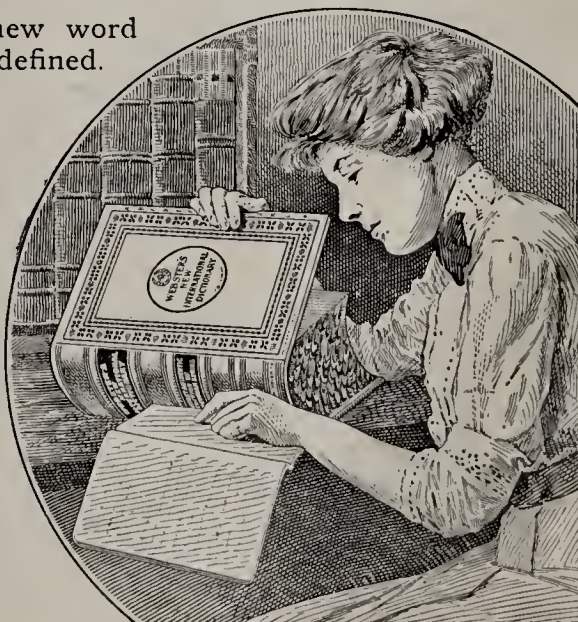
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Teachers Magazine

Vol. XXXV

SEPTEMBER, 1912

No. 1



OSSIAN LANG.

To Mr. Ossian Lang An Appreciation

SIR:—

In familiar ecclesiastical phrase, it is meet, right and our bounden duty to address to you some words of felicitation upon the completion of your long term of service as editor of *TEACHERS MAGAZINE*. As you relinquish your obligations in this connection much gratification must be yours in the consciousness of having exerted so salutary an influence upon the thousands of teachers who have been guided by your wisdom. Thus far yours has been a life of worthy accomplishment. *TEACHERS MAGAZINE* resulted from the merging of a number of educational publications, combining the excellencies of them all under your direction. For a score of years you edited *Educational Foundations*. The *School Journal* added to your renown as you added to its merit in the editorial capacity. You ventured at one time to publish a magazine of your own, *Young America*, and its style was as good as its

name. You have been a frequent contributor to *Forum* and other magazines and have written a number of good books. You have achieved a reputation as a lecturer and have addressed large audiences on important topics, educational and political. You have shown an intelligent interest in municipal affairs and have been honored by your fellow townsmen in election to public office. Surely your career has been a creditable one and we beg you to accept this brief tribute in token of our esteem. Your friends throughout the country will understand the rich deserving of it, although your modesty might wish it to be less public. In whatsoever labor you engage we wish you success, and in all things we wish you joy.

EDITORS *TEACHERS MAGAZINE*.

NOTE—Those wishing to communicate with Mr. Lang may address him at Mt. Vernon, N. Y.

READ CAREFULLY ROUND TABLE TALKS, NEXT PAGE.

I. Round Table Talks With Subscribers

Scheme Department

(A schematist is a former of plans. Success comes only to him who plans for it. The docks of time are full of idlers waiting for their ships to come in. The sea must be crowded with vessels just below the horizon where their cargoes are useless. A worthy schematist will employ originality, industry, enthusiasm and honesty. Health to our Schematist!)

Washington Irving could not have been thinking of the business end of a magazine when he wrote:

"It is the divine attribute of imagination that it is irrepressible, unconfined." By the grace of this divine attribute, however, we gather as publishers and subscribers, at the Teachers Magazine Round Table. King Arthur was minded not to show partiality to his Barons and incite them to jealousy by placing them at a table where one seat might be more conspicuous than another. As they sat in solemn conclave there was to be no first and last, no head and foot, no high and low. The Round Table symbolises the Square Deal.

Whence do we come? From every State in this glorious Union of States, and from Alaska, our sole remaining Territory; from the cold country beyond the St. Lawrence to the north of us, and from the warm country beyond the Rio Grande to the south of us; from Cuba, Porto Rico, Hawaii and the Philippines; from England and Ireland; from Russia, Greece and Syria; from India, Korea, China and Japan; from New Zealand, South Africa, Brazil and Chile. In brief, from all the continents and from many islands of the seas. The corners of the earth are here drawn together.

In what spirit do we come? We have kindred aspirations and mutual interests. We have lifted the Banner of Education as an ensign for the people. We are Knights of Knowledge, confounding the imps of ignorance. We purpose to be fair, frank and friendly toward each other. There must never be aught but sweet confidence between us.

Many have smiled at the famous prayer of the one-time president of Harvard College: "God bless Harvard College and all inferior institutions." A rather sensible sort of a petition after all when we reason that the God who expects every man to do his best must also anticipate man's satisfaction in his achievements. We wish well to all competitors, but like the good Harvard man we are not too modest to assert superiority. We have *vowed and determined* that the TEACHERS MAGAZINE *must* be the best magazine published for the grade teacher. We the publishers and we the editors are willing to receive suggestions from ourselves the subscribers at any time. Thus it becomes possible for us all to help each other.

Now we have come to the point of this Talk. How can we all help each other to prepare, produce and maintain the *best possible* magazine for teachers? The *quality* of a periodical is largely determined by the amount of money (not discounting

brains) invested in its production. Larger revenues make possible larger investment. Revenues are determined by circulation. Therefore, we are all concerned in the circulation problem. Logic clear? Then it follows, as noon follows morning, that self interest alone should prompt every subscriber to become a subscription getter.

Are we now ready for scheme No. 1? Attention!

Suppose (teachers of little folks should have no trouble in supposing), suppose we offer a special reward for the longest list of subscribers sent to us within a specified time—say before December the first. It might be

- (1) Fifty dollars' worth of books of your own selection for your private, school, or public library; or
- (2) A free holiday educational trip to any large city within five hundred miles of the home of the contestant, all expenses paid for five days; or
- (3) A Christmas present of \$50 in cash.

Would you consider such a contest unprofessional or undignified? We are willing to put this question to a vote. All in favor are to write to the TEACHERS MAGAZINE, saying: "Enroll my name in the Round Table Contest." This done, you are at once to ask your best friends to subscribe either to TEACHERS MAGAZINE or EDUCATIONAL FOUNDATIONS at the regular price, \$1.25 per year. You will need but three subscriptions to qualify for the race. Further particulars will be given next month, but it is to be understood from the start that

- (1) We must have an authorized list of the names of contestants.
- (2) Names are not intended for publication.
- (3) No commissions can be allowed on these orders.
- (4) Agents are not eligible, as they receive commissions.
- (5) In case of a tie, parties will be duly notified and time given to secure extra subscriptions.

Be it also remembered that in soliciting subscriptions you will be working in your own interest, whether you win the prize or not. Be it further remembered that a very *short* list may be the *longest* list, hence there is an open chance for all.

Address—Round Table Department,
TEACHERS MAGAZINE,
31-33 East 27th St.,
New York City.

II. Editorial Expression and Selection

Behind every lesson is the personality of the teacher.

The life must be well tempered before the lesson can be well taught.

This is the age of concrete. Concrete is a composite of water, sand, gravel, and cement. Editorially we are concerned with the concrete of character and its compounding elements, reserving the right to include whatever may please the fancy or struggle for expression. Primarily this is the Personality Department.

William E O'Donnell Jr

The New Order We have not imagined that any one man could qualify for the toga of Mr. Ossian Lang. On the first page will be found an appreciation of his character and services. What we have essayed is a thorough organization and logical arrangement of departments in sufficient number to include practically everything that can properly be placed in a periodical like the *TEACHERS MAGAZINE*, and to secure the co-operation of experts to share in editorial responsibilities. The captions of the various departments in this issue and the order which they follow will indicate the measure of success in the first particular, while the names of the gifted gentlemen composing the editorial staff constitute a sufficient guarantee of accomplishment as to the second.

Dr. Maximilian P. E. Groszmann is the educational director of the National Association for the Study and Education of Exceptional Children. We regard him as one of the great educational pioneers of the present generation. As an author and lecturer he enjoys deserved renown. He is the originator of some of the best pedagogical ideas now accepted throughout the country and is applying himself to the solution of one of the gravest educational problems confronting us to-day. He will be in general consultation with the managing editor and will furnish or select material for several of our most important departments. It is with peculiar satisfaction and pleasure that we announce Dr. Groszmann as the Associate Editor of *TEACHERS MAGAZINE*.

Charles H. Davis is principal of Public School No. 25, Borough of Queens, New York City. He is the author of *Progressive Questions in United States History* and is joint author with a prominent District Superintendent of a series of arithmetics soon to be published. Mr. Davis has been a contributor to a number of educational periodicals and was at one time associated editorially with a leading New York magazine. He has had many years' experience in school work as teacher, principal, and superintendent, both in rural and city schools, so that our readers may be assured that he understands their problems, and is qualified in every respect for the important work entrusted to his care.

The name of Grant Colfax Tullar is so well known in school and church musical circles that little space is needed for an introductory characterization. One of the noblest tributes ever paid by man to a fellow man was that of Wagner, who said of Beethoven, "His music made a musician of me." Mr. Tullar is not only composer, publisher, and singer—he is an inspiration. He has conducted the music at institutes throughout the United States and Canada, always with success, and no institute could do better for itself musically than to secure his services. In the meantime readers of *TEACHERS MAGAZINE* are to have the benefit of a department edited by Mr. Tullar. Here is an advantage worth many times the subscription price of the magazine. We virtually present our readers with a school music book every month. Mr. Tullar may be addressed in reference to matters connected with his department in care of *TEACHERS MAGAZINE*.

A Shining Example

The annals of teaching contain few nobler examples of high-minded devotion and efficient service than may be found in the career of Miss Julia Richman, whose death during the summer is one of the saddest events to be recorded of the vacation period. In her were found those qualities of mind and heart that constitute the true glory of the teaching profession. No preachment on the beauty of such qualities could equal in impressiveness the simple presentation of her character. Example is mightier than exhortation.

News Item, "Miss Julia Richman, Assistant
June 26 Superintendent of Public Schools of New York, died this morning at Neuilly-Sur-Seine, where she had undergone an operation for appendicitis.

Miss Richman left America on June 6 by the *Victoria Luise* and fell ill while on the voyage.

Reaching Cherbourg on June 14 she was taken on June 16 to the American hospital at Neuilly, where she was operated upon the same afternoon by Dr. Dubouchet.

For some time there was hope for the patient's life, but the operation had been delayed too long.

Funeral services will be held to-morrow in the American church in the rue Berri."

The Life Story

Miss Richman was born in New York City, Oct. 12, 1855, and received her first schooling in the district school at Huntington, L. I. She afterward went to Public School 50, Manhattan, and graduated from the Normal College in 1872. She taught in Schools 59 and 73, and was made principal of School 77 in 1884. She was the first alumna of the Normal College to be made a principal in the city schools. Since 1903 she held the office of district superintendent. She was the only woman elected to that position since the consolidation of the city, and the only woman ever so elected in Manhattan.

One of the founders of the Educational Alliance, Miss Richman was still a director at the time of her death. She was a member of the board of managers of the New York Throat, Nose and Lung Hospital, and was head worker of Teachers' House. Miss Richman was one of the leading authorities in the schools on the problems of Americanizing and socializing immigrant children and in controlling truancy and juvenile delinquency. One of the first things she did after becoming district superintendent was to have the tough element cleaned out of Seward Park.

Tribute of City Sup't. William H. Maxwell

"She had the welfare of every separate pupil at heart. She studied their aptitudes, corrected their faults and stimulated their ambitions. At no time repressing any healthy impulse in the children, her chief care was to felicitate and encourage individual abilities. She had initiative of the highest order, and to her example the schools of New York are indebted for many excellent features of their work.

"All her fine qualities as principal, Miss Richman carried into the office of district superintendent. Her untimely death deprives the city of the services of one of its valuable superintendents and citizens. It was not merely in school work, great as her success there was, that Miss Richman shone. In many different fields of civic activity her advice was sought and her energy and executive ability contributed to produce results."

From the Memorial

Adopted by the Board of Directors of the Educational Alliance

At a meeting of the Board of Directors of the Educational Alliance, held June 27, 1912, the following memorial was adopted:

"The death of Julia Richman, at the zenith of her powers, in a foreign land, is tragic in its sadness. To the Educational Alliance, of which she was one of the founders and in whose activities she has been the very heart and soul, her passing away is almost a calamity. She was in the front rank of communal workers, a born teacher, a great educator, a profound student and sympathetic observer of conditions, endowed with a creative mind which enabled her to cope with them, and with a steadfast spirit, willing to undertake any task however burdensome. With a masterful and commanding intellect, she combined the tender feelings of a true woman, rejoicing in beautiful ideals, which she strove with vigor and intensity to realize. She was as energetic as she was thorough. She was fearless, courageous and outspoken. She was actuated by a sincerity of purpose that defied doubt. Her standards were high, and she was not satisfied, even by her own endeavors, unless they measured up to those standards. Hence she was impatient with mediocrity and appreciative of excellence, but kindly with those who conscientiously strove. She was progressive, and her fertile mind was quick to formulate remedies and to apply them untiringly and forcefully. She was a leader of thought, and in any assembly in which she participated the strength of her views and the soundness of her judgment never failed of recognition. The educational system of the entire country is indebted to her initiative for its development in many directions. The characters of thousands of men and women have been nobly moulded during the forty years of her work in the public schools and the twenty years of her connection with the Educational Alliance, and her moral influence will by them be transmitted as a blessing to future generations."

And Finally

Miss Richman believed a teacher should teach and left politics and lobbying for higher wages and additional privileges to others in whose eyes teaching is a trade rather than a noble profession.—*New York Herald*.

A Message to Teachers from Dr. S. Parkes Cadman, known throughout the country as a brilliant lecturer, author and preacher

John Henry Newman lived to be a prince of the Roman Church and one of its most powerful and sagacious defenders. When a mere child, he had an Irish nurse who counted her beads while she put little Newman to bed. Little did she know that the serious-eyed, wide-awake boy who watched her would one day be the foremost member of her communion in English-speaking nations, but so it was, and he never forgot his Irish nurse and her piety and devotion. This teaches the major truth for those who deal with child life. They handle social forces at their fountain head, and upon that handling depends the strength and direction of those forces.

I know nothing in the service of man which is more charged with opportunity and responsibility than the instruction of the young. The habitation of God is among men, and child life is a favored spot for the higher and diviner things. But moreover, those who deal with children are subject to a scrutiny whose keenness has not been dimmed by too much contact with the world. Children look into our very souls with the eyes that see the most because they are pure. Any teacher remembering these realities and consecrating his or her life to them is sure of rewards which cannot be given or taken away by the world.

S. PARKES CADMAN.

III. Passing Pleasantries



*Lay aside life-harming heaviness
And entertain a cheerful disposition.*

—RICHARD II. ii. 2.

*It is indeed a funny world
But hard truths mingle with the chaff.
It takes some study ere a man
May know exactly when to laugh.*

—WASHINGTON STAR.



[Teachers have many amusing experiences of their own. Some would perhaps welcome the opportunity to relate them for the delectation of others. A classroom witticism may be a pedagogical prize package. This page is open for passing pleasantries.]

A story has been circulating for some time concerning a little girl who in her good-night prayer asked the Lord to make six times eight equal forty-seven. When listening Mamma, surprised and amused, asked the meaning of this unusual petition, the little one answered, "That's the way I put it in my examination paper, and I want it to be right."

It is a great thing to have won the world's confidence. Some folks seem to think that Luther Burbank, the "wizard of horticulture," can do anything he pleases to do. Like other men of fame he is frequently annoyed by obtrusive strangers. One of these inquisitive bores met Mr. Burbank on the street in San Francisco and the following conversation ensued:

"How are you, Burbank? How are you? What miracle are you working on now?"

"Well—it's a secret," replied the expert; "but I don't mind telling you. I'm grafting milkweed on eggplant!"

"Yes—yes? What do you expect to produce?"

"Custard."

A Boy's Composition

Water is found everywhere, especially when it rains, as it did the other day, when our cellar was half full. Jane had to wear her father's rubber boots to get the onions for dinner. Onions make your eyes water, and so does horse-radish, when you eat too much. There is a good many kinds of water in the world—rain-water, soda-water, holy-water, and brine. Water is used for a good many things. Sailors use it to go to sea on. If there wasn't any ocean the ship couldn't float, and they would have to stay ashore. Water is a good thing to fire at boys with a squirt, and to catch fish in. My father caught a big one the other day, and when he hauled it up it was an eel! Water is first-rate to put fires out with. I love to go to fires and see the men work at the engines. This is all I can think about water—except the flood.

(Strange that this boy did not think of water-melon.)

Parents and teachers have need to be careful in the selection of arguments wherewith to impress their erring charges. Here is an illustration:

"Willie," said the mother sorrowfully, "every time you are naughty I get another gray hair."

"Gee!" said Willie, "you must have been a terror. Look at grandpa!"

Mr. Man—"What was your father before he died?"

Smart Boy—"Alive."

Getting Information From Pa

My pa he didn't go to town
Last evening after tea,
But got a book and settled down
As com'fy as could be.
I'll tell you I was awful glad
To have my pa about,
To answer all the things I had
Been trying to find out.

And so I asked him why the world
Is round instead of square;
And why the piggies' tails are curled,
And why fish don't breathe air?
And why the moon don't hit a star;
And why the dark is black;
And just how many birds there are;
And will the wind come back?

And why does water stay in wells;
And why do June-bugs hum;
And what's the roar I hear in shells;
And when will Christmas come:
And why the grass is always green,
Instead of sometimes blue;
And why a bean will grow a bean,
And not an apple, too?

And why a horse can't learn to moo,
And why a cow can't neigh;
And do the fairies live on dew;
And what makes hair grow gray?
And then my pa got up, an' gee,
The awful words he said!
I hadn't done a thing, but he
Just sent me off to bed.

—Trade Register.



IV. Class Room Diary

"Day unto day uttereth speech."

—DAVID.

Maximilian P. E. Groszmann

(Departments IV, V, VI and IX Under the Direction of Dr. Groszmann)

SEPTEMBER 3.

If thou wouldst read a lesson that will keep
Thy heart from fainting and thy soul from sleep,
Go to the woods and hills! No tears
Dim the sweet look that Nature wears.

—Longfellow.

Never leave that till to-morrow which can be
done to-day.—*Benjamin Franklin.*

Definite Treaty of Peace signed at Paris, 1783.

SEPTEMBER 4.

Bear through sorrow, wrong and ruth,
In thy heart the dew of youth,
On thy lips the smile of truth.

—Longfellow.

Truth is the highest thing
that man may keep.—*Chaucer.*

Columbus, Ky., seized and
fortified by Confederates in
1861.

SEPTEMBER 5.

Time was, is past; thou canst
not it recall:

Time is, thou hast; employ
the portion small:

Time future is not, and may
never be:

Time present is the only time
for thee.

—*Motto on Sun Dial.*

Whatever is worth doing
at all is worth doing well.—

Lord Chesterfield.

First Continental Congress
met at Philadelphia, 1774.

SEPTEMBER 6.

Birds are singing round my window
Tunes the sweetest ever heard,
And I hang my cage there daily,
But I never catch a bird.

So with thoughts my brain is peopled
And they sing there all day long;
But they will not fold their pinions
In the little cage of song.

—*Richard Henry Stoddard.*

Work is God's greatest gift to man.—*Brown-*
ing.

President William McKinley shot at Buffalo,
N. Y., 1901.

SEPTEMBER 9.

"Is there nothing to study,
and nothing to learn,
No object to care for, no
credit to earn,
No wisdom worth seeking, no
aim to fulfill,
No hope to encourage, no mo-
tive for will,
No field unexplored, no path-
way to aught
That is worthy a being of
reason, and thought?"

—*Anon.*

Our difficulties are our op-
portunity.—*R. Arkwright.*

Compromise of 1850, or
"Omnibus Bill," passed by
Congress.



SEPTEMBER

S M T W T F S

SEPTEMBER 10.

The world is so full of a number of things,
I'm sure we should all be as happy as kings.

—Robert Louis Stevenson.

Every duty we omit obscures some duty we
should have known.—*Ruskin*.

Battle of Lake Erie, Perry's victory, 1813.

SEPTEMBER 11.

Four things a man must learn to do
If he would make his record true:
To think without confusion clearly;
To love his fellow men sincerely;
To act from honest motives purely;
To trust in God and heaven securely.

—Henry Van Dyke.

Every man's task is his life-preserver.—*Emerson*.

Battle of Lake Champlain; Downie (British)
surrendered his fleet to McDonough, 1814.

SEPTEMBER 12.

'Tis education forms the common mind,
Just as the twig is bent the tree's inclin'd.

—Pope.

Failure is only when we cease to try.—*Newbolt*.
Ross defeated the Americans at North Point,
Md., 1814.

SEPTEMBER 13.

I have done one braver thing
Than all the worthies did,
And yet a braver thence doth spring,
Which is, to keep that hid.

—Kipling.

Do not waste time, for that is the stuff life is
made of.—*Franklin*.

Wolfe and Montcalm mortally wounded in the
Battle of Quebec, 1759.

SEPTEMBER 16.

Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.

—John Wesley.

There is no office in this needy world but dignifies
the doer, if done well.—*A. Austin*.

Harvard College founded by bequest of John
Harvard at Cambridge, Mass., 1638.

SEPTEMBER 17.

Hot July brings cooling showers,
Apricots and gilliflowers;
August brings the sheaves of corn,
There the harvest home is borne;
Warm September brings the fruit—
Sportsmen then begin to shoot.

—Sara Coleridge.

Give us to go blithely on our business all this
day.—*R. L. Stevenson*.

Battle of Antietam, Md., fought by McClellan
and Lee, 1862.

SEPTEMBER 18.

Without halting, without rest,
Lifting Better up to Best.

—Emerson.

A contented life is the surest path to glory and
lasting happiness.—*Diogenes*.

Quebec surrendered to the British, 1759.

SEPTEMBER 19.

Comfort one another,
With the hand close and tender,
With the sweetness love can render,
And the looks of friendly eyes.

—Trine.

They are never alone that are accompanied with
noblest thoughts.—*Sir Philip Sidney*.

Death of President Garfield at Long Branch, N.
J., 1881.

SEPTEMBER 20.

Mercies which do everywhere us meet,
Whose very commonest should win more praise,
Do for that cause less wonder raise,
And those with slighter thankfulness we greet.

—Trench.

A man may hide himself from you in every other
way, but he cannot in his work.—*Ruskin*.

Battle of Inka, Miss.; Rosencrans victorious,
1862.

SEPTEMBER 23.

We have but faith; we cannot know;
For knowledge is of things we see;
And yet we trust it comes from Thee,
A beam of darkness; let it grow!

—Tennyson.

Honesty is the best policy.—*Franklin*.

John Paul Jones captured two frigates off the
northeastern coast of England, 1779.

SEPTEMBER 24.

Keep Virtue's simple path before your eyes,
Nor think from evil good can ever rise.

—Thomson.

The rich and poor meet together; the Lord is the
maker of them all.—*Bible*.

Fort Orange, N. Y., named Albany in 1664.

SEPTEMBER 25.

O wad some power the giftie gie us
To see ourselves as others see us,
It wad frae monie a blunder free us,
And foolish notion.

—Robert Burns.

The first essence of strength is a recognition of
our own limitations.—*Travelyan*.

Twelfth Amendment to the Constitution declared
in force, 1804.

SEPTEMBER 26.

Such is the patriot's boast where'er we roam,
His first, best country ever is at home.

—Oliver Goldsmith.

The best regulated home is always that in which
the discipline is the most perfect, and yet where it
is least felt.—*Smiles*.

Philadelphia entered by the British under Howe
in 1777.

(Continued on page 13)

V. Timely Celebrations

There is a time for some things, and a time for all things; a time for great things and a time for small things.—CERVANTES.

Holidays in the Fall

The first Monday in September is *Labor Day*. This has been celebrated for only a few years, but has become quite well established. Its meaning is the glorification of those who do the world's work. Labor is man's greatest blessing and the foundation of all his hopes. Labor Day is celebrated by parades and picnics, and it is generally thought that it is largely intended for the benefit of those who toil in factories, workshops and stores. But the world's work is not only a work of the hand, but of the mind; and no real work even of the hand can be done without the mind directing it. Thus, on that day, all laborers, be they working in the factory or in the office, in the road or in the laboratory, in the kitchen or in the administration building of the nation, should join hands.

The last Thursday in November is the day usually set aside for giving thanks to God from whom all blessings come, for His bounty throughout the year. It is called *Thanksgiving Day*. This is the American form of the harvest festivals which are known to all people on earth in the fall of the year, when they gather in the fruits of their labors in garden and fields. It is a symbol of the joy and gratitude that comes to all true workers when the seeds they have planted ripen and bear fruit. This thought can be elaborated in many ways and brought home to the children. Thanksgiving Day is fitly correlated with Labor Day. Thanksgiving Day is also sacred to the memory of the Pilgrims who established the custom after enduring the cold and want of the first New England winter and harvesting for the first time the corn they had planted in the land of their hopes. They have also planted the spirit of freedom in this land, and we enjoy the fruits of their hardships and sufferings, of their toil and service.

"Aye, call it holy ground,
The soil where first they trod!
They have left unstained what there they found,—
Freedom to worship God!"

Of the blessed *Christmas Tide*, more will be said in another issue.

Autumn

O beautiful world of gold!
When waving grain is ripe,
And apples beam
Through the hazy gleam,
And quails on the fence rails pipe;
With pattering nuts and winds,—why then,
How swiftly falls the white again!

G. COOPER.

The Pilgrim Fathers

September 6.

(The ship *Mayflower*, bearing the Pilgrims, sailed on September 6, 1620, from Southampton, England.)

Well worthy to be magnified are they
Who, with sad hearts, of friends and country took
A last farewell, their loved abodes forsook,
And hallowed ground in which their fathers lay;
Then to the new-found world explored their way,
That so a Church, unforced, uncalled to brook
Ritual restraints, within some sheltering nook
Her Lord might worship and His word obey
In freedom. Men were they who could not bend;
Blest Pilgrims, surely, as they took for guide
A will by sovereign Conscience sanctified;
Blest while their Spirits from the woods ascend
Along a galaxy that knows no end,
But in His glory who for sinners died.

WILLIAM WORDSWORTH.

Faithful Unto Death

September 14.

(President William McKinley died September 14, 1901.)

His work is done, his toil is o'er;
A martyr for our land he fell—
The land he loved, that loved him well;
Honor his name for evermore!

Let all the world its tribute pay,
For glorious shall be his renown:
Though duty's was his only crown,
Yet duty's path is glory's way.

For he was great without pretense;
A man of whom none whispered shame,
A man who knew nor guile nor blame;
Good in his every influence.

On battle field, in council hall,
Long years with sterling service rife
He gave us, and at last his life—
Still unafraid at duty's call.

Let the last solemn pageant move,
The nation's grief to consecrate
To him struck down by maniac hate
Amid a mighty nation's love;

And though the thought its solace gives,
Besides the martyr's grave to-day
We feel it's almost hard to say:
"God reigns and the republic lives!"

R. H. TITHERINGTON.

At the President's Grave

September 19.

(President James A. Garfield, shot at Washington on July 2, died September 19, 1881.)

All summer long the people knelt
And listened at the sick man's door :
Each pang which that pale sufferer felt
Throbb'd through the land from shore to shore ;

And as the all-dreaded hour drew nigh,
What breathless watching, night and day !
What tears, what prayers ! Great God on high,—
Have we forgotten how to pray ?

O broken-hearted, widowed one,
Forgive us if we press too near !
Dead is our husband, father, son,—
For we are all one household here.

And not alone here by the sea,
And not in his own land alone,
Are tears of anguish shed with thee—
In this one loss the world is one.

EPITAPH.

A man, not perfect, but of heart
So high, of such heroic rage,
That even his hopes became a part
Of earth's eternal heritage.

RICHARD WATSON GILDER.

Nathan Hale

September 22.

(Sent by General Washington to procure information concerning the British at New York, Nathan Hale was arrested in the British camp and hung as a spy on September 22, 1776. The spot of the execution of this brave patriot, in City Hall Square, New York City, is marked by a monument.)

To drum-beat and heart-beat
A soldier marches by ;
There is color on his cheek,
There is courage in his eye,
Yet to drum-beat and heart-beat
In a moment he must die.

By star-light and moon-light
He seeks the Briton's camp ;
He hears the rustling flag
And the armed sentry's tramp ;
And the starlight and moonlight
His silent wanderings lamp.

With slow tread and still tread
He scans the tented line ;
And he counts the battery guns,
By the gaunt and shadowy pine ;
And his slow tread and still tread
Gives no warning sign.

The dark wave, the plumed wave,
It meets his eager glance ;
And it sparkles 'neath the stars
Like the glimmer of a lance—
A dark wave, a plumed wave.
On an emerald expanse.

A sharp clang, a steel clang,
And terror in the sound !
For the sentry, falcon-eyed,
In the camp a spy has found ;
With a sharp clang, a steel clang,
The patriot is bound.

With calm brow, steady brow,
He listened to his doom ;
In his look there is no fear,
Nor a shadow-trace of gloom ;
But with calm brow and steady brow
He robes him for the tomb.

In the long night, the still night
He kneels upon the sod ;
And the brutal guards withhold
E'en the solemn word of God !
In the long night, the still night
He walks where Christ hath trod.

'Neath the blue morn, the sunny morn
He dies upon the tree ;
And he mourns that he can lose
But one life for liberty ;
And in the blue morn, the sunny morn
His spent wings are free.

But his last words, his message words,
They burn, lest friendly eye
Should read how proud and calm
A patriot could die,
With his last words, his dying words.
A soldier's battle-cry.

From Fame-leaf and Angel-leaf,
From monument and urn,
The sad of earth, the glad of heaven,
His tragic faith shall learn ;
And on Fame-leaf and Angel-leaf
The name of HALE shall burn.

FRANCIS M. FINCH.

Marathon

(The battle of Marathon, which was fought on September 28, 490 B.C., was one of the decisive battles of history. Eleven thousand Greeks under Miltiades won a victory over 100,000 Persians under their generals Datis and Artaphernes. This ended the attempt of Darius, King of Persia, to invade and conquer Greece and to make it a Persian province, breaking down its wonderful civilization, which was thus saved for the world and its progress.)

Where'er we tread 'tis haunted, holy ground ;
No earth of thine is lost in vulgar mould,
But one vast realm of wonder spreads around,
And all the Muse's tales seem truly told,
Till the sense aches with gazing to behold
The scenes our earliest dreams have dwelt upon :
Each hill and dale, each deepening glen and wold,
Defies the power which crushed thy temples gone :
Age shakes Athena's tower, but spares gray Marathon.

Et seq., "Childe Harold"—BYRON.



VI. Cultural Diversions



Play is a sacred thing, a divine ordinance, for developing in a child a harmonious and healthy organism and preparing that organism for the commencement of the work of life.—J. G. HOLLAND.

A Child's Day—A Child's Life

Connecting Text by

MAXIMILIAN P. E. GROSZMANN.

Songs, Games, Dialogs, Calisthenics.

1. Prelude: *The Child's Awakening.*

Melodramatic accompaniment: "Morning Mood," by Grieg, in Mari Ruef Hofer's "Music for the Child World," Vol. I (C. F. Summy Co., Chicago), 14; or "Theme from Haydn," 20.

The sweetness of the young child's morning sleep!
The sun steals softly over bed and pillow
And plays discreetly on his locks and dimples,
Deep'ning the rosy hues of baby's cheeks
Which restful slumber had in crimson steeped.
A smile, unconscious, lightens up his features:
Still sleeping, does he dwell in childhood's dreams.
Then: what a revelation from his eyes
Which slowly open, fresh and clear like dew,
And greet with merry laughter the new day!

As oft the sun, through stormclouds suddenly
breaking,
In wondrous glory fills man's heart with hope:
Thus speak to mother's heart the baby's eyes
When after the long night their orbs beam forth.

The baby's cooing, and his outstretched arms
To mother love speak like divine command:
She lifts him up, beginning the new day,
A station up the infant life's incline;
Ministering food and drink, like holy service:
From out of earthly stuff is wrought a *soul*.

2. **"A Bowl of Bread and Milk,"* from W. H. Neidlinger, "Small Songs for Small Singers" (New York, G. Schirmer), 4.

(A larger girl, dressed as a young mother, sings to a large doll seated in a baby chair, playing to feed the doll with a spoon from a cup:)

"Seven ships sailing on a milky sea,
Four of them sank—then there were three.
One I gave to Toby, one came to me,
And one was left sailing
On the milky sea."

3. Recitation: "How the Child's Senses are Awakened."

What a strange world the child is born into!
A world of lights and shades, a world of noises,
Bewildering in its divers forms and numbers.
Out of this chaos he must build his mind,
Must learn to hear and see, discriminate,
To notice form and color, tone and rhythm.
Impressions grow to thoughts, thoughts to ideas,
Ideas find expression in his acts.

His home is his first world—its furnishings
Serve as the first appeals to Baby's mind.
The pictures on the wall, the window flowers,
The ticking clock, th' old-fashioned music box,
The household pets: a thousand other things,
All these enrich the growing mental field
And cast his soul into its earliest mould.

4. a. "The Music Box" (A. Berghs), in Hofer's "Music for the Child World," 98.

(A boy and a girl dressed in Rococo fashion, are standing on a box which is so decorated as to represent a music box with Marionettes on top; to the tune of the music they turn stiffly around on their heels in the manner of these little marionettes.)

b. "Tick-tock Song," from Neidlinger's "Small Songs for Small Singers," 68.

(A small boy sings the song, accompanying it by rhythmical swinging of the arms, representing motion of the pendulum.)

"The big tall clock in the hall,
The grandfather clock of all,
Goes tick, tock, tick, tock,
Tick, tock, tick;
But Mamma's little clock on the shelf
Goes dancing like a merry little elf:
Tick, tock, tick, tock,
Tick, tock, tick, tock,
Tick, tock, tick, tock,
Tick, tock, tick.
But the one I like
More than all the rest,
Is my papa's watch,
It's very much the best:

Tick, tick, tick, tick, tick, tick, tick, tick,
Tick, tick, tick, tick, tick, tick, tick;
Tick, tick, tick, tick, tick, tick, tick, tick,
Tick, tick, tick, tick, tick, tick, tick."

*These songs and exercises, illustrative of the thought content of the connecting text, are merely suggestive. They represent what has actually been done when the Exercise was given at "Herbart Hall." These illustrations may be much amplified and others substituted.

5. Recitation: "*How the Child Learns about Animals and Flowers at Home.*"

The child is nearer Nature than is man.
To him the flowers speak with fairy tongues,
Enveloping his budding soul in rapture.
The life of dog and cat is intertwined
With his own life, as if he were their brother;
The barnyard fowl are cherished playfellows.
And ev'ry creature, whether crawling, flying,
Or running, is with him in closer touch
Than maid or teacher, often even parent.
So watch them speak to him, and play with him,
And find him personating plants and flowers—
Himself only a bud on Mankind's tree
Which Hope endows with promise to bear fruit.

6. a. "*The Kitten and the Bow-wow,*" Neidlinger 2.
(A small boy, in one arm a cat, in the other a little dog—which need not be real,—sings:)

"The little kitten goes "Me-yow";
The little dog goes "Bow, wow, wow";
If they should both together sing,
Wouldn't it be a funny thing!
Me-yow, Bow-wow-wow!
What a funny, funny thing!"

b. "*Mr. Rooster and Mrs. Hen,*" Neidlinger 10.
(In a similar way, a boy with toy or real chickens, sings:)

"Mister Rooster does nothing but crow,—
He never lays an egg;—
But Mistress Hen lays an egg ev'ry day,
And feels so glad because she can lay,
That she sings, "Cut, cut, ca-da-cut";
Sings, "Cut, cut, ca-da-cut";
And Mister Rooster joins the song
With "Cock-a-doodle doo"!"

c. Kindergarten Game: "*Spring Flowers,*" from Dora Pearce, "*Little Games for Little People*" (Charles & Dible, London), p. 10.
(The directions for playing the game are given in the book. Any other flower game and flower song may be substituted.)

7. Recitation: "*The Child's Games.*"

Don't chide the child when he is lost in play
And, playing, ever should forget the tasks
Which pedantry is setting him from books.
Play for the child is work, is earnest, real;
It means experience, and growth, and power.
He will endow the lifeless thing with life
And will commune with God more intimately
When playing with his horse, or doll, or cart,
Than sitting patiently at desk in school.
Condemn him not, then, when he is absorbed
In childhood's games—his innocent Paradise
Of symbols and of fairies soon will vanish,
Too soon indeed, when his advancing years
Will claim his energies for real life.

8. a. "*Hobby Horse.*" (Calisthenic Exercise of small boys, all provided with hobby horses (horses' heads on sticks), singing the old popular song: "Hop, hop, hop," after the German.)

b. "*The Tin Soldiers,*" Neidlinger 38. (Boys in song and drill, dressed up with paper hats, toy guns, etc.)

"See my soldiers all so fine;
Tara! Tara! Hear the bugle call.
Steady, steady, keep in time;
Forward, march! Forward, all!
Tara, tara, tara, tara, tara!
Now we're on parade;
Tara, tara, tara, tara, tara!
Now we're on parade!"

(While they are still drilling, in the form of an intermezzo:)

c. "*The Cut Finger,*" Neidlinger 26.

(A little boy, dressed up like the other soldier boys, comes in running, holding up his finger as if it were hurt. An older girl, dressed as an army nurse, steps forward, and, singing the following song, dresses the finger:)

"A brave little soldier
Comes home from the war;
Let us bind up the poor little wound:—
First, a little plaster,
Then a loving kiss;
And back goes our brave boy again."

9. Recitation: "*The Child in the Street.*"

The child longs for the open, and the street
Is his first touch with the great world outside:
The world away from home where other beings,
First strange, will soon become familiar.
The sights and noises of the street, the traffic,
The rain and mud, the sun and dust; the work day
With all its grime and struggle; and the Sunday
With its great change from commonplace to festive;
The wind which hurls him on and takes his cap off;
The organ grinder with his wife, and monkey,
The dancing children and the smiling mothers:
All help to build the image world within him.

10. a. "*The Rainy Day,*" Neidlinger 5.

(The stage may represent a street scene. Children in rain coats and rubbers appear and sing the following song, accompanied by appropriate gestures and perhaps an umbrella exercise. The patter of the rain may be imitated by dry peas being shaken in a drum made of wood and tin, behind the scene.)

"Patter, patter, goes the rain,
Oh, so many hours;
But though it keeps me in the house,
'Tis very good for flowers."

b. "*Hurdy Gurdy,*" Hofer 98.

(The rain stops. An organ grinder appears. The piano imitates the organ playing Reinecke's air as given in Hofer's. The children gather around and dance. Then a wind arises. Papers are blown across the scene and behind the scene the rubbing of sandpaper on wood imitates the wind. The children gather their wraps about them and sing and run about.)

- c. "The Windy Day," Neidlinger 64.
 "There's a very old man, named Wind,
 Who, just because he is bad.
 Goes around in a hurry
 And puts things in a flurry,
 This bad old man, named Wind."

11. Recitation: "The Child in Woods and Fields."

But nowhere is the child so much at home
 As in the fragrant meadows and the fields
 Where woodland voices speak to his own heart.
 He drinks the sunshine with his longing eyes;
 He loves to roll on mossy bed and turf,
 The air about him full of life and buzzing:—
 The insects in the grass and overhead,
 The birds, to him a-singing their best carols;
 The rabbit eyes him trusting for a minute,
 Then hops away, inviting him to frolics.

The breezes mild, the rustling in the trees,
 The distant sounds are Nature's lullaby,
 And soothingly they close his drowsy eyes—
 Until from far away the bugle's sound
 Will wake him, and the horses' tramp, the shouting,
 The rush and bustle of the hunters' party,
 Stirring his heart with th' excitement of the chase.

12. a. *Grasshopper's Dance*. Music: "Auf dem Schmetterlingsfang," H. A. Schaefer, Musicalische Jugendpost; or any other suitable music.

(Four or six children dressed up as grasshoppers, by wearing suits made of green lining, and arms and legs covered with long stockings, dyed in same color, dance a hopping movement.)

- b. "The Bunny," Neidlinger 16. (Sung by a small boy.)

"See the pretty Bunny
 With his big long ears,
 He doesn't seem to see us,
 But don't you think he hears?
 I should think he must,
 With his ears so long;
 But I guess the reason he's so still
 Is 'cause he likes my song."

- c. "The Robin's Song," Neidlinger 17.

(Sung by a larger girl, with appropriate gestures. A bird whistle may be blown behind the scenes.)

"In a nest 'way up in a tree,
 Heigh-o, blow, wind, blow:
 I have babies three,
 Blow, wind, blow, blow, blow!
 Rock my babies for me,
 Blow, blow,
 Swing the nest for me."

- d. *The Hunters*. (Calisthenic Exercise by a group of larger boys, dressed in simple hunting costume, with guns, or bows and arrows, and bugles, to the music of Carl Bohm, March of the Uhlans, or some other appropriate tune.)

13. Recitation: "Dreams of the Future."

How he did wish he were a hunter, too,
 Racing his steed and shooting off his gun!
 Or a brave soldier decked out gay and striking
 To fight with banners waving, trumpets sounding,
 A gen'ral, leading armies 'gainst the foe!

The child is always dreaming of great deeds
 He will sometime be doing, when a man.
 And though the pictures of his future deeds,
 Contracted through a child's imperfect vision,
 Are strangely disproportioned and unreal:
 They prove the vigor of the budding Self
 Which is to merge in Mankind's youthful host,
 The coming generation's fresh attempt
 To raise to loftier heights man's work and fate.

14. "When I Grow to be a Man," Neidlinger 53.

(Sung and acted by a small boy.)

"When I grow to be a man,
 I want to be six feet tall;
 So that when the circus parades along,
 I can see over the heads of all."

15. Recitation: "The Weary Eyes Go to Sleep."

And now his day is done: the divers sketches
 Which it has graven on his mind and heart
 Grow dim in weary Baby's consciousness;
 And with the glory of the waning sun
 His soul is sinking into sweet oblivion
 Of all around him. Darkness spreads without,
 And slumber claims the tired, willing child
 Who drops his toys, forgets his dreams in sleep,
 The dreamless sleep of childhood—when but softly
 Dream-fairies fan the heated brow and fancy,
 So that his mind and body have full rest
 To wake refreshed, greeting the morn with smiles.

16. a. "Rocking Baby," Neidlinger 56. (Sung by small girls with dolls; motions adapted from Bye-lo Song, "For Grace and Pleasure," 29.)

"Rock the baby, softly sing,
 Make her think she's in a swing;
 See her eyelids gently close,
 Off to dreamland baby goes."

- b. "The Evening Star," Neidlinger 20.

(A couch is placed on the stage. The lights darken. A small boy in his little pajamas sings the song and dozes off on the couch.)

"Out of my window at night
 I see a bright little star;
 He's waiting to see me go to sleep:
 His bright little eye a watch will keep,
 While a dear little bird, on a tree close by,
 Will sing me a beautiful lullaby."

- c. *Go-to-Sleep Fairies*. Music by Alban Foerster, Hofer 21.

(A group of girls, dressed up as fairies, appear, dancing gently around the sleeping child, waving their scarfs about him, and humming the melody of the selection.)

(Curtain.)

Around the World in Search of Fairyland

What can be done to utilize the play spirit and the dramatic instinct of children on a large scale was recently shown in New York, when 5,000 children took part in a large pageant and performance in Central Park. The following report of the play festival may be of assistance to those wishing to arrange similar events elsewhere:

"Five thousand laughing, singing, dancing boys and girls from all over the city, dressed in costumes of all nations or decked in their best of finery, gathered on the sheep meadow in Central Park last evening for a trip 'Around the World in Search of Fairyland,' which had been arranged for them by the recreation bureau of the Department of Parks.

This search, which was in reality a pageant in which forty recreation centers in the city had joined, is the first of its kind or size in the city.

In motor trucks furnished by the department stores, in special automobile omnibuses, or in horse-drawn wagons the children arrived at the scene at about half-past six o'clock. One hundred policemen, under the command of Captain McKeon, of the Arsenal station, already had prepared accommodations for the large crowd of spectators.

THE PARADE OF ALL NATIONS.

First, to the accompaniment of different national airs, played by the Veteran Corps of Artillery band, came the search for Fairyland. Two by two, cowboys, cowgirls, tennis girls, baseball players, Liberty girls and Uncle Sam's heralds, representing the United States, trooped into the large circle of spectators. Then followed the parade of nations, with English maidens, Irish colleens, Scotch lassies, Russian peasants, German frauleins, Japanese and Chinese maidens, Italian, Spanish, Bohemian, Swiss peasants, and those from Greece draped in the loose flowing robes of antiquity. Tired by their fruitless search, the children seated themselves in a large horseshoe.

Then, when it was growing dusk and the shadows were making details indistinct, a trumpet sounded. Instantly, in the trees surrounding the meadow, on poles and in festoons countless numbers of varicolored electric lights flashed.

Another trumpet, and the 'fairies' arrived. A coach containing the king and queen, followed by their courtiers and with 'butterflies' flitting around them, came on the scene. Ella Lee, the queen of fairyland, and her royal consort, Johnnie Lee, commanded the subjects of their court to dance for the travelers.

DANCE OF THE BUTTERFLIES.

Then followed the Dance of the Goldenrods, dressed in yellow, and the Dance of the Butterflies, in green. When the fairies had seated themselves the children, grateful for this exhibition, performed their national dances. There were flag drills, English minuets, Irish reels, Highland flings and every dance imaginable.

After that followed the parade of the royal barge before the children of all nations, during which showers of confetti and paper streamers were thrown over the fairies."

(Continued from page 7)

SEPTEMBER 27.

Come, ye thankful people, come,
Raise the song of Harvest-home!
All is safely gathered in,
Ere the winter storms begin;
God, our maker, doth provide
For our wants to be supplied;
Come to God's own temple, come;
Raise the song of Harvest-home.

—Henry Alford.

Little minds are tamed and subdued by misfortune; but great minds rise above it.—*Washington Irving.*

Samuel Adams, of Revolutionary fame, born in Boston, Mass., 1722.

SEPTEMBER 30.

Each month hath praise in some degree;
Let May to others seem to be
In sense the sweetest season;
September thou art best to me,
And best doth please my reason.
But neither for thy corn nor wine
Extol I these mild days of thine,
Though corn and wine might praise thee;
Heaven gives the honor more divine,
And higher fortunes raise thee.
Renowned art thou (sweet month) for this,
Among the days her birthday is;
Grace, plenty, peace and honor
In one fair hour with her were born;
Now since they still her crown adorn,
And will attend upon her.

—Sir John Davies.

The true worth of man is to be measured by the objects he pursues.—*Marcus Aurelius.*

Five hundred and sixty thousand immigrants landed in the United States during the nine months ending September 30, 1911.

September Events

2. Battle of Sedan, 1870.
3. Peace with England, 1783.
5. Balboa discovers the Pacific Ocean, 1513.
6. Garibaldi's triumphal entry in Naples, 1860; the Mayflower leaves Southampton, 1620.
7. Sebastian Del Cano completes the first voyage around the earth, begun by Magelhaens.
8. Battle of Eutaw Springs, S. C., 1781; completion of Northern Pacific Railroad, 1883.
9. California accepted into the Union; the Territory of Utah is organized, 1850.
17. Ratification of the Constitution of the United States, 1787; Washington's farewell address, 1796; opening of Mont Cenis Railroad, 1871.
18. Washington lays the cornerstone of the Capitol, 1793.
20. Magelhaens begins the first voyage around the earth, 1519.
25. Destruction of Pompeii, 79.
27. Unveiling of Statue of Liberty on Bedloe's Island, New York, 1887.
28. Battle of Marathon, 490 B. C.



VII. Grade Work

*Whoso neglects learning in his youth,
loses the past and is dead for the future.*

Edited by

Charles H. Davis.

Oral and Mental Arithmetic

BY CHARLES H. DAVIS,

Many teachers make a distinction between oral arithmetic and mental arithmetic.

By oral work is meant the analysis of the reasoning process in words; by mental arithmetic is meant the silent method of reasoning, which requires the answers to be written by the pupil. In all oral work the formula method should be avoided, for it destroys originality; and the pupils should be obliged to invent his own explanations. For the purpose of drill in oral composition the explanation of processes by the pupil is excellent; but correct and complete sentences should be required.

The first lesson in every class at the beginning of a new term should be on the new work of the grade. The pupil who has just been promoted is all in expectation. He has a right to suppose that in a new grade he will get new work; and how deep must be his disappointment and disgust, when he finds that his promotion is but a name and delusion. What is the use of promotion if the work is the same old grind with which he is familiar?

The good teacher plunges right into the new work, and then works back to the known just far enough to connect the unknown. In this way the atmosphere of the new grade is kept fresh and new from the first day of the term; interest in the subject matter is not forfeited; the labor of the teacher is diminished and the effectiveness increased.

While something new is to be presented every day, there should also be a daily review of some portion of the work in the lower grades.

Pupils never become proficient in arithmetic unless there is constant review. The vast field of fractions, of decimals, of weights and measures, and of the three cases of percentage must be reviewed again and again with ever-varying exercises while the pupil is engaged in working applied percentage and other topics.

The reviews should be thought drills and not rote drills. The best results are accomplished by the use of mental problems, involving small numbers, but applying principles in every conceivable way. The problems should be carefully constructed by the teacher, out of school hours; for no one is able to invent intelligent problems in sufficient quantity and variety in the presence of the class.

A Correct Method of Presentation.—A good method requires each pupil to do the work, even if only one or two are called on to give the result. Let the pupils be supplied with pencil and paper. Then let the class solve the problem mentally. At a given signal each pupil writes his answer, and lays down his pencil. Thus, all are alert, all are obliged to do the work, and the success of the teaching is easily ascertained. After the answers have been written, one or more pupils may be required to state in his own way how he obtained the result. This he may do by means of a few figures on the blackboard. For example, if the problem is to find $\frac{1}{2}\%$ of 200 apples, the pupil might write the following:

$$\begin{aligned} 1\% \text{ of } 200 \text{ apples} &= 2 \text{ apples} \\ \frac{1}{2}\% \text{ of } 200 \text{ apples} &= 1 \text{ apple} \end{aligned}$$

Methods to Avoid.—(a) One poor method in mental arithmetic consists in giving a problem to one pupil in the class and requiring him to solve and explain it according to some set formula given by the teacher, while the other pupils of the class get into disorder. In a class of thirty-five pupils, this method trains one child in arithmetic and thirty-four in the habit of inattention.

(b) Another poor method consists in giving a problem to the entire class, who solve it in silence. At length, one pupil is called upon to give his result. If this is correct, the teacher says: "How many have the same?" Up goes the hand of nearly every child in the class. It is certain that such a method offers a strong temptation to deceive, particularly if the teacher is a little easy.

The teacher who uses this method is tempting her pupils to tell lies. Such a teacher preaches in vain the duty of honesty. Actions speak louder than words. An immoral form of teaching does more harm than the teacher using it can ever undo by formal lessons in morality.

In presenting new work, it is better in all cases to begin the topic in arithmetic by making the problems so simple that the operations may be performed mentally. In this way the new principle is firmly impressed on the mind.

All inexperienced teachers and many others are apt to neglect and undervalue mental arithmetic. To guard against this error, principals should ascertain the results of number teaching by giving oral tests as well as written ones.

About one-third of the arithmetic period each

day should be devoted to oral and mental arithmetic work.

The following mental problems will be found useful:

GRADE 3A.

1. If 1 orange costs 6 cents, what will 9 oranges cost?
2. $85 \text{ cents} + 32 \text{ cents} = ?$
3. $\frac{1}{2}$ of 48 books $= ?$
4. Multiply 125 by 3.
5. In a room are 42 seats; 6 are empty. How many seats are filled?
6. Bought 4 quarts of milk; how many pints did I get?
7. A boy having 48 cents spent $\frac{1}{4}$ of his money; how many cents had he left?
8. In a class library are 106 books. During one week 32 were loaned. How many were left?
9. A girl having a quarter, spent a dime, a nickel and 2 cents; how much money had she left?
10. How many quarts in 9 gallons?
11. Bought 6 yards of ribbon for 42 cents; what was the cost of 1 yard?
12. What is the area of a cardboard 6 inches by 8 inches?
13. What is the greater, $\frac{2}{3}$ or $\frac{3}{4}$ of an apple? How much greater?
14. How many half dollars in \$2.50?
15. If 2 oranges cost 6 cents, what must be paid for 10 oranges?
16. Change \$20 to cents.
17. (a) In one apple how many fourths? (b) Eighths?
18. How many thirds in 5?
19. How many inches in 6 feet?
20. Paid 8 cents for milk, 5 cents for bread and 15 cents for butter; how much did I spend?
21. A pupil learned 30 new words in 5 days; how many did she learn each day?
22. Had 1 yard of ribbon and cut off 10 inches; how much remained?
23. At \$18 a half-dozen, what will 1 chair cost?
24. How many inches in 9 feet?
25. 2 oranges cost 6 cents; what will half-a-dozen cost?

GRADE 3B.

1. If 3 pencils cost 12 cents what will 9 pencils cost?
2. James had \$1.00. He bought 8 pears at 6 cents each. How much money had he left?
3. At 25 cents a dozen what will $\frac{3}{5}$ of a dozen bananas cost?
4. A grocer gives 7 eggs for a quarter; how many eggs can be bought for one dollar?
5. What will 12 bushels of potatoes cost at 80 cents a bushel?
6. What are the factors of 49?
7. If 2 handkerchiefs can be bought for 25 cents; how many can be bought for \$1.50?
8. A grocer had a case of eggs, which contained 360 eggs. How many dozen in the case?
9. What number multiplied by 9 makes 63?
10. What is the cost of a pound of tea if $\frac{1}{2}$ pound costs 28 cents?

11. Change 84 days to weeks.
12. A carpenter earns \$3 per day; how much will he earn in two weeks?
13. Bought 5 dozen oranges and $\frac{1}{5}$ of them were spoiled; how many were good?
14. A boy had 54 cents and spent $\frac{5}{6}$ of it; how much did he spend?
15. If your school-room is 8 yards and 2 feet long; how many feet long is it?
16. Helen paid 20 cents for candy; what part of a dollar did she spend?
17. $\frac{2}{3} + \frac{3}{9} = ?$
18. $7 + 7 \div 7 \times 2 + 1 = ?$
19. Write 3 fractions that are of the same value as $\frac{1}{2}$.
20. A piece of cloth measures 840 inches; how many feet does it measure?
21. If 3 pencils cost 7 cents, what will be the cost of 1 dozen?
22. At 60 cents a foot, what will it cost to build 30 feet of fence?
23. Drawing paper is 9 inches by 7 inches; how many square inches does it contain?
24. If Mary buys 5 gum-drops for a cent, how much will 30 cost?
25. How many thirds in $9\frac{1}{3}$?

Review Problems in Denominate Numbers

1. How many quarts in three bushels?
2. At 50 cents a pound what will be the cost of 2 pounds, 8 ounces of tea?
3. How many degrees in one-fourth of a circle?
4. Ten yards equal how many inches?
5. How many sheets of paper in 3 quires?
6. How many feet in 10 rods?
7. What must be paid for 1 gross of pens at 5 cents per dozen?
8. How many miles in 960 rods?
9. What part of a bushel are 8 quarts?
10. How many gallons in two 40-quart cans of milk?
11. How many acres in a field containing thirty-two hundred square rods?
12. What will 20 quarts of vinegar cost at 15 cents per gallon?
13. Bought five and one-half gallons of oil at 12 cents a quart. What was the cost?
14. What is the value of 6 bushels, 2 pecks of potatoes, at one dollar per bushel?
15. How many square yards in the area of a triangle whose base is 18 feet and altitude 10 feet?
16. How many inches are there in eleven feet?
17. How many feet are there in ninety-six inches?
18. How many feet in four rods?
19. How many yards in eight rods?
20. What will be the cost of 108 inches of velvet at six dollars a yard?
21. How much must be paid for a piece of moulding five yards and two feet long at six cents a foot?
22. What will fifty yards of garden hose cost at eight cents a foot?
23. What part of two yards is one foot?

24. What is the cost of twenty-four inches of silk at one dollar per yard?

25. How many vests, each containing three-fourths of a yard, can be made from twenty-four yards of cloth?

The Panama Canal

The Panama Canal is to cross the Isthmus of Panama through the Republic of Panama, from Colon, on the Atlantic to Panama on the Pacific; length, 46 miles; width, 150 feet; depth, 35 feet; estimated cost, \$300,000,000.

Work was commenced by the De Lesseps Company in 1881. The enterprise proving a gigantic failure, it was suspended in 1889, 12 miles having been completed at an expense of \$260,000,000. The concessions obtained by this company from the Colombian government were renewed several times, the final one expiring October 31, 1910.

On June 28, 1902, President Roosevelt signed the bill for the construction of an American canal over the old Panama route on a basis that good title could be procured from the old company and further concessions from Colombia. The treaty arranged between the two governments in 1903 was rejected by the Colombian Congress and the United States turned to the Nicaraguan as the next most available route, but the action of Colombia precipitated the Panama Revolution. The latter was recognized as a republic by the United States, November 13, 1903, and a new canal treaty was made with Panama, November 18, 1903, the American government to have absolute sovereignty over the canal strip, ten miles wide, with privilege of a monopoly of any system of communication across the Isthmus, with right to establish coaling stations and fortifications within the canal zone.

Forty million dollars was paid to the French company for their interests, \$10,000,000 to the Republic of Panama, and \$250,000 a year is to be paid to Panama after a lapse of nine years for 100 years. At the end of that time the United States is to have the right to continue on the same basis or to enter into new arrangements satisfactory to both governments.

Following is a comparison of distance from various Atlantic and Pacific ports by way of present routes and via the new canal when completed:

PRESENT ROUTES AND AFTER COMPLETION OF THE PANAMA CANAL.

FROM	San Francisco.	Callao.	Valparaiso.	Yokohama via San Francisco.	Manila via San Francisco.	Shanghai via San Francisco.	Melbourne via Sydney.
New York..	13,244*	9,702	8,461	17,780	19,530	18,910	15,135
	5,299†	3,359	4,630	9,835	11,585	10,885	10,427
New Orleans	13,644	10,102	8,861	18,180	19,930	19,310	15,535
	4,698	2,758	4,029	9,234	10,984	10,284	9,826
Hamburg ..	14,244	10,702	9,461	18,780	20,530	19,910	16,135
	8,467	6,527	7,798	13,003	14,753	14,053	13,595
Liverpool ..	13,844	10,302	9,061	18,380	20,130	19,510	15,735
	8,038	6,098	7,369	12,574	14,324	13,624	13,166
Bordeaux ..	13,691	10,157	8,916	18,235	19,985	19,365	15,590
	7,938	5,998	7,269	12,474	14,224	13,524	13,066
Antwerp ...	13,979	10,437	9,196	18,515	20,265	19,645	15,870
	8,188	6,248	7,519	12,724	14,474	13,774	13,316

* First figures are present distances.

† Second figures, after completion of Panama Canal.

Course of Study in Arithmetic

We present below the new course of study in arithmetic, recently adopted by the Board of Superintendents for the New York City schools.

Those teachers, familiar with the old course, will find that large reductions have been made, particularly in the lower grades. The course is very practicable and has been approved by the majority of the principals of the city. It will be found suggestive to teachers outside the city and is printed largely for their benefit.

GRADE 1A.

ORAL.

Reading Numbers—To 100.

Addition—With and without objects. 1, to numbers from 1 to 9; 2, to numbers from 2 to 8.

Counting—With objects, to 10; without objects by 1s to 20, by 10s to 100.

Measurements—Lengths and contents by indefinite units, as step, span, cupful, etc.

Problems—Solved by counting.

WRITTEN.

Addition—Any two numbers that have been learned objectively and orally.

GRADE 1B.

ORAL.

Reading Numbers—To 100.

Addition—With and without objects; 10, 2, and 3, to numbers from 1 to 10.

Counting—With objects to 20; without objects by 1s to 50; by 10s to 100; by 2s to 20; by 5s to 50.

Subtraction—By the addition process. Minuends to 20.

Measurement—Definite units, e. g., cent, five-cent piece, dime, dollar; foot; quart.

Comparison—Number and size of objects of the same kind. Idea of halves developed objectively.

Problems—Solved by counting.

WRITTEN.

Writing Numbers—To 100.

Addition—Single columns. Two numbers of two orders.

Subtraction—Each digit in the minuend to be equal to or greater than the corresponding digit in the subtrahend.

Signs—Plus, subtraction, equal.

GRADE 2A.

ORAL.

Reading Numbers—To 1,000.

Addition—Any two to numbers from 1 to 10.

Counting—By 3's to 30, by 4's to 40, by 5's to 100.

Subtraction—By the addition process. Minuends to 20.

Measurement—Definite units: Inch, foot, pint, quart, gallon, cent, 5-cent piece, dime, quarter dollar, half dollar, dollar.

Comparison—Number and size of objects and groups of objects of the same kind.

Fractions—Halves, fourths, developed objectively.

Problems—Solved by addition, with objects.

(Continued on page 21)



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(Send us your idea of an original and appropriate name for this picture. Also let us know what use you make of it. Perhaps we can find room for your contribution in our next issue. The lilies fitly typify the purity of childhood. What can you read in the face among the lilies?)

(Continued from page 16)

WRITTEN.

Writing Numbers—To 1,000.

Addition—Single column. Three numbers of one two, or three orders.

Subtraction—By the addition process. Each digit in the minuend to be equal to or greater than the corresponding digit in the subtrahend.

Signs, plus, minus, equals.

GRADE 2B.

ORAL.

Reading Numbers—To 1,000. Roman numerals to XII.

Addition—The 45 combinations. Numbers from 1 to 6 to numbers from 1 to 100 in series increasing by 10.

Counting—By 5's, 2's, 4's, and 3's to 100.

Subtraction—Minuends to 100, increasing in series by 10's.

Measurement—Definite units: Hour, day, week; inch, foot, yard; pint, quart, gallon; cent, five-cent piece, dime, quarter dollar, half dollar, dollar. Time by the clock.

Comparison—Number and size of objects and groups of objects of the same kind.

Fractions—Halves, fourths, eighths; developed objectively.

Problems—Solved by addition, with and without objects.

WRITTEN.

Writing Numbers—To 1,000.

Addition—Numbers of one, two, or three orders.

Subtraction—By the addition process.

Numbers—Of one, two, or three orders.

Problems—Concrete examples involving one operation.

GRADE 3A.

ORAL.

Reading Numbers—To 10,000. Roman numerals through L. Dollars and cents.

Addition—Numbers from 1 to 9 to numbers from 1 to 1,000 in series increasing by 10.

Counting by 6s and 8s; by 2 and 3, beginning with any digit.

Subtraction—Subtrahends from 1 to 9.

Multiplication—Tables developed through 6 multiplied by 12. Exercises in finding factors when multiple is given.

Measurement—Definite units: Dozen, pound, half pound, quarter pound; minute, hour, day, week, month, year.

Fractions—Halves, fourths, eighths, thirds, sixths, fifths, tenths, one-half, one-fourth, one-third, one-fifth, one-tenth of multiples of 2, 4, 3, 5, and 10, respectively.

Problems—Involving one operation.

Terms—Recognize and name sum, difference, product, orders.

WRITTEN.

Writing Numbers—To 10,000. Dollars and cents.

Addition—Sums to 10,000.

Subtraction—Numbers of four orders.

Multiplication—Multipliers of one or two orders. Division—By numbers to 6. Dividends to be multiples of divisor.

Problems—Involving one operation.

Signs—Plus, minus, multiplication, division, equals, dollars, cents.

GRADE 3B.

ORAL.

Reading Numbers—To 10,000. Roman numerals to C.

Counting—By 7s and 9s. By 4s and 5s, beginning with any digit.

Addition—Numbers from 1 to 9 to numbers from 1 to 100. Finding sum of numbers of two orders.

Subtraction—Minuends to 100.

Multiplication—Through 10 multiplied by 12.

Division—Exercise in finding factors when multiple is given.

Measurement—Definite units: Quart, peck, bushel; square inch, square foot, square yard.

Fractions—Halves, fourths, eighths, thirds, sixths, twelfths; fifths, tenths; two-thirds, and three-fourths of multiples of 3 and 4, respectively, within the tables.

Problems—Involving one or two operations.

Terms—Recognize and name minuend, subtrahend, remainder or difference, multiplicand, multiplier, product, factor.

WRITTEN.

Writing Numbers—To 10,000. Dollars and cents.

Addition and Subtraction—Continued practice.

Multiplication—Multipliers of one, two, or three orders.

Division—Short division; divisors to 10.

Problems—Involving one or two operations.

Signs—Plus, minus, multiplication, division, equal, dollars and cents.

GRADE 4A.

Reading Numbers—To 100,000. Roman numerals to M.

Counting—All digits; by 6s and 7s, beginning with any digit.

Addition—Numbers from 1 to 9 to numbers from 1 to 100. Finding sum of two numbers of two orders.

Subtraction—Finding difference between numbers of two orders.

Multiplication—Tables through 12 times 12. Multiplying any two factors, products of 50.

Division—Dividends to be exact multiples of divisors. Separating numbers to 50 into two factors. Dividing at sight with remainders.

Measurement—Definite units: Ounce, pound, half pound, quarter pound; foot, mile.

Fractions—Fractional parts learned in preceding grades; five-sixths, three-eighths, five-eighths, seven-eighths of multiple of 6 and 8, respectively, within the tables.

Problems—Involving two operations.

Terms—Recognize and name dividend, divisor, quotient.

WRITTEN.

Writing Numbers—To 100,000. Dollars and cents.

Addition and Subtraction—Continued practice, with attention to accuracy and rapidity.

Multiplication—Multiplicand to five orders, including dollars and cents; multipliers to three orders. Short process of multiplying integers by 10 and 100.

Division—Short division with carrying. Long division with divisors of two orders.

Fractions—Finding one or more of the equal parts of numbers to three orders.

Problems—Involving two operations.

Signs used to indicate operations in the solution of problems.

GRADE 4B.

Reading Numbers—To 1,000,000.

Counting—All digits, beginning with any digit.

Addition—Continued practice in adding numbers of two orders.

Subtraction—Continued practice in finding difference between numbers of two orders.

Multiplication—Review of tables. Multiplying by two numbers, products to 150.

Division—Separating numbers to 150 into two factors. Dividing at sight with remainders.

Measurement—Rectangles and rectangular solids; estimating and measuring rectangular surfaces and solids; square inch, square foot, square yard; cubic inch, cubic foot, cubic yard.

Fractions—Finding one or more of equal parts of numbers through 144, with denominator to 12.

Problems—Involving two operations.

Terms—Multiple, factor; numerator, denominator. Review terms previously learned.

WRITTEN.

Writing Numbers—To 1,000,000; dollars and cents; fractions and mixed numbers.

Addition and Subtraction—Continued practice with attention to accuracy and rapidity.

Multiplication—Multiplicands with dollars and cents; multipliers of not more than three orders, including zero in tens place. Short process of multiplying integers by 10 and by multiples of 10.

Division—Short and long division. Dividends with dollars and cents.

Measurement—Finding areas of rectangles and contents of rectangular solids.

Fractions—Reduction, addition, and subtraction of fractions whose least common denominator may be discovered by inspection; reduction of mixed numbers.

Problems—Involving two operations.

Signs—Used to indicate operations in the solution of problems.

GRADE 5A.

Notation and Numeration—Three periods; relation of the orders of integers; dollars and cents; fractions and mixed numbers.

Integers—Daily practice in the fundamental operations, with attention to accuracy and rapidity;

study of factors and multiples; prime factors, common factors, common multiples.

Fractions—Classified as proper and improper; common denominators; reduction to higher and lower terms; whole or mixed numbers to improper fractions; improper fractions to whole or mixed numbers; cancellation. Principle Involved: Multiplying or dividing both numerator and denominator by the same number does not alter the value of the fraction. Addition and subtraction of fractions and mixed numbers; multiplication of fraction by integer, and integer by fraction; multiplication of mixed number by integer, and of integer by mixed number; multiplication of fraction by fraction.

Problems—Finding one or more of the equal parts of numbers; finding what part one number is of another; finding a number when a part is given. Application of these processes in concrete problems; use denominate units previously learned.

Signs—To indicate the operations to be performed in solving problems.

Business Forms—Bills; receipting bills.

Terms—Integer, common factor, common multiple, period. Proper and improper fraction, common denominator.

GRADE 5B.

Notation and Numeration—Three periods of integers; five orders of decimals; relation of the orders of integers and decimals. Significance of place orders. Effect of moving the decimal point.

Integers—As in 5A. Principles: Product of two or more numbers equals the product of all the factors of the numbers, multiplying or dividing both dividend and divisor by the same number does not alter value of the quotient.

Fractions—Classified as common and decimal. Addition, subtraction, multiplication and division. Business fractions. Mixed numbers.

Decimals—Reduction of common fractions to decimals and of decimals to common fractions. Decimal equivalents in hundredths of halves, fourths, fifths, eights, tenths, thirds, sixths, and twelfths. Addition and subtraction of decimals of three orders. Division of decimals with dividends of three orders. Multiplication of decimals involving products to three orders.

Problems—As in 5A. Calculating by the hundred, thousand, dozen, gross and fractional parts of a dollar. Use of denominate units. Solutions indicated by the use of signs and in form of equation.

Business Form—Bills for several articles purchased at different times; receipting bills in full and on account.

Terms—Common fraction, decimal fraction, concrete number, abstract number.

GRADE 6A.

ORAL.

Daily drills to develop power, accuracy, and alertness. Oral work to review, introduce, and supplement written work, involving both abstract numbers and concrete problems.

WRITTEN.

Integers—Daily practice in the fundamental operations with attention to accuracy and rapidity.

Fractions—Addition, subtraction, multiplication, and division of fractions and mixed numbers. Complex fractions. Principles: Multiplying numerator multiplies fraction; multiplying denominator divides fraction; dividing numerator divides fraction; dividing denominator multiplies fraction.

Decimals—Reduction of common fractions to decimals and of decimals to common fractions. Addition, subtraction, multiplication, and division.

Percentage—Per cents. as decimals of two orders. Per cent. equivalents of business fractions. First or direct case of percentage, i. e., finding percentage when base and rate are given. Application to profit and loss, commission, and to ordinary transactions and conditions.

Measurement—Reduction ascending and descending of denominate numbers in the following tables: Avoirdupois weight (ounce, pound, cwt., ton); time measure (second, minute, hour, day, week, month, year); liquid measure (pint, quart, gallon); dry measure (pint, quart, peck, bushel). Finding difference between dates.

Problems—Finding a part of a number; finding what part one number is of another; finding a number when a part is given; finding a number when the number plus or minus a part is given. Calculating by C and M, dozen and gross. Estimating results. Solutions indicated by use of signs and in form of equation.

Business Forms—Bills and receipts for money and for services rendered.

Terms—Base, rate, and percentage.

GRADE 6B.

ORAL.

Daily drills to develop power, accuracy, and alertness. Oral work to review, introduce, and supplement written work, involving both abstract numbers and concrete problems.

WRITTEN.

Integers—Daily practice in the fundamental operations, with attention to accuracy and rapidity.

Fractions—Addition, subtraction, multiplication, and division of fractions and mixed numbers. Complex fractions. Principles of fractions learned in preceding grades reviewed. Equivalents of fractions in decimals and per cents.

Decimals—Reduction, addition, subtraction, multiplication, and division.

Percentage—Three cases of percentage as related to the three types of problems: Finding percentage when base and rate are given; finding rate when base and percentage are given, or finding base when amount or difference and rate are given. Application of these three cases to profit and loss, commission, and to ordinary transactions and conditions. Finding interest for years and months.

Measurement—Reduction ascending and descending of denominate numbers in the following tables: Linear measure (inch, foot, yard, mile); square

measure (square inch, square foot, square yard); cubic measure (cubic inch, cubic foot, cubic yard). Review units previously learned.

Problems—Involving types previously learned and their application in percentage. Common and decimal fractions to be used as equivalents of per cents. where process may thereby be shortened. Problems involving denominate units as well as common fractions and decimals. Solutions indicated by use of signs and in form of equation.

Business Forms—Bills, checks, receipts; cash and personal accounts.

Terms—Principal, rate, time, interest.

GRADE 7A.

ORAL.

Daily drills to develop power, accuracy and alertness. Oral work to review, introduce and supplement written work, involving both abstract numbers and concrete problems.

WRITTEN.

Integers and Fractions—Daily practice in the fundamental operations, with attention to accuracy and rapidity. Problems.

Percentage—The five cases of percentage as identified with the five types of problems. Application to profit and loss and commission. Application of the first case to commercial discount and taxes. Finding interest for years, months, and days.

Measurements—United States equivalents of pound, shilling, mark, franc, lira, rouble. Approximate equivalents of metre, liter, kilogram, with the prefixes denoting divisors and multiples.

Problems—The several types, involving common and decimal fractions and per cents.

Simple Equations—Statement of problems in form of equation. Solution of problems by use of equation.

Business Forms—Bills, checks, receipts, orders; cash and personal accounts.

GRADE 7B.

ORAL.

Daily drills to develop power, accuracy, and alertness. Oral work to review, introduce, and supplement written work, involving both abstract numbers and concrete problems.

WRITTEN.

Integers and Fractions—Daily practice in the fundamental operations, with attention to accuracy and rapidity. Problems.

Percentage—The five cases of percentage as identified with the five types of problems. Application to profit and loss and commission. Application of the first cases to commercial discount, taxes, and duties.

Interest—Finding interest and amount Bank discount.

Measurement—Area of rectangles and triangles when base and altitude are given. Surfaces and volumes of rectangular solids. Relation of diameter

to circumference. Area of circle; contents of cylinders. Application of metric units.

Simple Equations—Solution of problems by use of equations; use of signs; clearing of fractions.

Business Forms—Bills, receipts, checks, orders, notes; cash and personal accounts.

GRADE 8A.

ORAL.

Daily drills to develop power, accuracy and alertness. Oral work to review, introduce and supplement written work, involving both abstract numbers and concrete problems.

WRITTEN.

Integers and Fractions—Daily practice in the fundamental operations, with attention to accuracy and rapidity. Short methods. Distinction between multiple and power.

Interest—Use of interest tables. Bank discount. Principle of compound interest.

Ratio and Proportion—Idea of ratio developed; proportion as equality of ratios. Principle involved. Problems.

Measurement—Finding floor and wall surfaces; capacity of bins, tanks, rooms, cellars and the like. Application of metric units.

Simple Equations—Solution of problems by use of equation; removal of parentheses and changing of signs.

GRADE 8B.

ORAL.

Daily drills to develop power, accuracy and alertness. Oral work to review, introduce and supplement written work, involving both abstract numbers and concrete problems.

WRITTEN.

Integers—Daily practice in the fundamental operations, with attention to accuracy and rapidity. Short methods as discovered by inspecting numbers used. Finding squares and square roots.

Fractions, Common and Decimal, and Percentage—Review and constant applications, with attention to short methods. Simple interest. Principle of compound interest. Bank discount. Use of interest tables. Finding rate of annual income from investments. Partial payments, United States rule.

Simple Equations—Solution of problems by use of equation; removal of parentheses and changing of signs. Simple equations with one unknown quantity.

The committee on course of study of the Board of Education has reported to the board that, inasmuch as the board of superintendents recommends that the proposed course of study be placed on trial for a period of one year, ample opportunity will be given to the principals to point out any defects that may be found to exist therein, and further that this is the only way of testing its efficiency. The report is now pending.

English in the Kindergarten

Term Plan in Conversation.

TOPICS FOR CONVERSATION.

I. *Home.*

1. Members of the family — father, mother, brother, sister, baby.
2. Occupations of each.
 - (a) Father going off to work in the morning.
 - (b) Mother preparing breakfast and getting children ready for school; caring for the baby while others at school; caring for the house.
 - (c) The baby; what he does, what he says, what he is fed on; mother rocking him to sleep; mother singing to baby; mother taking him out in carriage, etc.
 - (d) Big brother; where he goes to school; what he does at home; what he does outside; when he plays ball, etc.
 - (e) My sister. Is she big or little? Does she go to school? Does she care for the baby? When does she take the baby out? Does she take her doll?
 - (f) Myself. What do you do to help mother? Can you go down to the corner store? Can you carry all the things mother wants? What do you do for the baby? Does he like to play with you? Have you a doll or a Teddy bear? What have you in your pocket?

3. Interior of home.

- (a) Kitchen. What is in it? Anything else besides table and chairs? What do you keep in the closet? How does mother cook dinner? Do you like to watch mother stir the cake? What does she do with the pan after she gets the dough in the oven?
- (b) Dining-room. Tell things in it; what it is used for. How many sit at the table? Where does the baby sit? Mama? Papa? Brother? Sister?
- (c) Parlor
- (d) Bedrooms
- (e) Bathroom

Described in the same way, through questioning.

4. Exterior of home. What is it made of, wood or brick? What color is the house painted? Have you a garden? What grows in the garden? Have you trees in front of the house? Do the trolley cars run on your street? Do you have far to come to Kindergarten? Who brings you to Kindergarten?

II. *Kindergarten—Another kind of home.*

Who lives in the Kindergarten? Is it like home? Do we cook dinner here? Who is the mother? Have we any little babies? Whom do we sing for? Does the teacher sing all alone? Are our chairs like your parlor chairs? Are our tables like your dining-room table? What is the difference? Could your papa and mama sit on our chairs? Is

our garden like yours? What have we growing in our garden? What do we do in Kindergarten? What kind of work do we do? Do we all work together? What song do you like best? What game would you like to play to-day? What did Mary do when she spilled the sand? Where do we keep the dust-pan and brush? Could you get them for me? What do you say when you come in in the morning? What do you do before you enter the room? Are your shoes always muddy? Have you a clean handkerchief in your pocket? Would you like to have us sing about our white handkerchiefs? Who are the little people singing outside of the windows? Where do the birds live?

III. *Bird's Nest—Another kind of home.*

Where do they build their homes? Are they made like ours? Do they have rooms in them? Why? Who builds the nest? How many do you think the nest will hold? Does the mother bird sing the babies to sleep? What does the father bird do? Do the little birds go to Kindergarten? Do they talk? Do they play? Who gets their dinner for them? Can the baby birds fly very far? Who helps them to fly? When they get big what do they do? What do they do in the winter? Do you think that a bird likes to live in a cage? Would you like to live in a cage? Does your canary sing? What do you feed it? Does it like to take its bath? What other birds live near Kindergarten, in a different kind of a house? Do the pigeons live in a nest? Do they fly like the bird? Show me how the bird flies.

IV. *Pigeon's Home.*

- (a) Members of the family. Are they few or a great many? Where do they fly? What do they fly to the ground for? Do they fly one by one, or in numbers? Who leads them? Do they talk to each other? What do you think they are saying? Would you like to fly as high as they do? What could you see?
- (b) Occupations of the pigeons. Do they work? How do they get food? Where do they sleep? Who makes their beds? What noise do they make? Do they sing like birds?
- (c) House. Who built their houses? Why couldn't they live in a nest in the trees? Do they stay all winter? What keeps them warm? Do you think a pigeon could live in a cage? Are pigeons good for anything?

Other topics to be treated in same way.

V. *Animal's Home.*

1. Kinds of animals—dog, cat, horse, cow, goat.
2. Occupation of each.
3. Home of each; how made, and by whom.
4. The care of each.
5. The food of each animal; characteristics of each.

6. How they are protected.
7. The language of each.
8. Use to man.

VI. *Earth as a Home.*

1. Trees. Nuts. Falling leaves.
2. Fruit trees—Apple, pear, plum.
3. Vegetables—Corn, pumpkins, etc.
4. Grains—Wheat, oats, rye, barley.
5. Man's provision for winter.
6. Animal's provision for winter.
7. Squirrel's provision for winter.
8. Squirrel's home; method of carrying food; his tameness; squirrel in cage, etc.

Value of Foreign Coins in United States Money

Country.	Stand- ard.	Monetary Unit.	Value in U.S. Gold Dollar.
Argentina	Gold....	Peso	\$0.965
Austria-Hungary..	Gold....	Crown .....	.203
Belgium	Gold....	Franc .....	.193
Bolivia	Silver...	Boliviano .....	.384
Brazil	Gold....	Milreis .....	.546
Canada	Gold....	Dollar	1.00
Central America*	Silver...	Peso .....	.384
Chile	Gold....	Peso .....	.365
China	Silver...	Tael {	Shanghai. .567
			Haikwan. .631
			Tientsin. .601
			Canton.. .619
Colombia	Silver...	Peso .....	.384
Costa Rica.....	Gold....	Colon .....	.465
Cuba	Gold....	Peso .....	.926
Denmark	Gold....	Crown .....	.268
Ecuador	Silver...	Sucre .....	.487
Egypt	Gold....	Pound (100 Pi- asters)	4.943
Finland	Gold..	Mark .....	.193
France	Gold....	Franc .....	.193
Germany	Gold....	Mark .....	.2385
Great Britain....	Gold....	Pound Sterling.	4.8665
Greece	Gold....	Drachma .....	.193
Hayti	Gold....	Gourde .....	.965
India†	Gold....	Pound Sterling.	4.8665
Italy	Gold....	Lira .....	.193
Japan	Gold....	Yen .....	.498
Mexico	Silver...	Dollar .....	.417
Netherlands	Gold..	Florin .....	.402
Newfoundland ...	Gold....	Dollar	1.014
Norway	Gold....	Crown .....	.268
Peru	Gold....	Sol .....	.487
Portugal	Gold....	Milreis	1.08
Russia	Gold....	Ruble .....	.515
Spain	Gold....	Peseta .....	.193
Sweden	Gold....	Crown .....	.268
Switzerland	Gold....	Franc .....	.193
Turkey	Gold....	Piaster .....	.044
Uruguay	Gold....	Peso	1.034
Venezuela.....	Gold....	Bolivar .....	.193

* Not including Costa Rica.

† The sovereign is the standard coin of India, but the rupee (\$0.324) is the money of current account, at 15 to the sovereign.

Conversation and Oral Reproduction

GRADE 1B.

Teachers should plan a certain type of language lesson for each day of the week, and follow that plan, with some slight variations, throughout the term. The following plan is suggested:

Monday—Conversation lesson.

Tuesday—Telling of story for reproduction.

Wednesday—Re-telling of story and reproduction by children.

Thursday—Conversational lesson on ethical subject. Picture study.

Friday—Memorizing and dramatization.

The Constitution in Brief

(For the History Classes.)

Congress must meet at least once a year, on the first Monday in December.

Congress may admit as many new states as desired by the people of the area concerned.

One state cannot undo the action of another.

Every citizen is guaranteed the right of speedy trial by jury.

A power vested in Congress alone cannot be exercised by a state.

One state must respect the laws and legal decisions of another.

Congress cannot pass a law to punish for a crime already committed.

A person who commits a felony in one state cannot find refuge in another.

Bills for revenue can originate only in the House of Representatives, but the Senate may propose or concur with amendments.

An officer of the United States Government is not permitted to accept any title of nobility, order or honor, etc., except with the consent of Congress.

Amendments to the Constitution of the United States require a two-thirds vote of each house of Congress, and must be ratified by at least three-fourths of the states.

The President of the United States must be 35 years of age; a Senator, 30; a Representative, 25. The President must be a native-born citizen; this is held to include children of American parents born abroad. Senators and Representatives must have been residents in the country at least 14 years. A naturalized citizen is not eligible to the office of President.

Treaties with foreign powers are made by the President and ratified by the Senate only.

Territories, properly organized, each have a delegate to Congress, who is allowed the privilege of debate, but no vote.

The Vice-President, who, ex-officio, presides over the Senate, has no vote in that body except in case of a tie ballot.

If the President holds a bill longer than ten days while Congress is in session it becomes a law without his signature.

An act of Congress cannot become a law over the President's veto, except by a two-thirds vote of both houses.

The House of Representatives may impeach the President for any crime, but the Senate has sole power to try all impeachments.

The United States must guarantee to every state a republican form of government, and protect each against invasion. On application by the Legislature—or by the executive, when the Legislature cannot be convened—similar protection against domestic trouble is provided.

Term Plan in English Composition

(Selected from Taylor's Composition in the Elementary Schools, p. 101.)

Published by The A. S. Barnes Company.

GRADE 4A.

FIRST MONTH.

First Week.

Model of friendly letter copied.

Second Week.

Model of original letter.

Third Week.

Reproduction—A myth or fable.

Fourth Week.

Dictation—Poetry.

SECOND MONTH.

First Week.

Narration—Model composition studied and copied.

Second Week.

Narration—An original composition like the model.

Third Week.

Reproduction from silent reading.

Fourth Week.

Dictation—Prose (ethical).

THIRD MONTH.

First Week.

Model Letter—Studied and reproduced, or studied and copied from dictation.

Second Week.

Original letter (friendly) like the model.

Third Week.

Sentence Structure—First type form and irregular verbs.

Fourth Week.

Dictation from copy (poetry).

FOURTH MONTH.

First Week.

Exposition—Model composition.

Second Week.

Original composition after model.

Third Week.

Reproduction from silent reading.

Fourth Week.

Copy from print (prose).

FIFTH MONTH.

First Week.

Model letter (school notes).

Second Week.

Original letter (school notes).

Third Week.

Sentence Structure—Second type. Drill on plurals.

Fourth Week.

Dictation.

VIII. Merry Music for Little Musicians



*Music resembles poetry: in each
Are nameless graces which no methods teach,
And which the master-hand alone can reach.*

ALEXANDER POPE.

Such sweet compulsion doth in music lie.

JOHN MILTON.

Edited by

Grant Holfax Tullar

Amelia M. Starkweather

Labor Day

Edna G. Young

1. 'Tis in the Sep - tem - ber, As I well re - mem - ber,
2. The great cel - e - bra - tion En - dored by our na - tion,
3. O may we for - ev - er Re - mem - ber the clev - er

That we cel - e - brate La - bor Day..... Then school is sus - pend - ed
Of speech - es and songs and the band,.... Means love for our neigh - bor,
And hon - est, though rough, brawn - y arm;.... With - out it, we'd per - ish,

And all work is end - ed, Or rath - er, is turned in - to play.....
And all who may la - bor In hon - es - ty, all through the land.....
So let us but cher - ish The toil - er, in shop or on farm.....

CHORUS.

O La - bor Day! O La - bor Day! We'll raise the flag for you.....

And ev - 'ry hon - est man, though poor, That's loy - al to the blue.....

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From "Holiday and Every Day Melodies." Used by per. of the Publishers, Tullar-Meredith Co., New York and Chicago

Little Deeds

Alice Jean Cleator

Grant Colfax Tullar

1. Just a dain - ty bas - ket filled with au - tumn bloom, Yet it brought the sun - shine to a
 2. Just a sweet bird - car - ol trilled up - on the air, Yet a heart was light - ened of its
 3. Just a glad "good morn - ing," on a day so drear, Yet as if by mag - ic skies seemed

dark - ened room; All the week seemed brighter for those shin - ing hours, La - den with the
 load of care; Like a heav'n - ly mes - sage seemed that lit - tle strain; Sun - shine, hope and
 bright and clear; And the one who heard it passed a - long her way, Smil - ing at the

CHORUS.

sweet - ness of the smil - ing flow'rs. }
 cour - age all came back a - gain. } Let us all be help - ful, let us live to bless;
 pros - pect of a hap - py day. }

Lit - tle deeds of kind - ness mag - ic pow'r pos - sess. Scat - ter beams of sun - shine,

o'er the dark - est way; Soon the mid - night gloom shall change to bright - est day.

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From "Sunday School Hymns No. 1." Used by per. of the Publishers, Tullar-Meredith Co., New York and Chicago

The School Bell

SOLO AND CHORUS

Edith Sanford Tillotson

I. H. Meredith

Piano introduction in 6/8 time, featuring a melody in the right hand and a supporting bass line in the left hand.

SOLO. **CHORUS. *f*** ***pp***

1. O lis - ten to the song I sing— Ding - dong,..... ding - dong!.....
 2. You hear me ev - 'ry morn and noon, Ding - dong,..... ding - dong!.....
 3. So when you hear me call to you Ding - dong,..... ding - dong!.....

Ding-dong, ding-dong!

Piano accompaniment for the first vocal section, following the melody and lyrics.

SOLO. **CHORUS. *f*** ***pp***

Pay strict at - ten - tion when I ring— Ding - dong,..... ding - dong!.....
 Some - times you think I ring too soon, Ding - dong,..... ding - dong!.....
 Come quick - ly in your work to do, Ding - dong,..... ding - dong!.....

Ding dong, ding-dong!

Piano accompaniment for the second vocal section, following the melody and lyrics.

SOLO.

My name I nev - er need to tell For ev - 'ry - bod - y knows me well,
 I call you from your mer - ry play, When out of doors you'd rath - er stay,
 For when your stud - y days are o'er, And you have left the school - house door,

Piano accompaniment for the third vocal section, following the melody and lyrics.

CHORUS. *f* ***pp rall.***

I am the jol - ly school - house bell— Ding - dong,..... ding - dong!.....
 But you will thank me some fine day— Ding - dong,..... ding - dong!.....
 You'll long to hear me say once more— Ding - dong,..... ding - dong!.....

Ding-dong, ding-dong!

Piano accompaniment for the fourth vocal section, following the melody and lyrics.

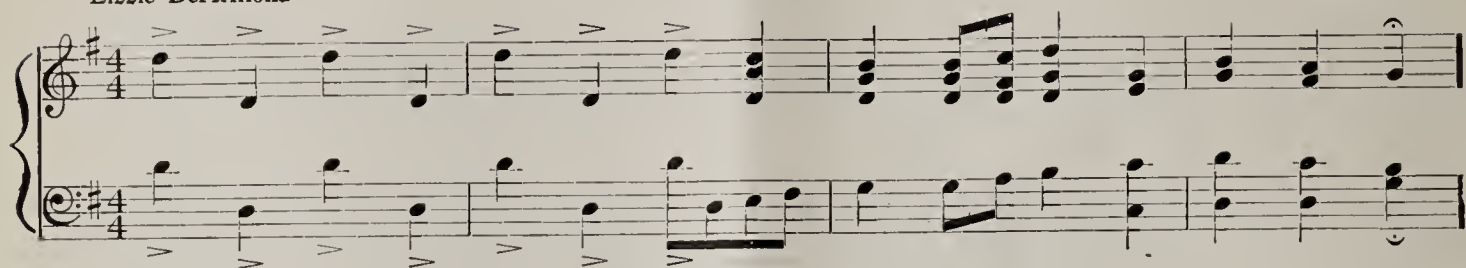
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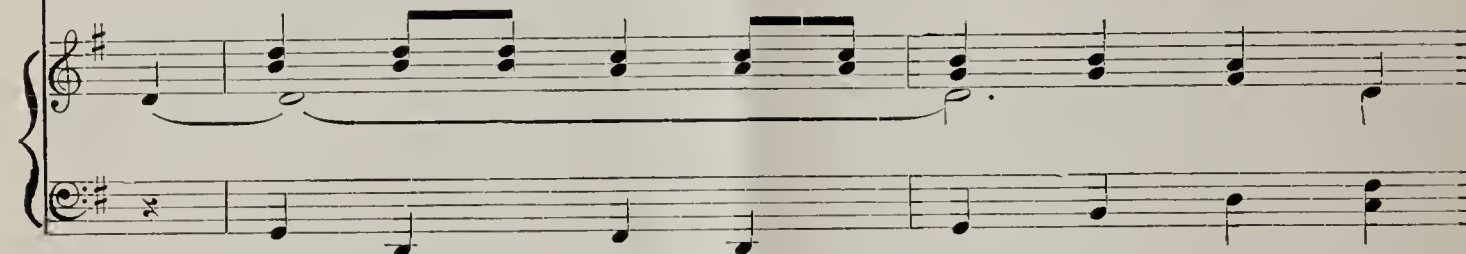
I'm Grandfather Clock

Lizzie DeArmond

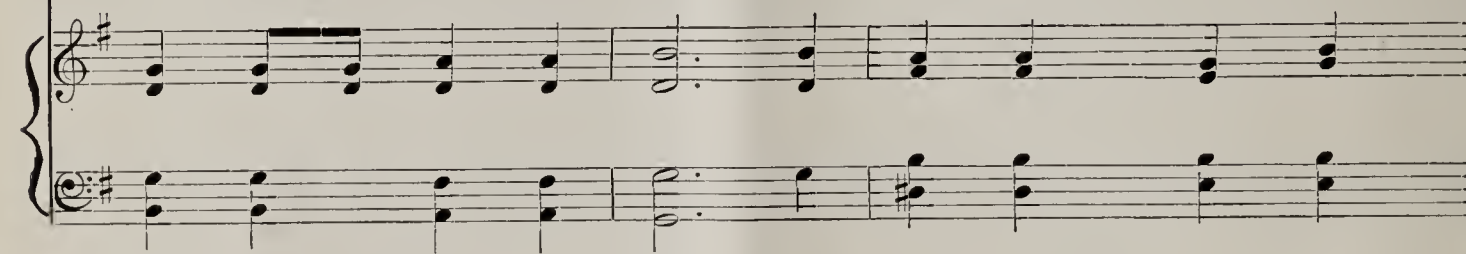
I. H. Meredith



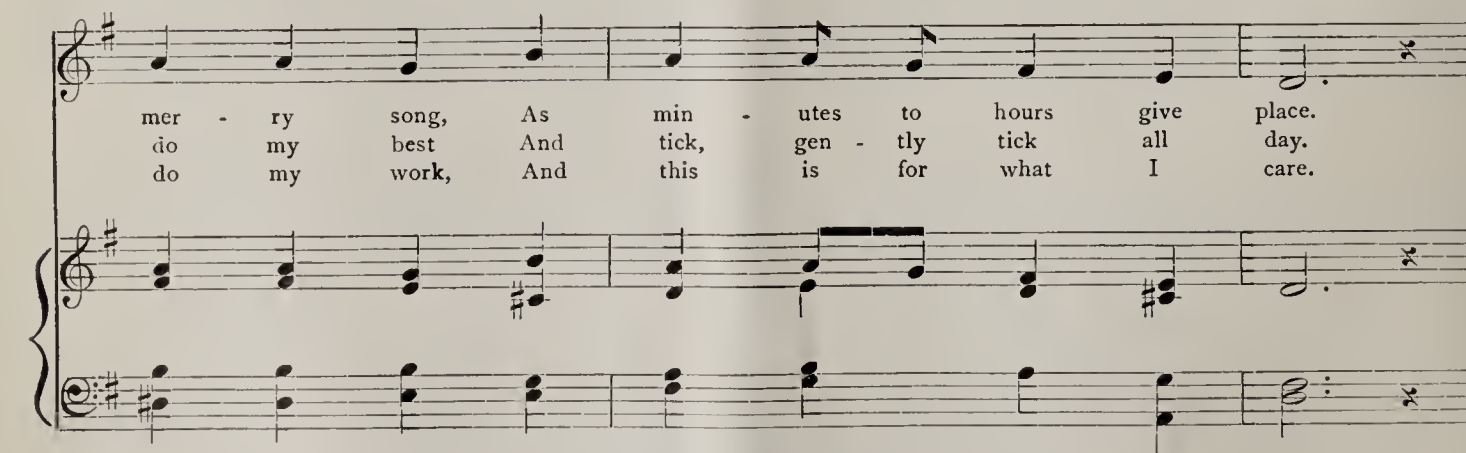
1. I'm Grand - fa - ther Clock, of a good old stock, Though
 2. The years come and go with their joy and woe, Yet
 3. I'm Grand - fa - ther Clock, of a good old stock, That



wrin - kled may be my face; Still stead - y and strong rings my
 still I must tick a - way, No time for a rest, just to
 dates back I know not where; I'm not here to shirk, but to



mer - ry song, As min - utes to hours give place.
 do my best And tick, gen - tly tick all day.
 do my work, And this is for what I care.



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From "Holiday and Every Day Melodies." Used by per. of the Publishers, Tullar-Meredith Co., New York and Chicago

I'm Grandfather Clock

REFRAIN.

Tick, tock, tick, tock, This is the song of Grand - fa - ther Clock;

Tick, tock, tick, tock, This is the song of Grand - fa - ther Clock.

Back of the Loaf

Maltbie D. Babcock

Grant Colfax Tullar

Back of the loaf the snow - y flour, Back of the flour the mill;

Back of the mill the wheat and the show'r, The sun and the Fa - ther's will.

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IX. Problems and Correspondence

Write to us about your difficulties, your temptations, your joys, your achievements—and other things. Expressions of approval are always appreciated. Intelligent criticism is wholesome, albeit man's appetite for it is so small.

Hints on Discipline

1. *Avoid nagging.* Try to arrange it so that corrections of individual pupils be made without undue attention of the others. Do not discuss pupils or school within the hearing of the pupils.

2. If a teacher should find the correction of a pupil necessary, within the hearing of another teacher, it is improper that the latter should also "go for" the child.

3. A soft tone of voice, in lessons as well as in giving commands anywhere, is always preferable. Be patient and just. Do not feel disgusted if you have to repeat directions many a time. In case a pupil disappoints you, *look for causes* before you scold or punish. Commands should *not be repeated* except under special conditions.

4. Try to understand the *child's point of view*.

5. Do not make willingness and obedience on the part of a pupil a personal affair. Children must learn to do the right thing not in order to please you or anyone, but because the thing is right.

6. It is essential to awaken self-respect and self-confidence in a child. *Encourage* the children at every opportunity, NEVER DISCOURAGE. Always make them feel that you believe in their ability and, most of the time, in their desire to do their best. The less we talk about their faults, and the more we recognize their progress, the sooner will they forget the former, and become persistent in the latter.

7. The *Science of Punishment* is a chapter by itself. Do not treat it lightly.

8. Teachers will do well not always to occupy a fixed seat during a lesson, but to move about, noiselessly, of course. This will allow them to see more of what is going on, to control the attention better, to arouse more lively activity on the part of the pupils, to supervise and assist the work of individual pupils, and to keep better discipline.

9. Train the pupils to be prompt and direct in response to command and direction. Never accept a round-about answer, or a round-about response, neither more nor less than is asked for, or anticipations of what you may, or may not, expect or want.

Retardation

Superintendent F. A. Verplanck, of South Manchester, Conn., is using a method of recording data, concerning the pupils of the public schools of that place, which should be of great assistance in solving the intricate problem of the causes of retardation. Realizing the value of comparing pupils who fail of

promotion with those who succeed, along all lines that might account for the varying results, he adopted the plan of filling out such records for both the promoted and the non-promoted. The tabulation of the results at a recent promotion showed the following:

(a) While 81 per cent. of the girls were promoted, only 75 per cent. of the boys so succeeded.

(b) The promoted pupils were younger than the non-promoted pupils.

(c) The percentage of absence was far greater among the non-promoted than among the promoted.

(d) The percentage of each of the following, among the promoted as compared with the percentage among the non-promoted, was:

	Promoted	Non-promoted
From non-English-speaking homes....	9	12
Foreign-born	7	13
Suffering from malnutrition.....	9	25
Poor mentality	8	49
Defective eyesight	4	3
Adenoids	15	20
Other throat troubles.....	14	13
Defective teeth	25	38

Although the results of such an investigation would undoubtedly vary in different localities, Superintendent Verplanck's plan furnishes such an excellent basis of comparison, both for judging from the standards of success and for seeing the relative importance of retarding causes, that it should furnish valuable suggestions to others. Could this or some similar scheme be agreed upon by a sufficient number of superintendents, it would also furnish a much needed uniformity of basis of comparison in the often discussed and badly interpreted subject of retardation.—From "*Current Educational Activities*."

Thanks for the Following

MRS. CARRIE HAYNES, Rocky River, O.

"I have been a subscriber for the TEACHERS MAGAZINE for several years. It is better this year than ever before."

E. S. BRYANT, Estherwood, La.

"I am well pleased with the magazine and find it a great help to me in my work—in fact, I don't see how I could get along without it."

MISS E. N. SAMPSON, Wanganai, New Zealand.

"The magazine is excellent and I recommend it to everyone interested in school work."

MARTHA BARTLETT, Burleigh, Me.

"I enjoy this paper very much (also *School Journal*) and they have been a great help to me."

X. Topical Quotations

Next to the originator of a good sentence is the first quoter of it.—EMERSON.
Next to doing things that deserve to be written, there is nothing that gets a man more credit or gives him more pleasure than to write things that deserve to be read.—LORD CHESTERFIELD.

Labor

[As suitable to the month in which Labor Day is celebrated, and in connection with the opening of schools after the long vacation, our quotations are chosen to illustrate the dignity of labor and the necessity of industry. In presenting the thought of work to the children it may be helpful to tell them what great men have said and written on the subject. Next month it is our desire to illustrate the virtue of patience in the same way. Our readers are requested to send us appropriate quotations. Always give name of author. Credit will be given to the sender if selection is used.]

Excellence is never granted to man but as the reward of labor. —Sir Joshua Reynolds.

Industry need not wish. —Benjamin Franklin.

To labor rightly and earnestly is to walk in the golden track that leads to God. —J. G. Holland.

If you have great talents, industry will improve them; if you have but moderate abilities, industry will supply their deficiencies. —Smiles.

Man's record upon this wild world is the record of work and of work alone. —J. G. Holland.

—
“They who trod the path of labor follow where my feet have trod;
They who work without complaining, do the holy will of God.”
—Henry Van Dyke, *“Toiling of Felix.”*

“Honest toil is holy service; faithful work is praise and prayer.” —Ibid.

“Labor is worship.” —F. S. Osgood.

“Labor is life! 'tis the still water faileth,
Idleness ever despaireth, bewaileth;
Keep the watch wound for dark rust assaileth.”
—Ibid.

“Work is life to me. And when I am no longer able to work life will be a heavy burden.”
—Max Müller.

“That destructive siren sloth is ever to be avoided.” —Horace.

“Taste the joy
That springs from labor.”
—Henry W. Longfellow.

“Honest labor bears a lovely face.”
—Thomas Dekker.

Let Me Do My Work

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 one by whom
This work can best be done in my own way.
Then shall I see it, not too great nor small
To suit my spirit and to prove my powers;
Then shall I cheerfully 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.

Work, work, work! That is the grand panacea for sorrow; and mercifully there is no end of work to be done in this world if anybody will do it.
—D. M. Craik.

When Adam delved and Eve span,
Where was then the gentleman?

We are laborers together and with God.
If you want learning you are to work for it.
—J. G. Holland.

—St. Paul.

No man is born into the world whose work
Is not born with him; there is always work.
And tools to work withal, for those who will,
And blessed are the horny hands of toil.
—Lowell.

Hard workers are usually honest. Industry lifts them above temptation.
—Bovee.

XI. Instructive Books for Young Readers

"I never read a book before reviewing it,—it prejudices a man so!"
—SYDNEY SMITH.



A book is a garden. A book is an orchard. A book is a storehouse. A book is a party. It is company by the way; it is a counsellor; it is a multitude of counsellors.
—BEECHER.



The Life of Christopher Columbus for Boys and Girls. By Charles W. Moores. Illustrated. 121 pages. Price 25 cents. Houghton, Mifflin Company, Boston, Mass.

This attractive little book is one of the Riverside Literature Series. It is calculated to entertain and



COLUMBUS ON THE QUAY AT GENOA

From the statue by Guilio Monteverde in the Boston Museum of Fine Arts.

to instruct not only the boys and girls for whom it was especially written but such of their elders as will consider themselves young enough to read it. No fanciful tale of bold knights in armor, or bad giants in dark caves can outclass the real story of the Italian weaver's son who conquered the seas and lifted a continent out of chaos. This is the author's preface:

"One who would understand history must know the makers of history. The value of biography is not only that it awakens and stimulates the love of history, but that it makes real the men and women whose characters have changed the world.

"If the reader of the life of Columbus can create in his imagination a picture of the stalwart Italian towering above his fellows like Washington and Lincoln, a 'patient,

brave, foreseeing man,' who, because of the faith that ruled him, bore want and pain and humiliation that he might disclose to others the vision that God had revealed to him; and if he can learn that it was the faith as much as it was the discovery that makes Columbus worth studying the biography has fulfilled its purpose.

"It is not often that a life so full of romantic incident and tragic interest has great ethical value. But a study of the life and character of Columbus is a lesson in patience and courage and faith that every child should learn."

Another Houghton, Mifflin Company book worthy to be commended to readers of yet younger age than those for whom Christopher Columbus is intended, bears the title "Letters from Colonial Children," by Eva March Tappan. Here we have history written from the standpoint of the child participant. The conceit is cleverly worked out. The first and second letters are from Will Newton, an English boy who accompanies the colonists to Virginia, written to a boy friend in England. He relates his experiences and records his observations in good style; in better style, of course, than could be expected of the real original Will Newton. No attempt is made to imitate the language of the colonial period. There are hundreds of boys and girls in this big country who will read these letters with delight but for whom the text book in history possesses no charm. Other letters are from Henri Lamotte in Canada to his brother Guillaume in France; from John Ballington writing from Plymouth to his grandmother in England; from Adelina Herrington of Maryland to Clarice Armitage in Paris; and so on until the circle of the colonies is compassed. The book is illustrated and costs 65c.

The World Book Company of Yonkers, N. Y., announces two new books as follows:

"Making Faces." Beginners' books in Caricature. Dr. Langdon S. Thompson, Supervisor of Drawing in Jersey City, and one of the most original and inventive of drawing teachers, and Mr. Fred G. Cooper, one of New York's rising caricaturists, have combined their genius and skill in doing a drawing-book stunt that up to this time the so-called bad boy in the schools has had to do for himself.

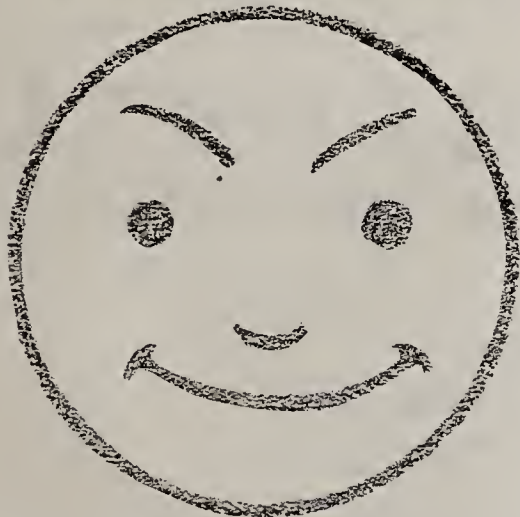
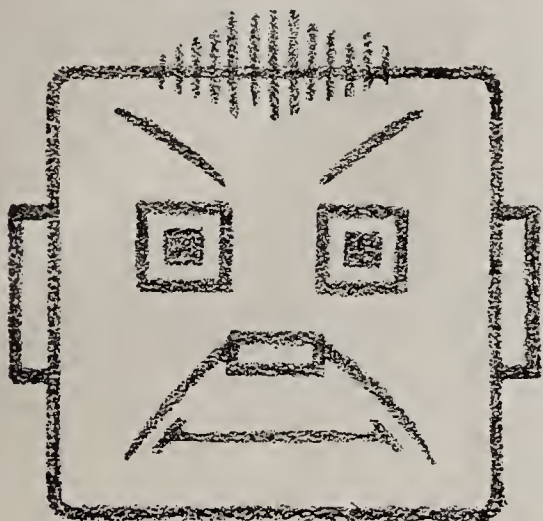
These books take advantage of the fun-loving side of child nature and hold the child's interest while giving him the principles of drawing which are the basis of any good drawing course.

While the child is intent on drawing faces, he is practicing with brush or pencil on squares, rhombs, circles, triangles, ovals, ellipses, etc., and is acquiring correct handling and technique. Incidentally the foundations of caricature drawing are laid.

If your drawing classes are not responsive, these books will give them new life. Try them with bad boys and see how discipline improves.

"Making Faces with Pencil and Brush." Thompson and Cooper.

Book I. List price 15 cents; mailing price 18 cents. Book II. List price 15 cents; mailing price 18 cents.



From "Making Faces with Pencil and Brush."

Loss of Appetite

Is loss of vitality, vigor or tone, and is often a forerunner of prostrating disease.

It is serious and especially so to people that must keep up and doing or get behindhand.

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There is no real substitute for

Hood's Sarsaparilla

Get it today in usual liquid form or chocolated tablets called Sarsatabs.

The illustration "Victoria at the Age of Twelve" is the frontispiece of one of the American Book Company's recent publications, "Little Stories of England," by Maude Barrows Dutton, preface by Frank M. McMurry, of Columbia University. Thirty-seven of these "Little Stories" are presented in 257 pages, each story appropriately illustrated.

They take us from the early time depicted by Julius Caesar with his stylus and wax tablet, to the coronation of George V. The book closes with this very encouraging allusion to future possibilities, "His wife, formerly Princess Mary of Teck, is now England's queen, and already there are six little princes and princesses about whom some day, perhaps, we shall have to write more Little Stories of England." This is another volume that could be used to create a livelier interest in historical events, and to emphasize the lessons of the textbook. The publishers will send the book to any address for forty cents, postpaid.



Victoria at the Age of Twelve.

Who wrote the most, Dickens, Warren or Bulwer?

Warren wrote "Now and Then," Bulwer wrote "Night and Morning," and Dickens wrote "The Year Round."

Distress After Eating is quickly relieved by Dys-pep-lets. Sugar-coated. 10c. Made only by C. I. Hood Co., Lowell, Mass.

XII. Our Advertisers

Once upon a time there was a man who cut the advertising pages out of his magazine. He preserved the reading matter and threw the advertising away, think you? Not he. He had a better plan. He kept those advertisements and familiarized himself with the names of the various concerns represented and their products. He worked on the principle that the most constant advertisers in high-grade publications must be the most reliable. When he had occasion to make a purchase he knew just where to send his order and he figured that thus he saved himself much time and trouble and many times the price of his magazine in money.

This man was wise. He invested his magazine money for a purpose. It paid him handsome dividends. It is possible for every reader of *TEACHERS' MAGAZINE* to accomplish the same result, not by dissecting the magazine, but by careful attention each month to our advertising columns. Here will be found the names of the leading manufacturers, merchants, publishers and agencies of the country. Whatever our endorsement may be worth, our advertisers have it emphatically. We do not propose to accept business from any firm or individual whose

design it is to mislead our readers. From time to time we expect to furnish under this caption such general items of information concerning our advertisers as may be of general interest and value. We have an educative purpose in this also, as teachers could hardly do better by their classes than to call their attention from time to time to these stories of success and examples of integrity and enterprise. Such a process might naturally result in the stirring of youthful ambition, furnish an opportunity to inculcate correct principles of action, and constitute in some cases the occasion of swinging the life out upon the highway of prosperity.

Is it not so?

The American Book Company has taken two pages of our advertising space this month. This would seem to be abundant evidence of the appreciation of *TEACHERS' MAGAZINE* as an advertising medium on the part of the largest text book company in the world. We hope to have an interesting story about the American Book Company next month.

GOOD MUSIC

Is an important factor
in the success of your

TEACHERS' INSTITUTE

If you want the best book, and a director who knows how to make the best of it, thus insuring the right kind of music for your Institute, write today to



265 WEST 36th STREET, NEW YORK

They have the best song books for Day School use, and for the musical end of a Teachers' Institute can furnish a

"TEAM THAT'S HARD TO BEAT"

They can also furnish in leaflet form any of the songs in this issue of the

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4 page leaflets—Songs on all sides.....	\$1.50 per 100
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500 or more made up with any of these selections desired for

50 cts. per 100 for 2 page leaflets, songs on both sides.

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Natural Flesh Tints

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a hundred and twenty years ago. It is a soap composed wholly of such pure emollient and detergent ingredients as the skin naturally and freely responds to.

Pears never spoils the natural flesh tints. It improves them, by keeping the skin soft, fine and pure. Its influence is so kind, beneficial and refining that its use means the preservation of the dainty pink and white of a perfect complexion from infancy to old age. Pears is in accord with nature first and last.

The skin is kept soft and the complexion beautiful by using Pears which maintains the soft refined daintiness which is nature's alone.

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Portraits, Animals, etc. Size 17x22 inches, each 5c. Washington; Lincoln; Longfellow; Columbus; Field; Hiawatha; Eskimo and Home; Eskimo Mother with two Children; Sunbonnet Baby; Dutch Boy; Dutch Girl; Horse; Cow; Dog; Fox; Bear; Elephant; Camel; Lion; Pig; Sheep; Wolf; Turkey; Goose; Hen; Rooster; Owl; Hawk; Eagle; Locomotive; Steamer; Mill.

Other Stencils. 22x34 inches, each 10c. Typical Pilgrims; Mayflower; Log Cabin; Turkey Calendar; Fireplace Calendar; Santa Driving Eight Reindeer; Santa Going Down Chimney; Santa Filling Stockings; Christ Child; Washington on Horse; Boys with Flags; Flag; Program; Roll of Honor; Welcome; Large Hiawatha. Name any Calendar, Map or Physiology Subject.

Map Stencils. 34x44 inches, each 20c. United States; Any Continent; Any State; Any Group of States. You may name any of above maps, about 9x12, at 3c each for seat work.

Large Map Stencils. About 4x6 feet, each 40c. United States; Europe; World; Ancient History.

Special Stencils. Fifty different Busywork Stencils, medium size, 35c; Fifteen Common Bird Stencils, 15c; Forty different Phonic Stencils, about 9x12 inches, 60c; Five inch Ornamental Alphabet for 20c; Twelve-inch Plain Alphabet for 40c; Six-inch Old English Alphabet for 25c; Script Alphabet for blackboard, capitals, small letters and figures, complete set for 10c.

Colored Chalk. Very best, doz. assorted, 15c; Two doz., 25c. Blue Stamping Powder, 1 bag 10c.

Note. You may have one fifth off if your order for the above goods amounts to over \$1.00. I have everything for teachers. Address JOHN LATTA, Box 22, Cedar Falls, Iowa.



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The BEST ON EARTH AND LEAST EXPENSIVE

One third off if your order amounts to not less than \$1.50; that is, a \$1.00 money order will pay for any of the following amounting to \$1.50. Primary or rural teachers who do not have the first six articles will do well to consider them in the first order. Goods are sent prepaid at once.

Latta's Book For Teachers	50c
Teachers Bulletin (quarterly) one year	25c
Fourty-one New Paper Cutting Designs	15c
Farm Stories for Pupils and Teachers	10c
Hints and Devices for Teachers	20c
Twenty Cardboard Construction Patterns on heavy cardboard in four colors ready to make up	30c
Old Testament Stories—Joseph and others	10c

New Primary Arithmetic Cards, 15c; New Primary Sewing Cards, by Latta	20c
Fifty Drawings to color, assorted, 15c; Toy Money in coins, one set,	15c
Toy Money in bills, one set, 10c; Eighteen Hiawatha Drawings to color,	15c
Eighteen Eskimo Drawings to color, 15c; The Story of Jesus for Primary grades,	10c
Sixteen Manual Training Exercises for boys	25c
Six Large Mottoes and Pledges for Schools	15c
New Language Pictures for intermediate grades, one set with instructions	20c
Fifty Outline Maps, 8½ x 11 inches, name the maps you want	20c
Large Outline Maps of United States for Charts, 24x36 inches, three for	20c
Public School Report Cards, for one month or for 10 months, twenty-five for	10c
Tickets—Good, Perfect, On Time, Name any you want, 100 for	10c
Prize Cards for pupils who stay ahead for one month in any subject, 25 for	10c
Fifty Pictures of Half-cent size, all popular subjects and no two alike, one set	15c
50 Booklet covers to color, 6x9 no two alike and for all grades	20c
Calendar Pads—1 dozen small, 15c; 1 dozen medium, 20c; 1 dozen large,	25c
Sixteen Common Birds in natural colors, with description, habits, etc. One set for	15c
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Twelve Dolls of Nations, in colors, to be cut out and dressed up, the set for	10c
Twelve Dolls of Nations to color, 10 inches high, drawn from the above set, for	6c
Black Letters, Figures, Signs, etc., 4 inches high, name any you want, 50 for	10c
Blue Carbon Paper for tracing with a pencil, one large sheet 20x30 inches	10c
Union Skin Tracing Paper, 17x22 inches, very transparent, 12 sheets for	15c
Guummed Stars; Dots; Hearts; Jack-o'-lantern; Turkey; Santa; Holly; Flag; Name any, box	10c
Large Pictures, 16x20, brown or carbon-tone prints, Washington; Lincoln; Christ at Twelve; Sistine Madonna; Angelus; Gleaners; Wind Mill. 1 for 20c; 4 for	60c

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31-33 East 27th Street, New York City

TEACHERS MAGAZINE . . . EDUCATIONAL FOUNDATIONS

Readers of Teachers Magazine will be interested to see Educational Foundations in new form. Send 15 cents for sample copy.

In answering advertisements please mention "Teachers Magazine"

Education Notes

No American teacher or adult student need go without higher training, no matter how deficient his early education may have been. The summer school has solved the problem.

In many ways the growth of the summer-school movement is one of the most interesting aspects of education in the United States. About one-third of the colleges and universities hold summer sessions, and many of the normal schools have taken up the idea. Dr. Philander P. Claxton, United States Commissioner of Education, has just returned from a visit to a number of the schools in the South and Middle West, and reports a remarkable increase in attendance and interest.

At the Summer School of the South, Knoxville, Tenn., there were 2,406 students this year, representing 30 states and 3 foreign countries; 189 courses were given. At Wooster, Ohio, which began a few years ago with 49 students, there were about 1,100 in the session just closed. The State of Ohio alone has four or five thousand teachers attending summer school every year.

Particularly significant is the growth of summer schools in the Carolinas, where the movement started comparatively late. At the University of North Carolina there was an attendance of 450 this year, just double last year's enrollment. At the normal school at Greensboro, North Carolina, a session of eight weeks was held, the first in the history of the institution, and 200 enthusiastic teachers were in attendance. At the summer session of the Winthrop Normal College, Rock Hill, S. C., particular attention was paid to problems of industrial education and rural schools, and men of national prominence participated in the work.

These are but a few of many indications of the marvelous spread of the summer-school idea all over the country.

The sand bin, the slide, the giant stride, the horizontal bar, indoor baseball diamonds (for boys and for girls), courts for volley ball and tether ball, running track and jumping pit, and a skating rink where the climate permits; these are some of the desirable features of an up-to-date school playground, as planned by Mr. Henry S. Curtis in a bulletin just issued by the United States Bureau of Education. Mr. Curtis shows how the attitude of the public has changed in the last ten years, since the great play movement burst upon us. The typical school playground used to be as bare and forbidding as a prison; the modern spirit requires that it shall be roomy, inviting, well cared for, open at all times to the children, and equipped with every

(Continued on page viii)

BOOKS

—BY—

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THE COMMON SCHOOL AND THE NEW EDUCATION. Paper, 50 cts. C. W. Bardeen, Syracuse, N. Y.

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SOME FUNDAMENTAL VERITIES IN EDUCATION. With a Symposium Preface by Prof. Frederick E. Bolton, Iowa State University; Prof. W. G. Chambers, University of Pittsburgh; Prof. H. H. Horne, New York University, and Superintendent A. P. Poland, Newark, N. J., with 38 illustrations in woodcut and half tone. Cloth, \$1.00. The Gorham Press, Richard G. Badger, Boston.

***PAMPHLETS**, all published by the National Association for the Study and Education of Exceptional Children, Plainfield, N. J.:

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How to Dispose of Exceptional Children. 10 cts.

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What Consideration Should Be Given to Subnormal Pupils? 10 cts.

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"Two years ago," says H. L. Thompson, Cattaraugus School, Cattaraugus, N. Y., "we adopted the Dodge Geographies for exclusive use in the grades. They treat thoroughly all the material required by the Syllabus of the New York Educational Department. Opponents at their introduction have become ardent converts to the merits of the books. Not a failure occurred among the pupils prepared from the Dodge Geographies, and many stood at 85."

Illustrated with photos taken in all parts of the world. Maps of much beauty and value.

The Mace Histories

By William H. Mace, Professor of History, Syracuse University, Syracuse, New York

Fine Record in Regents' Examinations

"At the very moment of the introduction of your history, I had a class of seventy boys and girls which I wished to prepare for the Regents' history in seven weeks. I wished to get a few students through. The result from your history was a great surprise. Forty-eight passed. I should have been gratified at passing half the number." Sarah Freeland, Teacher, Seymour School, Syracuse, N. Y.

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SEPTEMBER 30TH TO OCTOBER 10TH

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mailed on application.

(Continued from page vi)
safe means for enjoyable, profit-
able play.

George Peabody College for the Training of Teachers, at Nashville, Tenn., is attracting wide attention in its effort to raise a million dollars for its endowment fund. The college is conspicuous for its high aim. Believing that "the most urgent educational need of the South is trained leadership," it seeks to furnish that leadership. It seeks to do for teaching in the South "what Harvard and Johns Hopkins have done for medicine, and what Teachers' College of New York has done for teaching." The amount needed for the new undertaking is \$1,500,000, and the trustees of the Peabody fund have offered \$500,000, provided the college will raise the million.

A striking instance of the prevailing cosmopolitanism of American life is afforded by the German Presbyterian Theological School of the Northwest, where a group of students showed the following races represented: Jew, Bohemian, Mexican, German, Slovak, Russian, Japanese. The basis of the work of the school is German; a thoroughly equipped Bohemian course parallels the German course; and the sciences and mathematics are taught in English; while other languages are taught as required.

"In Rome, in the time of the Republic, sixty-four days in every year were devoted to public festivals recognized by law. The American Republic has not reached such a number of holidays, but its schools surpassed it long ago," says the current report of the United States Bureau of Education. The document points out, however, that there is now a wholesome trend away from the custom of granting an overabundance of school holidays.

"We find widespread within the college, as in the community, the doctrine of intellectual socialism—a desire to learn only those things by which one can minister immediately to the needs of the many," declares bulletin (1912, No. 14) just issued by the United States Bureau of Education. "Devotion to science is looked upon as selfish in an age marked at once by selfishness and a quickened conscience."

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This delicious cod liver and iron remedy without oil is wonderful to stimulate the appetite and build up the body. All who are weak and run down from stomach trouble or other causes should try Vinol on our positive guaranty to refund the money if they are not perfectly satisfied.

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Vol. XXXV

OCTOBER, 1912

No. 2

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Contents for October

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CENTER SUPPLEMENT SHEET.

Special Notice to Agents and Subscribers

Putting into practice the Emersonian principle that the "one prudence of life is concentration," the Educational Magazine Publishing Company has been organized and incorporated in accordance with the laws of the State of New York for the purpose of concentrating its energies upon Teachers Magazine and Educational Foundations. The new company represents a change of method rather than a change in men. The president has been associated with the Ives-Butler Company during the past year and is familiar with all contracts and agreements with agents. Prompt and careful attention is assured. The Ives-Butler Company will continue to publish the School Journal. The two companies occupy adjoining offices and the address remains unchanged. Simply remember that all communications intended for Teachers Magazine and Educational Foundations are to be sent to

EDUCATIONAL MAGAZINE PUBLISHING COMPANY

31-33 East 27th Street, New York City

(As an accommodation prompt attention will be given also to enclosures for the School Journal.)

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DISCONTINUANCES—Subscriptions are discontinued on expiration. Subscribers desiring to keep their files complete are advised to renew promptly. Please address all correspondence to Teachers Magazine, 31-33 East 27th Street, New York.

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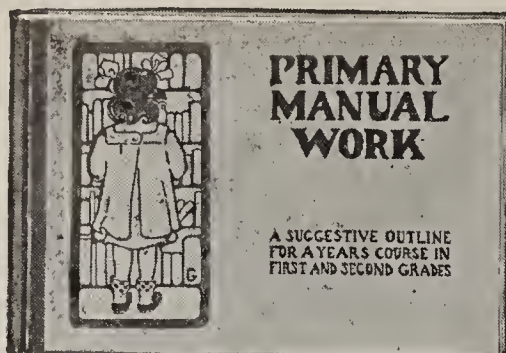
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Teachers Magazine

Vol. XXXV

OCTOBER, 1912

No. 2



Foreword:—

Just look at the lad in the picture! He is one of the characteristic photographic studies furnished by Mrs. William Durrant, of Plainfield, N. J., whose pictures have contributed much to the popularity of *TEACHERS MAGAZINE* for several years. The teacher needs but little gift of imagination to draw a pleasurable lesson from the picture for the benefit of the little folks, and the children themselves will be apt to smack their lips on seeing it.

The boy is unquestionably in a contented frame of mind. Why not? He has all he wants of what he wants. What a satisfied world this would be if all of us were always similarly favored. Perhaps. At any rate we like to fancy that this boy's satisfaction may here serve to typify the general sentiment of those intelligent and aspiring teachers who read *TEACHERS MAGAZINE*. Teachers are themselves, presumably, the best judges of what they need and, beyond peradventure, of what they want. This being the case it would seem to follow logically that the editors to be successful must know something of the tastes and desires of subscribers. In the process of selection and elimination attending the

transition to the new form of *TEACHERS MAGAZINE* it is quite thinkable that we have not pleased everybody, although the expressions of approval have been general and hearty. The present plan need not be considered unalterable. As a matter of fact it is decidedly subject to change. If therefore at any point we have failed to meet the expectations of our subscribers we desire to be so informed. One or two suggestions have already come to us that will be of value in the arrangement of forthcoming issues. This is just what is required in order that we may be sure we are proceeding in the right direction and in order that we may succeed in accomplishing what we boldly set out to do, namely, the production of a magazine so unique and yet so practical that no primary teacher in the country can afford to do without it and yet of such general interest that many teachers in the higher grades will also want it.

Of course we want a multitude of subscribers and we want that multitude to be satisfied and happy.

Look again at the lad in the picture.

I. Round Table Talks With Subscribers

Scheme Department

The turning up of a mouse's nest with a plough once inspired a poem. Therein we read:

*"The best-laid schemes o' mice an' men
Gang aft a-gley."*

"Aft," but not always. The mouse is no criterion of the man, though some men are caught by the plough of adversity. To scheme and to keep on scheming is man's prerogative, his scheming being noble to the extent that it benefits others as well as himself.

—The Schematist.

Safari hunters in pursuit of wild animals for captivity are in the habit of padding their traps so that the victim will not be unnecessarily injured. This is a consideration for which the animal is never duly grateful. The beast does not understand how much worse he might have been treated. Some one may be able to write the "parable of the padded trap." There are many traps in this world set for many kinds of game, and the human animal being the possessor of certain mental powers he calls memory and reason, soon becomes somewhat wary, and before he jumps at the bait in the tree he carefully examines the ground beneath. This habit we call caution. Caution may be carried to excess, but it has saved many a fortune and many a life. According to the dictionary, caution is careful consideration of the outcome of any act or course. The trap is hidden from view of the African beast who is all unsuspecting of its presence, otherwise the London Zoo and Bronx Park might be minus a number of their rarest specimens. There are designing men who thus set traps for their fellows, not that they want to put their prey on exhibition, but that in so doing they gain some considerable business, political or social advantage over them. They are perfectly willing to go to the trouble of padding their traps, being merciful to the extent of inflicting injury only within self-imposed limits.

But why express these thoughts here at our Round Table? Simply to show that we understand the psychology of caution and to congratulate ourselves that we are such honest folk that our scheme department is above all suspicion of traps. Did we not set forth our plan last month in so open and free a manner that everybody would understand that we seek not specimens but subscriptions? And who can talk subscriptions better than subscribers? Acting on this idea we concocted the scheme announced last month which now may be further emphasized and elaborated. The proposition is that we shall all conspire earnestly and honorably for a great increase in circulation for **TEACHERS MAGAZINE**. The first incentive is the relation existing between circulation and quality. This is clearly established. Circulation produces revenue, revenue permits profit, profit justifies investment, investment secures more and better material, and there you are with the best magazine that money and brains can produce.

Another incentive was produced in the form of a prize offer for the largest number of subscriptions sent in by the first of December. The time is short, but it is equally long for all. Immediate action is required. The contest is open to all subscribers not agents. We do not expect our readers to devote the time to the work necessary to compete with agents. Further we want you to get the subscription that no agent would be likely to get. Draw largely from the circle of your personal acquaintances. When three subscriptions are secured and notice is sent to the publishers that you wish your name enrolled in the Round Table contest, you are duly qualified and recognized as a candidate for honors.

The longest list will entitle the sender to a free holiday educational trip to any metropolis or educational center within a radius of five hundred miles, or fifty dollars worth of books for private or school library, or a Christmas present of \$50 in cash.

Suppose the longest list of subscriptions from a duly accredited member of the Round Table should contain but five names? The reward has been earned just as fairly as though the list contained fifty names. This possibility will make the canvas all the more interesting and should lend zest to the campaign.

One writes, "what would happen if ten persons should get the same number of subscriptions?" The fifty dollars would in this case be evenly distributed among the equally successful competitors. Part of the business of the schematist is to get other people scheming. There is no fellowship in this world like that of mutual endeavor. Kinship, social friendships and pursuits of pleasure produce their own camaraderies, but the strongest bonds are formed in the fraternity of work. Considering ourselves members of this fraternity and each doing something for the common good, splendid will be the result. There are grand times a-coming!

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II. Editorial Expression and Selection

PERSONALITY DEPARTMENT

Personality is power.

The power of the electric crane is employed in lifting great weights. The power of the engine is employed in driving the mighty ship across the seas.

The power of the laborer's muscle is employed in swinging the hammer.

The power of the teacher's personality is employed in constructing the character of the growing generation.

William E O'Donnell Jr.

Congratulations Evidently we are not the only folks who forgot to take a vacation this summer. Managerial and editorial changes have kept other heads awhirl as we conclude from this heart throb emanating from a sanctum in Boston: "The magazine in its new form presents so many new interests to both editor and publisher that we count it lost time to eat and sleep. After years of tramping through a tangled forest of difficulties, guided only by the stars, we have come to the edge of the woods. We can see daylight ahead. We want to make the magazine of ever-increasing value to everybody who reads it. We wish to present standards of excellence, the text to be solid helpfulness, and the whole from cover to cover to be as cheerful and inspiring as a May morning, etc." All of which signifies that the *School Arts Book* has become the *School Arts Magazine*, and that many improvements have been inaugurated, not without the curtailing of vacations and the besetting of brains. A fellow feeling prompts us to write these words. Ah, that our public might realize the extent of our striving to please it (them), so would they (it) crown us with garlands—of subscriptions. A thousand welcomes and prosperity without let to the *School Arts Magazine*!

*"If you make the children happy now
you will make them happy twenty years
hence through the memory of it."—
SYDNEY SMITH.*

Twenty Years Hence This quotation from Sydney Smith is calculated to provoke a train of thought that stretching onward through the years will terminate in pleasing fancies and fond anticipations which in turn will throw pleasurable reflexes upon the present. Most of us need these lights upon the pathway. Because of them we step more confidently and more cheerily. Twenty years hence! Some of those now being taught will have become teachers. For the girls there await opportunities such as no generation of girls has had before in any land in all the history of time. Domestic and social, industrial, professional

and even political honors may be theirs in gratifying plenitude. A hundred years ago no married woman was permitted to hold property, and no woman could go to college, nor could she enter any profession. Much ridicule was directed toward Mrs. Willard and her Female Seminary which she opened at Troy in 1821. The absurdity of girls studying higher mathematics and dead languages was apparent enough to the wise ones, who assumed the rôle of critics and censors. The first high school for girls was opened in Boston eighty-six years ago, and met fiery fusillades of opposition. All is different now. Opportunity stands at every temple gate, beckoning the passerby to come in without restriction as to sex. It is for the teacher to prepare her girls to make ready and wise response to Opportunity's call. Where and what will they be twenty years hence?

The boys are seemingly indifferent perhaps to the teacher's most generous efforts to add to their present enjoyment and to their future prosperity. Teachers do not understand boys, however, if they think the indifference to be any more than a seeming. Twenty years hence and boys are men, holding public office, organizing corporations, engineering mighty enterprises, presiding over colleges, churches, banks and great manufacturing concerns. That is, the men who will do these things in the future are now boys in the schoolroom, to whom to-day will be but a memory then. But what kind of a memory will it be? What kind of a memory does the teacher want it to be? Even so, it is the prerogative of the teacher not only to impart knowledge, but to put sunshine into the hearts of the little ones. Thus they sow for harvests of gladness in the coming years.

Used Up "It certainly is a costly education this using up one man to make another." This sentence occurs in an article in the September number of *Educational Foundations*, having to do with Rousseau's theory of education, which requires the tutor to give all his time to the tutored. He must be his constant companion and become absorbed in the task of directing his education. The tutor then would be good for nothing for any other purpose or to any other person, a costly process indeed and an utterly impracticable one. Every good teacher, however, is being used up to make

not one other man, but many others. The vicarious element must always be present and should ever be recognized in gauging the purposes of the profession. This fact would naturally tend to keep the ignoble and selfish out of the work. On the other hand, it is a token of success to all who seek the wise investment of a life. To the worldling there is nothing alluring in this conception, but to the high minded and pure it has the fascination of ideality. To such "used up" simply means multiplied by as many times as the number of lives made richer by their instruction and influence. And these are they who really stand at Armageddon and do battle for the Lord.

Valuable Assets

A certain mayor of a certain town near enough to a certain famous urb to be considered a suburb, has been trying the expedient of advertising his bailiwick in the metropolitan newspapers, hoping to produce an influx of worthy citizenship to the increase of the local population. Right worthily has he wrought, as may be judged from this sample—omitting names.

"As fine school buildings as there are in the State are the new Mayflower and Columbus Schools. Their arrangement and equipment are the last word in school building construction. In all, there are 10 schools, with 159 teachers. The High School, but recently completed, is a model of its kind. Its architecture is classic, while its site is ideal. The high school courses prepare for admission to any college in the country. It also includes a full commercial course. Six hundred and fifty pupils are now attending it. In all the schools there is manual training, music, drawing, and a good system of physical culture, while kindergarten classes are conducted in all the primary schools. There are evening school courses in High School, and elementary subjects as well as lectures in connection with the evening schools. Playgrounds are equipped for the use of children during the summer vacation, and trained teachers are in charge. There probably is not a city in the entire State so well equipped to provide educational opportunities. These facts cannot but appeal most strongly to heads of families who contemplate changing their residence."

Those ten schools are valuable assets to that community. They have an actual and tangible relationship to real estate values and civic progress. A greater asset, however, consists of that corps of 159 teachers. A town without teachers would not advertise itself. The advertising columns often contain excellent sermonic material, for commercialism is compelled to deal with spiritual forces. The teacher is not usually a towering figure in the midst of the activities that seem to determine the industrial and political destiny of the state. Some low-browed and conscienceless politician may seem to be more of a power and more of a popular hero than the brainiest educator, and the boastful business man who lives in the beautiful house and rides in the beautiful limousine is far more conspicuous than the man who taught him to think. Teachers are some-

times sensitive over these disparagements. They need not be. They may delight themselves in the satisfaction of knowing that they contribute more that is vital and lasting to the public good than any other class of workers in town. This is an easy inference from the good mayor's advertisement, and this knowledge so full of consolations and inspirations to the faithful teacher, is the valuable asset of which we started to write. Those who are devoting their lives to the work of training the minds of the young meet with many provocations and vexations peculiar to their calling. Such experiences, however, should not fill their hearts with bitterness, nor their mouths with complainings. The time of temptation is the time to recall the recompenses, the honors, and the sweet satisfactions of the profession. This world cannot move onward and upward without its teachers, and this consciousness of indispensability and ultimate recognition is a bright star for the teacher's crown of rejoicing.

A Welcome Letter

We cannot refrain from exhibiting the following letter and in publicly acknowledging the pleasure it has brought to the sanctum. It will no doubt gladden the hearts of many of Mr. Kellogg's friends of other days to witness this specimen of his characteristic graciousness and to be reminded that his interest in the occupation he honored for so many years has not abated.

WM. CHARLES O'DONNELL, JR.,
Editor of TEACHER'S MAGAZINE.

Dear Sir—I received yesterday the September number of the TEACHER'S MAGAZINE, and as it is the successor of the *Teachers' Institute* which I edited for thirty years (1875 to 1905), I cannot help extend to you my warmest wishes for its continued usefulness and success. I am delighted to see that the high aims, the effort to impart the cleanest practical counsel that made the *Institute* so welcome to teachers are visible on every page. You cannot but be happy in the noble work you have undertaken. That your happiness may equal mine when I edited the journal is the sincere wish of yours truly,

(Signed) AMOS M. KELLOGG.

The Helpful Word

The above letter from M^r. Kellogg recalls some other letters we have received during the last few weeks. While this is not the department in which to present correspondence requests, it seems not amiss to refer to a certain communication from which we can point a moral. It came from Oklahoma. It read: "A fellow teacher has spoken in high praise of a publication of yours, TEACHERS MAGAZINE. Will you send me a copy that I may examine it with a view to subscribing for it." A publication is not so different from a person that it cannot be hurt or helped by casual comment. In the main it is wise to cultivate the habit of speaking helpfully.

III. Passing Pleasantries



A happy man or woman is a better thing to find than a five-pound note. He or she is a radiating focus of good will; and their entrance into a room is as though another candle had been lighted. We need not care whether they could prove the forty-seventh proposition; they do a better thing than that—they practically demonstrate the great theorem of the livableness of life.—R. L. STEVENSON.



[Teachers have many amusing experiences of their own. Some would perhaps welcome the opportunity to relate them for the delectation of others. A classroom witticism may be a pedagogical prize package. This page is open for passing pleasantries.]

Here is a problem in interrupted education, a sad case of retardation, as presented in *Lippincott's*:

Mrs. Murphy—"So your son Dinnis fell from his airyplane? Sure, Oi thought he was learning to fly in a corrispondence school."

Mrs. Casey—"He was, but he sthopped short in the middle of a lesson."—*Lippincott's*.

Little Lizzie went to pass
The pretty garden through;
She saw a sparkle in the grass
And said "How do you dew?"

Little Lizzie looked aloft
She saw a cloud go by.
She murmured low in accent soft
"How is that for high?"

Can you add other Little Lizzie verses? (Ad lib.)
Send them to Passing Pleasantries, just for fun.

Encourage Thought

Teachers are beginning to see the importance of attending to the brightest children, of having them do some thinking that is above them. In spite of all the school can do children will hear and see many words that they do not appreciate. Teachers are getting some interesting views of what is in the minds of the children.

A teacher recently said: "I said this morning: 'I feel impatient.' How did I feel?"

"Sober," said Mary. "Crazy," said Sam.—*American Primary Teacher*.

A Supposition

Suppose—sup-p-o-s-e—
Well, just suppose
Some day my mother'd say,
"You needn't go to school, my dear,
Just stay at home, and play.
And here's a box of chocolate creams,"
(Or something just as good.)
"Eat all you want!"—Oh, just suppose.
Suppose my mother should!—*Oklahoma School Herald*.

Teacher—"Now, children, which one of you can define the word 'sick?'"

Lizzie (in a tragic voice)—"Sick—worse—dead."

Teacher (to scholar)—"Johnny, what is a cube?"

Johnny—"A cube is a solid, surrounded by six equal squares."

Teacher—"Right! Willie, what is a cone?"

Willie—"A cone? Why—a cone is—er—a funnel stuffed with ice cream!"

A Visitor

Somebody's at our school last week,

A Visitor—an' w'at he does
Is tell you things you won't forget
If you can 'member w'at they wuz.
An' we mus' stan' up in our seats
An' n'en we mus' set down again.
You dassent chew gum w'en he talks
Ner draw things with your pen.

Th' Visitor wants boys to be
Real brave—so's we can all get shot
Like sojer-mans he telled us 'bout,
N'en *we'll* be Hist'ry, like as not!
Th' Visitor, his glasses ain't
Swung fum a chain; they are th' kind
You hold an' 'xplain with w'en you talk
An' point at boys—but I don't mind.

W'en Maysie Smith, she got th' note,
Th' Teacher says, "Bring that to me!"
N'en all her curls went down an' hid
Behind th' big geography.
An' Johnnie Jones—he made th' sun
Shine in his piece of lookin'-glass,
An' n'en he hid it in his desk
Till Teacher got thro' goin' pas.'

An' w'y we all laffed out was 'cause
He went an' made th' sunshine go
A-bobbin' on th' Vis'tor's head—
Wite where his hair forgot to grow!
Th' Visitor, he's drefle glad
If any word 'at he could say
Has wreathed a children's face with smiles—
An' "That's all, boys an' girls, to-day."—*Marie Louise Tompkins, in Harper's Magazine for August.*



IV. Class Room Diary

One day with life and heart is more than time enough to find a world.—LOWELL.

Maximilian P. E. Groszmann

(Departments IV, V, VI and IX Under the Direction of Dr. Groszmann)

OCTOBER 1.

It is no joy to me to sit on dreamy summer eves,
When silently the timid moon kisses the sleeping
leaves,
And all things through the fair hushed earth love,
rest—but nothing grieves.
Better I like old autumn, with his hair tossed to
and fro,
Firm striding o'er the stubble-fields, when the equi-
noctials blow.

When shrinkingly the sun creeps up, through misty
mornings cold,
And Robin on the orchard hedge sings cheerily
and bold,
While heavily the frosted plum drops downward
on the mold;
And as he passes autumn into Earth's lap does
throw,
Brown apples gay in a game of play, as the equi-
noctials blow.

When the spent year its carol sings into a humble
psalm,
Asks no more for the pleas-
ure draught, but for
the cup of balm,
And all its storms and sun-
shine bursts
Controls to one brave calm—
Then step by step walks
autumn, with steady
eyes that show
Nor grief nor fear to the
death of the year
While the equinoctials blow.
—Mrs. D. M. Craik.

Proverb—A good con-
science is a soft pillow.

Event—University of Hei-
delburg founded 1386.

OCTOBER 2.

October is the opal month of the year. It is the
month of glory, of ripeness. It is the picture-
month.
—Henry Ward Beecher.

Proverb—Don't care has no house.

Event—First railroad in United States, 1833.

OCTOBER 3.

Go, rose, since you must,
Flowerless and chill the winter draweth nigh;
Closed are the blithe and fragrant lips which
made

All summer long perpetual melody.

Cheerless we take our way, but not afraid;
Will there not be more roses—by and by?

—Susan Coolidge.

Proverb—Beware of a door that has many keys.

Event—Battle of Corinth, Miss., 1862.

OCTOBER 4.

The lands are lit
With all the autumn blaze of Golden Rod;
And everywhere the Purple Asters nod
And bend and wave and flit.

—Helen Hunt.

Proverb—The eagle
soars alone.

Event—Confeder-
ate Government in
Kentucky, 1862.

OCTOBER 7.

There is no season
when such pleasant
and sunny spots may
be lighted on, and
produce so pleasant
an effect on the feel-
ings, as now in Octo-
ber. The sunshine is
peculiarly genial; and
in sheltered places, as
on the side of a bank,
or of a barn or house.



OCTOBER

one becomes acquainted and friendly with the sunshine. It seems to be of a kindly and homely nature. And the green grass strewn with a few withered leaves looks the more green and beautiful for them. In summer or spring Nature is farther from one's sympathies.

—*Hawthorne.*

Proverb—Empty wagons make most noise.

Event—Battle of Saratoga, 1777.

OCTOBER 8.

Every season hath its pleasures;
Spring may boast her flowery prime,
Yet the vineyard's ruby treasures
Brighten autumn's sob'rer time.

—*Moore.*

Proverb—Crosses are ladders which lead to Heaven.

Event—John C. Calhoun appointed Secretary of War, 1817.

OCTOBER 9.

The watch is ticking, ticking,
Ticking the minutes away;
And minutes make up the hours,
And hours make up the day.

The clock is striking, striking
The hours so loud and clear;
The hours make up the day,
And the days make up the year.

Proverb—A cruel heart ill suits a manly mind.

Event—International Postal Convention at Berne, 1874.

OCTOBER 10.

The melancholy days are come, the saddest of the year,
Of wailing winds, and naked woods, and meadows brown and sear.
—*Bryant.*

Proverb—He who follows the crowd has many companions.

Event—Gen. Howe takes command of British Army in America, 1775.

OCTOBER 11.

It was autumn, and incessant
Piped the quails from shocks and sheaves
And, like living coals, the apples
Burned among the withering leaves.
—*Longfellow.*

Proverb—Every country has its custom.

Event—Columbus discovers San Salvador, 1492.

OCTOBER 14.

October is the month for painted leaves . . .
As fruits and leaves and the day itself acquire a bright tint just before they fall, so the year near its setting. October is its sunset sky; November the later twilight.
—*Henry D. Thoreau.*

Proverb—To perfect diligence nothing is difficult.

Event—"Josh Billings" dies, 1885.

OCTOBER 15.

The autumn wood the aster knows,
The empty nest, the wind that grieves,
The sunlight breaking thro' the shade,
The squirrel chattering overhead,
The timid rabbit's lighter tread
Among the rustling leaves.

And still beside the shadowy glen
She holds the color of the skies;
Along the purple wayside steep
She hangs her fringes passing deep,
And meadows drowned in happy state
Are lit by starry eyes!

—*Dora Read Goodale.*

Proverb—It is much easier to be critical than to be correct.

Event—Carnegie Library opened in Liverpool, 1902.

OCTOBER 16.

Along the river's summer walk,
The withered tufts of asters nod;
And trembles on its arid stalk
The hoar-plume of the goldenrod.
And on a ground of somber fir,
And azure-studded juniper,
The silver birch its buds of purple shows,
And scarlet-berries tell where bloomed the sweet wild-rose!
—*Whittier.*

Proverb—Be not ashamed of your craft.

Event—"New York Gazette"—first newspaper in New York, 1725.

OCTOBER 17.

In the pasture's rude embrace,
All o'errun with tangled vines,
Where the thistle claims its place,
And the straggling hedge confines,
Bearing still the sweet impress
Of unfettered loveliness,
In the field and by the wall,
Binding, clasping, crowning all,—
Goldenrod!

Nature lies disheveled, pale,
With her feverish lips apart,—
Day by day the pulses fail,
Nearer to her bounded heart;
Yet that slackened grasp doth hold
Store of pure and genuine gold;
Quick thou comest, strong and free,
Type of all the wealth to be,—
Goldenrod!

—*Elaine Goodale.*

Proverb—The world is too small for the covetous.

Event—General Burgoyne's surrender at Saratoga, 1777.

OCTOBER 18.

Suns grow meek, and the meek suns grow brief,
And the year smiles as it draws near its death.
—Bryant.

Proverb—The giver makes the gift precious.

Event—Kosciuszko arrives in United States 1776.

OCTOBER 21.

The sweet calm sunshine of October, now
Warms the low spot; upon its grassy mold
The purple oak-leaf falls; the birchen bough
Drops its bright spoil like arrow-heads of gold.
—Bryant.

Proverb—A friend's frown is far better than a fool's smile.

Event—John Jay's "Address to the People of Great Britain." 1774.

OCTOBER 22.

The chestnuts, lavish of their long-hid gold,
To the faint summer, beggared now and old,
Pour back the sunshine hoarded 'neath her favor-
ing eye.
—Lowell: *An Indian-Summer Reverie*.

Proverb—Every flower has its perfume.

Event—Samuel Houston elected first President of the Republic of Texas 1836.

OCTOBER 23.

But see the fading many-color'd woods,
Shade deep'ning over shade, the country round
Imbrown; crowded umbrage, dusk and dun
Of every hue, from wan-declining green
To sooty dark.

—Thomson: *The Seasons*.

Proverb—It's ill jesting with edge tools.

Event—Officers Louisiana lottery indicted 1891.

OCTOBER 24

The trees in the autumn wind rustle,
The night is humid and cold. —Heine.

Proverb—He who rises early will gather wisdom.

Event—End of Thirty Years War 1648.

OCTOBER 25

O suns and skies and clouds of June,
And flowers of June, together
Ye cannot rival for one hour
October's bright, blue weather.

When on the ground red apples lie,
In piles, like jewels shining,
And redder still on old stone walls
Are leaves of woodbine twining.

When all the lovely wayside things,
Their white-winged seeds are sowing,
And in the fields, still green and fair,
Late aftermaths are growing

O suns and skies and flow'rs of June!
Count all your boasts together,
Love loveth best of all the year
October's bright, blue weather.

Proverb—Faint heart is always in danger.

Event—Accession George III of England 1760.

OCTOBER 28,

Over and over again,
No matter which way we turn
We always find in the book of life
Some lesson we have to learn.

Proverb—Every excess becomes a vice.

Event—Bartholdi's Statue of Liberty unveiled 1886.

OCTOBER 29

Like Joseph among the twelve, thy colored coat
The partial love tells of the patriarch year;
What gorgeous palettes on the woods appear!
As if unnumbered rainbows were afloat
To tint one zone of this terrestrial sphere.
Sumach and maple, linden, poplar, beech,
And creeping vines parade their rich attire,
Some tipped with gold, some robed in matchless
fire,
A unique cowl and surplice crowning each.
Now when the crisp, cool nights have turned the
corn,
And the plump orchards show their burdened
trees
Burning like those of the Hesperides,
Life's dreams seem to their full fruition born,
And we, high-hearted, feel no more forlorn.

—Joel Benton.

Proverb—A good name is rather to be chosen than great riches.

Event—General George B. McClellan dies, 1885.

OCTOBER 30.

Magnificent Autumn! He comes not like a pilgrim, clad in russet weeds. He comes not like a hermit, clad in gray. But he comes like a warrior, with the stain of blood upon his brazen mail. His crimson scarf is rent. His scarlet banner drips with gore. His step is like a flail upon the threshing-floor.

—Longfellow.

Proverb—To be gentle is to be great.

Event—Thirteenth Continental Congress adjourns after session of 359 days. 1787.

OCTOBER 31.

Awake, arise, you dead men all—dead women waken you
The hunters' moon is in the sky—her cruse of frosty dew
Earth empties; throw your covers off, of grave grass, rank and green,
This is the dead men's holiday, 'tis Hallowe'en.

—Nora Hopper.

Proverb—He who never makes a mistake, makes nothing.

Event—Nevada becomes a State, 1864.

V. Timely Celebrations

In recognition of the seasons, in commemoration of important events, in honor of notable men, in observation of wholesome customs and in perpetuation of harmless traditions.

October 6.

Crossing the Bar

(Alfred, Lord Tennyson, died October 6, 1892.)

Sunset and evening star,
And one clear call for me.
And may there be no moaning of the bar,
When I put out to sea.

But such a tide as moving seems asleep,
Too full for sound or foam,
When that which drew from out the boundless deep
Turns again home.

Twilight and evening bell,
And after that the dark!
And may there be no sadness of farewell,
When I embark;

For though from out our bourne of Time and Place
The flood may bear me far,
I hope to see my Pilot face to face
When I have crossed the bar.

—Alfred Tennyson.

October 7.

To Edgar A. Poe

(Died October 7, 1849.)

When first I looked into thy glorious eyes,
And saw, with their unearthly beauty pained,
Heaven deepening within heaven, like the skies
Of autumn nights without a shadow stained,
I stood as one whom some strange dream enthralls;
For, far away in some lost life divine,
Some land which every glorious dream recalls,
A spirit looked on me with eyes like thine.
Even now, though death has veiled their starry light,
And closed their lids in his relentless night—
As some strange dream, remembered in a dream,
Again I see, in sleep, their tender beam;
Unfading hopes their cloudless azure fill,
Heaven deepening within heaven, serene and still.

—Sarah H. Whitman.

October 7.

Oliver Wendell Holmes

(Died October 7, 1894.)

Asleep at last! For fourscore years
He toiled among his fellow men,
And reaped in Thought's imperial fields
A golden harvest of the pen.

Asleep at last! Yet strangely near!
On many a magic page we find,
In deathless sheaves of prose or verse,
The garnered fruitage of his mind.

Asleep at last! His happy muse
Awoke all measures, brave and bright,
And seemed to love's enamored eyes
Vibrating with the morning light.

Asleep at Last! In nobler strains,
Possessed of more than rhythmic art.
We felt the master's finger touch
The secret harpstring of the heart.

Asleep at last! and yet awake!
For he has reached the far-off goal,
And passed the stormy reefs of Death
To shining waters of the Soul.
—William Hamilton Hayne.

October 12.

"Gone Forward"

(General Robert E. Lee died October 12, 1870.)
Yes, "Let the tent be struck!" Victorious morning
Through every crevice flashes in a day
Magnificent beyond all earth's adorning;
The night is over; wherefore should he stay?
And wherefore should our voices choke to say,
"The General has gone forward!"

Life's foughten field not once beheld surrender,
But with superb endurance, present, past,
Our pure Commander, lofty, simple, tender,
Through good, through ill, held his high purpose
fast,
Wearing his armor spotless,—till at last
Death gave the final "Forward!"

All hearts grew sudden palsied: Yet what said he
Thus summoned?—"Let the tent be struck!"—

For when
Did call of duty fail to find him ready
Nobly to do his work in sight of men,
For God's, and for his country's sake—
and then
To watch, wait, or go forward?

We will not weep—we dare not!—Such a story
As his large life writes on the century's years
Should crowd our bosoms with a flush of glory
That manhood's type, supremest that appears
To-day, he shows the ages. Nay, no tears
Because he has gone forward!

Gone forward!—Whither!—Where the marshalled
legions
Christ's well-worn soldiers, from their conflicts
cease,—
Where Faith's true Red-Cross Knights repose in
regions
Thick studded with the calm white tents of peace—
Thither, right joyful to accept release,
The General has gone forward!

—Margaret J. Preston.

October 16.

John Brown

(John Brown, an anti-slavery agitator, seized Harper's Ferry, October 16, 1859, in an attempt to free the slaves. He was arrested, tried, and hanged on December 2 of the same year.)

States are not great
Except as men may make them;
Men are not great except they do and dare.
But States, like men,
Have destinies that take them—
That bear them on, not knowing why or where.

The WHY repels
The philosophic searcher—
The WHY and WHERE all questionings defy,
Until we find,
Far back in youthful nurture,
Prophetic facts that constitute the WHY.

All merit comes
From braving the unequal;
All glory comes from daring to begin;
Fame loves the State
That, reckless of the sequel,
Fights long and well, whether it lose or win.

Than in our State
No illustration apter
Is seen or found of faith and hope and will.
Take up her story:
Every leaf and chapter
Contains a record that conveys a thrill.

And there is one
Whose faith, whose fight, whose failing,
Fame shall placard upon the walls of time.
He dared begin—
Despite the unavailing,
He dared begin, when failure was a crime.

When over Africa
Some future cycle
Shall sweep the lake-gemmed uplands with its surge;
When, as with trumpet,
Of Archangel Michael,
Culture shall bid a colored race emerge;

When busy cities
There in constellations,
Shall gleam with spires and palaces and domes,
With marts wherein
Is heard the noise of nations;
With summer groves surrounding stately homes—

There, future orators
To cultured freemen
Shall tell of valor, and recount with praise
Stories of Kansas,
And of Lacedaemon—
Cradles of freedom, then of ancient days.

From boulevards
O'erlooking both Nyanzas,
The statured bronze shall glitter in the sun,
With rugged lettering:
"JOHN BROWN, OF KANSAS,
HE DARED BEGIN;
HE LOST,
But, LOSING, WON."

—Ironquill.

October 24.

Webster

(Death of Daniel Webster, October 24, 1854.)

Night of the Tomb! He has entered thy portal;
Silence of Death! He is wrapped in thy shade;
All of the gifted and great that was mortal,
In the earth where the ocean-mist weepeth is laid.

Lips, whence thy voice that held Senates proceeded,
Form, lending argument aspect august,
Brow, like the arch that a nation's weight needed,
Eyes, wells unfathomed of thought—all are dust.

Night of the Tomb! Through thy darkness is
shining
A light, since the Star in the East never dim;
No joy's exultation, no sorrow's repining
Could hide it in life or life's ending from him.

Silence of Death! There were voices from heaven,
That pierced the quick ear of Faith through the
gloom;
The rod and the staff that he asked for were given,
And he followed the Saviour's own track to the
tomb.

Beyond it, above, in an atmosphere finer,
Lo, infinite ranges of being to fill!
In that land of the spirit, that region diviner,
He liveth, he loveth, he laboureth still.

—Epes Sargent.

October 17.

After the second battle of Saratoga, fought on October 17, 1777, Burgoyne and his army surrendered to the Americans. By the terms of the agreement the British marched out of camp with the honors of war and piled their arms in an appointed place.

See Fitz-Greene Halleck's poem,
"The Field of the Grounded Arms."

Discovery of America October 12, 1492.
See Joaquin Miller's "Columbus."

Hallowe'en

I.

There is a particular pleasure in delving into the origin of things, but the queer observances of Hallowe'en have resisted the most industrious inquiry as to when or where they began. It would no doubt spoil half the fun to have their origin and history brought to the light of day, and writing so near the advent of the sprites and fairies who play their pranks and reveal future husbands and wives it might be positively dangerous to pry too closely into the realm of fairyland and ask impudent questions or indulge in skeptical doubts. I will therefore confine myself to sober facts and so keep on the right side of all who flit through keyholes or ride through the sky on broom-sticks.

II.

Hallowe'en, or Hallow-eve, is the evening before All Saints' day, and is thus described in an old ballad:

"This night is Hallow-eve," he said,
"And to-morrow is Hallow-day."

It must be, therefore, only good fairies who flit about on that evening, for they evidently hold their carnival to celebrate the coming of all good saints on the morrow, and their appearance on this occasion must be of very ancient origin for the most authentic account of it I can find says: "It has always been the occasion of certain popular usages in Christian countries." It would seem, however, that the custom has had its fullest development in Scotland, and its observance there has been made famous by Robert Burns' minute poetical description of it, from which I extract the following:

Hallowe'en.

"Upon that night, when Fairies light,
On Cassilis Downans dance,
Or owre the lays, in splendid blaze,
On sprightly coursers prance;

"Or for Colean the route is ta'en,
There, up the cove; to stray and rove
Among the rocks and streams
To sport that night;

"Among the bonnie, winding banks,
Where Doon arins, wimplin, clear,
Where Bruce once ruled the martial ranks,
An' shook his Carrick spear.

"Some merry, friendly, countra folks,
Together did convene,
To burn this nits, an' pon their stocks,
An' hold their Hallowe'en.

"Wi' merry sangs, and friendly cracks,
I wat they did na weary;
And unco tales, an' funnie jokes,
Their sports were cheap and cheary."

The line, "To burn their nits, and pon their stocks," needs an explanation. It means burning nuts and pulling cabbage, or some similar plant,

and as this practice is noted by so high an authority as Burns it should be carefully described. The burning of nuts consists in naming two nuts, one with the name of a young man and the other with the name of a girl who is supposed to be favorably inclined to him. Then the two nuts are laid side by side on burning coals. If they remain still while burning up, the union of the couple will be peaceful, but if they burst and fly apart, the match will either fail altogether or turn out badly. "Pulling cabbages" consists in a man and a maid going out into the garden hand-in-hand, with eyes closed, and pulling the first stalk of cabbage or other similar root they come to. Then its form, whether graceful or ill-shaped, will tell the probable course of their true love should they marry.

Again Burns describes the Hallowe'en custom of eating an apple while standing before a mirror thus:

"Wee Jennie to her Grannie says,
'Will ye go wi' me, Grannie?
I'll eat the apple at the glass,
I got frae uncle Johnnie.'"

"Then," he says in a footnote, "the face of your conjugal companion, to be, will be seen in the glass, as if peeping over your shoulder."

Many other means of peering into futurity, as practiced among the Scottish peasants, are described by Burns with great felicity.

III.

It is a noteworthy fact that in all the literature of the subject no mention is made by Burns or any one else, as far as I can find, of any trick or joke by which any one other than the players themselves were concerned. The practice of going about the streets disturbing the rights and the property of those not concerned in the sport is apparently of recent invention, and it often results more seriously than the fairies intended, for certainly such innocent creatures would not enjoy seeing a poor old woman walking off her back porch, from which the steps had been removed, and falling in a way to break a limb, as once happened, and all the fairies are too good to rejoice in the sad end that came last Hallowe'en to a New Jersey girl, who read that if any maiden would swallow a chicken's liver whole she would immediately see the image of her future husband. She tried it and saw a different spectre from what she had reckoned upon. It was the spectre of death whose bride she was on the morrow.

C. H. D.

Birthdays in October

3. George Bancroft, 1800.
5. Diderot, 1713.
9. Cervantes, 1547.
14. William Penn, 1644.
15. W. Kaulbach, 1805.
21. A. Lamartine, 1790.
25. Th. B. Macaulay, 1800.
28. Erasmus, of Rotterdam, 1467.
29. E. Halley, 1656. F. A. Diesterweg, 1790.



VI. Cultural Diversions



Manners must adorn knowledge and smooth its way through the world.—CHESTERFIELD.

Pleasure may perfect us as truly as prayer.
—CHANNING.



Swedish Harvest Game

Would you know, would you know, and would you understand,

'Tis thus that the farmer sows his barley,

'Tis thus that he sows

When his arm out he throws,

Then stands and takes his ease doth the farmer,
And stamping with his foot, and clapping with his hands,

So joyfully, so joyfully,

He dances round the ring doth the farmer.

This is an especially good game for older children.

1. The children take partners and form a ring while singing through once. As played in Sweden the boys are on the inside. When the ring is formed all turn and face partners, drop hands, bow and turn to the left, which leaves the circles facing in opposite directions.

2. All sing, walking and clapping hands to end of first verse to the word "barley," when each ring turns and walks back in the opposite direction. This

leaves the right arm free for the sowing imitation. Give a good sweeping outward arm movement for this. At the word "stand," each one stops before a partner from the opposite ring and acts out the next words. At "joyfully" join hands and dance forward to left. Repeat and turn to the right. At close all drop hands, and the whole is repeated as many times as the interest remains.

Counting Apple Seeds

OCTOBER GAMES.

As William Wells Newell, in his book, "Games and Songs of American Children," (Harper's), says: "Apples formerly were an essential part of every entertainment in the country; in the Winter season, a dish of such always stood on the sideboard. As the hours went by, a foaming dish of eggnogg would be brought in, always with a red-hot poker inserted, for the purpose of keeping up the proper temperature. It was then that the apple, having been properly named, with a flip of the finger was divided, to decide the fate of the person concerned according to its number of seeds." This is the rhyme:

One, I love,
Two, I love,
Three, I love, I say,
Four, I love with all my heart.
And five, I cast away;
Six, he loves,
Seven, she loves.
Eight, they both love;
Nine, he comes,
Ten, he tarries,
Eleven, he courts,
Twelve, he marries;
Thirteen, wishes,
Fourteen, kisses,
All the rest little witches.

It will be seen that the elemental theme of love and love-making pervades all really original folk-games and pastimes. It is the eternal undercurrent of all human life, and the children take the cue from their elders, dramatizing family life in ever varying forms.

Stealing Grapes

ANOTHER OCTOBER GAME.

The children form a circle and raise their arms. The owner of the vineyard enters:

"What are you doing in my vineyard?"

The children answer:

"Stealing grapes."

Owner: "What will you do if the black man comes?"

Children: "Rush through if I can."

The circle dissolves and the children run. Whoever is caught must be the Owner the next time.

Games for Hallowe'en

From the same collection of W. W. Newell we select the following games:

Witch in the Jar.

One of the children is selected for a witch, and each of the others choose some tree or post for a goal. The witch then marks out on the ground with a stick (in the room, with chalk) as many circles as there are players, which she calls "jars." The children run out from their homes, and are pursued by the witch. Whenever she catches one, she puts him in one of her jars, from which he cannot escape unless someone else chooses to free him by touching. Once freed, he cannot be recaptured until he has reached his home, and ventures out once more. The freer, however, can be caught, and as the witch keeps guard over her prisoners, it is a dangerous task for a player to attempt to set his companions free. When all are caught, a new witch is chosen.

Ghost in the Cellar.

One of the children represents a ghost, and conceals himself in the cellar (or some convenient place, perhaps the cloakroom, in school). Another takes the part of a mother, who is addressed by one of her numerous family:

"Mother, I see a ghost."

Mother says:

"It was only your father's coat hanging up."

She goes down to the cellar (or into the cloakroom) with a match. The Ghost appears and rushes at the children. They fly in terror. Whoever is caught becomes the Ghost for the next turn.

These games will counteract any fearfulness on the part of the children in playing the Hallowe'en pranks.

Folk Dances for October

In his "Folk Dance Book" (Barnes & Co.) Dr. C. Ward Crampton suggests the following "*Vineyard Dance*." It is intended for primary children. The music is appropriate for slow, rhythmic movement.

Formation. To music.

Measures 1-8. March in and form circle. Face centre.

Measures 9-16. Make motion of digging and patting the ground. Stamp three times—right, left, right,—placing hands on hips. Repeat three times. The last time turn around (right) while stamping.

Measures 9-16. Make motion of gathering grapes and placing them in baskets. Stamp as before and form double circle facing centre.

Measures 17-24. Skip forward four steps. Skip backward four steps. Skip forward to centre. Hook

partner's right arm and turn around once. Skip backward to place. Finish facing partner.

Measures 25-32. Walk forward eight steps, passing on partner's right. Turn and walk back to place. Repeat. Finish by running off the floor.

A Walk Through the Woods.

How practically every study and experience can be converted into a game which brings into play the dramatic instinct of the children and will greatly enhance their interest and impress the lesson learned through the employment of motor activity, making it also a physical exercise, is beautifully illustrated in the following suggestions by Belle Ragnar Parsons, in her book, "Plays and Games, for Indoors and Out," (A. S. Barnes & Co.)

Precede this game with an actual visit to the woods if possible. So direct the visit that the children may experience in fact the activities which they afterward reproduce in play. If this is not possible, recall former experiences. Johnny may have walked on his heels in the mud, Mary have run on the soft ground, Robert have scuffled through dry, fallen leaves. Let individual children show the separate activities before the class as a whole does the work.

1. *Walking to the Woods.*

Natural, free, easy walk.

Order: Attention!—Walk! (followed by free work)—Position!

2. *Running on the Soft Ground.*

Ready—Leaning forward slightly exaggerated.

Run with light, bounding step, weight on the ball of the foot.

Order: Attention!—Ready!—Run! (followed by free work)—Position!

3. *Walking in Deep Sand.*

Ready—Leaning forward slightly exaggerated.

Treading, lifting knee high in front, putting foot down carefully and slowly, as if sinking into sand.

Order: Attention!—Ready!

(Left, Right)—(Around the room)—Position!

Indicate the effort of pulling foot out of sand by tone of voice, when saying "Left," "Right."

Good balance exercise, giving correct walking position, weight on balls of feet.

4. *Jumping Over Ditch.*

Let children show many ways of jumping.

(1) Standing jump, from deep knee bend.

Ready—Deep knee bend, weight on balls of feet, arms bent at elbows, trunk inclined forward.

a. Jump with both feet at once.

b. Jump with right (or left) foot first.

(2) Running jump.

Order: Attention!—Ready!—Jump!—Jump! etc.—Position!

Do not have more than two or three jumps in the lesson.

Be sure that the children jump correctly (from deep knee bend), so as to get good spring. Land on balls of feet, with deep knee bend, to avoid any possible jar. One place in the room may be chosen

for the "ditch" and the children jump over this spot one at a time. This gives the teacher an opportunity to see that each individual child jumps correctly.

5. *Walking on Heels in Mud.*

Slowly and carefully, to avoid jar.

Good exercise for heel and back muscles of leg.

Here, again, the "muddy place" may be chosen, where the teacher may stand to watch individual children as they pass.

Order: Attention!

(Left, Right)—(Half around room)—Position!

6. *Gathering and Tossing Leaves.*

May be used as

(1) Knee-bending and balancing exercise. Ready—Weight on balls of feet, take deep knee-bending position.

Holding position, gather and toss leaves.

Order: Attention!—Ready!

(Gather, Toss)—(8)—Position!

(2) Leg exercise.

Stoop each time to gather handful of leaves and stand and toss.

Order: Attention!—Ready!

(Stoop, Toss)—(8)—Po-sition!

(3) Trunk-bending exercise.

a. Trunk forward-downward bend.

Gather leaves with both hands. (Large arm movements.)

Come to Position.

Toss leaves into air.

b. Trunk slightly to right, twist, downward bend.

c. Trunk slightly to left, twist, downward bend.

d. Bend from hips only. Knees straight ("if you can").

(Do not let children try too hard to do this.)

Order: Attention!

(Stoop, Gather, Stand, Toss)—(8)—Po-sition!

4. Kneeling and trunk-bending.

Ready—Kneel.

Pretend to scoop leaves into a pile, with large movements of arms, together or alternately.

Order: Attention!—Ready!—Gather!

(Right, Left)—(8)—Po-sition!

7. *Scraping Leaves Together with Feet.*

Swing leg from hip, describing half circles from side to side; use right and left legs alternately.

Order: Attention!—Swing!

(Left, Right)—(8)—Po-sition!

Maintain the rhythm of this movement. Be sure to keep weight forward on balls of feet.

8. *Jumping into Pile of Leaves.*

Ready—Knees bend.

Spring.

Land in deep knee-bend position, hands touching floor, or even sitting on floor.

Order: Attention!—Ready!—Jump!—Po-sition!

One, two, or three times.

9. *Stretching to Reach Branches.*

(1) Without rising on toes.

Ready—Right foot forward place.

Right hand upward stretch, head upward and to right stretch.

Order: Attention!—Ready!—Reach!—Again!—Higher!—Po-sition!

(2) Rising on toes.

Ready—Right foot forward place.

Rise on right foot, stretch right arm, head upward and to right stretch.

Order: Attention!—Ready!—Reach!—Again!—Again!—Po-sition!

Repeat (1) and (2), using left hand and foot and stretching to left.

10. *Springing to Reach Branch.*

Ready—Slight knee-bend, head upward raise.

Spring.

Holding branch firmly, jump up and down to shake off leaves.

(1) Holding branch with right hand.

(2) Holding branch with left hand.

(3) Holding branch with both hands.

Order: Attention!—Ready!—Jump!—Jump!—(8)—Po-sition!

11. *Going Out of Woods, Scuffling Through Leaves.*

Swing leg, describing half circle at each step.

Order: Attention!—Walk!

(Left, Right)—(Around room)—Position!

Good hip movement for correct walking.

If the environment does not favor a walk to the woods a visit to a park might be worked out in much the same way. Many of the activities in this "Walk through the Woods" may be used, together with the imitations of see-saw, swing, riding on the merry-go-round, jumping-the-rope, and ball games. Also experiences in rainy and sunshiny weather might be added, crossing brooks and puddles, jumping from stone to stone, wading, throwing stones into the water or skipping stones over water.

A boating game might be introduced which would suggest such activities as rowing, reaching out for lilies, dragging fingers in water, and shaking off drops. The last series could be used as seat work. Pretending to swing from the branches might suggest possibilities for work in the gymnasium.

Deaths in October

3. E. Howe, 1867.

7. Edgar Allan Poe, 1849. Oliver Wendell Holmes, 1894.

6. Henry Timrod, 1867. Alfred Tennyson, 1892.

8. Paul Rembrandt, 1669.

12. R. Stephenson, 1859. Gen. Robert E. Lee, 1870.

13. Tycho de Brahe, 1601.

14. Rossini, 1868.

15. Th. Kosciuszko, 1817.

19. Jonathan Swift, 1745.

24. Daniel Webster, 1852.

25. Geofr. Chaucer, 1400.

27. Brutus, 42 B. C.

28. Alfred the Great, 901.



VII. Grade Work

The very spring and root of honesty and virtue lie in the felicity of lighting on good education.—PLUTARCH.

And gladly wolde he lerne, and gladly teche.—CANTERBURY TALES.

Edited by

Charles H. Davis.

Nature Study in the Grades

What is Nature Study?

1. The study of nature includes all that relates to natural things.
2. The seeing of things one looks at, and the drawing of proper conclusions of what one sees.

Why Teach Nature Study?

1. It is the best possible means of developing the senses of the child.
2. To make children familiar with nature.
3. To inspire interest in nature and put child in sympathy with nature.
4. To train eye and mind to see and comprehend the common things of life.
5. To increase love for nature and cultivate the æsthetic taste.
6. To develop the moral and physical side and lead to nature's garden.
7. To develop the powers of observation, comparison, expression and judgment.

How Teach Nature Study.

1. Make child the center of work.
2. It should be a personal study. Each child should work for himself.
3. To arouse interest begin with that which the child knows and proceed to the unknown.
4. Approach nature from the child's standpoint. Present that which is most interesting to him.
5. Have the child do the work, under the direction and guidance of the teacher.
6. Inspire love for nature.
7. Develop idea of dependency.

When Teach Nature Study.

1. All the time.
2. *Teacher's Part.*
 - (a) Should be thoroughly prepared.
 - (b) Make conditions favorable.
 - (c) Provide proper material.
 - (d) Get child interested.
 - (e) Direct observation and guide work.
 - (f) Do things in a natural way.

3. *Child's Part.*

To do all the work, thinking, seeing, comparing and expressing.

Points to be Observed.

1. We know an object when we are able to distinguish it from similar objects.
2. Observation is the first step toward this knowledge. Then comes comparison, then judgment is formed.
3. Assimilate known and unknown.
4. Questions should be within the vocabulary of the child, simple and interesting.
5. Questions should be definite. Avoid suggestive and direct questions.
6. Seldom tell child there is a difference; but lead them to compare and discover difference.
7. See that those statements are concise.
8. Do not repeat answers, unless particularly poor or good.
9. Do not make lessons too long.
10. It is not the mere information alone which is valuable; but the inquiring and sympathetic spirit which is thus developed.
11. There are mental difficulties to be overcome and an analytical power of mind on part of the teacher will enable him or her to determine the cause and remedies for these difficulties.
12. For mere clearness, association among ideas is sufficient; but for vividness, action or motor expression is necessary.
13. Do not feel that you are educating when you have found simply a few facts to impart.
14. There are no recipes for mental discipline, hence the teacher must understand the development of the mind to which youth is subject.
15. *Let theory and practice go hand in hand.*
16. Relate knowledge of Psychology to the actual work of the classroom.

Plan for Nature Study.

Distribution of Seeds.

Aim—To lead child to have a keener perception of Nature and her ways.

Material—Seeds of the dandelion, maple, strawberry and linden.

Matter—Discuss with children the purpose of the wing on the maple, the small feathers of the dandelion and the kidney-shaped leaf of linden.

Preparation—Why the seeds should be distributed. Nature provides means to care for her family. Necessary to sustain plant life.

Presentation—The story of four seeds (original). Four seeds want to reach a small, barren island. The maple seed was blown by the wind out into the water and floated to the island. The seed of the dandelion was blown clear across, the strawberry was dropped by a robin who was carrying it to her young and the linden dropped into the water and was washed across during a storm. Have child tell how the little seeds got what they wished for.

Summary—Child tell four ways of distributing seeds. Short written review on the four seeds.

Ants

FIRST LESSON.

General observation and class study of all different kinds of ants; where usually found, what they seemed to be doing, what they eat.

SECOND LESSON.

Different classes of ants! The Kings, Queens and slaves. Powerful tribes wage war and conquer weaker tribes and make them slaves. Ruling class do no work.

THIRD LESSON

Discuss and study home life of ant. Ants have a form of government of their own and live in tribes or families. Ants are very industrious. The work done by the slaves.

FOURTH LESSON.

Study of different kinds, as the red ant, black ant and white ant. Relation to each other. Principal characteristics of each class.

FIFTH LESSON.

General review of ants. Written lesson. Children tell all they know about ants in story form.

SUBJECT MATTER.

Ants are of three different classes, the Kings, Queens and slaves.

The *Kings* keep their transparent wings through life. The *Queens* keep their wings until the eggs are laid, then shed them. The slaves do all the work. After the eggs are laid the slaves carry them out into the sun each day and guard them from all danger, taking them back each night into their holes. Ants are of different kinds, as the white, red and black ants. These different kinds are organized into tribes or families and generally live in the ground. These tribes wage war against different tribes and force them into slavery. The food of the ant consists of the dead insects and eggs of captured tribes.

Five Principles of Education

What is an educated man or woman?

How is he or she to be distinguished?

First.—Correctness and precision in the use of the mother tongue.

Second.—The refined and gentle manners which are the expression of fixed habits.

Third.—The power and habit of reflection.


Fourth.—The power of intellectual growth and development.

Fifth.—Efficiency, or the power to do.

History of the Frog

The egg of the "Frog" is a small black object about the size of a pin-head, surrounded by a colorless, transparent, jelly-like substance, and is found clinging to logs and bogs in ponds and marshes.

The eggs require from forty to forty-five days to hatch out the "Tadpole," which is a small black animal with a long tail, two pairs of "gills" and is about the size of a fly. As the tadpole develops the gills gradually disappear and the lungs and mouth develop. The tail is gradually absorbed into the body and the legs develop, the rear legs first,

 cluster of frogs' eggs



which are much longer than the forelegs. The frog is web-footed.

The ordinary tadpole requires about a year to develop into a frog, but in the case of the "Bull-Frog" it requires two years.

Just when the tadpole becomes a frog is a question very difficult to answer.

Presidential Succession

The Presidential succession, as fixed by act of the Forty-ninth Congress, in the event of the removal, death, resignation or inability to serve, passes, in the order named, to the Vice-President, the Secretary of State, the Secretary of the Treasury, the Secretary of War, the Attorney-General, the Postmaster-General, the Secretary of the Navy, and the Secretary of the Interior, each in the event of death or disability of all those in line before him. The acting President must, upon taking office, convene Congress, if not at the time in session, giving twenty days' notice. The act applies only to such members of the Cabinet as have been appointed by the President, with the advice and consent of the Senate, and only to such as are constitutionally eligible to the Presidency.

Have you entered in the Round Table Contest?
Don't fail to read page 2. A holiday trip free!





English in the Kindergarten

Term Plan in Conversation.

(Continued from September number.)

VII. *Thanksgiving in the Home.*

1. Preparation at home.
2. Preparation outside of home in stores and markets.
3. Thanksgiving dinner.
4. Why do we keep Thanksgiving?
5. Story of first Thanksgiving.

VIII. *Christmas in the Home.*

1. Preparation at home.
2. Preparation in the kindergarten.
3. Santa Claus' workshop.
4. Santa Claus' workshop in the stores.
5. The Christmas tree sent by Santa Claus.
6. What is to be made to hang on the tree.
7. For whom are the presents to be made.
8. Why do we make and give presents?
9. The toys we would like Santa Claus to send us.
10. How we will write our letters to Santa.
11. What we will put in them and how we will mail them.
12. The great secret we will keep from mama until she comes to our Christmas tree.
13. The story of the first Christmas.
14. Hanging the stockings.

IX. *The Sky.—Home of the Moon and Stars.*

1. January.—Long nights—short days.
2. Snow.—Cold weather. Ice on ponds.
3. Skating—sleighing—snow-balling.
4. The snow man we are to make in the yard.
5. The light the moon gives.
6. The light the stars give.
7. The street lights. Who attends to them.
8. The practical use to man of snow and ice.
9. What the sun does to the snow and ice.

X. *The Watchers of the Day and Night.*

1. Firemen, policemen, letter-carriers.
2. Their bravery. Not afraid of cold or dark night. Watch while we sleep. The firemen and policemen take care of our homes. Policemen help the children on the street. Watch them so they won't get hurt by the cars and wagons.
3. Letter-carriers out all kinds of weather. Carry letters from friends away off. When papa is away he sends messages by them. Their courage and bravery.

XI. *Another Watcher of the People.*

1. George Washington.
2. His birthday.
3. His bravery and what he did for the people.
4. The flag and what it means.
5. Soldier's life and bravery.
6. Soldiers in the kindergarten.

XII. *Helpers of the People.*

1. Baker. His shop. What he sells.
2. Bread. How made. Did you ever see mother make bread? How is it made?
3. What is it made of? Where does the flour come from? How is it brought to the bakers? Where does the wholesaler get it? How

is it brought from the mill? What does the miller do? Where does he get the wheat? How does the farmer carry it to him? How does it grow? Who plants the seed? What helps to make it grow? Who sends the rain and sun? How does the farmer prepare the ground? Does the wind help the farmer any?

XIII. *Blacksmith.*

XIV. *Carpenter.*

XV. *Farmer.*

XVI. *Miller.*

XVII. *Shoemaker.*

Treated in same way as the baker.

XVIII. *The Wind.*

1. As a helper. Cleans streets of paper, blows them to one side and thus helps the cleaners.
2. Dries up the mud. Blows the leaves off the trees in autumn. Scatters the seeds about. Dries the clothes for mother.
3. Helps sail the boat. Helps the birds.
4. Blows the kites. The windmills.
5. Plays with the children's hats and makes them run after them.
6. Whistles in the trees. Tells us when it is going to rain. Cools us in summer time. Cleans up the gardens and farms.

XIX. *Spring.*

1. Tells us winter is gone. Snow melts away. Ice goes. Trees awaken. Flowers come up. Gardens are alive once more.
2. Gardening and planting. Care of flowers. The earliest spring flower.

XX. *Easter.*

1. What tells us Easter is coming?
2. What other things return besides the flowers?
3. Will the birds build new nests?
4. Will the trees be ready for the birds?
5. What colors are the trees now?
6. What else wakes up; one came out to-day in kindergarten?
7. Will the flowers be ready to feed the butterfly?
8. How does the butterfly get the honey?
9. What does Easter tell us?
10. Do they sing sad or joyous songs in church on Easter?
11. Do we have many flowers in church at Easter? Why?
12. Would you like to hear the story of Easter morning, long, long ago?

A boy was asked by his teacher:

"What, if any, is the difference between lightning and electricity?"

"Please, ma'am," said the boy, "lightning is free."

Little Ted had just begun to go to school. One noon when he came home, he was asked what they had been doing at school.

"Oh, we sang."

"Well, what did you sing?"

"We sang, 'My Country, 'Tis a Flea!'"

Methods in Language and Composition

FOR THE GRAMMAR GRADES

The first thing to be considered under the head of the Teaching of Language is the purpose or aim. There are *two* purposes in English Study:

1. To put the student in possession of the accumulated thought of the race that is stored up in literature.

2. To give the student a command of the instrument of expression so as to make him master of himself. If children had no thoughts of their forefathers that they could turn to they would be little better than the savage. A civilized man avails himself of all the improvements of his ancestors, while a savage repeats errors in every generation.

The aim in English study thus being disposed of we next turn to see where and how it shall be taught. When the child enters school he is like a young savage. He does not talk properly, and his imagination leads him to tell things that never happened. He has been, to a certain extent, the center of his small world. Now, however, the teacher is looked up to by him as being *the* center. Thus it is easily seen that the teacher would have a large influence on the child. *She* becomes the child's first language lesson. It is the first business of the teacher to teach the child to talk. He hasn't been taught how to talk formerly. He has been picking up words by assimilation but he has not been taught. He comes now to learn and looks up to the teacher as the one above everyone else to be believed. Seeing this influence that the teacher of young children has one can easily understand what a good linguist she should be. She should guard against minor errors of speech, as these are the ones most likely to be made by the children. The teacher should, however, be careful not to use any language that is not natural to herself. The children will immediately detect any language that is affected and the effect will be contrary to the desired one. The teacher should not pose as a critic or let the children see that she is one but rather lead them to see their errors by indirect methods as by telling them, "This is the way grownup people say that." Pupils may be led to criticize one another's language. This makes them attentive to their own expressions.

The pupils first take up, in formal work, oral composition. This is done by having pupils reproduce a story that is read or told to them. They should stand before the class when reproducing as they then feel more responsible for the same. If skilfully carried out this device may be used to great advantage.

Compositions should seldom be rewritten unless children can be made to realize that they are rewriting to advantage. A simple copy of a composition after a paper has been all marked up with red ink by the teacher does the child very little if any good. The teacher should go over the compositions, select one that has about the average number and class of mistakes in it and use this as a subject for black-board criticism. The class should correct, reconstruct and criticize the composition and the child will probably be so pleased with the excellent

piece of work the class has made of his composition that he will forget to feel offended.

There is one other case where rewriting an entire composition is a good device. That is when it is done for the sake of comparison, before the original has been corrected. Copying a composition, however, is only desirable when done for the sake of *mechanical* errors.

After errors in grammar, errors in style should be attended to. If we read of a number of compositions by one student it will be seen that he has three or four forms into which all his sentences fall. This is called rhythm in style. The fewer of these constructions we have the weaker will be our writing. So we should strive for variety in expression. Sentence gymnastics helps in this.

The uniting of simple sentences in various ways will be found a great help to *older students*.

A. 1. By coördination.

2. By connecting by coördinate conjunctions.

3. By subordination, which may be as many as the kinds of subordinate sentences.

B. By putting sentences in different form.

Sentences are reconstructed to best advantage when they are increased in effectiveness by narrowing the meaning.

The *Principles of style*, as laid down by Bates in *Talks on Writing English*, are:

1. The Principle of Vision.

2. The Principle of Sincerity.

3. The Principle of Brevity.

The first is called the intellectual principle, the second the moral and the third the æsthetic principle. Then these principles should be followed: Economy, Sequence, Simplicity, Climax and Variety.

Paragraphs.

As the real unit of a composition is the paragraph, a great deal of drill should be given in writing paragraphs. The paragraph sense needs to be developed from the very first as this is one of the most important things we want.

In assigning work on paragraph it is a bad plan to prescribe just how much and how long it should be. Children have a variety of form and expression. One person may write in ten words that which it would take one hundred words if expressed by another.

Study first good paragraphs from the best authors you are reading. Skilfully constructed paragraphs should be selected so that we may ask "What is the topic or theme of this paragraph?" In this way his mind is drawn to topic sentence and to the unity in the paragraph. After studying paragraphs that are exactly constructed, he is ready to turn to his own paragraph forming. The best results will be obtained by having children write on those subjects which especially appeal to them.

Principles in Language Work.

1. No writing should be done until pains have been taken to arouse interest in the study written about. (Though you cannot force an interest in a subject, you can keep the children from wasting their interest on invaluable subjects. The more

personal you make a subject, the more interesting it becomes.

2. As much preparation as possible for the work of writing should be made beforehand. Spelling and the other mechanics of writing should be mastered.

3. Pains should be taken to see that a careful outline is prepared for all writing that is in any way formal.

It is usually a poor plan to have pupils make an outline and write from it without having it criticized beforehand. This is done in order that the children will not get a contradictory outline, i.e., one whose topics overlap.

4. In the correction of compositions do not attempt to correct too many classes of faults at the same time.

5. Every error the pupil can correct, he should be required to correct himself. Have child sit down after his composition has become "cold" and correct minor errors himself. This will do him the most good. It is sometimes a good thing to have children correct one another's compositions.

6. In the few cases in which pupils are allowed to correct one another's work, they should be allowed to correct *only for particular errors*.

Correction.

It is thought advisable by some to present *only* the correct form to the mind of the pupil, but there are cases in language work where it may prove profitable to present the *incorrect* form. The pupil should never be allowed to make mistakes which you can prevent him from making. It is important that he should be *warned* against making errors which they are very likely to make. This is a case where the wrong form is emphasized to advantage.

It is frequently desirable in all grades except the lowest to have exercises in correcting mistakes in English. The first errors we have to work with are the errors in grammar in a sentence. It is seldom desirable to correct errors of entirely different kinds at the same time, i. e., when dealing with the grammatical side of English do not confuse those errors with the ones made in style. When work of correction and criticism is going on in the lower grades, the teacher should be careful to assume the attitude of a *helper* instead of a critic. As a rule pupils should not criticize the work of others, for it leads to fault finding on the part of the pupils which can do no possible good. However, a competent teacher may be able to have children criticize one another in such a way that it would be of high value. One child may be appointed monitor each day to watch for errors in speech among his playmates and schoolmates and to make a report on their language. A great deal of oral reproduction should be required. The *written* follows the *oral* reproduction. Children are ready for this as soon as they learn how to write. The first step is to have copying from printed matter. It is not advisable to have them copy merely a line; they should begin with the paragraph immediately as that is the unit of thought.

The next step is dictation. This consists in writing down a sentence at a time, matter which is read

or spoken by the teacher. It is an admirable exercise in language. It should always be brief and should always contain words the children know how to spell. Words they are unable to spell should be placed on the blackboard.

The children are now ready for the next step, which is reproduction of stories or other matter, read or told by the teacher. *Reproduction* is defined as telling in the children's own words the substance of matter that has been read or told by the teacher. When reading or telling a story, keep the words far enough apart to let the meaning get in between them.

To gain a story that is properly proportioned the simplest way is to prepare an outline. This the children should do with the aid of the teacher. The reproduction should then be made from the outline, first orally, then in writing. Composition should be the expression of ideas in the child's language.

Arithmetic in Language.

Arithmetic furnishes one of the finest drills in language. We must mean just what we say in arithmetic. This is why it comes so hard to some people. It is valuable for a school study very largely because we have to think accurately. The best way to gain good language work in arithmetic is by having carefully written explanation of problems. When home work is given have children explain problems, and teacher insists on correct form. The best drill, however, in this branch of study is in *mental* arithmetic, where children have to explain, *orally*, the processes they go through in gaining the answer to a problem. In having examples explained *accurately* a great deal is accomplished both in *language* and *arithmetic*.

Geography and Language.

The teacher that does her pupils the most good in geography is the one that is able to organize the valuable material in the pupil's mind. One of the best ways of arranging the geography material is to put it in the form of an *essay*. The object in this is, as has been stated, to arrange material and also to get facts in a different manner from that in which they have been learned. A good comprehensive subject should be chosen which, when pupil writes the essay, will bring out the main facts they have learned.

A good outline for taking up the geography of a country would be:

1. Situation.
2. Surface.
3. Drainage.
4. Climate.
5. Production.
6. People—Commerce.

American History in Language.

A child is interested in history, because he is interested in people consequently biography is the medium through which children gain their first knowledge of the subject. No subject in school is so well adapted to oral composition as history. As it is something in which the children are, as a rule, greatly interested, they will work harder to reproduce the facts in good form.

An excellent way of covering ground in review of history is by having the children write or talk on the life of some prominent man in the time studied about. For instance, if we wish to review the events of the first half of the 19th century, including the Civil War, the study of the life and career of Abraham Lincoln would be profitable.

Another way of dealing with this part of the subject is to trace the growth of a colony from its foundation until the Ratification of the Constitution or possibly even longer.

Some other excellent topics for essays which would present facts to pupils in a different form from that in the book are:

Growth of the Western territory.

History of slavery in the United States.

Social, historical and social effects of the Civil War.

Growth of the United States as a world power.

Physiology in Language.

Language may be used to advantage in the study of physiology in much the same way as in geography and American history. The important things in the physiology of the body are the circulatory system, digestive system and the nervous system. Through these divisions the subject may be taken up so that it will present new aspects of itself, as, for instance, writing essays on the following subjects:

The Story of a Mouthful of Bread.

The Life History of the Blood.

How our Chief Timepiece Keeps Time.

Civics.

In this subject it is the duty of the teacher in the others to get the knowledge properly placed in the pupils' minds. An essay written on such a subject as "How our City (or Town) Is Governed" would cause the pupil to think from a new basis and thus enable the teacher to see whether or not he had a good *working* knowledge.

Class and Home Lessons in English History

FROM 55 B. C. TO 410 A. D.—INVASION OF JULIUS CAESAR.—ROMAN RULE IN BRITAIN.

CHAPTER I.

If you look at a map of Europe, you will see near the northwest corner a large island called Great Britain. This island is divided into two countries, that in the north is called Scotland, and that in the south England. The nearest country to Great Britain is France.

These lessons will begin with an account of something that happened in these countries fifty-five years before the birth of our Blessed Saviour, or about 2,000 years ago.

At that time England was known as Britannia and France was called Gaul. The bravest and cleverest people in the world were the Romans, who lived in Rome, a large and beautiful city of Italy. They had conquered a great part of the world then known, and had already added Gaul to the Roman Empire.

The army in Gaul was commanded by a very

brave general named Julius Cæsar, who, hearing of the rich minerals to be obtained in Britain, resolved to attempt the conquest of the country, and add another province to the Empire of Rome. He landed in Kent, near the present town of Deal, 55 B. C., but the Britons, hearing of his arrival, flocked to the coast, and fought with such bravery that Cæsar was glad to make peace and return to Gaul.

In the following summer he again landed with an army of 30,000 men. This time he succeeded in defeating Cassivellanus, who led the combined forces of the Britons; but the Romans left before any great advantage could be gained from the victory.

The country was now left undisturbed for nearly a century, when the attention of Rome was again directed to its conquest. Two brave generals, named Vespasian and Plautius, were sent by Claudius Cæsar 43 A. D. For a number of years they were unsuccessful; but 50 A. D. they defeated the Britons under Caractacus, who was taken in chains to Rome.

As he was led in triumph through the city, he is said to have exclaimed, "Alas, how can a nation possessing such riches covet my humble cottage in Britain!" The emperor was so pleased with his manly bearing that he immediately set him at liberty.

About ten years later, the Britons reunited their forces under Queen Boadicea, who is described as "A person of terrible aspect, most savage of countenance, and harsh of voice; having long, yellow hair, and wearing a large golden collar." Suetonius, the governor, marched against her and destroyed 80,000 of her army; she was unable to survive this great loss, and put an end to her life by poison 61 A. D.

In the year 78 Julius Agricola, who was sent by the Emperor Vespasian, conquered all the southern part of the country, and advanced as far as the middle of Scotland, where he built some strong forts. He subdued the Britons as much by his kindness and wise government as by his success in battle. They now began to build better houses and to adopt the Roman dress.

After the time of Agricola, the southern parts of the island were much troubled by the inroads of the Picts and Scots, who lived in the north of the country, now called Scotland. The Emperor Severus came and drove them back, and built a high wall, stretching from the Solway Firth to the River Tyne.

The Roman power was thus firmly established, and the country enjoyed comparative peace till home troubles obliged the emperor to withdraw his troops. In the year 410, Britain was finally abandoned by the Romans, after being in their power upwards of 400 years.

The Ancient Britons.

It is chiefly from the writings of Julius Cæsar that we learn the particulars of the early history of Britain. Before the conquest the country was seldom visited except by traders, who, instead of spreading the knowledge they acquired, endeavored to keep their connection with the island a secret.

At the time of Cæsar's invasion, the Britons were divided into a number of tribes who were constantly

engaged in warfare. They were governed, in a great measure, by priests called Druids, who were poets, musicians and instructors of youth, conducting all religious ceremonies, and regulating all public affairs. They frequently offered human sacrifices to their gods, and, in time of war, sometimes filled immense cages of basket-work with the prisoners, and then burnt them alive. Their ceremonies were carried on chiefly in rude temples made of large blocks of stone. Some of these remain to the present day; the most remarkable is Stonehenge, on Salisbury Plain.

The oak was held in especial veneration by the Britons; and when a branch of mistletoe was found growing upon it the whole tribe was assembled beneath its branches, while it was cut by the priests with peculiar ceremonies and great rejoicings.

The Druids never allowed their laws to be written, but taught their disciples everything by heart; this is one reason why so little is known of them.

Among their laws are the following:

- (a) "Everything derives its origin from heaven."
- (b) "None must be instructed but in the sacred groves."
- (c) "Souls are immortal."
- (d) "The soul after death goes into other bodies."
- (e) "There is another world, and they who kill themselves to accompany their friends thither will live with them there."

The clothing of the Britons who lived on the southern coast consisted of trousers, vest and square mantle, of their own manufacture; but those living more inland could boast of no covering except the skin of some animal; and even this was thrown off in time of war, and their bodies dyed or tattooed with the juice of woad, a plant very common in some parts of the country.

The Britons generally fought on foot, their chief arms being clubs, swords and short spears. Some of the tribes used war-chariots, which had large knives fixed on their wheels to cut down the enemy. Their dwellings were mere mud huts, and a few of these surrounded by a trench and mound formed a town.

CHAPTER II

FROM 410 A. D. TO INVASION OF THE SAXONS.—INTRODUCTION OF CHRISTIANITY.

The withdrawal of the Roman troops from Britain had left the natives at the mercy of their old enemies, the Picts and Scots, who, taking advantage of their helpless state, advanced into the very heart of the country. The Britons several times implored the aid of Rome, but as the emperor required all the troops he could muster for the defence of his own possessions he was unable to assist them.

On one occasion the following curious letter was sent to Rome: "To Actius, thrice consul. The groans of the Britons. The barbarians drive us to the sea; the sea drives us back on the swords of the barbarians, so we have nothing left but the dreadful choice of being drowned or butchered."

At this time a part of the country was governed by a prince called Vortigern. He invited the Saxon

chieftains, Hengist and Horsa, to come over and assist him.

The Saxons, a people living in that part of Europe now called Holland, had been known to the Britons for a long time as a race of freebooters or robbers; they frequently landed on the southern coast and plundered the defenceless natives.

The Picts and Scots were soon driven back before their new enemy; but the Saxons, finding the country was in such a weak state, turned their arms against the Britons themselves and soon made themselves masters of the island. Many Britons were driven into the mountainous districts of Wales and Cornwall; and for a long time they troubled the Saxons, and prevented them from forming any settled government.

About the year 626 the greater part of the country was subdued, and divided into seven kingdoms which have been known by the name of the "Heptarchy."

The kingdoms of the Saxon Heptarchy were:

1. Cantia, or Kent, including the modern county of Kent.
2. South Saxony, including Surrey and Sussex.
3. West Saxony, or Wessex, including Hants, Dorset, Berks, Wilts, Somerset and Devonshire.
4. East Saxony, including Essex, Middlesex and Hertfordshire.
5. East Anglia, including Norfolk, Suffolk and Cambridge.
6. Mercia, including all the midland countries.
7. Northumbria, including the northern countries and part of Scotland.

The history of the country for the next 400 years is little more than a series of wars between these petty states. It was not till the time of Egbert, King of Wessex (820), that these states were united; he, after subduing all the other princes, made himself king of all England, 827 A. D.

During the latter part of this period, Christianity had been rapidly spreading in the island.

St. Augustine, the first preacher of the gospel in Britain, was sent with forty other monks by Pope Gregory the Great in 596. It is said that the pope's compassion was excited by seeing some of the English, or Angles, exposed for sale in the Roman market. When he was informed that they were young "Angles," he exclaimed, "If they were but converted, they would be 'Angels.'"

The first Christian ruler among the Saxons was Ethelbert, King of Kent; he received the missionaries on their arrival, treated them kindly, and allowed all his vassals to embrace the Christian religion.

CHAPTER III

INVASION OF THE DANES.—SAXON KINGS.

In the last chapter we saw that Egbert, King of Wessex, made himself the first king of all England. His reign was soon disturbed by the invasion of the Danes or Northmen, who came over in large numbers from the coast of Norway and Denmark. They landed at Dorsetshire, and committed the greatest cruelties, robbing the people of

everything they could lay their hands on, and sometimes burning whole towns and villages. Although Egbert tried his best to rid the country of the invaders, it was not until 835 (the year before his death) that he gained any important victory.

Ethelwulf, the son of Egbert, came to the throne 836 A. D.; he was less successful than his father. In this reign the Danes took London by storm, and remained in the country for a whole year. During the reign of the three sons of Ethelwulf:—Ethelbald, Ethelbert and Ethelred, who followed in succession, the history of the country is little more than a continual struggle with these fierce invaders.

When Alfred, the youngest son, succeeded, the kingdom was reduced to the brink of ruin. Alfred was no sooner seated on the throne than he began to consider the best means of expelling his enemies. He knew from experience that the Saxons had little chance on land, now the Danes had such a firm footing in the country, so he built a number of ships, with which he attacked their fleet and compelled them to sue for peace.

It was not long, however, before the enemy arrived in greater numbers and completely scattered the king's army. Alfred made his escape, and for a long time lived in the house of a laborer in the Isle of Athelmy. Alfred, while in his retreat, was forming plans for the deliverance of his country from the cruel Danes. It is said that he entered the Danish camp disguised as a harper, and finding them all feasting and off their guard, he quickly collected an army, attacked them suddenly, and gained a complete victory.

This occurred in 878, and from that time Alfred regained his power, and set about improving the country. He made several good and wise laws, and encouraged his subjects in learning. King Alfred should ever be remembered as the founder of the navy which has been the chief means of making England one of the first among all the nations of the world.

Alfred died, 901 A. D., and was succeeded by his son Edward. In this reign, a cousin of the king named Ethelwald raised an insurrection and attempted to obtain the kingdom for himself.

The Saxon kings who succeeded were:

Athelstan, 924;
Edmund I, 941;
Edred, 946; Edwin,
955; Edgar, 959;
Edward II, 975;
Ethelred II, 978,
and Edmund II,
1016.

Athelstan, the son of Edward, made an important law

to encourage commerce, namely, that every merchant who made a voyage on his own account should be made a nobleman.

Edmund I., brother of Athelstan, was slain in his own house by a robber.

In the reign of *Edred*, the marriage of the clergy was first forbidden by Dunstan, Abbot of Glastonbury.

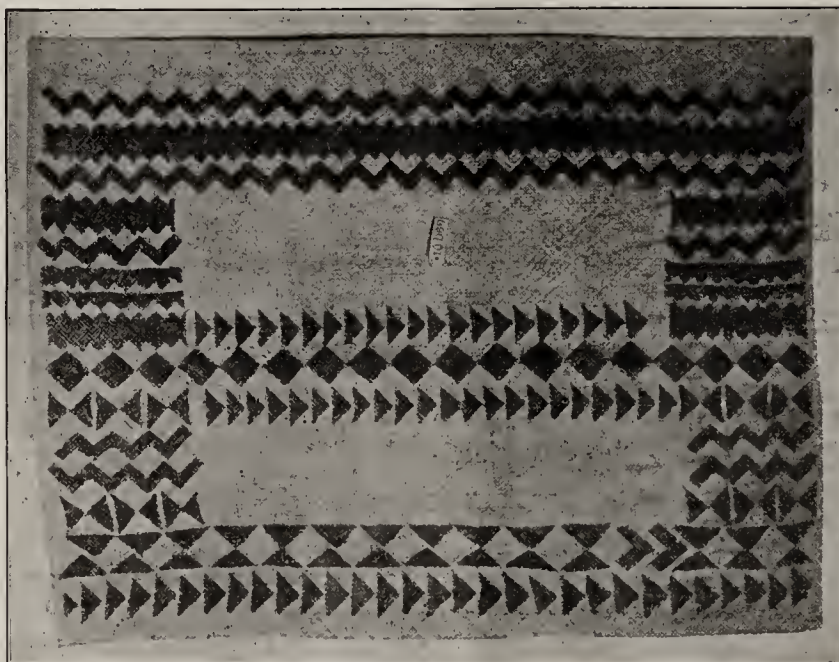
Edwin, or *Edwy*, is remembered in connection with the dreadful sufferings of his queen, *Elgiva*. Being near relations, they were forbidden by Dunstan to marry; but persisted in doing so; the queen was dragged out of her husband's palace, and branded in the face with hot irons. Dunstan then sent her to Ireland, but she made her escape, and attempted to rejoin the king. She was captured at Gloucester, and there brutally murdered.

Edgar, the son of Edwy, began his reign at the age of sixteen. The kingdom at this time was in such peaceful state that he did not fight a single battle. He is sometimes known as the "Pacific," or "Peaceful."

Edward II. (the Martyr) was assassinated at Corfe Castle, by order of his stepmother.

During the reign of Ethelred II., the Danes began to renew their attacks. Instead of going to war, the king gave them large sums of money to leave the country. Finding that this only encouraged them to further invasion, he gave the infamous order to massacre all the Danes who had settled in the island. This horrible crime was committed on St. Brice's Day, 1002. As soon as Sweyn, King of Denmark, heard of this, he came with his son, Canute, to avenge the death of his countrymen. He succeeded so well that Ethelred was obliged to make his escape to Norway. Sweyn was crowned King of England, and Ethelred was recalled. This king died 1016, and was succeeded by Edmund Ironside. Edmund fought bravely but was unable to drive away Canute. At last the country was divided be-

tween the two kings; Edmund was slain soon after by one of his officers, and the whole government was left in the hands of Canute.



MAKALOA MAT.

From "Old Time Hawaiians."

Dates to be Remembered

55 B. C. Roman Invasion by Julius Cæsar.

410 A. D. The Romans left the country.

871 A. D. Alfred the Great came to the throne.
(To be continued.)

VIII. Merry Music for Little Musicians



Music washes away from the soul the dust of everyday life.

AUERBACH.

Edited by

Grant Holfax Tullar

Hallow E'en

E. G. Y.

Edna G. Young

1. Hal - low E'en is com - ing soon, Won - der what we'll do,—
 2. We'll be spir - its good this year, Thought - ful of each one,
 3. Care for all the old folks, too, Keep them from a - larm,

Some - thing for the girls and boys, Some - thing that is new.
 Help in - stead of hin - der, lads, It will be such fun.
 All a - bout the vil - lage, lads, See there comes no harm.

CHORUS.

O Hal - low E'en! O Hal - low E'en! We'll treat you well this year,

And it shall be our aim to see That there's no mis - chief here.

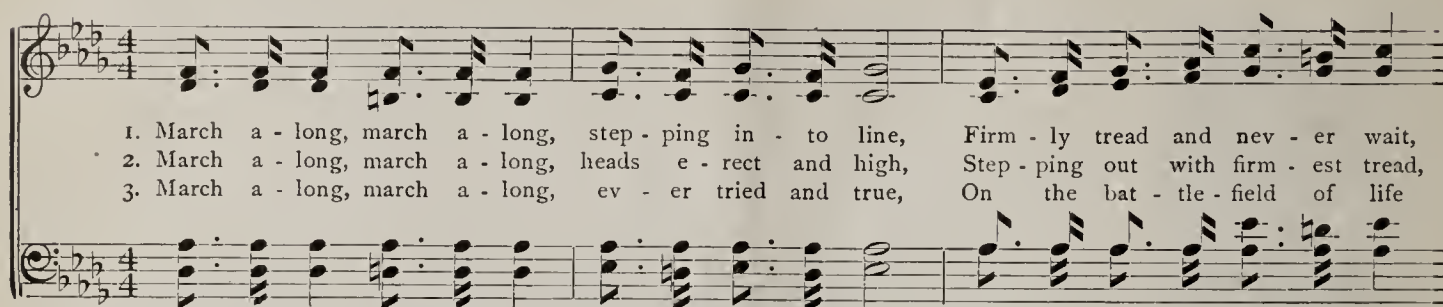
Copyright, 1907, by Tullar-Meredith Co.

From "Holiday and Every Day Melodies." Used by per. of the Publishers, Tullar-Meredith Co., New York and Chicago

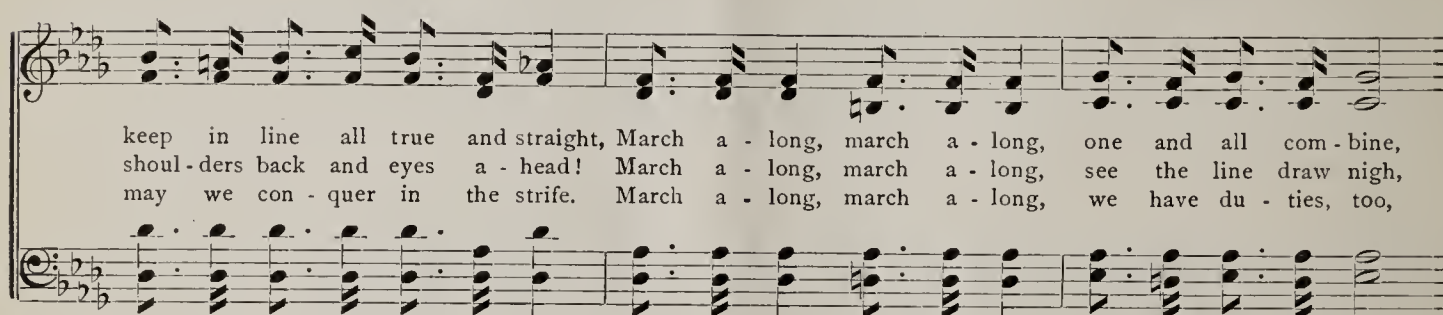
March Along

Edith Sanford Tillotson

Grant Colfax Tullar

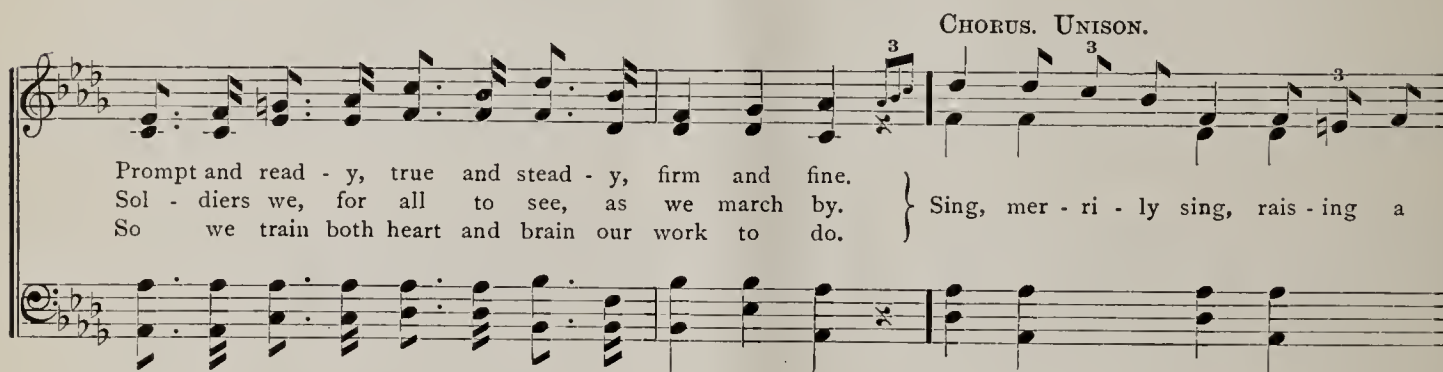


1. March a - long, march a - long, step - ping in - to line, Firm - ly tread and nev - er wait,
 2. March a - long, march a - long, heads e - rect and high, Step - ping out with firm - est tread,
 3. March a - long, march a - long, ev - er tried and true, On the bat - tle - field of life

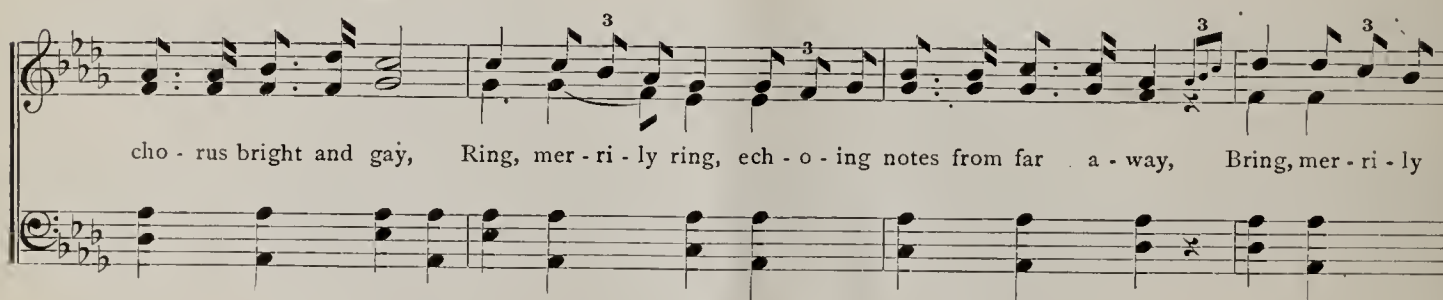


keep in line all true and straight, March a - long, march a - long, one and all com - bine,
 shoul - ders back and eyes a - head! March a - long, march a - long, see the line draw nigh,
 may we con - quer in the strife. March a - long, march a - long, we have du - ties, too,

CHORUS. UNISON.

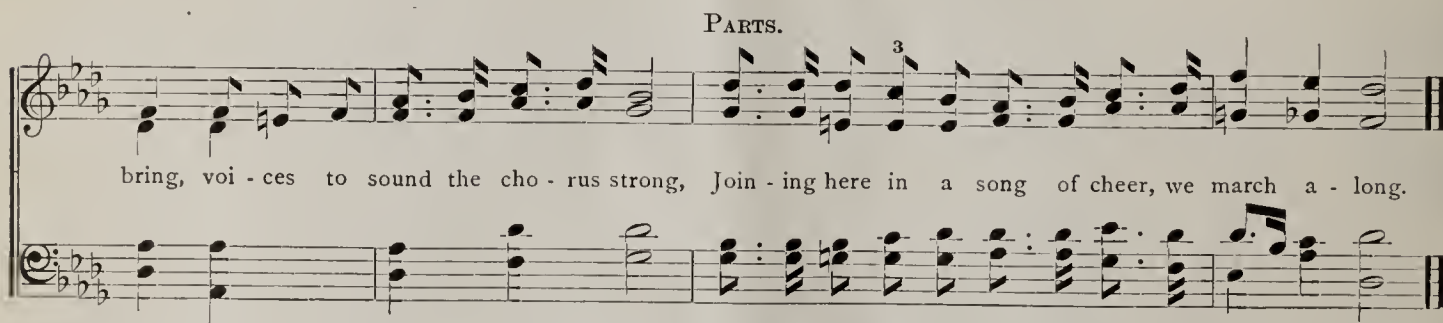


Prompt and read - y, true and stead - y, firm and fine.
 Sol - diers we, for all to see, as we march by. } Sing, mer - ri - ly sing, rais - ing a
 So we train both heart and brain our work to do.



cho - rus bright and gay, Ring, mer - ri - ly ring, ech - o - ing notes from far a - way, Bring, mer - ri - ly

PARTS.



bring, voi - ces to sound the cho - rus strong, Join - ing here in a song of cheer, we march a - long.

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From "The American Songster." Used by per. of the Publishers, Tullar-Meredith Co., New York and Chicago

Signal Lights

Josie Wallace

I. H. Meredith

1. Out on life's wa - ters we're sail - ing, Out a - cross the sea,.....
 2. "Pa - tience" out yon - der is beam - ing, "Hope" burns clear and strong,...
 3. "Truth" in the har - bor is glow - ing, Like a ho - ly star,.....
 4. Nev - er can e - vil be - tide us, Thro' the days or nights,...

But with a cour - age un - fail - ing, Sig - nal lights have we.....
 "Faith" o'er the wa - ters is gleam - ing, Though the way be long.....
 "Love" its bright sig - nal is show - ing, Though the shore be far.....
 These are the bea - cons that guide us, Pre - cious sig - nal lights....

CHORUS.

Sig - nals, sig - nals, bright and shin - ing sig - nals, Set for you and

me,..... har - bor lights to be;..... Sig - nals, sig - nals,

PARTS.

bright and shin - ing sig - nals, Guid - ing us as on we sail a - cross life's sea....

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From "Sunday School Hymns No 2." Used by per. of the Publishers, Tullar-Meredith Co., New York and Chicago

Whistle Your Cares Away

Grant Colfax Tullar

L. H. Meredith

8va.

1. There's naught to be gain'd by your sigh-ing, Tho' all the world goes wrong,... You
2. The sun may be dimm'd in its shin-ing, Stars fail to gleam at night,... But

8va.

nev-er can change it by cry-ing, Sing then some hap-py song..... There's
that's no ex-cuse for re-pin-ing, Soon they will all be bright..... It's

8va.

no time for sor-row or sad-ness, When all the world's so gay,..... But
bet-ter by far to be cheer-ful, Hap-py by night or day,..... You'd

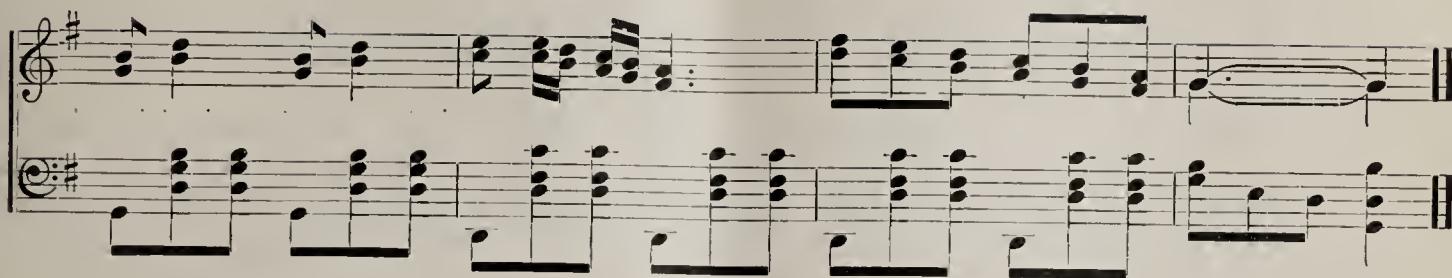
8va.

plen-ty of time for your glad-ness, Whis-tle your cares a-way.....
bet-ter be laugh-ing than tear-ful, Whis-ting your cares a-way.....

Two PARTS. (Whistling.)

plen-ty of time for your glad-ness, Whis-tle your cares a-way.....
bet-ter be laugh-ing than tear-ful, Whis-ting your cares a-way.....

Whistle Your Cares Away

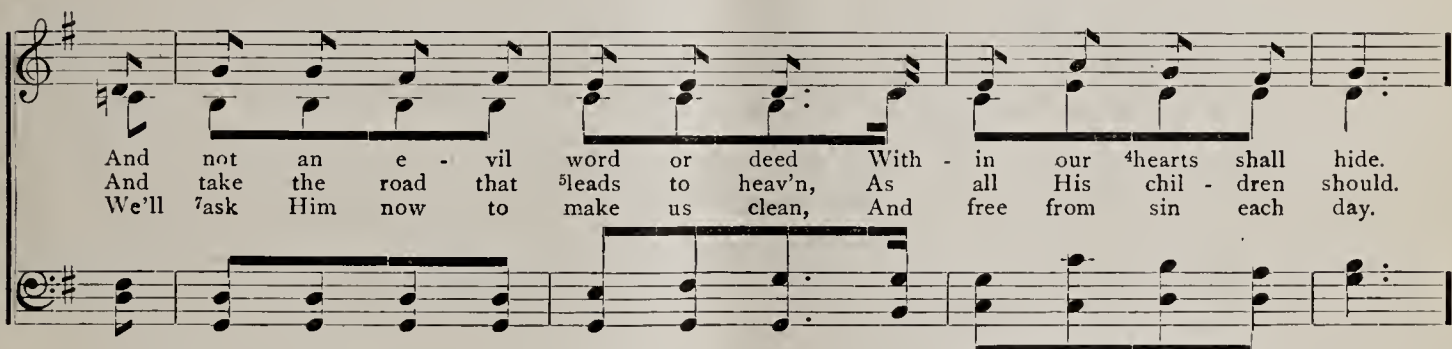
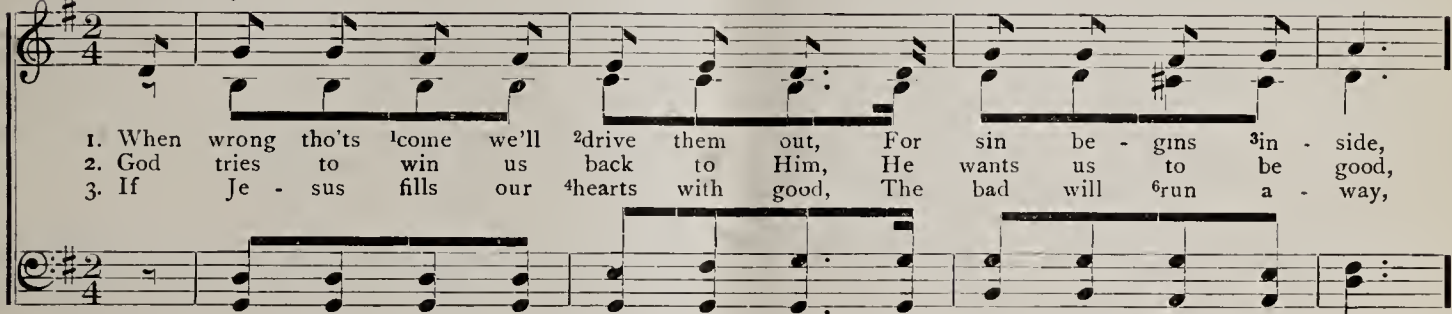


It Never Pays to be Bad

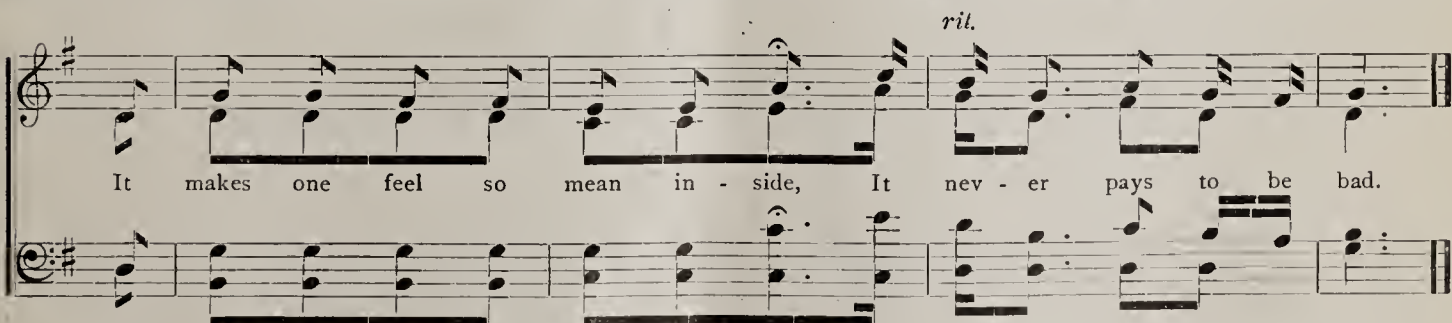
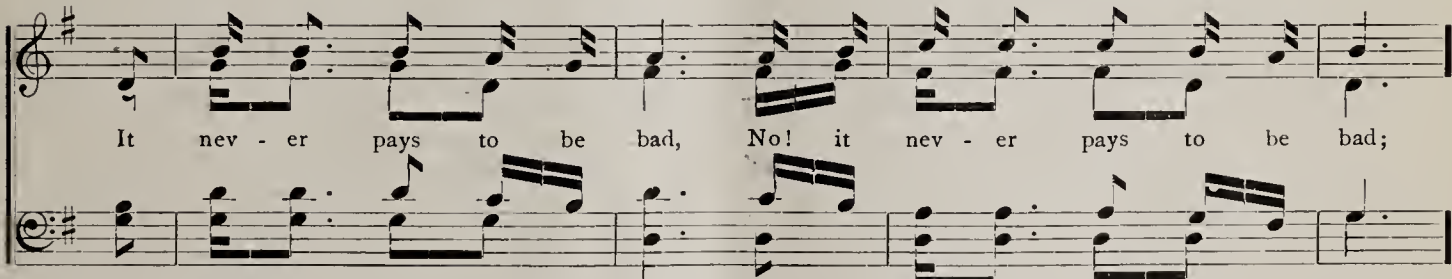
Lizzie DeArmond

(Motion Song)

I. H. Meredith

Moderato.

REFRAIN.



MOTIONS.—1. Bring hands, palms inward, toward breast. 2. Throw hands outward. 3. Lay right hand on breast. 4. Lay right hand on heart. 5. Move right hand diagonally upward. 6. Move hands outward, making running motion with them. 7. Fold hands and look up until close of last line.

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From "Children's Praise No. 1." Used by per. of the Publishers, Tullar-Meredith Co., New York and Chicago

IX. Problems and Correspondence

Weigh not thyself in the scales of thy own opinion, but let the judgment of the judicious be the standard of thy merit.—SIR THOMAS BROWNE.

If we may judge from the emphasis given to the subject in "Current Educational Activities" for 1912, there is no problem of greater importance in the educational field than that problem of play. This is but one of a multitude of illustrations proving that man is constantly creating problems for himself and that that which concerns one generation but little or not at all becomes the all-important consideration of another generation.

The first chapter of the above-mentioned book deals with the subject in a very broad manner under the heading Recreation. After presenting the leading theories as to the origin of play, beginning with Spencer's surplus energy theory, the author devotes a little space to the necessity of play, dealing with the subject as follows:

THE NECESSITY OF PLAY

A study of the origin of play reveals the necessity for it, not merely to satisfy the primitive instincts and to use up surplus energy that otherwise might turn into undesirable channels, but also because through play comes the best preparation for the more serious duties of life. The growth and development of any part or power of the body are dependent upon the use of these parts and powers. Using them according to the laws of their nature both develops them and stores up surplus energy within them. Lack of use permits them to lie dormant or, if they have already been developed, to sink away gradually into a weakened and unusable condition. As the plasticity of the muscles and the powers of the human being disappear with increasing age, the possibility of development or of the renewal of a neglected part or power rapidly disappears. Hence, both exercise and plasticity are laws of growth. And the human being, child or adult, who violates these laws must of necessity pay the penalty in undeveloped or abnormal conditions of life.

In childhood, especially, play is a necessity. The child needs play because his growth is through activity, the kind of activity in which he delights, the specific forms of activity that his nature prescribes. If he is denied proper opportunities and encouragements to play, he will never grow up or will grow up stunted and perverted, far short of his maximum capabilities. For play represents the objects and opportunities to which all that is instinctive and formative and vital within him are inherently related. Joseph Lee has this to say about the play of childhood: "The thing that most needs to be understood about play is that it is not a luxury but a necessity. It is not simply something that the child likes to have;

it is something that he must have if he is ever to grow up. It is more than an essential part of his education; it is an essential part of the law of his growth, of the process by which he becomes a man at all."

But if Professor Patrick is correct in his view that play is an instinctive tendency to revert to the occupations of primitive man—to use the well worn brain paths which in the evolution of man have never been abandoned because they meet his fundamental needs and because they offer the maximum of satisfaction with the minimum of effort, then the adult also needs some form of play or recreation to intermingle with the more serious activities of his life. Especially is this true since there is abundant evidence that the instinctive activities and pleasures of the child never entirely disappear from the life of the adult. In case of the adult, however, the amount and form of play have been greatly modified by new interests and new activities that have developed with the growth of his higher mental powers. While there are times when even the adult nature demands some free unrestrained expression of surplus physical energy, for the most part it finds abundant satisfaction of the primitive instincts in the higher forms of recreation—in play that is more closely allied with mental effort or with a freely chosen avocation.

Superintendent J. W. Carr, of Bayonne, N. J., enumerates the following as important causes of retardation:

1. Irregular school attendance. This is undoubtedly the most potent single cause of retardation.
2. Lack of preparation, ability or inclination on the part of pupils to do their work.
3. Inability to speak and to understand the English language. This is an important factor in this city.
4. Distracting influences outside of school.
5. Removal of families from one locality to another at frequent intervals.
6. Ill health or some physical defect of sight, hearing, etc.
7. Overcrowded and improperly heated, lighted and ventilated school buildings. Annexes are usually the worst in this respect.
8. Half-day sessions due to lack of school-room.
9. Overcrowded curriculum which is lacking in organization and definiteness.
10. Lack of proper time for study at school and inability or lack of disposition to study at home.
11. Lack of efficient teaching or discipline, or both.

X. Topical Quotations

*"Some for renown on scraps of learning dote,
And think they grow immortal as they quote."*

—YOUNG.

[The school year, but a few days old, is old enough to have demonstrated in thousands of classes no doubt that scholars and teachers have need of that grace that men call patience. Our topic last month was labor. Labor properly performed for worthy ends is indeed a noble thing, but how much of it has gone for nought because the laborer became irritable and impatient! The worker ennoble the work no less than the work ennoble the worker and patience enhance the character of the one and the quality of the other. What a great lesson is this to learn and to teach? It can be taught only by example. Its value is emphasized in the following quotations. They are gathered from many sources and present the subject from various angles and taken together form a chapter on patience such as could be read with profit in many a class room.]

Patience.

He that can have patience can have what he will.
—Benjamin Franklin.

Genius is only greater aptitude for patience.
—Buffon.

Endurance is nobler than strength and patience
than beauty.
—Ruskin.

There is no well doing, no godlike doing that is
not patient doing.
—J. G. Holland.

Patience is the greatest prayer.
—Buddha.

Patience is the key of content.
—Mahomet.

Patience excels learning.
—Dutch Proverb.

How poor are they that have not patience.
—Shakespeare.

Patience, thou young and rose-lipped cherubin.
—Ibid.

The patient man is a pattern for a king.
—Thomas Dekker.

Sorrow and silence are strong and patient endurance
is God-like.
—Evangeline.

Patientes Vincunt.—The patient conquer.
Latin proverb, quoted in Piers the Ploughman 1362.

Cuivis dolori remedium est patientiæ
Patience is a remedy for every suffering.

Judge not the preacher; for he is thy judge
If thou mislike him, thou conceivest him not.
God calleth preaching, folly. Do not grudge
To pick out treasures from the earthen pot.

The worst speaks something good; if all want sense
God takes the text and preaches patience.
—Herbert.

Let every man be swift to hear, slow to speak, slow
to wrath.
—Epistle of James.

In your patience possess ye your souls.
—St. Luke 21-19.

Patience is bitter but its fruit is sweet.
—Rousseau.

"Though God take the sun out of heaven, we must
have patience."

Patience is a necessary ingredient of genius.
—Benj. Disraeli.

With strength and patience all his grievous lots
are borne
And from the world's rose bed he only asks a thorn.
—Wm. R. Alger.

RECITATION

But few are patient, so they say,
Nor is the saying wrong,
Yet patient work from day to day
Will surely make us strong.

Behold the stars, that shine and shine,
For ages in the sky,
They never stop to scold and whine
As centuries go by.

The rosebud seems to understand;
It calmly waits its bloom.
The fairest flower in all the land
Fears not to face its doom.

The patient bird must build his nest
Through days of patient work,
A stick, a straw, and all the rest,
He cannot pout and shirk.

The butterfly, the busy bee,
The worm and little ant,
The squirrel nesting in the tree,
The soil, the seed, the plant.

All these must work to live and grow,
And patiently must try
To do their very best, you know,
To dig and build and fly.

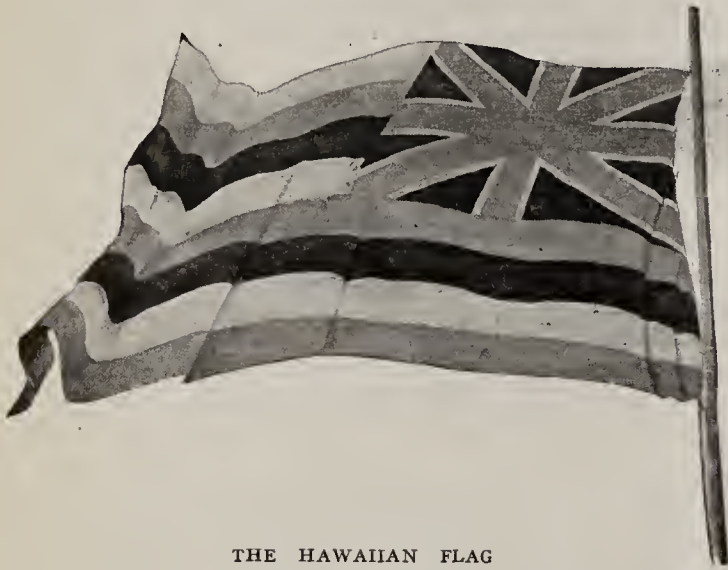
If patience is possessed by few,
Let me be one of these,
Who love their work, whate'er they do,
And seek not wealth and ease.

XI. Instructive Books for Young Readers



*A man ought to read just as inclination leads him;
for what he reads as a task will do him little good.*

—BOSWELL.



THE HAWAIIAN FLAG

Old-Time Hawaiians and Their Work. By Mary Stebbins Lawrence, Teacher of History in Kamehameha Schools for Hawaiians. 12mo, cloth, xiii + 172 pages, illustrated, 60 cents. Ginn & Company. The book "Old-Time Hawaiians and their Work," by Mary S. Lawrence, was written to supply the children of Hawaii with a history of their own race, and as such it is to be introduced into the fourth grade of the schools of the territory. It will be of interest also to children in America and to all who are interested in the islands, because of its artistic illustrations, its definite descriptions of the primitive activities, and its history which, in the form of biography, carries the reader from the earliest times to the present.

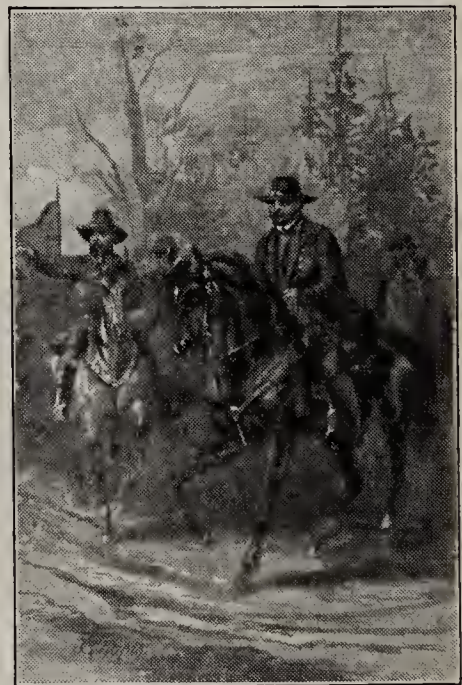
The book cover in color and design is in exact imitation of the old *tapa* or native cloth. The frontispiece, *The Mat Weaver*, is one of Caroline Haskins Gurry's Hawaiian types which received the medal of merit at the Seattle Exposition in 1909. Of the eighty-two illustrations eight are full-page tableaux of Hawaiian children in primitive scenes; the majority of the others are pictures of tools and implements used in olden times.

The book was written to supply a need and is the only one of its kind. We recommend it to all who are interested in Uncle Sam's new possessions and who would like to learn of the past life of this race whose interests are now so closely linked with those of every true American.

The Life of Grant, for Boys and Girls. By Warren Lee Goss. Published by Thomas S. Crowell Company, New York. Illustrated; \$1.50.

This book we imagine will be found especially popular with boys of fourteen or fifteen years of age. Perhaps we misjudge the case, but we have not formed the opinion that girls interest themselves much in biographies. It is the masculine mind, moreover, that responds the most readily to the tale of the war hero's daring. Then it is not to be forgotten that General Grant was a boy for a few years of his life and this has a significance for the boy reader. This consideration prompts the following quotation:

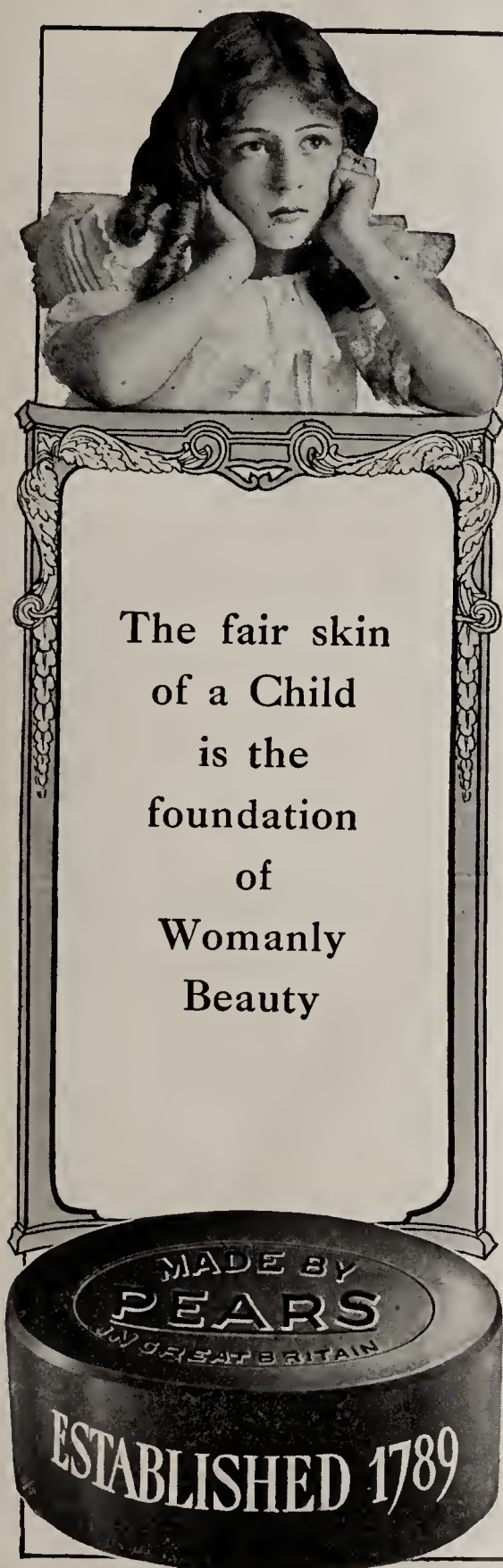
Ulysses Grant was not thought to be a remarkably bright boy—but he was one who did things! A small circus had come to Georgetown, which he, with other boys of the village, attended. One of the attractions was a trick pony, whose back was so round that there was little chance to find a seat there, and its mane had been cut off so there was nothing to hold to. A reward of five dollars was offered to any boy who could ride it without being thrown. Ulysses did not care to try to catch a kangaroo, for which a reward also was offered, but after looking on at the performance of the trick pony, and seeing him throw every boy that tried to ride him, he wanted to try that. The pony, trained for this purpose, tried all his tricks to throw him.



From "A LIFE OF GRANT FOR BOYS AND GIRLS"

By Warren Lee Goss

Thomas Y. Crowell Company, New York



A Word to Mothers

The beauty and freshness of a child largely depends upon the condition of its skin, which is so tender and sensitive that only constant and unremitting care can keep it free from irritation.

The first necessity and safeguard in these matters is a soap that will act like balm upon the dainty skin, that soothes while it cleanses, is kind to the skin, and of a gentle emollient daintiness. No soap answers to this description so completely as

Pears' Soap

No soap is so comforting, so pure or so perfect in its hygienic influence. Bad soaps injure the skin and worry the child. Pears softens, preserves and beautifies.

The skin of a child is kept sweet, wholesome and healthy, and retains its softness and beauty to later years by the regular use of Pears,

The Great English Complexion Soap

"All rights secured"

OF ALL SCENTED SOAPS PEARS' OTTO OF ROSE IS THE BEST



HAWAIIAN GIRLS EATING POI

but Ulysses threw his arms around the pony's neck, and stuck to his back and conquered. He walked off with the five dollars, saying, "That pony was as round as an apple."

When eleven years of age the boy learned to plow, and from that time forward did all the work done with horses on the place. He furrowed corn and potatoes, brought in the crops when harvested, besides taking care of two or more horses and one or two cows, as well as sawing wood and attending school regularly.

He was not only an industrious boy, but an obedient one. In his Memoirs he records the fact that neither his father nor mother ever whipped or scolded him, which is quite remarkable, considering the methods of those times. He learned to obey, however, and I have never been able to learn where he disobeyed an order from a superior put over him, in all his subsequent eventful life.

That's Why Stories. By Catherine I. Bryce, with illustrations by Ada Budell. Newson and Company, New York. We have here one of the prettiest of the many pretty books now being published for the younger young people. It is one of the Aldine Supplementary Readers, but need not be considered as supplementary to anything. The illustrations are unusually beautiful and the text cannot fail to in-

terest children of the story loving age. We present one of the former on our front cover, and as a sample of the text we have selected the story entitled "The First Birds." There are twenty-four such stories of rather even merit, and the pictures are profuse enough to please the child who would be attracted to it solely as a picture book.

The First Birds

Many, many hundreds of moons ago, the Great Spirit visited the earth. He stood on the top of a high mountain and looked all around him.

"How fair and beautiful the earth is!" he said. "It would be more beautiful if there were more trees."

So saying, he walked along the mountain side.

Up and down the mountain and through the valley he went.

Wherever he stepped, a little green tree sprang up.

"Now, little trees," he said, "grow, and grow, and grow."

All summer the Great Spirit watched over the little trees. He sent the cool rains that they might have water to drink. He sent the warm sun to shine upon them. The little trees grew nearer and nearer to the sky.

At last the autumn came. Then the trees became more beautiful. Their leaves turned to red and gold. They dropped from the trees and were blown about by the wind.

The Great Spirit looked at them.

"How lovely they are!" he said. "They are too beautiful to die. How can I save them?"

The Great Spirit thought and thought. Then he breathed softly upon the leaves, and what do you think happened?

The bright leaves were changed into beautiful birds. Up into the air they flew, singing glad songs of praise.

And that is how we got our first birds.

Sleeplessness from Indigestion is relieved by Dys-pep-lets. No narcotic. Made only by C. I. Hood Co., Lowell, Mass.

Hood's Sarsaparilla

Cures all humors, catarrh and rheumatism, relieves that tired feeling, restores the appetite, cures paleness, nervousness, builds up the whole system.

More than 40,000 testimonials received in two years—an unparalleled record—are the broad and solid foundation for this claim. Take Hood's.

Get it today in usual liquid form or chocolate tablets called Sarsatabs.

XII. Our Advertisers

Plough deep, while sluggards sleep.—BENJAMIN FRANKLIN.

"Poor Richard's Almanac."

Advertising is an art.

Advertising is a science.

Advertising is a profession.

Advertising is a trade.

Advertising is a trick.

So it has been said. Whatever else it is, art, science, profession, trade or trick, advertising is the eloquent tongue of business. A tongue tied business is of little value. A truly successful business is of benefit to customer as well as to owner. To emphasize this mutual obligation is one of the purposes of this department. We respectfully urge our readers to scan carefully the advertisements that appear from time to time in the *TEACHERS MAGAZINE* and to write us freely in any case of doubt or dissatisfaction. At the same time our advertisers could with propriety send us occasionally certain facts about their history, plans and facilities which would be of general interest to prospective customers and which may not find a legitimate place

on the advertising page. There is some romance and possibly some tragedy and a little comedy behind many formal business announcements and we have in mind a few illustrations which we hope to present in this department from month to month. For instance, the miscalculation of a German peddler's wife became the originating cause of what is now a large and prosperous manufacturing concern. The story is one of intense human interest but there is no hint of it on the big motor trucks that now deliver the goods to multitudes of purchasers, nor on the huge signboards that picture the article and advertise its merits. The human, the interesting, the romantic side of business is little known and cannot figure in the ordinary processes of promotional work. As space permits, however, we would be pleased to give occasional glimpses of these features especially as they might be of some slight service to our friends the readers and to our friends the advertisers.

Advertisements in this number highly endorsed.

ENTERTAINMENTS

FOR

Thanksgiving and Christmas

Operettas, Drills and Marches, Dialogs and Plays, Musical Novelties, etc., etc., beside the best song books for Day School use, can all be found in our Catalog.

In writing, ask for "EDUCATIONAL CATALOG."

A postal request will bring you one by return mail.

We can also furnish in leaflet form any of the songs in this issue of the

TEACHERS MAGAZINE

- | | |
|--|-----------------|
| 2 page leaflets—Song on one side only..... | 60 cts. per 100 |
| 2 page leaflets—A song on both sides..... | 90 cts. per 100 |
| 4 page leaflets—Songs on all sides..... | \$1.50 per 100 |
- (All Postpaid)

500 or more made up with any of these selections desired for 50 cts. per 100 for 2 page leaflets, songs on both sides.

85 cts. per 100 for 4 page leaflets, songs on all sides.

Tullar-Meredith Co.

265 West 36th Street,

New York City

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Education Notes

The importance of rest periods in school work and of as much fresh air as possible is emphasized by recent scientific investigations, which have shown that the condition of the blood corpuscles in children is far less favorable after mental exertion in school than after hard physical effort.

Italy is transforming her State reformatories into institutions that shall be schools, rather than prisons. To emphasize this enlightened attitude the authorities are naming the institutions thus reorganized after prominent educators.

The first German school to have a moving-picture machine as a regular part of its equipment is in Thuringia. The apparatus will be used mainly in geography and nature study.

England has 20,757 elementary public schools with 5,500,000 pupils. The 1912 budget for education is \$72,000,000, of which \$1,000,000 is for teachers' old age pensions.

Twenty-one German universities had 57,415 students in the winter semester 1911-12, as compared with 54,822 in the preceding semester.

Nearly 5,000 students from foreign countries studied at American institutions of higher learning in 1911.

Chicago

(Partly destroyed by fire, October 9, 1871.)

Gaunt in the midst of the prairie,
She who was once so fair;
Charred and rent are her garments,
Heavy and dark like cerements;
Silent, but round her the air
Plaintively wails, "Miserere!"

Proud like a beautiful maiden,
Artlike from forehead to feet,
Was she still pressed like a le-
man,
Close to the breast of the demon,
Lusting for one so sweet,
So were her shoulders laden.

Friends she had, rich in her treasures;
Shall the old taunt be true,—
Fallen, they turn their cold faces,
Seeking new wealth-gilded places,
Saying we never knew
Aught of her smiles or her pleasures?

Silent she stands on the prairie,
Wrapped in her fire-scathed sheet:
Around her, thank God, is the
Nation,
Weeping for her desolation.
Pouring its gold at her feet.
Answering her "Miserere!"

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Decrease in Schools

UNITED STATES BUREAU OF EDUCATION

Are fewer children born? Do larger numbers die per million of population now than twenty years ago? Or is the average length of human life materially increasing?

These are questions suggested in the introduction of the statistical report of the United States Bureau of Education for 1911, following the statement that the percentage of the total population enrolled in the schools in 1910 was less than in 1890.

It is pointed out that important methods of gathering statistics account for a part of the loss, but on the other hand other authorities note that compulsory education laws and like social agencies are bringing a greater and greater proportion of children to the schoolhouse door. The introductory statement to the Education Bureau's document says in part:

"There was an apparent decrease in the percentage of the total population enrolled in the schools as a whole from 22.54 in 1890 to 21.54 in 1910. The loss may be given in numbers as 919,723. In other words, the grand total of school enrollment in 1910 would have been 20,731,645 if the percentage of 1890 had been maintained, in place of the 19,811,922 grand total.


"All this loss and more is suffered by the elementary schools, for the higher institutions made substantial gains and the secondary schools show marked increase in enrollment as compared with the total population.

"There is no reason for the belief that the schools have lost ground in reality. This comparison is with total population, not school population, and it is probable that there are relatively fewer children now than formerly.

"If there are not so many children proportionally, there will naturally be proportionally fewer pupils. Furthermore, it is well known that the constant improvement in statistical methods has resulted in the elimination to an increasing extent of duplicate enrollments. The decrease that results is apparent only and causes no concern."

No. **365**

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Columbus

(Discovery of America by Christopher Columbus, October 12, 1492.)

Behind him lay the gray Azores,
Behind the Gates of Hercules;
Before him not the ghost of shores,

Before him only shoreless seas,
The good mate said: "Now must me pray.

For lo! the very stars are gone.
Brave Admiral, speak, what shall I say?"

"Why, say, 'Sail on! and on!'"

"My men grow mutinous day by day;

My men grow ghastly wan and weak."

The stout mate thought of home; a spray

Of salt wave washed his swarthy cheek.

"What shall I say, brave Admiral, say,

If we sight naught but seas at dawn?"

"Why, you shall say at break of day,

Sail on, sail on! sail on! and on!"

They sailed and sailed, as winds might blow,

Until at last the blanched mate said:

"Why, now not even God would know

Should I and all my men fall dead.

These very winds forget their way,

For God from these dread seas is gone.

Now speak, brave Admiral, speak and say"—

He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate,

"This mad sea shows his teeth to-night,

He curls his lip, he lies in wait

With lifted teeth as if to bite

Brave Admiral, say but one good word:

What shall we do when hope is gone?"

The words leapt like a leaping sword:

"Sail on! sail on! sail on! and on!"

Then, pale and worn, he kept his deck,

And peered through darkness.

Ah, that night

Of all dark nights! And then a speck—

(Continued next page)

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Vol. XXXV

NOVEMBER, 1912

No. 3

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Contents for November

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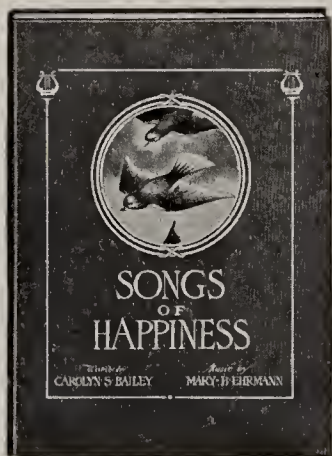
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Teachers Magazine

Vol. XXXV

NOVEMBER, 1912

No. 3



Outline Thanksgiving Nature Study Lesson

The Graded Turkey

FIRST GRADE—THE EGG TURKEY

Eggs are very wonderful things. Can you think of some creatures that come from eggs? All birds? Yes, from the tiny wren to the giant ostrich. What kinds of eggs have you seen. Hen, pigeon, robin, blue bird, turkey? What does a turkey egg look like? Where did you ever see one?

SECOND GRADE—THE BABY TURKEY

If the little turkey always stayed in the shell of course it could never grow any larger. What happens to the shell when it becomes too small for the turkey inside of it? What does the baby turkey look like? What about his eyes, his legs, his feathers, his bill? Is he a very goodlooking baby?

THIRD GRADE—THE GROWING TURKEY

When the baby turkey is one or two months old, what changes have taken place in his appearance? What are his habits, does he like to swim like the duck, does he walk around like the chicken, or does he fly like the pigeon? What does he like best to eat? Is he apt to be very strong and healthy or is he apt to take cold, and to get sick and die?

FOURTH GRADE—THE GROWN-UP TURKEY

When the turkey has grown to his full size he is rather a large bird. There are wild turkeys and tame turkeys. Who takes care of the tame turkeys? Have you ever noticed anything peculiar about the turkey's head? Males have a tuft of feathers on the chest. Can anyone tell how the turkey got his name? (Cf. Enc. Brit. Art. Turkey.)

FIFTH GRADE—THE MOTHER TURKEY

Of course there would soon be no turkeys

unless the grown ups lay eggs, and take good care of them. How about their nests, and how do they keep the eggs warm? Are we quite sure there will be turkeys *next* November in time for Thanksgiving?

SIXTH GRADE—THE KILLED TURKEY

It may seem too bad but we all know that at a certain time, when he is fat and full grown, the turkey must be killed and prepared for the market. Maybe the farmer knows just when and just how to do this so that the turkey will not suffer much. This has to be done with the cows, the sheep, the chickens, the pigs and everything that we eat.

SEVENTH GRADE—THE MARKET TURKEY

If you live on a farm and if your father raises turkeys, you do not have to go to market and buy one for the Thanksgiving dinner. Most people do, however. How do the turkeys look hanging up on the hooks or lying on the stands ready to be sold? Thousands and thousands are brought to market every year and nearly everybody must like them, judging by the quantities sold. How much will your Thanksgiving turkey cost, do you think?

EIGHTH GRADE—THE ROAST TURKEY!!!

How good he looks! How good he smells! Now we see why the farmer took such good care of him and why he gave him such good food to eat. Who bought the turkey? Who roasted him? How thankful we are that such good provision has been made for us. Thankful to mother and father, to the market man, to the farmer, but most of all to God, who makes all good things possible. Surely we all like Thanksgiving Day, and will try to show our gratitude in every possible way.



I. Round Table Talks With Subscribers

Scheme Department

Perhaps we should call this the "wake up" department. Some people never see an opportunity coming. Consequently they are not prepared to meet it when it arrives. A five dollar gold piece would be a much meaner present than an opportunity to make five dollars. Ditto fifty dollars.

This is where we present our readers with opportunities.

—The Schematist.

ONE MONTH MORE

The Round Table contest closes Dec. 1. The subscriber sending us the largest number of subscriptions before that date will be awarded the prize.

Fifty dollars, cash or full value.

Enroll at once and send in subscriptions as soon as possible.

An open field and a fair chance for all.

Read September and October Round Table Talks.

"Vital Issues" is a handbook of scientific citizenship and statesmanship. It presents both sides of the agitated questions of the day. It should be in the hands of every person who desires to be well informed on matters of paramount importance. To the busy teacher it is worth its weight in any precious metal. It may be secured absolutely free with a two years' subscription to *TEACHERS MAGAZINE* at the special rate of \$2.00. We will furnish the book to our present subscribers for twenty-five cents, postpaid.

Search through this number of *TEACHERS MAGAZINE* and find Mr. Miller's contribution on the subject of insurance. It is practical and timely. The teacher who neglects this matter is acting foolishly, or rather is guilty of foolish inactivity. In presenting this subject, Mr. Miller believes that he is considering the best interests of the teachers who read his articles whether they elect to make further use of his services or not.

The question as to how and where to spend a vacation may be regarded as one of the important considerations in the teacher's year. It is vacation enough for many just to go home. Others betake themselves to the mountains or sea-shore or lake-side, as the case may be, with no other idea but to recuperate. Some are so favored as to own their own cottages or bungalows, and the date of the annual occupancy is irrevocably fixed.

That summer must come, however, which will be red-lettered as the time of the teacher's first trip

to Europe. Recreation, education, inspiration—invigoration for mind, body, and soul—the trans-Atlantic voyage means all these for the intelligent traveller.

So we are planning to go next summer, a few of us, and the itinerary is all arranged and the price fixed. For \$310.00 we can enjoy 44 days of sight-seeing with the customary vexations of travel reduced to a minimum and the benefits raised to the maximum. The Tour Department will furnish all information necessary. Enroll at once. A decided advantage is obtained by so doing.

To Primary Teachers

We desire to secure a number of good photographs showing the primary class in action. What particular phase of your work interests you most? Are you working out some unique plans which you would be willing to pass on to others? Does the classroom assume a peculiarly fascinating appearance as the children are engaged in some picturesque exercise? Do you occasionally decorate the room in a more or less elaborate manner, greatly to your own satisfaction and to the joy of the little folks? Perhaps you have already taken pictures which might be used to embellish the pages of *TEACHERS MAGAZINE* and to furnish valuable suggestions to other teachers working in the same grade. If not, you may arrange to do so without a great deal of trouble and at a very slight expense. This is our proposition: All photos thus sent to us will be submitted to a committee and the best picture will be published in the following issue. Possibly several can be used each month. The reward will be a year's subscription to *TEACHERS MAGAZINE* or Educational Foundations sent to any address. No photos are to be returned. This plan may be made to work to the great advantage of many of our readers. Will you help?

One correspondent suggests the advisability of changing the form of *TEACHERS MAGAZINE* to permit of a larger page. We welcome such expressions of opinion. Our policy is to give our readers what they want. Changes will be made as fast as they seem desirable.

The Schematist thinks that this is the best number of *TEACHERS MAGAZINE* published this year. What does the reader think?

II. Editorial Expression and Selection

PERSONALITY DEPARTMENT

Some of us live in a great hurry.

Fascinated with our occupations, engrossed in the task of the hour, or perhaps over-anxious for immediate results, we are impatient with the kindly admonitions which call attention to the subtler forces that control ultimate success.

Too busy to read editorials?

Slow up. Take time. Live.

William E O'Donnell Jr

Dr. Noble In the September issue we were privileged to print a message to teachers from Dr. S. Parkes Cadman, of Brooklyn. It contained an eloquent and inspiring appeal and illustrated the immortality of the teacher's influence. This month the good word comes from Dr. Eugene Allen Noble, president of Dickinson College, Carlisle, Pa. Dr. Noble was formerly president of the Goucher College for Women, of Baltimore, Md., and prior to that was president of the Centenary Collegiate Institute at Hackettstown, N. J. He is an educator of splendid abilities and we bid him a glad welcome to the happy family of TEACHERS MAGAZINE contributors.

A Yale Sermon "It is not enough for us to get things in their right proportion to one another. We must keep them in right proportion to our own selves and to our own souls. To the brain that apprehends things as they are must be added the spirit that will deem no provocation or excuse sufficient to justify the loss of its temper, its nerve, or its honor." So spake President Hadley, of Yale, in his address to the Freshman class.

He elaborated on the loss of temper, nerve, and honor, as an evidence of the undervaluation of self. He set a high ideal before his young men and gave them a lesson worth the cost of a college course.

Temper. Nerve. Honor.

To lose one's temper is to demean himself for the moment.

To lose one's nerve is to confess himself unequal to his task.

To lose one's honor—this is an "act of self-abasement which cuts deeper and lasts longer than losing one's temper or losing one's nerve." To cheat in an examination is to hold honor cheaper than parchment. To cheat in a contest is to hold one's self at less value than the game. "He that ruleth his own spirit is greater than he that taketh a city." There was much in Dr. Hadley's presentation of his text that needs to be impressed not only on the minds of Freshmen but on all who seek positions of influence. It is for the teacher both to exemplify and to teach the doctrine. So will the world become a better world and the people in it a happier people.

Temper. Nerve. Honor.

A Cheering Message to Teachers From Dr. Eugene Allen Noble, President Dickinson College, Carlisle, Pa.

Mr. Ruskin told the laborers and workingmen of England that he knew of five great teachers; that they had related themselves to five cities; and that those cities were real beacon lights of history. I am of the opinion that Mr. Ruskin is one of the world's greatest teachers, although there are a good many persons who regard him as a querulous old pessimist, with some light but little sweetness. As a teacher, and by virtue of the essential quality that made him, and makes others, "mighty in method, majestic in task," he reveals himself, as every true teacher reveals himself, as the legible page of an open book. From five great lives he read one lesson, which very lesson is read not less clearly from his life. A teacher is a person who has a sane and satisfying philosophy of life, and is able by work and influence to fuse his believing self into other people.

I can see some defects in that statement, as I see them, to the various meaning of such words as "philosophy," "influence," etc. But as I use the words it is a good definition. Good, for this reason, that it imposes a weight of responsibility, and suggests a compensation. If we were sure that our physical selves were worth fusing into other lives we should make better parents than we are. But to be sure that our believing selves, the self of mind and spirit, the better self, is worth fusing, ought to give us a heightened consciousness of what it means to live. Then the joy of it: ask any enthusiast what emotion has lifted him highest, and he will say, if I mistake not, that to be the parent of spiritual children is life's greatest joy.

And the application of this? I ask every teacher who reads these words to make that.

III. Passing Pleasantries



*A cheerful temper joined with innocence will
make beauty attractive, knowledge delightful, and
wit good-natured.*

—Addison.



Here are Some Definitions Taken From "English As She Is Taught"

"*Alias*, a good man in the Bible."
"*Ammonia*, the food of the gods."
"*Auriferous*, pertaining to an orifice."
"*Emolument*, a headstone to a grave."
"*Eucharist*, one who plays euchre."
"*Ipecac*, a man who likes a good dinner."
"*Republican*, a sinner mentioned in the Bible."
"*Plagiarist*, a writer of plays."
"*Demagogue*, a vessel containing beer and other liquids."

The following sentences have actually appeared in examination papers, and are taken from the same book "English As She Is Taught."

"You should take caution and be precarious."
"The supercilious girl acted with vicissitude when the perennial time came."
"We should endeavor to avoid extremes—like those of wasps and bees."
"There are a good many donkeys in theological gardens."
"Some of the best fossils are found in theological cabinets."
"A circle is a round straight line with a hole in the middle."
"Things which are equal to each other are equal to anything else."
"To find the number of square feet in a room you multiply the room by the number of the feet. The product is the result."
"The Rocky Mountains are on the western side of Philadelphia."
"Cape Hatteras is a vast body of water surrounded by land and flowing into the Gulf of Mexico."
"Mason and Dixon's line is the Equator."
"One of the leading industries of the United States is molasses book-covers numbers gas teaching lumber manufactures paper-making publishers coal."
"Hindoostan flows through the Ganges and empties into the Mediterranean Sea."
"Ireland is called the Emigrant Isle because it is so beautiful and green."
"The two most famous volcanoes of Europe are Sodom and Gomorrah."

Teacher—"Who is it that sits idly by, doing nothing, while everybody else is working?"
Bobby—"The teacher."

The teacher in the primary department of a Philadelphia school had been holding forth at some length with reference to the three grand divisions of nature—the animal, the vegetable, and the mineral. When she had finished she put this question:
"Who can tell me what the highest form of animal life is?"

Whereupon the pupil nearest her hastened to supply the answer as follows:
"The giraffe."

James—Papa, I ain't got no syrup.
Father—John, correct your brother.
John (leaning over and peering into James' plate)
—Yes you is.—*Harper's Weekly*.

The Funny Little Boy

For a Girl

I know a funny little boy,
Who, very strange to say,
Speaks often topside upside down,
And inside out, this way—
"O Donald, when did Israel Put
So many redcoats kill?
You know that battle, I am sure;
'Twas fought on Hunker Bill."
Oh, "Donald, I must track my punk!
Mamma says I can go
With you to where the ocean is—
Where crabbies tite your boe."
"The seashore is a lovely place,
And sand forts are such fun,
I like to play tag with the waves,
And from the rurf to sun."
"The woard balk by the beach is ve-
Ry, very, very long.
Sometimes I think that it must end
In Moonland, but that's wrong."
Some day I'll stand the little boy
Right on his curly head,
And then, maybe, his downside words
Will stand straight up instead.

—Plain Dealer.



IV. Class Room Diary

*Come what, come may,
Time and the hour runs through the roughest day.
—Macbeth.*

Maximilian P. E. Groszmann

(Departments IV, V, VI and IX Under the Direction of Dr. Groszmann)

NOVEMBER 1.

Golden autumnal mornings! Bright shines the dewy sun; fresh and bracing is the air; crickets chirp in the grass; and "Caw, Caw," sings the solitary distant crow.

The utility of many useful things is not at first very manifest,—as poetry, for instance. Yet its uses are as many and as sweet as those of adversity. When the first kettle boiled, who imagined the manifold uses of steam.
—Longfellow.

Gratitude is the soil on which joy thrives.—
Auerbach.

All Saints' Day.

NOVEMBER 4.

The wild November comes at last
Beneath a veil of rain;
The night wind blows its folds aside,
Her face is full of pain.

The latest of her race, she takes
The autumn's vacant throne,
She has but short moon to live,
And she must live alone.

—Stoddard—November.

Order is the sanity of mind, the health of the body, the peace of the city, and the security of the state. As the beams to a house, as the bones to the microcosm of man, so is order to all things.

—Southey.

Eugene Field died 1895.

NOVEMBER 5.

Now autumn's fire burns slowly along the woods,
And day by day the dead leaves fall and melt,
And night by night the monitory blast
Wails in the keyhole, telling how it passed
O'er empty fields, or upland solitudes,
Or grim wide wave, and now the power is felt
Of melancholy, tenderer in its moods,
Than any joy indulgent summer dealt.

—William Allingham—Day and Night Songs.

A man's own good-breeding is the best security against other people's ill manners.—Lord Chesterfield.

Hans Sachs born 1494.

NOVEMBER 6.

Red o'er the forest peers the setting sun,
The line of yellow light dies fast away
That crowned the eastern copse; and chill and dun
Falls on the moor the brief November day.
—Keble—Christian Year.

To read without reflecting is like eating without digesting.—Burke.

Death of Lord Selby, ex-speaker House of Commons 1909.

NOVEMBER 7.

Autumn, among her drooping marigolds,
Weeps all her garnered sheaves, and empty folds,
And dripping orchards—plundered and forlorn.
The season is a dead one.

—David Gray.

Religion is the best armor that a man can have, but it is the worst cloak.—Bunyan.
John Brown died 1859.

NOVEMBER 8.

The dead leaves their rich mosaics,
Of olive and gold and brown,
Had lain on the rain-wet pavements,
Through all the embowered town.

—Samuel Longfellow—November.

The seeds of repentance are sown in youth by pleasure, but the harvest is reaped in age by pain.—
Colton—Lacon.

John Milton died 1674.

NOVEMBER 11.

The autumn is old;
The sere leaves are flying;
He hath gathered up gold,
And now he is dying,
Old Age, begin sighing!

—Hood—Autumn.

'Tis one thing to be tempted, 'tis another thing to fall.—Shakespeare.

Execution Chicago Anarchists 1887.

NOVEMBER 12.

Dry leaves upon the wall,
Which flap like rustling leaves and seek escape,
A single frosted cluster on the grape
Still hangs—and that is all.

—Susan Coolidge—November.

They are never alone that are accompanied with
noble thoughts.—*Sir Philip Sydney*.

King and Queen of Norway visit Windsor Castle
1906.

NOVEMBER 13.

Gone are the birds that were our summer guests,
With the last sheaves, return the laboring wains!

—Longfellow—*The Harvest Moon*.

Dost thou love life? Then waste not time, for
time is the stuff that life is made of.—*B. Franklin*.

Robert Louis Stevenson born 1850.

NOVEMBER 14.

All brilliant flowers are pale and dead,
And sadly droop to earth,
While pansies chill in velvet robes,
Count life but little worth.
But in these dark November days
That wander wild and wet,
Our thoughts are winged to summer days,
On breath of mignonette.

—Eliza O. Peirson—*Mignonette*.

The first point of wisdom is to discern that which
is false; the second, to know that which is true.—*Lactantius*.

Beginning of trial of Guiteau, 1881.

NOVEMBER 15.

The bee hath ceased its winging
To flowers at early morn,
The birds have ceased their singing,
Sheaf'd is the golden corn;
The harvest now is gathered,
Protected from the clime;
The leaves are seared and withered,
That late shone in their prime.

—Thomas J. Ouseley—*The Seasons of Life*.

The tints of autumn,—a mighty flower garden
blossoming under the spell of the enchanter, Frost.
—*Whittier*.

The Battle of Morgarten, 1315.

NOVEMBER 18.

Wrapped in his sad-colored cloak, the Day, like a
Puritan, standeth
Stern in the joyless fields, rebuking the lingering
color,—
Dying hectic of leaves and the chilly blue of the
asters,—

Hearing perchance the croke of a crow on the
desolate treetop.

—Bayard Taylor—*Home Pastorals*.

It is not work that kills men; it is worry. Work
is healthy; you can hardly put more on a man than

he can bear. Worry is rust on the blade.—*Henry
Ward Beecher*.

Death of ex-President Arthur, 1886.

NOVEMBER 19.

When shrieked
The bleak November winds, and smote the woods,
And the brown fields were herbless, and the shades,
That met above the merry rivulet,
Were spoiled, I sought, I loved them still; they
seemed

Like old companions in adversity.

—Bryant—*A Winter Piece*.

When the mind has brought itself to attention it
will be able to cope with difficulties and master
them, and then it may go on soundly.—*Locke*.

A. B. Thorwaldsen born 1770. Franz Schubert
died 1828.

NOVEMBER 20.

When the silver habit of the clouds,
Comes down upon the autumn sun, and with
A sober gladness, the old year takes up
His bright inheritance of golden fruits,
A pomp and pageant fill the splendid scene.

—Longfellow—*Autumn*.

Even the best things, ill used, become evils; and
contrarily, the worst things, used well, prove good.
—*Bishop Hall*.

Vasco da Gama discovered Cape of Good Hope,
1497.

NOVEMBER 21.

The year's in the wane;
There is nothing adorning;
The night has no eve,
And the day no morning;
Cold winter gives warning!

—Hood—*Autumn*.

A faithful man shall abound with blessings.—
Solomon.

Voltaire born 1694.

NOVEMBER 22.

The song-birds leave us at the summer's close,
Only the empty nests are left behind,
And pipings of the quail among the sheaves.

—Longfellow—*The Harvest Moon*.

Every great book is in action, and every great
action is a book.—*Luther*.

Arbitration treaty with Germany, 1904.

NOVEMBER 25.

The mellow year is hasting to its close;
The little birds have almost sung their last,
Their small notes twitter in the dreary blast—
The shrill-piped harbinger of early snows;

* * * * *

The dusty waters shudder as they shine,
The russet leaves obstruct the straggling way
Of oozy brooks, which no deep banks define,
And the gaunt woods, in ragged scant array,
Wrap their old limbs with sombre ivy twine.

—Hartley Coleridge—*Poems*.

Mirth and cheerfulness are but the reward of in-
nocence of life.—*Sir T. More*.

The English leave New York, 1783.

NOVEMBER 26.

To the Fringed Gentian

Thou blossom bright with autumn dew,
And colored with the heaven's own blue,
That openest when the quiet light,
Succeeds the keen and frosty night.

Thou comest not when violets lean
O'er wandering brooks and springs unseen,
Or columbines, in purple dressed,
Nod o'er the ground bird's hidden nest.

Thou waitest late, and com'st alone,
When woods are bare and birds are flown,
And frost and shortening days portend
The aged year is near his end.

Doing good is the only certainly happy action of a man's life.—*Sir P. Sidney.*
Birth of Horace, 8 B. C.

NOVEMBER 28.

Love

The night has a thousand eyes,
And the day but one;
Yet the light of the bright world dies,
With the dying sun.

The mind has a thousand eyes,
And the heart but one;
Yet the light of a whole life dies,
When love is done.

—*Francis Bourdillon.*



NOVEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Then doth thy sweet and quiet eye
Look through its fringes to the sky,
Blue—Blue—as if that sky let fall
A flower from its cerulean wall.

I would that thus when I shall see
The hour of death draw near to me,
Hope, blossoming within my heart,
May look to heaven as I depart.

—*William Cullen Bryant.*

The childhood shows the man, as morning shows the day.—*Milton.*
President Roosevelt received British Industrial Commission, 1902.

NOVEMBER 27.

I love to wander through the woodlands hoary
In the soft light of an autumnal day,
When summer gathers up her robes of glory,
And like a dream of beauty glides away.

—*Sarah Helen Whitman—Still Day in Autumn.*

The brown autumn came. Out of doors, it brought to the fields the prodigality of the golden harvest,—to the forest, revelations of light,—and to the sky, the sharp air, the morning mist, the red clouds of evening.—*Longfellow—Kavanagh.*

'Mid pleasures and palaces though we may roam,
Be it ever so humble, there's no place like home.

Thanksgiving—*J. Howard Payne.*

NOVEMBER 29.

The woods appear
With crimson deeply dashed and crossed,—
Sign of the fatal pestilence of frost.

—*Bayard Taylor—The Soldier and the Pard.*

Always say a kind word if you can, if only that it may come in, perhaps, with singular opportuneness, entering some mournful man's darkened room, like a firefly, whose happy circumvolutions he can not but watch, forgetting his many troubles.

Horace Greeley died, 1872.

V. Timely Celebrations

In recognition of the seasons, in commemoration of important events, in honor of notable men, in observation of wholesome customs and in perpetuation of harmless traditions.

The First Thanksgiving

"And now," said the Governor, gazing
Abroad on the piled-up store
Of the sheaves that dotted the clearings,
And covered the meadows o'er,
" 'Tis meet that we render praises
Because of this yield of grain,
'Tis meet that the Lord of the harvest,
Be thanked for his sun and rain.

"And therefore, I, William Bradford,
(By the grace of God, to-day,
And the franchise of this people)
Governor of Plymouth, say,
Through virtue of vested power,
Ye shall gather with one accord,
And hold in the month of November
Thanksgiving unto the Lord.

"So, shoulder your match-locks, masters,
There is hunting of all degrees,
And, fishermen, take your tackle
And scour for the spoils the seas.
And maidens and dames of Plymouth,
Your delicate crafts employ
To honor our first Thanksgiving
And make it a feast of joy."

At length came the day appointed;
The snow had begun to fall,
But the clang from the meeting-house belfry,
Rang merrily over all
And summoned the folks of Plymouth,
Who hastened with one accord
To listen to Elder Brewster,
As he fervently thanked the Lord.

In his seat sat Governor Bradford;
Men, matrons and maidens fair,
Miles Standish and all of his soldiers,
With corselet and sword were there.
And sobbing and tears of gladness
Had each in turn its sway;
For the grave of sweet Rose Standish,
O'ershadowed Thanksgiving Day.

And when Massasoit, the Sachem,
Sat down with his hundred braves,
And ate of the varied riches
Of gardens and woods and waves,
And looked on the granaried harvest,
With a blow on his brawny chest,
He muttered, "The good Great Spirit
Loves his white children best."
—From Colonial Ballads.

Thanksgiving Joys

Cartloads of pumpkins, as yellow as gold,
Onions in silvery strings,
Shining red apples and clusters of grapes,
Nuts and a host of good things,—
Chickens and turkeys and fat little pigs—
These are what Thanksgiving brings.

Work is forgotten and play-time begins,
From office and schoolroom and hall,
Fathers and mothers and uncles and aunts,
Nieces and nephews and all
Speed away home, as they hear from afar,
The voice of old Thanksgiving call.

Now is the time to forget all your cares,
Cast every trouble away,
Think of your blessings, remember your joys,
Don't be afraid to be gay!
None are too old, and none are too young,
To frolic on Thanksgiving day.

—*Youth's Companion.*

Thanksgiving Story

The ripe rosy apples are all gathered in;
They wait for the winter in barrel and bin;
And nuts for the children, a plentiful store,
Are spread out to dry on the broad attic floor;
The great golden pumpkins, that grew such a size,
Are ready to make into Thanksgiving pies;
And all the good times that children hold dear,
Have come round again with the feast of the year.

Now what shall we do in our bright happy homes,
To welcome this time of good times as it comes?
And what do you say is the very best way
To show we are grateful on Thanksgiving Day?
The best thing that hearts that are thankful can do
Is this: To make thankful some other hearts, too;
For lives that are grateful, and sunny, and glad,
To carry their sunshine to lives that are sad;
For children who have all they want and to spare
Their good things with poor little children to share;
For this will bring blessing, and this is the way
To show we are thankful on Thanksgiving Day.

The Magic Vine

A fairy seed I planted,
So dry and white and old;
There sprang a vine enchanted
With magic flowers of gold.

I watched it, I tended it,
And truly, by and by,
It bore a Jack-o'-lantern,
And a great Thanksgiving Pie.



The Feast-Time of the Year

This is the feast-time of the year,
When hearts grow warm, and home more dear;
When autumn's crimson torch expires,
To flash again in winter's fires.
And they who tracked October's flight,
Through woods with gorgeous hues bedight,
In charmed circle sit and praise
The goodly log's triumphant blaze;
This is the feast-time of the year,
When plenty pours her wine of cheer,
And even humble boards may spare,
To poorer poor a kindly share.
While bursting barns and granaries know
A richer fuller overflow,
And they who dwell in golden ease,
Bless without toil, yet toil to please.
This is the feast-time of the year,
The blessed advent draweth near;
Let rich and poor together break
The bread of love, for Christ's sweet sake;
Again the time when rich and poor
Must ope for Him a common door
Who comes a guest, yet makes a feast,
And bids the greatest and the least.

—Sel.

November

Old "Father Time" has brought again,
November, dark and drear;
The chilly winds sigh mournfully,
The grass is brown and sear,
The frost, unseen, has come and touched,
The leaves with finger cold,
And changed their robes of pretty green,
To crimson, brown, and gold.

—Alice Lotherington.

NOVEMBER 1.

All Saints Day

One feast, of holy days the crest,
I, though no Churchman, love to keep
All-Saints—the unknown good that rest
In God's still memory folded deep;
The bravely dumb that did their deed
And scorned to blot it with a name,
Men of the plain heroic breed,
That loved heaven's silence more than fame.

Such lived, not in the past alone,
But thread to-day the unheeding street,
And stairs to Sin and Famine known
Sing with the welcome of their feet;
The den they enter grows a shrine,
The grimy sash an oriel burns,
Their cup of water warms like wine,
Their speech is filled from heavenly urns.

About their brows to me appears
An aureole traced in tenderest light,
The rainbow-gleam of smiles through tears
In dying eyes, by them made bright,
Of souls that shivered on the edge
Of that chill ford repassed no more,
And in their mercy felt the pledge
And sweetness of the farther shore.

—James Russell Lowell.

NOVEMBER 4.

Eugene Field

(Died November 4, 1895)

But yesterday he was, and lo! to-day
Upon his lips there is not any breath
To tell me how he fared along the way;
And yet, methinks, beside his pulseless clay
I kneel and listen till I hear him say,
"I'll sing more sweetly for the sleep of death."

—Marion F. Ham.

NOVEMBER 13.

Stevenson's Birthday

(Robert Louis Stevenson, born November 13, 1850)

"How I should like a birthday!" said the child,
"I have so few, and they so far apart."
She spoke to Stevenson—the Master smiled—
"Mine is to-day; I would with all my heart
That it were yours; too many years have I!
Too swift they come, and all too swiftly fly."

So by a formal deed he there conveyed
All right and title to his natal day,
To have and hold, to sell or give away—
Then signed and gave it to the little maid.
Joyful, yet fearing to believe too much,
She took the deed, but scarcely dared unfold
Ah, liberal genius! at whose potent touch,
All common things shine with transmuted gold!
A day of Stevenson's will prove to be
Not part of Time, but Immortality.

—Katherine Miller.

NOVEMBER 25.

Gaetano Donizetti

(Born November 25, 1797)

A thousand godsent melodies found birth,
And, flower-like, sprang from thine angelic mind,
To lull the unceasing sorrow of mankind
And charm the changeless ennui of earth.

Then, when the soul was moved, thy reaper, Mirth,
Usurped dark Melancholy's throne and twined
Light sheaves of song as buoyant as the wind,
Turning the dross of care to golden worth!

Thy deathless Fame before no tomb shall bow!
No grave can close upon thy matchless art!

Cherished, supreme in palace as in mart,
In proud immortal calm thou standest now,
With all the grace of Italy in thy heart,
With all the glory of song upon thy brow!
—Francis Saltus Saltus.

NOVEMBER 30.

Jefferson Davis

(Died November 30, 1879)

No paltry promptings of unglutted hate
The Nation feels for him who erst assailed
Her life, and strove against the will of fate
To found an Empire and destroy a State.
She stands to-day magnificently mailed
In loyal love, too gloriously great
For thought of vengeance that were all too late.

And he whose death her sons would once have hailed
With joy, now slinks through the dark Oblivion's
gate,

With this his epitaph: When others quailed
He staked his all upon one cast of fate
And lost—and lived to know that he had failed!
—Harry Thurston Peck.

The Chestnut Burr

A wee, little nut lay deep in its nest
Of satin and down the softest and best;
And slept and grew while its cradle rocked,
As it hung in the boughs that interlocked.

Now the house was small where the cradle lay,
As it swung in the wind by night and day;
For a thicket of underbrush fenced it round,
This little lone cot, by the great sun browned.

The little nut grew, and ere long it found
There was work outside on the soft green ground.
It must do its part so the world might know
It had tried one little seed to grow.

And soon the house that had kept it warm
Was tossed about by the autumn storm;
The stem was cracked, the old house fell,
And the chestnut burr was an empty shell.

But the little seed as it waiting lay,
Dreamed a wonderful dream day by day,
Of how it should break its coat of brown,
And live as a tree to grow up and down.
—From a Teacher's Scrap Book.

Chestnut Time

What are these upon the ground,
Dressed in satin jackets brown,
White fur collars, slender neck,
Heads with caps that tassels deck,
Hidden under fallen leaves,
That are scattered by the breeze?
These are chestnuts, brown, you see,
Come to visit you and me.

They've been swinging many days,
Where the birds have sung their lays,
Prickly houses, closed so tight,
They were hidden from our sight,
Till the frost came to their home,
And invited them to come,
Spend the winter, share the joys,
Of the happy girls and boys.

O for happy chestnut time,
And the trees we love to climb!
Shake the limbs, the chestnuts fall,
Leaves will try to cover all,
We will find them, but leave more,
For the squirrel's winter store.
We'll undo their coats so neat,
Eat the kernels good and sweet.
—Malana A. Harris.

Jack Frost came down last night,
He slid to earth on a sunbeam,
Keen and sparkling and bright,
He sought in the grass for the crickets
With delicate icy spear,
So sharp and fine and fatal,
And he stabbed them far and near,
Only a few stout fellows thawed by the morning
sun,
Chirrup a mornful echo of bygone frolic and fun.
—Celia Thaxter.

"Little by little," said a thoughtful boy,
"Moment by moment I'll well employ;
Learning a little every day,
And not spending all my time in play;
And still this rule in my mind shall dwell,
'Whate'er I do, I'll do it well.'"

"Little by little I'll learn to know
The treasured wisdom of long ago,
And one of these days, perhaps I'll see
That the world will be the better for me."
And do you not think that this simple plan
Made him a wise and useful man?
—Harper's Second Reader.

For the year that is past and the year to come,
For the ripened stores of our harvest home,
For the home that blossoms here;
For the thoughts and fancies that 'round it cling
For the hearts that love and the lips that sing,
Let us thank our Father dear.
—Dora Read Goodale.



VI. Cultural Diversions



*Now the heart is so full that a drop over-fills it.
We are happy now because God wills it.*

—Lowell.

Games for November Thanksgiving Dinner

The teacher or some pupil chosen as story-teller stands in the front of the room and names each player after something that may be eaten at a Thanksgiving dinner. Then he tells a story about Thanksgiving Day while the players stand in the aisles between the desks. When any player hears his name mentioned, he must turn once in his place. For instance, if the story-teller says, "The large turkey was put into the oven," those who are named turkey must turn around. When the words "Thanksgiving Dinner" are used, all the players must turn. Any one who fails to turn at the right time steps out to one side, but if he wishes may continue to take part in the game.

The Farmer and the Crow

Use large seeds, like beans or acorns.

One player is chosen to be the farmer and one to be the crow. The farmer plants the seeds two feet apart, along a straight line. The crow hops over each seed to the end of the line, turns round, changes to the other foot, and hops back, picking up the seeds on his way. If he touches the ground with both feet at the same time, fails to change feet before beginning to hop back, or drops a seed, he keeps on until all the seeds are gathered, and then becomes a scarecrow, and stands, with his arms raised at the side, while the next farmer plants the seeds and the next crow hops over and picks them up. The successful crows are entitled to a second trial after all the players have had a turn.

Kaleidoscope

Certain of the players are named after colors, and stand in a row across the front of the room. While the other players close their eyes, those in the row change places. Then some one is called on to name the colors in their new positions. If it isn't preferred, the player who is first called on may name only one color, and other players may be asked in turn to name one color each. When all the colors have been named, another set of players may replace them in their original positions.

From "One Hundred and Fifty Gymnastic Games,"
Boston, Geo. H. Ellis Co.

An Introduction to the Dramelet, "Rothkäppchen"

The mythology of all nations, from time immemorial, is full of stories in which the heroine either dies or at least nearly dies, and is restored to life by some brave knight or magic power. All these stories, and our fairy tales are nothing but reverberations of these grand mythological themes, brought down to the simple understanding of child-like people, and picture the story of the earth which, with the beginning of Fall, is gradually sinking into the arms of Winter. Winter is the Giant Death which stifles all life; he is the Prince of Darkness. Brynhilde, in the Northern saga, is finally rescued by Sigurd, whose invincible sword is the sun's ray which pierces the icy armor of Winter. The Sleeping Beauty whom the Prince awakens with a kiss after penetrating the hedge of thorns; and here Rothkäppchen, who is saved from the belly of the Wolf (who here symbolizes the Power of Darkness and Death), are incarnations of the Earth, the Goddess Hertha, or Berchtha, of the Teutons.

ROTHKÄPPCHEN.

(*Little Red Riding Hood.*)

A Fairy Play in Five Scenes, by Maximilian
P. E. Groszmann.

Dramatis Personae:

Mother.

Rothkäppchen (dressed in traditional costume).

Fairy (in long, flowing white robes, with spangles, a diadem, and with wand).

Hunter (in green costume).

Wolf (boy in wolf mask, with brown costume, made of cotton flannel and covering hands and feet, in the manner of a child's nightdress).

Men, Women and Children.

SCENE FIRST.

(Woods; Rothkäppchen's house is seen in the distance; on the left a large tree.)

Wolf is sneaking behind trees and hides behind the large one on the left.

Hunter:

How cozy and snug it looks from here,
Rothkäppchen's house—the blossoming tree
Is not as fresh and sweet as she,
And all her neighbors hold her dear.
Grandmother's gift, a little red cap,
She loves to wear in girlish pride;
That's why Rothkäppchen she was named.
All over this fair countryside

Her sweetness is well known and famed.
She loves to gather in her lap
The flowers of woods and lane and hill,
And none is fairer than the child.

But, oh! I must bethink me now
Of my own work; for hunt I must
The big old wolf who's running wild
In this fair forest, bent to kill
Our goats and lambs, our fowl and deer.
But I will find him soon, I trust!

Wolf:

I must be careful lest he sees
That I am here behind the trees.

Hunter:

His wickedness will cost him dear!
I will not cease to hunt and pry
Until I find this beast so sly!
(Hunter exit.)

Wolf (coming forward):

Yes, go and hunt, you clever gawk!
Your skill is mostly in your talk.
You will not find me soon, I'm sure,
For you are but a clumsy boor!
You think it's but your geese and game
I care for? No, my highest aim
Is, hark!—to eat *you* up, you fool,
Who mocks me!
Hush! I must keep cool,
Or else he'll soon be on my track.
But, lo! who's that sweet thing up there? (Look-
ing in the direction of Rothkäppchen's house).
A tempting morsel, I declare!
None such came ever to my lair.
I'd like to taste her fresh young flesh,
And soon will catch her in my mesh!
I'll hide me now, but soon sneak back!
(*Wolf* exit. Curtain.)

SCENE SECOND.

(Garden; Rothkäppchen's house on the left of the stage. Rothkäppchen and her mother come out of the house. The mother carries a basket filled with fruit and cake. This she afterward hands to the child.)

Rothkäppchen:

It is so fresh and fragrant here;
The perfume of my flowers dear
Fills all the woods—I feel so gay,
To walk on such a sunny day!

Mother:

Dear child, I'm glad you like it so.

Rothkäppchen:

It's glorious, tripping to and fro,
To watch the sunlight in the trees,
To see the yellow honey-bees
Gathering nectar from each cup
Of flowers, and, flitting down and up,
The birds will hop from branch to bough.

Mother:

You are a poet, child, I vow!
But don't forget, with all your dreams,
Your trip to Grandma, for it seems
She is quite sick and needs our care.
That's why I send you over there.

Here in this basket is some fruit,
And meat, and wine, and cake to boot.
That carry to her, greet her well,
And then be home at even-bell.

Rothkäppchen (taking the basket):

That, mother, I will gladly do,
For Grannie's love for me is true,
And I love Grannie dearly; so
To her I surely like to go.
She will be pleased to see me wear
The cap I put upon my hair (pointing to her red
hood);
For with her own dear, loving hands
She made it for me, gay with bands.

Mother:

But, halt!—I've heard a wolf hunts here,
And he may hurt you, child, I fear,
If through the woods alone you go.

Rothkäppchen:

Oh, mother, do not tremble so!
The woods are safe, I'm not afraid. (Turning to
go, over her shoulder, to her mother).
She'll like the cake which you have made!
D'you think she'll let me taste of it?
Not very much, just a little bit.

Mother:

You silly girl, of course she will!
You're now so big, and a nibbler still!
But yet, I fear to let you start—
I feel misgivings in my heart!
So promise to walk fast and straight
To dear Grandmother's garden-gate.
For if you linger, as you're wont,
For flowers by the road to hunt,
The wolf may catch you,—dear, dear child,—
I fear the wolf, he is so wild!

Rothkäppchen:

Dear mother, I will heed thee, truly,
Not linger on my way unduly.
(Exeunt. Curtain.)

SCENE THIRD.

(In the forest. The Wolf is sneaking about.)

Wolf:

Here comes the girl I like to see!
Knew she who's here—how she would flee
And run and hide herself! But no,
She does not dream of death and woe.
I'll hide me now and wait a while,
Catch her with cunning and with guile.

Rothkäppchen (enters singing):

Tralalala, tralalala!

(Picking a flower.)

Oh, isn't it sweet! The woods are blue
With flowers, as far as you see through.
Wish I had time to pick me some!

Wolf (aside):

I think it's time for me to come.
(To Rothkäppchen.)

How do you do, my little dear?
What are you doing, child, out here?

Rothkäppchen:

Oh, how you frightened me! I thought
The wolf had come and I was caught!
But thank you, sir, you're very good

To greet me in this lonely wood.
I'm bringing in this basket here
Some dainties to my grandma dear.
She lives not far, in yonder house.

Wolf (aside):

I am the cat and she's the mouse. (Chuckles to himself.)

Rothkäppchen:

What were you saying, sir, just now?

Wolf:

Oh, nothing, child! Just smooth your brow;
For wrinkles do not look so nice.

Rothkäppchen:

I'll run and be there in a trice;
I must not linger, Mother said,
And Grandma, she is sick in bed.

Wolf (aside):

I think I'll catch them both together!
(Loud):

Don't you enjoy this sunny weather?
Look at the many flowers 'round!

Rothkäppchen:

See, what I have already found!

Wolf:

Yes, gather more, and do not hurry,
You need not be in such a flurry!
Grandma will like a bunch of flowers!
Why should you grudge a few short hours?

Rothkäppchen:

I think you're right,—I will pick more.
(Exit *Rothkäppchen*, singing.)

Wolf:

And I will sneak to Grandma's door!
First, I'll eat Grannie, then will wait
For her who swallowed now my bait.
(Chuckling.)

Sweet child, how easy do you sway
From duty's path, and disobey!
You never saw the wolf?—Oh, no!
But he, the wolf, he caught you—so!
(Snapping his fingers.)

SCENE FOUR.

(Interior of Grandmother's house; a large curtained bed in the background on the right.)

Wolf (who has eaten Grandmother):

Brr!—Old and hard was she, and tough,
Grandma! I feel I have enough
Of *such* fare,—and am hungry still;
Of bones you never get your fill!
Rothkäppchen, hm, that's different—
I'm now on sweeter morsel bent!

Ha, here she comes! I'll lay me down
And put on Grandma's dressing gown. (Does
as he says, and draws bed curtain.)

Rothkäppchen (knocking at the door, from outside):

Grandma, may I come in to you?

Wolf:

Yes, come!

Rothkäppchen (entering):

The flowers blue
Were tempting, and I'm very late,
And I'm really now afraid.
Grandma!

Wolf:

Come here! I'm sick!

Rothkäppchen:

I know,—

But why d'you talk to me gruffly so?
You never were unkind to me!

Wolf:

Come close! I'm sick, I cannot see!

Rothkäppchen (walking toward the bed and drawing the curtains apart):

Grandma, your ears, how big they are!

Wolf:

That I may hear you from afar.

Rothkäppchen:

Your eyes so big, what may that be?

Wolf:

It is that I may better see!

Rothkäppchen:

And what large hands! What fright! Oh,—
Mother!

Wolf:

I'll grasp you tight, without much bother.

Rothkäppchen:

But worst of all, that mouth so wide!
Oh, let me run away and hide!
Oh, help, dear Mother, hear my call!

Wolf:

I will now eat you, cap and all!
(He grasps *Rothkäppchen*, who screams loudly,
and drags her behind the bed curtains.)
(Coming out again, he says):
Now I have eaten all I care;
I'll go to sleep and rest me there.
(Withdraws behind the curtain, lies down, and
soon begins to snore.)

Hunter (enters):

I heard a scream! What happened? I wonder.
And now I hear a noise like thunder.
What does it mean? Is Grandma here? (Looking
around.)

I see her nowhere,—and I fear
The poor old lady is very sick,
Or someone played a sorry trick! (Discovers
the *Wolf* in the bed.)

What do I see! The *Wolf* in bed!
He looks so round and so well fed
I'm sure poor Grandma met her fate,
If she 't is what the *Wolf* just ate.
But now he soon will end his crimes!
I'm glad I came here just betimes
Ere he escaped! I'll kill him now,—
Mine must he be! I've kept my vow!

Fairy (appearing from the rear):

Halt, Hunter! Do not kill him yet!
Rothkäppchen we must not forget!
He swallowed her before he slept.
Had she her mother's counsel kept
She would not have been trapped by him
Who might have torn her limb from limb.
But as he swallowed her quite whole
I may yet save her sweet young soul.
With magic wand I'll touch the beast,
And he will rue his wicked feast.

(She touches the Wolf with her wand, and Rothkäppchen appears, stretching herself and rubbing her eyes.)

Lo! Here's the child, restored to life.
Now may you draw your hunter's knife
And kill the wolf right on the spot.

Rothkäppchen:

Am I awake or am I not?
What happened to me here just now?
(Meanwhile the Hunter had killed the Wolf.)

Hunter (to Rothkäppchen):

Here to the Fairy make your bow!
She saved you from the Wolf, dear child,
Who'd eaten you! Her magic mild
Has saved the land from his foul crimes.

Fairy:

From all the steeples will ring chimes
And all the folk will cheer and sing
When you'll the Wolf in triumph bring.
Go hence now, then, the news to spread!
I'll lead the child to home and bed.

SCENE FIVE.

(Village street; the Hunter brings the dead Wolf on a stretcher; many people throng around, among them Rothkäppchen and her Mother; the bells are chiming.)

Hunter:

The Wolf is slain, the land is free!
Now is the time for joy and glee.

People (shouting and dancing):

Hail to the Hunter, bold and strong!

Mother:

See, what a merry, happy throng!
We, too, must thank him, for 'twas he
Who slew the Wolf and set you free.

Rothkäppchen (courtesying to the Hunter, and stretching out her hand to him):

Thank you, brave man, for what you've done!

Hunter:

'Twas easy enough! He was half gone
Before my knife could finish him.
The Fairy had thrown a spell o'er him.
He could not move. My task was light—
I'm sorry, 'faith, he did not fight.
There is no glory in such kill.

Mother:

Tho' modest thou, we thank thee still.

People:

Hail to the Hunter, strong and bold!

Fairy (appears in all her splendor, while the people are drawing back in awe):

Here lies the monster, dead and cold.
But you, dear child, remember yet—
And never do my words forget!—
A greater monster than lies slain
Will rend your happiness in twain
If you don't mind your mother dear,
Filling her heart with grief and fear.
From that fiend all your troubles came,
For *Disobedience* is his name!
And all ye people, mark my speech!
Quite earnestly I you beseech
To learn this lesson now and here:
To never know sad grief and fear,
Do always what is good and right,
And walk forever in the light
Of Heaven's great laws of Truth and Duty!
Then will your life be full of Beauty.
So take my blessings with you hence,
If you will have OBEDIENCE!
(Curtain.)





VII. Grade Work

*Learning by study must be won
'Twas ne'er entail'd from son to son.*

—Gay.

Edited by

Charles H. Davis.

Percentage

Explanatory Treatment of Percentage, with Oral and Written Problems for 6A and 6B Grades.

By CHARLES H. DAVIS.

There is a diversity of opinion among authorities as to how many cases should be treated in percentage. As there are five distinct terms or quantities, any two of which being given the other may be found, the number of theoretical cases is quite large. Some writers prefer three cases, some five, some six. The list may be easily extended to thirty. For purposes of simplicity the plan of having only three cases is here adopted. (See Brook's Philosophy of Arithmetic, p. 357.)

Percentage.

The expression *Per cent* signifies by the hundred. Percentage is that part of arithmetic which treats of processes involving per cents.

The sign of per cent is %.

The elements involved in the solution of problems are *Base*, *Rate*, *Percentage*, *Amount* and *Difference*.

The *Base* is the number of which the per cent is taken.

The *Rate* is the number which denotes how many hundredths are taken.

Percentage is the number which is a certain number of hundredths of the base.

The *Amount* is the base plus the percentage.

The *Difference* is the base minus the percentage.

The *Proceeds* is a term meaning either amount or difference.

The parts of a number which will exactly divide it are called Aliquot parts of that number.

Learn the following per cent equivalents:

.50 = 1/2 of \$1.00	.12 1/2 = 1/8 of \$1.00
.25 = 1/4 of 1.00	.37 1/2 = 3/8 of 1.00
.20 = 1/5 of 1.00	.06 1/4 = 1/16 of 1.00
.10 = 1/10 of 1.00	.62 1/2 = 5/8 of 1.00
.05 = 1/20 of 1.00	.75 = 3/4 of 1.00
.66 2/3 = 2/3 of 1.00	.87 1/2 = 7/8 of 1.00
.33 1/3 = 1/3 of 1.00	.40 = 2/5 of 1.00
.16 2/3 = 1/6 of 1.00	.60 = 3/5 of 1.00
.08 1/3 = 1/12 of 1.00	.80 = 4/5 of 1.00
.41 2/3 = 5/12 of 1.00	.90 = 9/10 of 1.00

Mental or Sight Problems.

Multiply:

1. 864 by .12 1/2	9. 801 by .10
2. 648 by .37 1/2	10. 625 by .20
3. 936 by .16 2/3	11. 360 by .75
4. 324 by .25	12. 120 by .41 2/3
5. 750 by .80	13. 960 by .06 1/4
6. 639 by .33 1/3	14. 10.24 by .25
8. 240 by .66 2/3	16. 125 by .60
7. 144 by .08 1/3	15. 60.08 by 87 1/2

CASE I.

To find a certain per cent of a number:

Under this case there are three varieties.

We may be required:

- Simply to find the percentage, or
- To find the amount, or
- To find the difference.

Oral Problems.

- What is 2% of \$360?
Solution (analysis): 1% of \$360 = \$3.60
2% of 360 = 7.20
- Gained 3% on a house that cost \$5,000, what was the selling price?
Solution (analysis): The gain is 3% of \$5,000.
1% of \$5,000 = \$50
3% of \$5,000 = \$150
The selling price is \$5,000 + \$150 = \$5,150.
- Bought a horse for \$150 and lost 10%.
What was the selling price?

Solution (analysis):

The loss is 10% of \$150 = \$15

The selling price is \$150 — \$15 = \$135

Mental Problems.

Find:

- 25% of 360.
- 15% of 600.
- 50% of \$896.
- 20% of 350 horses.
- 60% of \$900.
- 65% of 1000 sheep.
- 75% of 5000 bricks.
- 33 1/3% of 240 men.
- 37 1/2% of 720 mules.
- 62 1/2% of 1320 acres.
- In a certain school there are 450 pupils, 40% of these are girls, how many boys in the school?
- Gained 10% on a house that cost \$6,000. What was the selling price?
- Bought a farm for \$5,000 and sold it at a loss of 12%. What was the selling price?
- How many pounds is 5% of 1 ton of hay?
- What is 1/4% of 400 quarts?

16. I paid \$24 for a bicycle and sold it at a gain of 20%. What was my gain?

17. A dealer bought coal for \$3.60 per ton in the mines and sold it at a gain of 30%.

(a) How much did he gain on each ton?

(b) What was the selling price per ton?

18. A rectangular piece of land is 120 ft. long. Its width is $66\frac{2}{3}\%$ of its length. What is the width and the area of the rectangle?

Written Problems.

(a) What is 28% of \$6475?

Solution (analysis):

$$1\% \text{ of } \$6475 = \$64.75$$

$$28\% \text{ of } \$6475 = \$1813$$

(b) Mr. Jones gained 15% on the sale of a farm that cost \$16,000. What was the selling price of the farm?

Solution (analysis):

$$\text{The gain is } 15\% \text{ of } \$16,000.$$

$$1\% \text{ of } \$16,000 = \$160.$$

$$15\% \text{ of } \$16,000 = \$2400.$$

$$\text{The selling price is } \$16,000 + \$2,400 = \$18,400.$$

(c) A man bought a house and lot for \$7,500 and sold it at a loss of $6\frac{1}{2}\%$. What was the selling price?

Solution (analysis):

$$\text{The loss is } 6\frac{1}{2}\% \text{ of } \$7500 = \$487.50.$$

$$\text{The selling price is } \$7,500 - 487.50 = \$7012.50.$$

The methods of solving the three forms of problems under Case I may be indicated by the following formulas:

$$1. p = b \times r.$$

$$2. a = b \times (1 + r).$$

$$3. d = b \times (1 - r).$$

Illustrations of solution by formula method:

(1) A real estate broker received $2\frac{1}{2}\%$ brokerage on the sale of a house and lot valued at \$4,500; how much did he receive?

$$\text{Solution: } p = b \times r.$$

$$p = \$4500 \times .025 = \$112.50.$$

(2) If I pay \$900 for flour and sell it at a profit of $2\frac{1}{2}\%$, what do I receive for the flour?

$$\text{Solution: } a = b \times (1 + r).$$

$$a = \$900 \times 1.025 = \$922.50.$$

(3) Goods which cost \$250 were sold at a loss of 7%; what was the selling price?

$$\text{Solution: } d = b \times (1 - r).$$

$$d = \$250 \times .93 = \$232.50.$$

Illustrations of solution by the algebraic method.

(1) A man having \$300 spent 17% of his money; how much did he spend?

Let X = the amount spent.

$$\text{Then, } X = \$300 \times .17.$$

$$\therefore X = \$51.$$

(2) A man paid \$4,000 for a house and sold it so as to gain $16\frac{1}{2}\%$ on the purchase price; what were the proceeds of the sale?

Let X = the proceeds.

$$\text{Then, } X = \$4,000 \times 1.16\frac{1}{2}.$$

$$\therefore X = \$4,660.$$

(3) A farm which cost \$7,500 was sold at a loss of $9\frac{1}{4}\%$; what was the selling price of the farm?

Let X = the selling price.

$$\text{Then, } X = \$7,500 \times .903\frac{1}{4}.$$

$$\therefore X = \$6,806.25.$$

Written Problems.

What is:

$$1. 49\% \text{ of } 725 \text{ bu.} \quad 11. 27\% \text{ of } 63,360 \text{ in.}?$$

$$2. 57\% \text{ of } \$7,890? \quad 12. 39\% \text{ of } 5,280 \text{ rds.}?$$

$$3. 82\frac{1}{2}\% \text{ of } 360 \text{ gal.} \quad 13. 6\frac{1}{4}\% \text{ of } 1,740 \text{ mi.}?$$

$$4. 64\% \text{ of } \$39.87? \quad 14. 8\frac{1}{8}\% \text{ of } 3,968 \text{ ft.}?$$

$$5. 7\% \text{ of } \$54.92? \quad 15. 125\% \text{ of } 900 \text{ yr.}?$$

$$6. 16\% \text{ of } 475 \text{ plows?} \quad 16. 35\% \text{ of } 1,500 \text{ min.}?$$

$$7. 41\frac{2}{3}\% \text{ of } \$5,000? \quad 17. 66\frac{2}{3}\% \text{ of } \$1,908?$$

$$8. 94\% \text{ of } 440 \text{ tons of hay?} \quad 18. 87\frac{1}{2}\% \text{ of } 320 \text{ horses?}$$

$$9. 112\frac{1}{2}\% \text{ of } 99 \text{ sheep?} \quad 19. 83\frac{1}{3}\% \text{ of } \$960.42.$$

$$10. 150\% \text{ of } \$3,506? \quad 20. 90\% \text{ of } \$2,550.10?$$

$$21. \text{What is } 65\% \text{ of a gross of pens?}$$

$$22. \text{What is } 63\% \text{ of } 3 \text{ score and ten?}$$

$$23. \text{At } 50c \text{ a bushel, how many bushels of oats can be bought for } 24\% \text{ of } \$160?$$

$$24. \text{Find the value of } 30\% \text{ of } 84 \text{ bu. of apples at } 75c \text{ per bushel.}$$

$$25. \text{A farmer having } 1,500 \text{ hens sold } 38\% \text{ of them; how many hens had he left?}$$

$$26. \text{A teacher had } 54 \text{ pupils in her class. During one month } 4\frac{1}{2}\% \text{ were late. How many were not late?}$$

$$27. \text{A farmer having a flock of } 1,600 \text{ sheep lost } 35\% \text{ of them. How many did he lose?}$$

$$28. \text{An automobile was sold so as to gain } 15\%, \text{ and the cost was } \$860; \text{ what was the selling price?}$$

$$29. \text{Bought some goods for } \$1,625 \text{ and sold them at a gain of } 19\%. \text{ What was the selling price?}$$

$$30. \text{A crate of } 30 \text{ dozen eggs were bought for } 22c \text{ per doz. and sold at a gain of } 9\%. \text{ What was received for the crate of eggs?}$$

$$31. \text{Which is the greater and how much, } \frac{3}{4} \text{ of } 960 \text{ or } 85\% \text{ of } 896?$$

$$32. \text{Goods which cost } \$315 \text{ were sold at a loss of } 7\%. \text{ What was the selling price?}$$

$$33. \text{A piece of property valued at } \$9,750 \text{ has depreciated } 15\%. \text{ What is its present value?}$$

$$34. \text{Cost of an article } \$375.50, \text{ loss } 10\%. \text{ Find the selling price.}$$

$$35. \text{What is } \frac{7}{8}\% \text{ of } 560 \text{ sheep?}$$

$$36. \text{What must the manufacturer get for a piano that cost } \$225 \text{ to gain } 64\%?$$

$$37. \text{A man who earns } \$250 \text{ a month, regularly puts } 25\% \text{ of it in a savings bank; how much does he put in the bank in a year?}$$

$$38. \text{Having } \$300, \text{ I paid } 30\% \text{ of it for board, } 20\% \text{ for clothing and } 15\% \text{ for other expenses. How much money had I left?}$$

$$39. \text{Of } \$250 \text{ deposited in a bank, } 8\% \text{ was withdrawn. How much was withdrawn?}$$

$$40. \text{A farmer raised } 375 \text{ bushels of potatoes and reserved } 8\% \text{ of them for his own use. How many bushels were reserved?}$$

$$41. \text{Wood bought at } \$5 \text{ a cord was sold at a gain of } 40\%. \text{ How much was gained on each cord?}$$

$$42. \text{A man lost by a sale } 37\frac{1}{2}\% \text{ of the value of a horse that cost him } \$240. \text{ How much did he lose?}$$

$$43. \text{If } 62\frac{1}{2}\% \text{ of } \$400 \text{ is } \frac{1}{4} \text{ of the cost of a coach, how much does it cost?}$$

Topical Geography

THIRD GRADE—SECOND HALF

EMILIE V. JACOBS

Topics.	Number of Lessons.
I. The Seasons	4
II. The Climatic Zones.....	27
III. North America.	
1. General Survey	2
2. Countries	14
3. Physiography, Climate and Life....	38
	85

I. THE SEASONS

- 1. The four seasons experienced in the home city.
 - a. One very warm, summer.
 - b. One very cold, winter.
 - c. Two temperate, spring and fall.
- 2. For each season its characteristics:—
 - a. Temperature. d. Vegetation.
 - b. Clothing. e. Heating required.
 - c. Food. f. Sports.

LESSON I.

Winter considered as above.

LESSON II.

Summer considered as above.

LESSON III.

Autumn and spring considered as above.

LESSON IV.

Written lesson.

II. THE CLIMATIC ZONES

LESSON I.

- 1. Hot or torrid; the land where it is hot all of the year. Contrast with summer.
- 2. Cold or frigid; the land where it is cold all the year. Contrast with winter.
- 3. Temperate; the land where it is warm part of the year, cold part of the year, but temperate or mild most of the year. Contrast with autumn and spring.

LESSONS II AND III.

The diagram of the zones. Print names of zones, equator, poles.

LESSON IV.

The Temperate Zone. Our Zone.

- 1. Variety of temperature.
- 2. Periodicity of vegetation.
- 3. Variety of clothing needed.
- 4. Variety of food necessary.
- 5. The people, industries, education (very general, to show effect of climate upon possibility of industry).

LESSONS V AND VI.

Plants of the Temperate Zone.

Familiar plants mentioned by pupils. Include:—

Poplar.	Fruit trees.
Maple.	Wheat.
Chestnut.	Indian corn.
Oak.	Cotton.
Walnut.	Vegetables.
Pine.	Familiar flowers.

Description of each; pictures and specimens of leaves, fruits and flowers. Uses.

LESSONS VII AND VIII.

Domestic Animals.

Familiar animals mentioned by pupils. Include:—

Horse.	Pig.
Cow.	Cat.
Sheep.	Dog.

Description of each, with pictures. Uses.

LESSONS IX AND X.

Wild Animals of the Temperate Zones.

Include:—

Squirrel.	Rabbit.
Bear.	Fox.
Wolf.	Deer.

Description of each with pictures. Their uses.

LESSON XI.

Place in the notebook a diagram of a hemisphere. Locate, by printing, the equator, poles and temperate zones. Write lists of wild and domestic animals and of plants.

LESSON XII.

The Hot Zone.

- 1. How reached.
Travel south by ship or railroad. Length of trip.
- 2. Gradual change of climate.
Extreme heat. Clothing necessary. Shelter at noon. Even the animals lie quiescent at noon. See "Apes and Monkeys," Garner.

LESSONS XIII AND XIV

Plants of the Torrid Zone. Recall Horticultural Hall. Describe a tropical scene; a jungle; a garden; a city with its palm-shaded streets; plantations.

Cotton.	Rubber.
Palm.	Coffee.

LESSONS XV AND XVI.

Animals of the Torrid Zone.

The animal life in the forest.
See "Apes and Monkeys," Garner. Refer to Roosevelt's hunting trip. Dangers of the forest. Deserts. Zoölogical Gardens recalled.

Monkey.	Elephant.
Camel.	Snake.
Lion.	Parrot.
Tiger.	

Description of each with pictures. Uses.

LESSONS XVII AND XVIII.

People of the Torrid Zone.

Various classes or races; White, Yellow, Red or Indian, Black or Negro. Clothing, occupations, outdoor life, travel.

LESSON XIX.

The Interdependence Between the Temperate and Torrid Zones.

What the Hot Zone sends us: Fruits, palms, pepper, coffee, rubber, cotton, etc.

What we send the Hot Zone: Manufactures (why), other products.

Diagram in notebook to show Hot Zone; lists of plants and animals.

LESSON XX.
The Cold Zone.

1. How reached.

Refer to Arctic and Antarctic expeditions; great difficulties and dangers.

Wonderful achievement of Peary, AN AMERICAN.

2. Climatic characteristics; ice, snow; daylight and twilight.

LESSONS XXI AND XXII.

Plant Life of the Frigid Zones.

Animal Life of the Frigid Zones.

Red snow, dwarf trees, mosses.

Bear. Dogs.

Seal. Reindeer.

Whale.

Description of each and uses.

LESSONS XXIII AND XXIV.

The People of the Frigid Zones.

1. Clothing. How Peary dressed. How the Eskimos dress.

2. Homes.

3. Occupations.

4. Method of travel.

LESSON XXV.

Interdependence Between the Temperate and Frigid Zones.

What we get from the Cold Zone; furs.

What Peary gave the Eskimos; pans, knives, etc.; how they were prized.

LESSON XXVI.

Diagram in notebook of the Frigid Zones.

Lists of plants and animals.

LESSON XXVII.

Lantern Lesson to illustrate the people, plants and animals of the various zones.

III. NORTH AMERICA

LESSONS I AND II.

General Survey of North America.

1. The grand division in which Philadelphia or the home city is located. Locate the city on the maps and globes.

2. Find North America on maps and globes of various sizes.

The Great Size of North America.

1. The length of time necessary to cross it from east to west, or from north to south; the long sail around it. Thousands of miles.

2. Thousands of cities.

3. Millions of people.

4. Great variety of people, climate, plants, animals. The three zones.

5. The oceans washing its shores. See "North America," McMurray.

6. Great rivers, forests, plains, mountains. See map and emphasize what enormous places are represented by just a little dot or line.

7. Many countries in it.

LESSONS I AND II.

Countries.

1. What constitutes a country or political division, government.

a. Government, laws, taxes, president.

b. Nationality, language.

c. Coins, stamps.

d. Our country, United States.

LESSONS III AND IV.

Our Capital, Washington.

1. Location on map; direction and distance from Philadelphia or the home city.

2. Brief description. Pictures of buildings.

LESSONS V, VI AND VII.

Other Countries of North America.

Our neighbors to the north; Canada, Newfoundland, Labrador.

Alaska, a part of United States.

Climate and life; zones, plants and animals previously studied.

LESSONS VIII AND IX.

Our neighbors to the south; Mexico, Central America.

Climate, life, zones, plants, animals previously studied.

LESSONS X, XI AND XII.

The Islands of North America.

Danish America,—Greenland, Iceland.

West Indies.

Compare and contrast climate, plants, animals, people.

Similarity of shape.

LESSON XIII.

The Characteristics of an Island.

1. Surrounded by water.

2. How reached; by boat, by bridge, by swimming.

3. Varieties of shape and size.

4. Varieties of climate and vegetation.

5. Variety of physical features; hilly, flat, rocky, wooded, cultivated, natural or with cities built upon them. Atlantic City, New York.

LESSON XIV.

Written lesson.

III. THE PHYSIOGRAPHY, CLIMATE AND LIFE OF NORTH AMERICA

a. Water trips around North America.

b. Land trips across the continent.

Start when possible at the home city.

As each coast is considered, draw its outline and study the islands, capes, isthmus, peninsulas, oceans, seas, gulfs, bays and the mouths of rivers passed. Note the changes of climate.

In crossing the continent, study the surface of the country, the rivers and lakes passed. Note the changes of climate, the people, and the animal and plant life. The above data is to be taken in the salient points only. Land and water divisions are to be recognized on the map, but no definite statement of their location is necessary in this grade.

LESSONS I, II, III, IV, V AND VI.

North along the Eastern Coast from Philadelphia.

Philadelphia, Delaware River, Atlantic Ocean, United States, Canada, Gulf of St. Lawrence, Newfoundland, Hudson Bay, Cape Farewell, Greenland, Iceland. What is meant by a gulf, bay, cape.

LESSONS VII TO XV.

South along the Eastern Coast from Philadelphia.

Philadelphia, Delaware River, Atlantic Ocean, Florida, United States, West Indies, Gulf of Mexico, Mississippi River, Mexico, Yucatan, Caribbean

Sea, Central America, Isthmus of Panama. What is meant by a peninsula, sea, isthmus.

LESSONS XVI TO XXI.

North along the Western Coast from Isthmus of Panama.

Isthmus of Panama, Central America, Pacific Ocean, Mexico, Peninsula of California, United States, Columbia River, Canada, Alaska, Bering Strait, Cape Prince of Wales, Asia, Arctic Ocean. What is meant by a strait?

LESSONS XXII TO XXX.

West from Atlantic City or from any Familiar Coast Town.

Atlantic Ocean, Atlantic Plain, Appalachian Mountains, Great Central Plain, Mississippi River, Missouri River, Rocky Mountains, Pacific System, Pacific Ocean. What is meant by a plain, a mountain, a mountain system or chain?

LESSON XXXI.

East to West from the Pacific Coast to the Atlantic Coast.

Reverse the former trip.

LESSONS XXXII TO XXXVII.

Up the St. Lawrence River and the Great Lakes to the Head of Lake Superior, and back again to the Coast.

Atlantic Ocean, Gulf of St. Lawrence, St. Lawrence River, Lake Ontario, Lake Erie, Lake Huron, Lake Michigan, Lake Superior, and back again to the coast. What is meant by a lake?

LESSON XXXVIII.

Up the Mississippi from Mouth to Source.
Gulf of Mexico, mouth of Missouri River, Great Central Plain. Great changes of climate.

Group Method for Improving Posture

Points of good posture:

- 1. Weight on balls of feet.
- 2. Chest high.
- 3. Head erect (chin slightly drawn in so as to stand as tall as possible).
- 4. Hips back.

In testing posture look for the following faults: Head forward, round shoulders, flat chest, shoulders thrown back or raised, weight on heels, hips forward, hollow back.

The test of correct posture is the pupil's ability to maintain the proper position of the body through three tests:

- 1. Standing.
- 2. Prolonged marching.
- 3. During exercise.

Those who maintain good posture in the standing test are required to march at least three minutes; those who pass the marching test are given the exercise test which requires the pupil to maintain the correct position of the body while holding the arms in the "upward stretch position." Thus by means of elimination the pupils with good posture are selected.

The percentage of the class in good posture is determined and recorded. Pathological cases are not

included in making up the percentage. Tests should be made every month by the class teacher in classes from 2-A to 8-B.

Those who pass the three tests constitute Division I; the remainder, Division II. The pupils of each division stand in a group by themselves during the regular physical training lesson. The change of place to the two divisions, if made systematically, need not take more than a few seconds.

The points of good posture should be emphasized in each physical training period. The teacher should inform each pupil having poor posture of his deficiencies and help him to assume good posture, placing him in the correct position and giving him instruction and encouragement. No lesson is complete unless it contains both mental and physical work for good posture. It is important that pupils learn to assume the correct position without strained rigidity. Attention should be given to correct sitting position.

Record of Posture Tests

Date.	Attendance.	No. in good posture.	Percentage of
			class in good posture.

Composition—In Model and Plan

The Foolish Goats

One day a goat started out for a walk. He went along quietly until he came to a very narrow bridge. At the middle of this bridge he met another goat. Then the trouble began.

Both goats must have been very silly. Neither would give way to the other. They butted each other and locked horns. Then both fell into the water and were drowned. (Maxwell's First Book in English, p. 63.)

Using the story of "The Foolish Goats" as a model, amplify this story:

- 1. Two boys (give their names) find a coin (nickel, dime, etc.).
- 2. Both want it badly. Neither boy wants to share it.
- 3. Coin is lost. Uselessness of the fight.

A Ghost Story

The rain was falling in torrents. I sat alone in a dimly lighted room, for my companions, who had paid me a visit, had just bidden me good night. We had passed the evening by telling short stories, both comic and tragic. One of the boys had told us a ghost story of a haunted house. This tale was quickly followed by others, each more exciting and thrilling than those previously told.

I reached for a book which lay on the table, but I found it was impossible for me to get my thoughts on the article I was reading, for the ghost stories kept running through my mind. The clock on the

mantel struck the hour of midnight. I felt my heart thumping as the twelfth strike died out. This was the hour the ghost pays his earthly visit.

Suddenly I heard a sound—a light tip-tap. I strained my ears to catch the sound more distinctly. It seemed to come from the garret above me. This room was used as a storeroom for old articles which were useless, but which seemed to be too valuable to throw away. I arose from my comfortable seat and paused once more to listen. I could still hear that tip-tap.

Perhaps it was a ghost? I shuddered. What was I to do? I had as yet never encountered one before. I seized a poker from the fireside and softly tip-toed up to the garret. When I reached the door I placed my eye to the keyhole, but could see nothing, for the room was in utter darkness. I opened the door, but did not dare to enter the room. From my pocket I drew an electric lamp, and flashed the light into the room. But I still could not see the cause of that sound. I heard the sound again, looked into a remote corner of the room from whence it came, and saw—nothing but an old wash boiler on which drops of water fell from a hole in the roof.

Using the above story as a model, have pupils write original stories of similar nature.

SYNOPSIS

Robinson Crusoe, by Daniel de Foe

English author; born 1661, died 1731.

Characters in story—Robinson Crusoe, Friday.

OUTLINE

Alone on a desert island—alone for twenty-eight years! Such was the fate of Robinson Crusoe, an English sailor who lived over two hundred years ago.

In those days not many vessels visited the Caribbean Sea. The waters were unknown, the pirates bold. But Robinson Crusoe, Defoe tells us, is one of those adventuresome spirits who love danger. He goes to sea in his youth, is captured by the Corsairs, is shipwrecked and washed ashore on an uninhabited island.

The tale consists of a careful description of his adventures during his long exile. It tells of his clever devices for his comfort; how he builds a hut, procures food and makes a raft by means of which he succeeds in getting many articles from the shipwrecked vessel.

An exciting incident in the story is when, after eighteen years of solitude, he finds evidence that the island is visited by cannibals. Thereafter he lives in great terror and suspense, for it is not until six years later that he encounters them. On this occasion one of their victims escapes and Crusoe saves his life and keeps him for a servant. He names him Friday and teaches him civilized ways. He proves honest and devoted, and shares Crusoe's life, until a few years later, when they are rescued by an English ship. Crusoe returns to England where he marries and settles down to enjoy the wealth he has saved during his strange adventures.

What to Read

(a) Little Lame Prince—Miss Mulock.

(b) King of the Golden River—John Ruskin.

(c) Christmas Carol—Charles Dickens.

Using story of Robinson Crusoe as a model, have pupils write similar synopsis of the three stories named.

Spelling 2A

First Month

Required	Words having	Similar	Phonetic Element
1. cut	but	nut	shut
2. doll	Poll		
3. do	to		
4. cake	take	bake	lake
5. dark	bark	lark	park
6. cold	old	bold	hold
7. keep	peep	sleep	deep
8. glad	bad	lad	had
9. feet	beet	meet	sweet
10. full	pull	bull	
11. made	fade	shade	wade
12. name	came	tame	game
13. sent	bent	tent	went
14. ride	hide	side	wide
15. sing	ring	king	wing
16. thank	Frank	bank	tank
17. were			
18. smile	mile	pile	tile
19. us	thus		
20. live	give		
21. like			
22. face	lace	race	place
23. fell	well	shell	spell
24. has	as		
25. good	hood	wood	stood
26. have	.		
27. house	mouse		
28. jump	lump	bump	pump
29. her			
30. nose	rose	those	hose

SPELLING 2A

Second Month

Required	Words having a	Similar	Phonetic Element
31. saw	law	raw	draw
32. two			
33. six	fix		
34. was			
35. come	some		
36. try	dry	fly	shy
37. water			
38. what	when	why	which
39. write	bite	kite	white
40. you			
41. that	then	this	those
42. went	sent	dent	lent
43. take	make	rake	wake
44. nice	ice	price	spice
45. little	whittle	brittle	
46. never	ever	clever	
47. now	how	plow	brow
48. are			
49. desk			
50. here			
51. your			
52. after	rafter		
53. mother	other	brother	smother
54. robin			

55. of			
56. nut	but	cut	shut
57. read	bead	lead	plead
58. arm	farm	harm	charm
59. came	lame	blame	same
60. found	bound	sound	ground

SPELLING 2A

Third Month

Required Words having a Similar Phonetic Element

61. hold	mold	fold	scold
62. green	seen	sixteen	queen
63. ask	task	mask	bask
64. eye			
65. eyes			
66. yes			
67. sister	mister	blister	
68. with			
69. our	sour	flour	
70. nest	best	test	west
71. dear	near	tear	rear
72. cry	sly	why	by
73. gave	save	shave	brave
74. peep	deep	keep	sweep
75. spell	sell	swell	dwelling
76. wing	sing	bring	sting
77. some	come		
78. bird	third		
79. drink	ink	wink	think
80. farmer	charmer		
81. ice	nice	mice	twice
82. kind	find	mind	grind
83. from			
84. pull	full	bull	
85. kitty	kitten		
86. boat	coat	goat	float
87. dress	Bess	press	mess
88. wind			
89. sir	fir		
90. down	town	brown	crown

SPELLING 2A

Fourth Month

Required Words having a Similar Phonetic Element

91. song	long	mite	wrong
92. white	bite	strong	quite
93. black	back	crack	track
94. horse			
95. does			
96. or	form	for	storm
97. where	there		
98. five	dive	alive	drive
99. home	Rome		
100. hear	fear	dear	spear
101. stir	whir	whirl	girl
102. blue	true	flue	due
103. then	when		
104. them	this	that	those
105. milk	silk		
106. hard	card	lard	
107. gone			
108. to	do		
109. nine	fine	line	pine
110. hold	cold	sold	told
111. round	bound	sound	pound

112. load	road	toad	head
113. three	throw	threw	
114. book	shook	look	cook
115. father			
116. grass	pass	brass	glass
117. bread	read	lead	
118. lost	cost		
119. might	light	sight	night
120. brother	other	mother	smother

The above list of words was prepared by the committee on English of the Principals' Council, Borough of Queens, New York City. Lists for all other grades will be given in other numbers of TEACHERS' MAGAZINE.

Questions in Language

FOR THE FOURTH AND FIFTH GRADES

- (a) Write two declarative sentences.
(b) Change them to interrogative form.
- Give the plural of: man, woman, goose, knife, tree, lemon, berry, chimney, spoonful, carriage.
- Draw an oblong to represent an envelope and address it properly to your teacher.
- Use in separate sentences, *lay*, *laid*, *lying*, *laying*, *sat*, *set*, *did*, *done*, *saw*, *seen*.
- Fill the blanks with I, me, he, him, we, us:
(a) George will go with John and ____.
(b) It was ____ that rang the bell.
(c) The books were given to ____ and ____.
(d) Who is at the door? ____.
- Use in sentences, *good*, better, best.
- Rewrite these sentences so that the subjects shall be plural:
(a) The child laughed merrily.
(b) The fox prowls at night.
(c) The spring has its source in the mountains.
- Write the possessive form of *world*, sun, man, George, river.
- Give the comparative and superlative form of: young, useful, bad, funny, bright.
- Copy the following sentences and draw one line under the principal word in the subject, and two lines under the leading word or words of the predicate:
(a) Dark red roses will bloom in June.
(b) My father's horse trots very fast.
(c) The new teacher came on Monday.
(d) Birds often build their nests in high trees.
(e) "The Children's Hour" and "Paul Revere's Ride" are two of Longfellow's poems.
- Copy these sentences and underline the subject of each:
(a) The fierce tiger makes his home in the jungle.
(b) Under the leafy boughs a tiny nest was hidden.
(c) Up from his den sprang the angry lion.
(d) Boston is the capital of Massachusetts.
(e) Have you seen many robins this spring?
- Name the *verb* in each of the above sentences.
- Write the plural of *book*, *fox*, *berry*, *dress*, *goat*, *bush*, *child*, *house*, *leaf*, *wolf*.
- What is a declarative sentence? Write an interrogative sentence.

15. What is a pronoun? Write a sentence containing a pronoun.

16. Copy the following sentences and after each one write what kind of a sentence it is:

- (a) Close the door quietly, John.
- (b) Children, have you seen our robin?
- (c) How pretty the moon looks to-night!
- (d) Walter has lost his hat.
- (e) In the morning the sun rises.

17. Write a stanza of poetry you have learned.

18. Write a short story read to you by your teacher.

19. Write a short letter to a friend telling about some book you have read recently.

20. Write the words for which the following abbreviations stand: Dr., Mr., Co., St., Feb., Jan., Mon., oz., lb., ¢.

21. Write three sentences using the three forms of the adjective *kind*.

22. Fill the blanks in the following sentences with suitable pronouns:

- (a) Who is at the door? It is —.
- (b) It was — who broke the glass.
- (c) Send the box to Mary and —.

23. Write a sentence containing a proper and a common noun.

24. Copy the following sentences and draw a line under each adjective:

- (a) The round red apples filled the large basket to the top.
- (b) Kate is the dearest friend I have.
- (c) Arthur is a better writer than I.

25. Write from dictation:

- (a) "Children," said Mrs. White, "who will do an errand for me?"
- (b) The boy's hat was lost in the field.
- (c) "Frank, where are you going?" asked Henry.
- (d) The initials of our principal's name are J. H. C.
- (e) Close the door quietly, Ellen.
- (f) "Here are some violets," said the child.
- (g) Our friend's letter was mailed in New York.
- (h) Frank, where is my book?
- (i) After a while, the prince's father died.
- (j) "Black Beauty" is an interesting book about a horse.

Perseverance

If you find your task is hard,
Try, try again;

Time will bring you your reward,
Try, try again.

All that other folks can do,
Why, with patience, should not you?

Try, try again. —T. H. Palmer.

Press on! if once and twice thy feet
Slip back and stumble, harder try.

—Benjamin.

To climb steep hills requires slow pace at first.

—Shakespeare.

Constructive Work for Thanksgiving

By HELEN I. OPEL, P. S. No. 25, Borough of Queens, N. Y. C.

A new idea for Thanksgiving that you want? Why, certainly—"de-e-lighted"! This is what my primary class is going to do.

We're going to have a real old-fashioned Thanksgiving dinner. The school shop will furnish us a table—one 2'x 8'x 4" would be about right. Then we're going to draw pumpkin pies, bunches of grapes, turkeys, celery, etc., to be put upon the table—said articles being composed of heavy paper, or of light cardboard, and will have a "front" and "back" to make them seem more real. And we're going to color the "edibles" with crayons, in as nearly natural tints as possible. For people, we're going to have Pilgrim dolls made of clothespins. Yes! ordinary clothespins. Prithee, hark ye a moment and I'll tell you how—

Consider the clothespin. It consists of a round, flat-topped head, a brief neck, and two long straight limbs. First, make the face thus:



Two wee circles make the eyes—the placing of the dark pupils determines, to a great extent, the expression of the face. Outline the eyes with ink—fill in the pupils with ink too, and fill in the whites of the eyes with white crayon. Two dots of red paint serve for a nose, and a dash of the same pigment for the mouth. Cheeks may be colored with a very faint (beware!) tinge of pink. Combings, wound up closely and pasted in top of the head, make splendid hair. Arms are made of cardboard, thus:

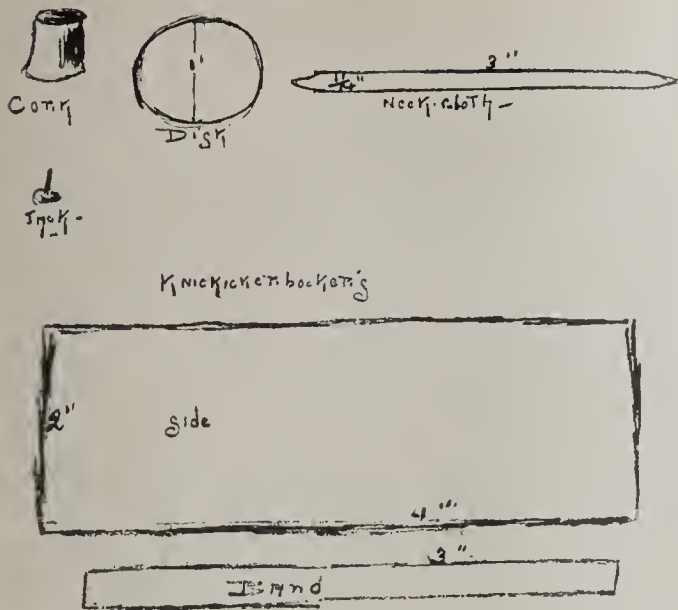


(each arm having, of course, two sides), and are joined to the body by means of a simple device—a carpet-tack.

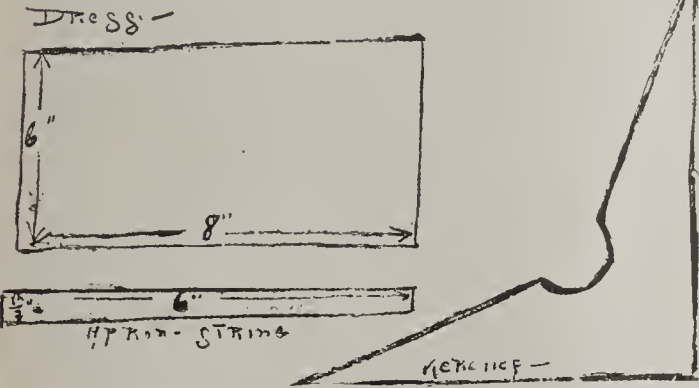
The man is dressed as follows:

1, hat; 2, neck-cloth; 3, knickerbockers. To make 1, the hat, dip a small disk of cardboard, about 1 inch in diameter, in black ink—paste on this a small cork (large end down), which has been similarly treated with ink. Paste the whole hat on top of John Alden's head—yes, he is John Alden, and she is Priscilla, of course. 2, John's neckcloth, is simply made, consisting merely of a strip of white cloth, straight and about ¼ inch wide and 1½ inches long, tied once, and an ever useful carpet tack serves admirably as a cravat pin. 3, Mr. Alden's knickerbockers are made of two straight pieces of black cloth, each about 2"x 4".

John's Clothes -



Priscilla's Clothes -

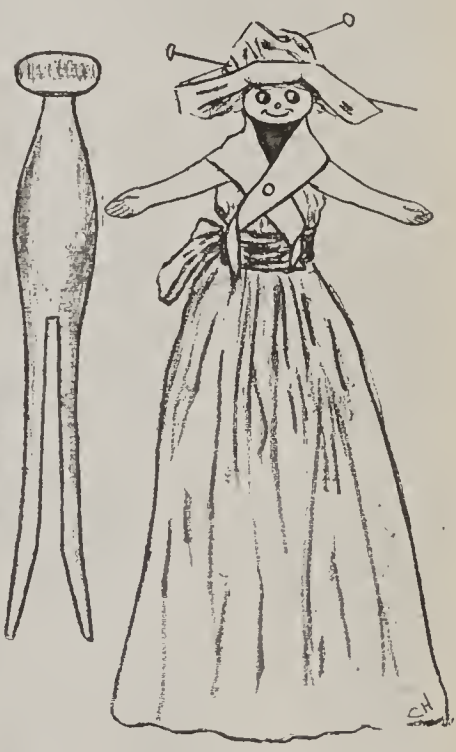


The dolls can be made to stand by fastening a small block of wood between the feet—possibly you have seen the same device employed in making the inhabitants of an Ark stand.

John Alden -



Priscilla -



Very well indeed will you feel repaid for your trouble when you see the delight your children will manifest when they see the quaint, wooden Pilgrim couples arranged about the "festive Thanksgiving board."

Give Thanks

FOR

1. CHILDREN.
"We need life's lessons taught
As only children can."
2. HOME.
Where children are nourished and affection
finds its sweetest expression.
3. SCHOOL.
There are more and better schools in the
country today than ever before.
4. COUNTRY.
Old Glory ever achieving new glory. Big
crops, Progress, Peace.
5. THANKSGIVING.

The great festival of praise is itself something to be thankful for. It shows that we have hearts capable of entertaining gratitude; that our countless blessings are to some extent appreciated; that the nation is still mindful of Him from whom all blessings flow.

Let us give thanks!

Join the ends and gather the top and bottom, fitting each portion to the body before fastening it with needle and thread. A plain band of black about the waist and just over the top of the knickerbockers adds a little spice to John's general get-up, Priscilla's raiment, as behooves a demure Plymouth maid, is a wee bit more difficult to make than John's. The clothes are of four parts: 1, the dress; 2, the apron string; 3, the 'kerchief, and 4, the cap. The dress, 1, is a plain straight piece of goods (preferably colored) about 6"x8"—this is shirred about her neck; 2, a white strip of cloth, about 1/2"x4", tied about her waist, gives the dress shape and makes her back look as though she had an apron tied about her; 3, make her 'kerchief of a piece of white goods, shaped like a shawl. Cross the kerchief in front and tack it to the fair maid's wooden breast by a brooch made of a carpet tack. With a pen dipped in ink, color the V-shaped space beneath Priscilla's chin, made by the lappings of the kerchief. 4. Last, but hardest to make, is Priscilla's bonnet. It is composed of a plain band, doubled—the band is about 1 inch wide and 2 inches long. Shirred into it is a strip about 1"x2 1/2". Shir the bottom of the cap up closely to the doll's neck. Double back the bonnet band, so that it is even in front and flares out at the sides.



Reproduced from Hectograph copy of a turkey made by primary class children last year. The paper is doubled and cut so as to open like a book, hinged at the breast and beak. The lower figure represents the design on the inside page.

VIII. Practical Pointers in Picture Study

"Beauty is truth, truth beauty."—JOHN KEATS.

"Art deals with things, however, incapable of definition and that belong to love, beauty, joy and worship."—PLOTINUS.



Happy As the Day Is Long—Thomas Field

Nothing is nearer and dearer to the little child than its mother and the joys that are associated in its mind with home. These two factors, home and mother, as we all know, make up the major interests of its life. Consequently pictures dealing with them make a strong appeal to the child. What representations could be more suited to the capacity and tastes

of the little child than those which picture for it phases of mother's love and the quiet happiness of the home? Such a picture as this we find in "Happy As the Day Is Long." A charming glimpse of home life, it speaks a message which children can understand. It reminds them of that which they have doubtless experienced time and again in their own

homes. They know what mother's love and devotion and her untiring energy mean. They know how pleasant it is to play at her side, to feel the sense of security and happiness which her presence gives, and to play with their pets under her watchful eye.

The children should be encouraged to examine the picture carefully so that the significance of every detail may be noted: The mother with her sewing, the little girl sitting contentedly upon the floor beside her with a kitten in her lap. Note the intent expression of her face as she watches it. Another kitten drinks from a saucer on the floor while not far away the baby is sleeping in its crib. These are the important features which constitute the picture. The plants add their own touch of beauty and cheerfulness. The appropriateness of the title is apparent. We can well believe that the mother, and especially the little girl, are as "happy as the day is long." Notice the attitude of the figures,—the sense of settled repose and contentment which they convey. A beautiful spirit of quiet, home-like peace and affection, as well as contentment and happiness, seems to pervade the picture. We feel that it is a symbol of the true home atmosphere which we all love.

Questions Interpreting the Picture

What persons are represented in this picture?

What relationship do you think exists between them?

What is the mother doing? The little girl? The baby?

What else do you see in the picture?

Do you think the little girl is fond of the kittens?

What makes you think that she is?

What is the title of this picture?

Why do you think the artist gave it this title?

Do you think it is a good title for the picture?

Do you think the little girl is happy? Is the mother also happy? What makes you think that she is?

Do the kittens seem happy?

What is the attitude of these figures? Does the little girl appear to be very much interested in the kitten in her lap?

Does the picture give us a sense of repose and contentment?

How does the artist convey to our minds this sense of repose and contentment?

Is this a beautiful picture? Why?

Does this picture remind you of your own home? Of the home-spirit which makes the home a beautiful place?

Does it recall to our minds the devoted love of our mothers and their unfailing care for us?

Does it seem to make the relationship in which they stand to us a more sacred thing?

Outline of the Artist's Life

Thomas Faed, a Scotch artist, was born at Burley Mill, Scotland, in 1826. He achieved distinction as a delineator of lowly Scottish life. Indeed, it has been said that he did in painting what Burns

did in poetry,—he vitalized and made impressive the beauty and winsomeness of the common things of everyday life. He was a brother and pupil of John Faed, from whom he received his first lessons in art. A student of the Edinburgh School of Design, under Sir William Allan, he became an Associate of the Royal Scottish Academy in 1849, following the exhibition of his "Scott and His Literary Friends at Abbotsford." Three years later he went to London and in 1855 he sent to the Royal Academy his "Mitherless Bairn," the first of his pictures of simple rural life, and perhaps the best and most touching of all his works. This picture brought him prominence and he arose by successive steps to Associate of the Royal Academy of London and to Academician, to which honor he was elected in 1866. In 1856 he painted "Home and the Homeless," "Highland Mary," "Coming Events Cast Their Shadows Before," and in 1859 "My Ain Fireside." "From Dawn to Sunset" appeared two years later and was followed in succeeding years by "Last of the Clan," "Highland Mother," "She Never Told Her Love" and "Of What Is the Wee Lassie Thinking?" The enumeration of these titles gives a fair idea of the themes which appealed to Faed and which he treated with a depth of sympathetic and intelligent feeling, reaching far down to the worth and idealism beneath the homely and simple exteriors of things. Two other pictures may be mentioned: "Baith Faither and Mither" and "Homeless and Only Herself." "Happy As the Day Is Long," the subject of our sketch, was painted in 1873. Many of these pictures made a profound impression and have been deservedly popular. The faces of Faed's children are always pleasing and his allusions can always be clearly understood. He died in London in 1900.

Friends or Foes?

A little girl and her pets, a dog and a cat, are playing upon the walk when they see a toad. A natural question arises: are they face to face with a friend or with a foe? Such are the materials out of which Barber makes a pleasing picture. We are interested at once in the beautiful little girl with her fine, large eyes and her intent, thoughtful look. The expression of her face is worth careful scrutiny. It grows upon us as we gaze at it. What shall be her attitude toward the toad?—a question demanding an immediate answer—is written on these earnest features. The dog quietly looks on awaiting her decision. The question does not seem to be important to him. He is too important a creature himself to be much concerned about a mere toad; but it is different with kitty. She opens her eyes with a more startled look. She is not so sure that the toad is harmless. She has some ideas of her own. At least, she will be extremely cautious. The look in the faces of the dog and cat should be carefully noted in each case. Behind them we see indications of a garden,—drooping fern leaves, a sprinkling can, and the doorstep of a house. But the chief interest centers in the group upon the walk. There stands the tantalizing toad who has provoked all this uncertainty, and there watching intently be-

side him are the three friends. Shall he be counted in as a fourth or shall he be declared an enemy and banished? This is the momentous question which the friends must decide.

Questions Interpreting the Picture

What is this little girl looking at?

Who else is looking at the toad?

What question is in the mind of the little girl?

What does the dog seem to think about it, judging from his look and attitude?

What does the cat seem to think about it?

Does she seem more startled than the dog?

How can you tell? Do you think she would be as quick to make friends with the toad as the dog if the little girl should so decide? What makes you think so?

What do you see in the picture beside these four figures?

er, was born at Great Yarmouth, England, in 1845. After studying at the Academy Schools of London, he obtained a silver medal for a drawing from the antique, in 1864. When he was only twenty-one years old, in 1866, he exhibited his first picture at the Royal Academy of London, continuing to be a frequent contributor to it until the time of his death.

His pictures generally represent children and dogs. He is very faithful in his delineations of small details. Nothing is too small for his careful attention. Often reproduced, his paintings have been very popular. Some of the best known are, "Once Bitten, Twice Shy," "The Order of the Bath," "In Disgrace," "Sweethearts," "Trust" and "A Special Pleader." "A Song Without Words" has been called "a trifle to amuse us." In his choice of subjects, he follows the characteristics of the English art of the present time, which makes a



Friends or Foes.—Charles Burton Barber

Where do you think the little girl and her pets are playing? Do you think she is near her home? Why?

Do you think this is an attractive little girl? Why?

Do you like to study the expression of her face? Why?

Do you like this picture? Why?

How do you think they will decide the question about the toad? Why?

How would you decide it? Are you afraid of toads? Why?

Outline of the Artist's Life

Charles Burton Barber, an English animal paint-

strong appeal to the home-loving instinct, the love of children and domestic animals, as well as dealing with the trifles that make up so large a part of daily life.

During a period covering twenty-five years, Barber painted a large number of pictures for Queen Victoria. These included most of Her Majesty's favorite dogs, combining many with a group of her grandchildren. His last picture, painted for the Queen the very year he died, represented her in her pony carriage surrounded by her grandchildren. Barber lived chiefly in London where he died in 1894.

ELSIE MAY SMITH.

IX. Merry Music for Little Musicians



Music is well said to be the speech of angels.

—CARLYLE.

Music

*God is its author and not man; He laid
The keynote of all harmonies; He planned
All perfect combinations. He made
Us so that we could hear and understand.*—J. G. BRAINARD.

Edited by

Grant Holfax Tullar

Off For Thanksgiving Day

E. G. Y.

Edna G. Young

1. Come, fa - ther, quick, and hitch the sleigh, For see, it is Thanks - giv - ing Day;
2. For grand - ma's goose, so nice and fat, I feel like tak - ing off my hat;
3. O fa - ther, make the hors - es go, It seems to me they're go - ing slow.

To grand - pa's house we're sure to go,— We nev - er stop for rain or snow.
And oh, the gra - vy, rich and brown! And pump - kin pie, the best in town!
There's just one place I want to be, And that's up - on my grand - ma's knee.

CHORUS.

A - way, a - way in fa - ther's sleigh; We feel so hap - py, light and gay,

We'll shout and sing a - long the way; Hur - rah! for it's Thanks - giv - ing Day.

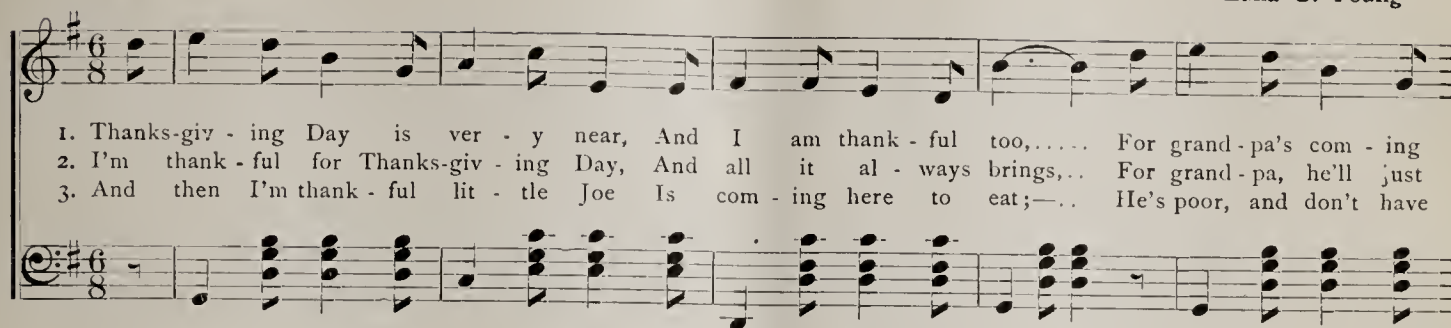
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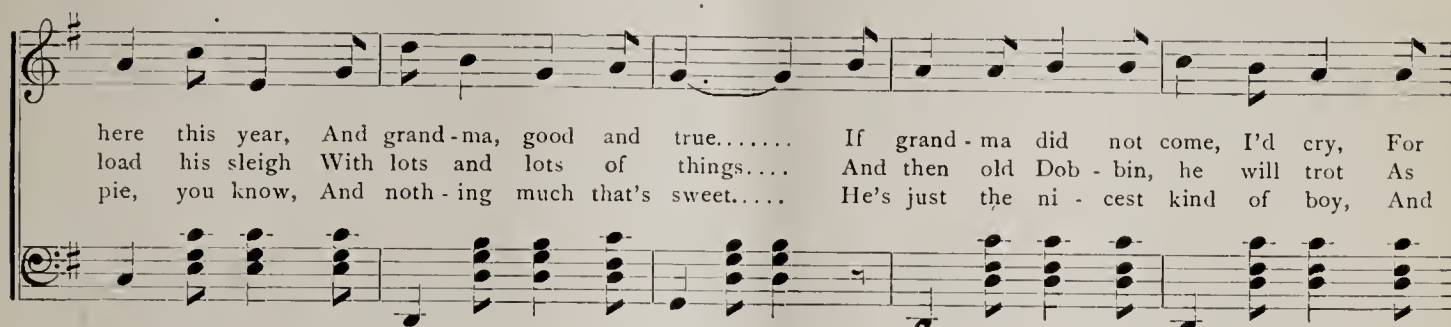
The Pumpkin Pie

Amelia M. Starkweather

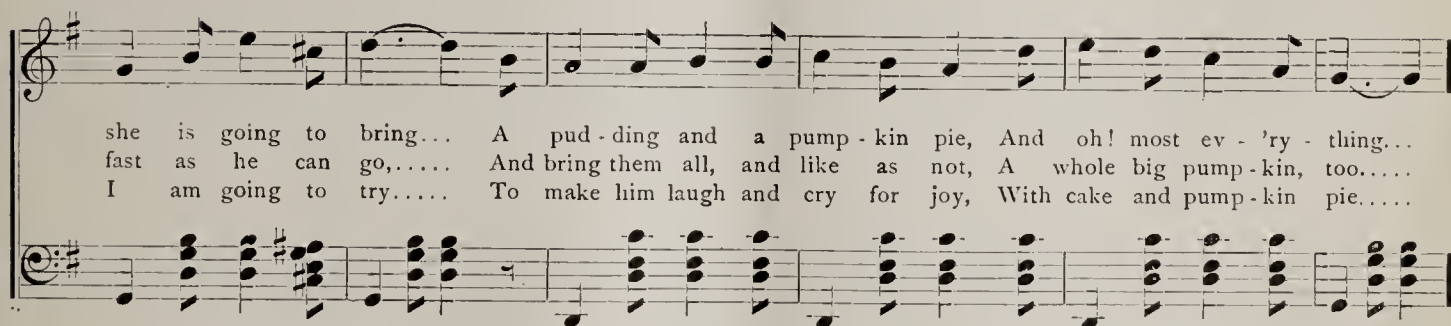
Edna G. Young



1. Thanks-giv - ing Day is ver - y near, And I am thank - ful too,..... For grand - pa's com - ing
 2. I'm thank - ful for Thanks-giv - ing Day, And all it al - ways brings,.. For grand - pa, he'll just
 3. And then I'm thank - ful lit - tle Joe Is com - ing here to eat;—.. He's poor, and don't have

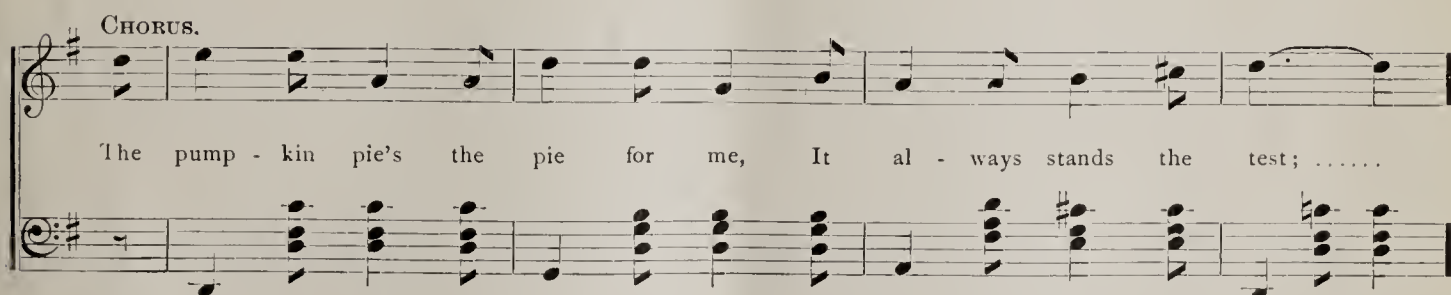


here this year, And grand - ma, good and true..... If grand - ma did not come, I'd cry, For
 load his sleigh With lots and lots of things.... And then old Dob - bin, he will trot As
 pie, you know, And noth - ing much that's sweet.... He's just the ni - cest kind of boy, And

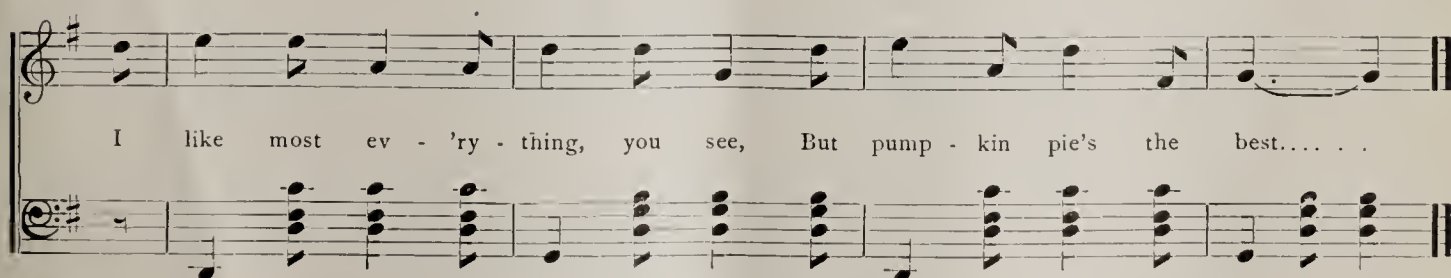


she is going to bring... A pud - ding and a pump - kin pie, And oh! most ev - 'ry - thing...
 fast as he can go,..... And bring them all, and like as not, A whole big pump - kin, too....
 I am going to try..... To make him laugh and cry for joy, With cake and pump - kin pie....

CHORUS.



The pump - kin pie's the pie for me, It al - ways stands the test;



I like most ev - 'ry - thing, you see, But pump - kin pie's the best....

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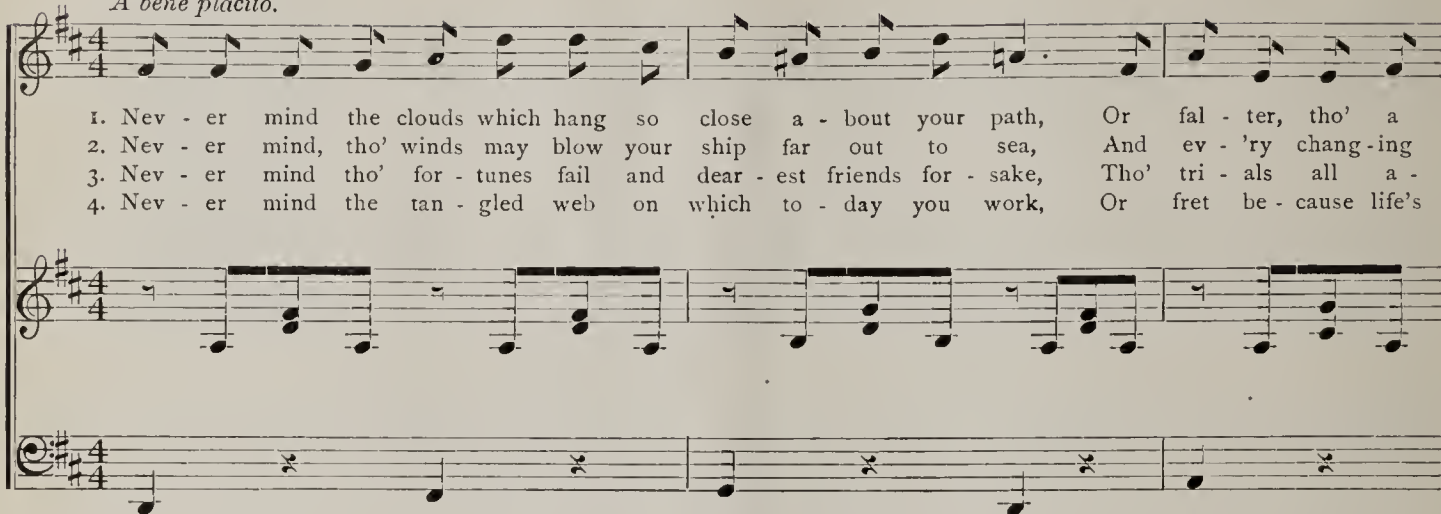
From "Holiday and Every Day Melodies." Used by per. of the Publishers, Tullar-Meredith Co., New York and Chicago

"Keep Sweet"

Grant Colfax Tullar

I. H. Meredith

A bene placito.



1. Nev - er mind the clouds which hang so close a - bout your path, Or fal - ter, tho' a
 2. Nev - er mind, tho' winds may blow your ship far out to sea, And ev - 'ry chang - ing
 3. Nev - er mind tho' for - tunes fail and dear - est friends for - sake, Tho' tri - als all a -
 4. Nev - er mind the tan - gled web on which to - day you work, Or fret be - cause life's



thorn may pierce your wear - y feet; The clouds may send a wel - come show'r And
 tide may seem to bring de - feat; With Christ as Pi - lot, He will guide, Thro'
 long your path - way you may meet; Your heav'n - ly treas - ure can - not flee, Your
 pat - tern seems so in - com - plete; Your faith - ful toil - ings now be - gun Shall



thorns sug - gest a fra - grant bow'r, So trudge a - long, and just "Keep sweet."
 un - known seas and chang - ing tide, So sail a - long, and just "Keep sweet."
 Sa - viour's love is full and free, So hope a - long, and just "Keep sweet."
 end with heav - en's glad "Well done," Go toil - ing on, and just "Keep sweet."

"Keep Sweet"

CHORUS.

"Keep sweet,".... "keep sweet,".... It mat - ters not what troub - les you may meet;
"Keep sweet," "keep sweet,"

Thro' the sun-shine or the rain All will come out right a - gain If you'll on - ly just "Keep sweet."

Every Day

Edith Sanford Tillotson

Grant Colfax Tullar

1. Ev - 'ry day, ev - 'ry day, God's commands we will o - bey; If His will we
2. Ev - 'ry day, ev - 'ry day, Close be - side us He will stay; If up - on His
3. Ev - 'ry day, ev - 'ry day, He will keep us in His way; If to Him our

CHORUS.

try to do, He will keep us true. } Fa - ther in heav - en, we thank Thee, Fa - ther in
Name we call He will lead us all.
hearts be - long He will make us strong.

heav - en, we thank Thee, Fa - ther in heav - en, we thank Thee, And serve Thee ev - 'ry day.

X. Problems and Correspondence

We should so live and labor in our time that what came to us as seed may go to the next generation as blossom, and that what came to us as blossom may go to them as fruit.

—BEECHER.

Bad Habits

It is an objectionable practice, although almost everywhere followed, to use loose sheets of paper from pads, scraps, etc., for written work in the schoolroom. This method encourages carelessness in writing and looseness in general order and neatness. A piece of paper can be easily torn up and thrown away, and the waste basket becomes a convenient and necessary article of furniture. If writing books are provided, the pupil cannot destroy careless work, unless he tears a page out which is, of course, an evil practice. Books preserve the work, and become a record of work and progress. For each different branch of study, language, nature, geography, a separate notebook for all written work should be provided. In the German schools, pupils keep a "diary" (diarium) for note taking. The date of the day is entered, and then each lesson in rotation is represented by way of such notes, or dictations by the teacher, copies of outlines from the blackboard, etc., as may be suggested. Out of these notes, the pupil prepares, in class or home work, more elaborate written tasks, compositions, etc., in the notebook provided for each lesson or study.

Another bad habit in the schoolroom is the free use of erasers and penknives by the pupils. This, too, encourages carelessness; it is so easy to erase a mistake! And a page on which there are erasures never looks neat. A line carefully drawn through the word or sentence containing the mistake should suffice. It is neater, and it implies a gentle reminder to be more careful the next time.

Mutual interruptions and disturbances of lessons by teachers of different classes should be avoided. Visits in classes should be discreetly arranged as they invariably produce a disturbance, and destroy the continuity of the lesson and detract the attention and the interest of the child. Even principals and supervisors must remember this, and manage their inspections with much care.

Pupils and teachers should talk in an undertone while lessons are going on in case some special need should arise for individual communication.

All lessons must be carefully planned and prepared, on the basis of general outlines, and a definite aim should be striven for in each one. It will be best if these lesson plans are so worked out that they can serve for ready reference also for the principal and supervisor. Where special teachers teach different subjects, like music, nature, shop work, etc., it is well to have their respective lesson plans ready for consultation so that no opportunity for correlation and co-operation be omitted.

Home work must be kept within proper limits. Its purpose must be either to fix in the pupil's mind work already done in the lesson, by copying or practising or working similar problems, or to train the pupil in finding his own material, information or experience. In the latter case, the teacher must avoid setting tasks which are beyond the pupil's power. Homework may be manual and experimental as well as mental, written as well as memorizing.

Salaries

A very real and practical problem for many teachers was touched upon by Mr. J. B. McFatrach in his report as President of the Chicago Board of Education for the year ending June 30, 1912. On the question of salaries the following sentence makes pleasant reading:

Additional revenues, that have been available for the educational fund during the year, have made it possible to advance the salaries of the teachers to an amount more nearly commensurate with the dignity, importance and responsibility of their profession.

Later in the report is the proposition relative to the distribution of salaries:

DIVISION OF SALARIES

It has been frequently suggested that a readjustment of the basis on which teachers' monthly salaries are paid would be a valuable economic measure. Following the custom which tradition seems to have established, salaries are divided into ten equal installments, leaving the interim of the long summer vacation to be provided for from savings out of the income of the working months of the year. It is evident that regularity in income is more conducive and encouraging to frugality and systematic economy. While a change in salary distribution to the educational force to a twelve-payment plan would in no wise affect the annual income, I believe that such a plan would be helpful to the teachers in formulating their schedules of expenditures and from an economic point of view would be more satisfactory. It would be interesting to know the opinion of each member of the educational department as to the wisdom and desirability of such a plan, together with an expression of their views as to the manner in which their interests would thereby be affected.

(Correspondence dealing with practical difficulties invited for this department.)



**“The
Beautiful
Rests
on the
Foundations
of the
Necessary”**

There are certain things which are necessary not only to the foundation of beauty but to its preservation, and without which beauty is imperfect and unenduring.

The first of these necessities is a soap that will protect the skin from the impairing influences of climate and atmosphere, and keep the complexion of a velvety softness and a sweet, peach-like bloom. The only soap that fully and completely answers these requirements is

Pears' Soap

which is both a skin soap and a beauty soap.

It penetrates to the foundations of beauty, and gives that natural stimulative force that keeps the skin in healthy action, without which the color fades and the cheeks become sallow.

The Great English Complexion Soap

“All rights secured”

OF ALL SCENTED SOAPS PEARS' OTTO OF ROSE IS THE BEST

XI. Instructive Books for Young Readers



*Books should to one of these four ends conduce
For wisdom, piety, delight, or use.*

—SIR JOHN DENHAM.



"Little Folks' Book of Verse" is one of a series called Golden Books for Children, edited by Clifton Johnson and published by The Baker and Taylor Company, but now owned by the Doubleday-Page Co., New York. Many of the world's most famous poets are here represented, and others not yet so famous but in many instances just as popular with the young folks who like to read and recite verse. It is announced on the cover that this book is especially intended for children from ten to fifteen. The color of the binding is brilliant enough to charm young eyes, themselves brilliant, and the illustrations by Mary R. Bassett preserve the characteristics of childhood in action and atmosphere. This is especially true perhaps of the picture called *The Clouds*, illustrating the poem of that name by Christina G. Rossetti.

Boats sail on the
rivers
And ships sail on
the seas;
But clouds that
sail across the
sky
Are prettier far
than these.



Clouds

of childhood, and that makes an effective appeal to children and to their lovers and admirers. Nearly all of these poems will do what the editor is assured they will, namely, "leave agreeable impressions and memories."

Great!

This is the way a boy of thirteen epitomized his impressions of "Ken Ward in the Jungle," a story said to be founded on the personal experiences of the author, Zane Grey. It is published by Harper and Brothers, New York. This is not exactly the kind of a book this department is supposed to discuss. It appeals to the boy's love of excitement and adventure and is of slight pedagogical value. It is wholesome reading, however, in the sense that its heroes are young American boys of superior qualities, and their thrilling experiences are gained in an expedition down an unknown river to Mexico for scientific purposes. Their specimens are expected to enrich the Smithsonian collection. Something may be learned of unfamiliar forms of animal

life, and an interest in nature study may be thus developed. Other titles are promised in the "Ken Ward" series. As boys go, and as boys' books go, the story is "Great."

XII.

Our Advertisers

The publishing business was pretty well represented in our advertising columns last month. Presumably our readers are interested in books rather more than in real estate and automobiles. We believe *TEACHERS MAGAZINE* to be a good medium for publishers, and we take pleasure in again directing attention to this particular line of advertising as represented in the October number. First in order was the American Book Company specializing on "Williams's Choice Literature," a series of seven books covering the entire period of the elementary grades. Bigness is but one of the American traits of this Company, and its output is everywhere watched with interest.

Then on page four were such well-known firms as Milton Bradley Company, Little, Brown & Co., and Frank D. Beattys & Co. Their advertisements all read well and call attention to valuable publications. The Tullar, Meredith Co. has become known throughout the country as producers of the best music for church and school use. We are glad to have the name on our pages. Latta's "Helps for Teachers" appear in a lengthy list on page vi, together with notice of other attractive material offered by this enterprising citizen of Cedar Falls, Ia. On the same page we find the Seibert Printing Co. recommending their Report Cards in great variety, and T. S. Denison & Co. offering everything for Entertainments. A formidable list of books by Dr. Maximilian P. E. Groszmann appears on page vii, books worthy of perusal by all interested in educational progress, and on the following page is a condensed but very effective notice of the school supplies put out by A. J. Fouch & Co., of Warren, Pa. We can point with satisfaction also to the announcement of the Supplementary Arithmetic Leaflets published by the Britton Printing Co., of Cleveland, O., to the Report Folders of the Ohio Printing Co., and to the "Elementary Course" of the New York School of Fine and Applied Arts as described in the advertisement of Susan F. Bissell. Attention will be called later to other classes of advertisers. This much is sure concerning the publishers who patronize our columns—they are in every respect worthy the patronage of our readers, and from them practically everything in the book line may be obtained. We challenge our friends to put this statement to test.

Many Thousands of Women

have learned to secure the kind of natural help, at times, which will relieve a great deal of suffering.

But there are thousands of others who would be grateful to be relieved of the headaches, backaches, depression and worn nerves, the lassitude and general sense of misery which sometimes assail them. Many, many women

Are Stronger, Healthier, Happier

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A CHRISTMAS IDEA

This idea for Christmas gifts, contributed to Harper's Bazar by a reader, appears in the new November number: Buy from a florist or from the market a small bunchy begonia. Take off all branches but one and pot each branch in four-inch pot of rich earth. Water well, and put in sun. By Christmas you will have lovely little potted plants. There are few more attractive gifts.

XIII. Topical Quotations

*The wisdom of the wise and the learning of the
ages may be preserved by quotation.*

—ISAAC D'ISRAELI.

[The idea of praise, thanksgiving, and gratitude is duly emphasized in other places in this issue so that it seems at least permissible to give room in this department to some selections illustrating perseverance kindly sent to us by Catharine R. Martin, of Jackson, Ohio, one of our subscribers who has taken an interest in Topical Quotations. The spirit of praise is itself an incentive toward perseverance without which life in most cases if not in all must end in dismal failure.]

Gratitude—Thanksgiving

Gratitude is a nice touch of beauty added last of all to the countenance, giving a classic beauty, an angelic loveliness, to the character.

—Theodore Parker.

The thankful man owes a courtesy ever; the unthankful but when he needs it.—Ben Johnson.

The last great help to thankfulness is to compare various circumstances and things together. Compare, then, your sorrows with your sins; compare your mercies with your merits; compare your comforts with your calamities; compare your own troubles with the troubles of others; compare your sufferings with the sufferings of Christ Jesus, your Lord; compare the pain of your afflictions with the profit of them; compare your chastisements on earth with condemnation in hell; compare the present hardships you bear with the happiness you expect hereafter, and try whether all those will not awaken thankfulness.

—Isaac Watts.

"There are no gains without pains."

—Poor Richard.

The cross, if rightly borne, shall be
No burden, but support to thee.

—Whittier.

Years of Suffering

Catarrh and Blood Disease—Doctors Failed to Cure

Miss Mabel F. Dawkins, 1214 Lafayette St., Fort Wayne, Ind., writes: "For three years I was troubled with catarrh and blood disease. I tried several doctors and a dozen different remedies, but none of them did me any good. A friend told me of Hood's Sarsaparilla. I took two bottles of this medicine and was as well and strong as ever. I feel like a different person and recommend Hood's to any one suffering from catarrh."

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To the Loser

So you've lost your race, lad?
Ran it clean and fast?
Beaten at the tape, lad?
Rough? Yes, but 'tis past.
Never mind the losing—
Think of how you ran,
Smile and shut your teeth, lad.
Take it like a man!

Then, when sunset comes, lad.
When your fighting's through,
And the Silent Guest, lad,
Fills his cup for you,
Shrink not—clasp it coolly—
End as you began;
Smile and close your eyes, lad—
And take it like a man!

—C. F. Lester.

Dare to do right; dare to be true;
The failings of others can never save you.
Stand by your conscience, your honor, your faith—
Stand like a hero, and battle till death!

The Cumulative Effect

Just a little every day,
That's the way!
Seeds in darkness swell and grow,
Tiny blades push through the snow.
Never any one, I say,
Leaps to knowledge and its power,
Slowly—slowly—hour by hour,
That's the way!
Just a little every day.

—Ella Wheeler Wilcox

Halfway Up the Heights

I deeply sympathize with him
Who's toilsome climbed to reach the top
Of Mount Success, and then by whim
Of circumstance been forced to stop.
But then, since half the height he's scaled,
I'd fain this altered phrase let fall;
'Tis better to have tried and failed
Than never to have tried at all!

—Roy Farrell Greene.

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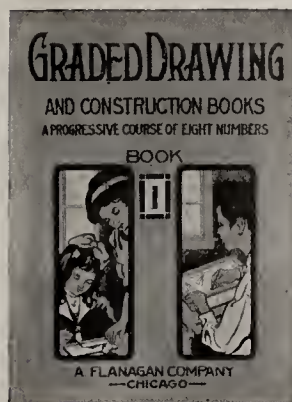
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A Friendly Chat on Insurance

BY CHARLES E. MILLER, JR.

Manager Insurance Department

The Insurance Department of the TEACHERS MAGAZINE has been inaugurated to serve its subscribers with absolutely reliable information and competent advice regarding insurance now in force or being considered. From month to month we will explain various forms of insurance particularly applicable to teachers.

The insurance situation is much better today than a few years ago before the recent wave of federal and state investigations. Like all other enterprises, insurance has been subjected to speculative and unprincipled promoters who never think of the public except when it will serve to fill their coffers with ready money. For this reason one buying insurance protection should exercise extreme care in the selection of a company.

Equally important with avoiding the dangers of "wild cat" companies is buying cheap protection from companies complying with every letter of the law, and which, no doubt, intend to be perfectly honest but in their mad rush for business do not use proper judgment in accepting their risks, and as a consequence soon find that their assets have all been swept away by heavy losses which could have been avoided by the exercise of a little foresight. The ordinary layman does not realize the number of companies of honest intentions which fail because of poor methods and bad judgment and whose failure is as great a loss to him as absolute dishonesty.

We have in mind a life insurance case aptly illustrating our last point. The policy was issued by a company writing special preferred risks only with an inducement of a slightly reduced premium. When he signed the application the assured was led to believe that at the end of fifteen years his dividends would be applied to the future reduction of his payments. The company had taken every precaution, however, to protect itself against the payment of any dividends for the contract read that the company "may" do this or that and that the dividends "may be applied to the reduction of premiums." As in most cases there were no dividends, which fact the policyholder found out at the end of the fifteen-year period. What is more, that was not all he found out for three years later the company, no doubt, fearing that they might soon have a loss to pay as the assured had attained the age of sixty-five, notified him of a three hundred per cent increase in his rate.

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The heavy increase accomplished the desired result on the part of the company for the policyholder was unable to pay and had to drop his policy with absolutely no "come back." There was no "paid up" insurance provision for the premium that he had been paying for years, nor was there any cash value. Here was protection that did not protect at the time most needed by the assured. Had this man had entrée to the advice of one versed in every phase of the situation, he then would have entered into a contract with a stable company whose guarantees have always been made good and would have known definitely just how much he was going to pay each year. Certainly his rate could not have been increased. Had misfortune befallen him in old age the amount already paid in would have entitled him to "paid up" insurance or cash for the surrender of the policy.

It is just such contingencies as these that should be guarded against; and it is with this purpose in view that we are offering our subscribers the opportunity of consulting this department as to whether or not a contract is good or whether certain companies are worthy of their confidence. Our experience and best judgment are at your service.

Next month we will take up the "Endowment" Life Insurance Policy.

CHARLES E. MILLER, JR.

[Mr. Miller may be trusted to place insurance to the greatest possible advantage of the insured. For ethical as well as prudential reasons teachers should give careful attention to this subject. —Ed.]

From the New York Times, Oct. 17th.

MOUNTED BOY SCOUTS

Would Witch the World With Noble Horsemanship

To the Editor of the New York Times:

The word "cavalry" in the published report of Ambassador Guild's suggestion that the Government furnish ponies for Boy Scouts may with some people hide its real motive and merit. Mr. Guild's chief concern, as we understand it, is about the horse and horsemanship and his fear of the result of a decreasing interest in horsemanship. In a country like ours which has produced the distinct character of man known as the American cowboy, who is incomplete without the horse, it is particularly appropriate and patriotic to encourage the love of the horse among our boys. It will be recalled that one of our greatest American artists, the late Mr. Frederic Remington, request-

ed that on his monument the only comment should be "He knew the horse."

There is nothing I can think of which would so excite enthusiasm of the American boys as to be mounted like real cowboys on the backs of real horses. Besides the sentimental and patriotic aspect, the practical side of the proposal will appeal to that great army of men composed of our explorers, our prospectors and our border scouts and sturdy farmers, who are the real empire builders and who would have been practically helpless in many situations if deprived of their companion, the horse.

We should teach the scouts how to throw the diamond hitch, the one-man hitch and the squaw hitch, how to use the sling rope when there is a top pack, the use of the pack saddle, the aparejo, the cincha, the alforjas, and lash rope, names which I believe are not even to be found in our dictionaries or encyclopedias, or were not until recently, and yet names which are familiar to thousands of people in our great West and are common household words. The throwing of the lariat would be a never-ceasing source of amusement and exercise to the boys and incidentally a means of educating their minds and muscles.

The automobile has its mission—so also have the electric car, the trolley, and the flying machine. But there are fields which will probably always exist where it will be necessary for us to "know the horse" and how to use it. Not only should the boy be taught the handling, care, saddling and the packing of a horse but every scout should know how to hitch and unhitch a single horse or a team. In our manual we offer merit badges for knowledge of blacksmithing and to this should be added honor marks for all other forms of horsemanship, for riding, driving and handling of a horse.

For these reasons I am enthusiastic about the plan of having mounted Boy Scouts. Indeed, a start in this direction has been made in a few places in the country. We do not, however, advocate the idea of having the United States Government take up this matter officially.

I am hoping that we may develop plans for mounted troops of Boy Scouts throughout the country and that such troops might be reviewed by the President of the United States, possibly at Washington or some other central point. This, however, will require considerable money. Possibly some of our public-spirited men especially interested in horsemanship will be willing to aid in such an undertaking.

JAMES E. WEST,
Chief Executive Boy Scouts of America.

NEW YORK, OCTOBER 16, 1912.

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Important Notice

The Problem of the Exceptional Child will be discussed in the Third Annual Conference of the National Association for the Study and Education of Exceptional Children to be held Wednesday and Thursday, October 30 and 31, 1912, and Friday, November 1, at the College of the City of New York, St. Nicholas Terrace and 139th street. Presiding officer: Philander P. Claxton, United States Commissioner of Education, Washington, D. C.

TOPICS:

The Exceptionally Bright Child.

The Retarded Child.

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The entire Conference will be devoted to a recognition of the educational and social rights of the Handicapped Normal Child, and will be a distinct protest against the agitation of the alarmists, who endeavor to confine public attention to the feeble-minded and degenerate.

There will be at least five sessions—Opening session, October 30, evening, in Great Hall. Afternoon and evening session, October 31. Morning, afternoon and evening session, Friday, November 1st.

Some of the foremost educators, medical specialists, social workers and leaders of thought in other fields will be present and read papers on the various phases of this great and all-important problem.

Admission is free.

All parents, teachers, physicians, students of social problems, charity workers, must be vitally interested in the solution of this problem.

It is one of the most discussed subjects of the day, and everyone wishing to remain abreast with the times cannot afford to miss this Conference.

As a study of CAUSES it leads to a study of MEANS OF PREVENTION. There are at present about FIVE MILLION EXCEPTIONAL CHILDREN in this country.

A preliminary program of the Conference will be ready for distribution on October 15th, and copies will be sent upon application to anyone addressing the Secretary, National Association for the Study and Education of Exceptional Children, "Watchung Crest," Plainfield, New Jersey.

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Teachers Magazine

Vol. XXXV

DECEMBER, 1912

No. 4



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W. C. O'Donnell, Jr.

F. C. King

31-33 East 27th Street

Entered as Second Class Mail Matter at New York Post Office

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Here is a collection of seventy-three new songs written especially for this volume, with the one aim in view to produce a book of children's songs for your use that should be, in every detail, the best of its kind ever published.



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A Primary Series which is carefully graded and awakens the keenest child interest. It has the largest amount of material and is used as a basal series or an "expression series" to accompany any phonetic method.

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The adopted text for grammar grades in Los Angeles and the State of Oklahoma, and for high schools in the State of West Virginia.

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Christmas Candy

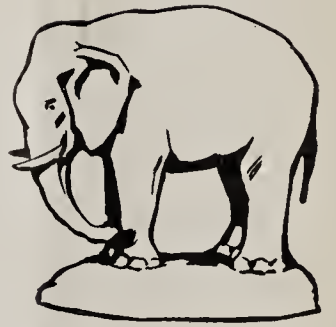
A Classroom Exercise for Little Folks

(Select six children to recite the verses in turn. Have as many pieces of Christmas Candy as there are members of the class, so that all may be supplied. Each speaker should have one or more candy figures in a paper bag to be taken out when the class has guessed the name of the animal or object represented. The candy can then be displayed to advantage on a table or desk to be finally distributed. Pictures may be used instead of candy, if preferred.)



1. About the yard I like to roam,
Some day I'll learn to crow.
Upon my head I have a comb,
But why, I do not know.
(If you would like to play this game,
See if you can guess my name.)

2. My trunk I always take with me
Every day I use it.
I keep it fast, as you can see
So that I will not lose it.
(If you would like to play this game,
See if you can guess my name.)



3. My feet are small, my tail is short,
I'm timid and I'm wary.
I dearly love to play and sport,
I once belonged to Mary.
(If you would like to play this game,
See if you can guess my name.)

4. I'll scratch and bite when very mad,
And upright stands my fur;
But when I'm very, very glad,
You know it by my purr.
(If you would like to play this game,
See if you can guess my name.)



5. I jump around and make a noise
When master's voice I hear.
I go a-hunting with the boys,
They like to have me near.
(If you would like to play this game,
See if you can guess my name.)

6. I have no eyes, I have no feet.
I can neither see nor talk;
But many take me on the street
When they go to walk.
(If you would like to play this game,
See if you can guess my name.)



(All) You will find us all quite handy
When you eat your Christmas candy.

I. Round Table Talks With Subscribers

Scheme Department

"Without enthusiasm nothing comes of art."

Robert Schumann, the great German composer, offered this sentence as one of his rules to young musicians.

How many words could be substituted for the word "art" and have the saying true?

Yes, we believe in enthusiasm. It is the motive power of all our schemes.

—The Schematist.

Figure It Out!

One dollar and twenty-five cents a year invested in **TEACHERS MAGAZINE**.

What does it mean as a financial venture? Distributed through the twelve months it means a small fraction over ten cents per month. Distributed through fifty-two weeks it means less than two and one-half cents a week. The daily average is rather too fine a mathematical problem for the schematist. He is rather conscience-smitten, too, in the reflection that he practically throws away the price of a number of subscriptions every day.

How trivial after all is the expense incurred by such a subscription. In the face of such a computation no teacher would be inclined to say "I can't afford it." It is only when one has in mind that dollar bill and that shining silver quarter that there is any hesitation at this point. That same dollar and that same quarter could be invested to advantage in so many ways. Here we can all sympathize with each other. Here we get that one touch of nature, etc.

Considering the amount and quality of material furnished, however, that ten cents a month is substituted by something many times its value. Suppose that only *one* department is thoroughly adapted to your needs, and suppose that department furnishes you with something that makes a day's work lighter and happier,—something that brightens up the faces of the children and creates within them a fondness for the classroom and for the teacher who graces it with her presence—a picture, a song, a story, a play, a game or the more serious helps for grade work—is not that dime well spent, and would you not be willing to spend a number of them rather than to do without the inspiration and practical help of the magazine? Why, of course. This an honest doctrine, faithfully to be preached, and joyfully to be practised.

Pencils

The particular scheme to be announced this month has to do with the distribution of those little implements of wood and lead—not to boast of the rubber and the metal cap—which have wielded such a mighty influence upon the progress of education. It is not our purpose to write an essay on this captivat-

ing subject simply to say that we have given an order to one of the best-known pencil manufacturers of the country to supply us with a sufficient number of his best quality,—specially put up in a neat box containing six pencils,—to present to those subscribers who want them enough to ask for them and to pay the postage for their transmission. Three cents will probably be the charge of the P. O. department. Add a cent or two for wrapping,—make it an even five cents. That is all. The pencils are of the quality that sell for five cents each retail. We want to give away a few thousand of them bearing the stamp of **TEACHERS MAGAZINE**. Show them to your friends and tell them that a box goes free with every new subscription to **TEACHERS MAGAZINE** or Educational Foundations. Send us the subscription if you can, and get a box of pencils for yourself and one for the new subscriber absolutely free and postpaid. Remember—each box contains a half dozen superior pencils of the Eberhard Faber make.

Pictures

"Work with us and we will work for you."

The significance of this slogan has already been appreciated by many teachers and they have found that it really means an advantage to them. Following this policy the publishers have availed themselves of an opportunity to secure a supply of genuine imported English color prints and offer them at a price which is just one-half the usual cost. It looked like an opportunity to serve the interests of our teacher friends, therefore the purchase was made. It was a great bargain. So here are just forty-four sets of these beautiful prints, four in a set, at \$1.00 per set. We have the word of an experienced dealer that these pictures have never sold in this country for less than fifty cents each. If you can use them here is a dollar saved.

Subjects: Little Bo-Peep, Little Jack Horner, Little Boy Blue, Little Tom Tucker.

A beautiful Christmas gift!

This Came All the Way from Texas

"I desire to renew my subscription for **TEACHERS MAGAZINE**, for I simply cannot do without it in my work. So I am sending my check for two years' subscription."

II. Editorial Expression and Selection

PERSONALITY DEPARTMENT

[Christmas is yet a number of weeks away. The editor lives a month or so ahead of the calendar, however, and has already succumbed to the Yule tide flow of joyful generosity. Consequently he yields his space to others, conscious that by so doing he will add to the pleasure of many. Expression gives place to Selection,—in token of the editor's wish for a Merry Christmas to every reader of Teachers Magazine.]

William E O'Donnell Jr

The Christmas Mouse

By ELLA E. PRESTON

It was the day before Christmas, all the pieces were said and fifty eager children with fifty pairs of folded hands and as many pairs of bright eyes awaited the story expectant. Miss Hill was expectant, too. The story of Christmas had already been told and retold. She had promised a brand new story, and lo, she had failed to find one. So she knew that like Topsy, this one must "just grow." Therefore she was expectant.

"There was a soft blanket of snow over all the earth," she began. "Even the gate-posts wore white night caps. And still the snow kept on falling. Outside it was dark and cold. Inside it was warm and bright for there was a fire in the big fireplace and—what do you think?—three stockings that hung in a row. A long black one, a middle-sized blue one, and a little tiny red one that belonged to baby Jim.

"Baby Jim and sister Sue and big brother Ned all stood at the window looking out into the black, black night, with their noses flattened against the window pane.

"Do you think he'll come thoon?" lisped Baby Jim.

"Course he won't," answered big brother Ned. "He waits till every one is sound asleep and then he *pops* down the chimney quicker'n a wink."

"Let's go to sleep quick, then," said sister Sue. "I want old Santa to come right off."

"Yes, children, come along," said their mamma, and she took them off to bed. And so there was nobody left in the room. The fire crackled and snapped so cosily that by and by the Christmas mouse heard it and poked his nose out of his hole.

"How warm it is," he said to himself. Then he crept a little farther out and looked all around the room with his tiny black eyes. "Ah ha! this must be Christmas Eve," he squeaked. "There's the baby's stocking, and that blue one belongs to Sue and the long black one's Ned's I'm sure. I believe I'll stay and see old Santa myself." And the Christmas mouse crouched down in a corner behind one of Daddie's slippers and hid himself so care-

fully you couldn't have seen him if you had been there yourself."

Miss Hill paused to enjoy the rapt silence of the children. Then she went on.

"But he didn't stay there long for he thought to himself, 'Who's going to give a present to Santa Claus? It isn't fair to leave him out, I'm sure. Besides he'll be so cold by the time he gets here!'"

"Just then the Christmas mouse had an idea. He crept out, ever so softly, from behind Daddie's slipper and began to tug and pull till he got it over in front of the fire. It was hard work for such a tiny mouse, but he thought how cold poor old Santa would be. So he didn't give up. He kept right on till he got the slipper close to the fireplace. And then he went and got the other. By that time he was so tired that he sat down to rest, and while he was resting he thought of something else. So off he scampered as fast as he could go to the pantry, up on the shelf and into the cake box. Big brother Ned had forgotten to shut down the lid and you can just know how glad the Christmas mouse was.

"He bit off a piece of cake as big as he could carry, and then he scampered back and laid it beside the slippers on the hearth. 'Old Santa will be hungry, I know,' he said as he crept softly back into a corner.

"Just then there was a great clatter on the roof and someone called out, 'Whoa, Blixon, whoa!' Before the little mouse could wink an eye, pop, came Santa down the chimney with his pack on his back. He pulled off his mittens and rubbed his hands and stamped his feet. Then he opened his bag. The eyes of the Christmas mouse opened wide as he watched from the chimney corner. There was a lovely doll for Sue's stocking, a beautiful ball for Baby and a story book for Ned. And there were just as many other things as the stockings would hold.

"When he had crammed the stockings just as full as full could be, Santa Claus looked around and saw the slippers. 'Ho! ho!' he laughed, 'those will feel good! Some one must have put them here for

me.' So he pulled off his boots, put on the slippers and sat down by the fire to get warm. Pretty soon he saw the cake. 'That looks good,' he said. 'I wonder who did all these nice things for me.'

"The Christmas mouse crept farther and farther out of his corner so that he might hear every word. Pretty soon Santa Claus saw him. It frightened the little mouse so that he almost ran away. But Santa said, 'Don't be frightened, little mouse. So you did all these nice things for me! You are the first one to give me a Christmas present. Where is *your* stocking?'

"Before the little mouse could answer, Santa had opened his bag, pulled out a doll's stocking and filled it with cheese. 'Merry Christmas to you,' said Santa, and quicker than a wink he kicked off the slippers, pulled on his boots and was out of sight. There was a clatter on the roof. Then all was still. And the Christmas mouse was very, very happy."

Miss Hill finished the story exultantly. Even she could almost hear the Christmas mouse squeak. As for the children—well, their eyes showed that they had seen Santa Claus. And what greater joy is there for the babies?

The following letter and the story which came with it are printed just as they were received, to serve a double purpose. First, they contain a most valuable suggestion for practical classroom work such as many teachers may use especially at this time of the year. Second, they illustrate the wide sphere of practical helpfulness open to the educational journal and demonstrate the advantage of co-operation between editors and subscribers. All will be glad to hear this voice from far off Hawaii.

WAIMEA, KAUAI, HAWAII, October 5, 1912.

Editor of TEACHERS MAGAZINE:

Dear Sir:—In response for your request in the September number for items as to the use made of the large and small pictures in that number, I take great pleasure in describing my use of them, as well as my appreciation of these valuable helps in the *invaluable* TEACHERS MAGAZINE.

We have a school of over 400 pupils and not one is American, so our great problem here is to secure good expression in English. These pupils are also somewhat lacking in imagination. After some drill on original story telling, my pupils, V, VI and VII grades, were shown the large picture, which I mounted neatly on a large sheet of cardboard. They were asked to study the picture carefully and then write a short story about it. Forty-four varied, and in the main good stories were the result. These were read aloud by the writers and the mistakes in English were corrected, the value and beauty of each story thoroughly discussed, and the manner of reading criticised. The pupils were then asked to select the twenty *best* stories and to their authors the teacher then presented the tiny pictures, each prettily mounted on a small pale blue card. It is wonderful what a stimulus this has been! There are now beaming faces when story work is announced and all are eagerly hoping that the next number of TEACHERS MAGAZINE will furnish another interesting subject.

I want to add a word of my personal appreciation of the constant improvement in your magazine. I have taken it for several years and find it the most useful of the ten educational publications to which we subscribe. I enclose a few of the queer sayings lately heard among our pupils.

Sincerely yours,

MRS. HENRY C. BROWN,
Waimea School, Waimea, Kauai, Hawaii.

(The following story accompanied Mrs. Brown's letter)

Once upon a time there lived in Waimea a girl named Deborah Read. She was about five years old. Deborah loved flowers very much and so did her parents. One day her father went to the store and bought some plants of white lilies. It was long before there were buds on the stems. When she saw the buds she was very glad. Deborah never went out to play with her friends, but only stayed in the garden the whole day. She carefully watered the plants and pulled the weeds. Day after day she saw buds but one Sunday morning she saw the lilies all in full bloom.

Deborah ran to her mother and said, "Mother, come and see the beautiful white lilies, they are all in bloom."

The mother, hearing her little daughter calling, went out from the kitchen and said, "Aren't they beautiful? I wish you can bring them to your grandmother who loves pretty flowers." "I will, mother," said little Deborah. Then the mother cut the flowers as much as she could carry and gave them to Deborah. "Good-bye, mother," said she and then started for her grandmother's house. This is the picture of Deborah* with a glad face, carrying the lovely lilies to her grandmother who loves flowers.

By YAEKO TAKI,

Japanese girl, age 14 years, Grade VII,
Waimea School, Waimea, Kauai, Hawaii.

*(See September TEACHERS MAGAZINE.)

We Must Move

I find the great thing in this world is not so much where we stand as in what direction we are moving. To reach the port of heaven, we must sail sometimes with the wind and sometimes against it,—but we must sail, and not drift, nor lie at anchor.

—Holmes.

December Paper-cutting

F. G. SAUNDERS, TORONTO

Deer.—Cut from brown or black paper and mount on gray or plain color.

Grate.—Cut from red or gray to represent either brick or stone, mount on gray if red is used, mount on white or black if gray is used. Stockings in any colors.

Holly.—Leaves, green; berries, red; mount on any neutral shade.

Christmas tree, green.—Box, green or red.

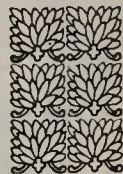
Turkey.—Black, mount on white or gray.

Bells.—Black or silver or gold; mount on gray or white.

Cutting may be combined with language lessons to make Christmas stories or booklets.



III. Passing Pleasantries



*Be always merry as ever you can,
For no one delights in a sorrowful man.*

In our September issue we published two foolish little verses with the suggestion that any subscriber was at liberty to add to the rhythmic portrayal of the experiences of Little Lizzie.

N. G. B., of Fall River, Mass., submits the following:

To New Hampshire traveled Lizzie,
Health and Happiness to seek,
Said as she beheld the scenery
Shall I hear the mountain's peak?

The following verses came from A. S. M., the place of whose domicile is not known to us:

Said little Lizzie to the tree,
You're clever, I'll allow;
But I have limbs as well you see
And I can make a (bough).

Little Lizzie heard a crash
And said, "It's very plain
Though that window has an awful gash
It has but little (pane)."

Little Lizzie took some thread,
A needle, too, she got.
"Will you pass through this eye?" she said.
The thread replied, "I'll knot."

The same contributors furnish these pleasantries:

Obscure Information

Teacher.—Can any one tell me where Johnnie Sullivan lives?

Jimmy.—Yessum—he lives right across from me.

Teacher.—And where do you live?

Jimmy.—Right across from him. N. G. B.

Teacher.—What is a harbor?

Pupil.—A place where they make bicycles.

Teacher.—Why do you think so?

Pupil.—Because the geography says it is a place where ships go for safeties. N. G. B.

Original Experiences

Teacher.—Willie, what is the name of the canal found in the ear?

Willie.—The Erie Canal. A. S. M.

The teacher asked her primary class what was meant by "little birds' merry lays." The children looked at one another and finally a small girl piped, "It means their little eggs." A. S. M.

The teacher was discoursing on the subject of primary geography to several little people, especially emphasizing the value of rain. Finally she said, "Now, Johnnie, can you name one thing which you like that we wouldn't have if it weren't for rain?"

The practical Johnnie replied, "Mud." A. S. M.

This was recently submitted by a fifth grade pupil during an examination in hygiene: "If a person's clothes catches a fire you want to catch a holt of him and rap him in a blanket and if you haven't got no blanket why roll him on a berrel." A. S. M.

Funny Answers Given in Waimea School, Hawaii

The following are sentences given to illustrate the meaning and use of the underlined word:

Robert's *improvements* is still bad yet. (Hawaiian.)

Who could *invention* that is in my pocket. (Japanese.)

Rebecca have changed great *improvements* on her. (Chinese.)

Morse discover *telegraph* with wireless, and Franklin *improvements* electricity. (Japanese.)

A came half across the ocean, they took half a wire, and the *telegraph* escaped. (Hawaiian.)

The following excuse was sent to the teacher:

Dear teatcher I am not able to go to school to-day. Because I have a vain brok in my hed and it ran planty of blood and I am going to duck west. (Dr. West.) Your puppil, R. S.

Submitted by Mrs. H. C. Brown.



From Quaint Old Stories.



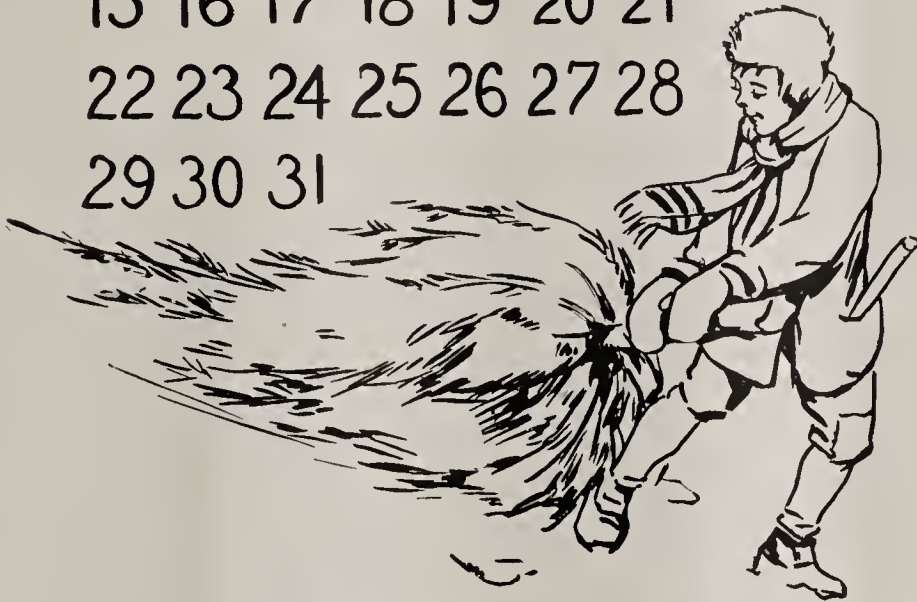
• IV. December Calendar and the Christmas Celebration

Maximilian P. E. Grozmann

DECEMBER

S M T W T F S

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31



Events

DECEMBER

- 3.—Robert Louis Stevenson died 1894.
- 3.—Illinois made a state 1818.
- 4.—Washington's farewell address.
- 4.—Founding of the University of Leipzig 1409.
- 4.—Thomas Carlyle born 1795.
- 5.—Wolfgang Amadeus Mozart died 1791.
- 6.—Battle of Morgarten 1315.
- 9.—Milton born 1608.
- 10.—The French army's retreat from Moscow 1812.
- 10.—Mississippi made a state 1817.
- 11.—Indiana made a state 1816.
- 12.—Robert Browning died 1889.
- 13.—The battle of Fredricksburg 1862.
- 13.—Dr. Samuel Johnson died 1784.
- 14.—George Washington died 1799.
- 14.—Jean Louis Rodolphe Agassiz died 1873.
- 14.—Alabama made a state 1819.

- 16.—Beethoven born 1770.
- 16.—Boston Tea Party 1773.
- 17.—John Greenleaf Whittier born 1807.
- 19.—Bayard Taylor died 1878.
- 21.—Winter solstice.
- 21.—Landing of the Pilgrims at Plymouth 1620.
- 22.—George Eliot (Mary Ann Evans Cross) died 1880.
- 24.—William Makepeace Thackeray died 1863.
- Christmas Eve.
- 25.—Christmas Day.
- 25.—Sir Isaac Newton born 1642.
- 26.—The Battle of Trenton 1776.
- 27.—Charles Lamb died 1834.
- 28.—Iowa made a state 1864.
- 29.—Texas made a state 1845.
- 30.—Rudyard Kipling born 1865.
- 30.—General Blücher crosses the Rhine 1813.
- 31.—New Year's Eve.

Santa's Helpers

CHARACTERS

ARVILLA
MINNIE
RUTH
MATILDA
EDITH
TOM
SAMUEL
RALPH

Setting interior: Fireplace. Six chairs arranged about table where the children are engaged in making things for Christmas when curtain rises. Tom and Ralph standing.

CURTAIN RISES

ARVILLA—Won't Papa and Mamma be pleased to see the nice things we are making them for Christmas?

SAMUEL—I certainly hope so.

RUTH—I'm making these things for Santa Claus for he needs some help to get things ready for all the girls and boys.

"Santa's Helpers"

The fairies and brownies on last Christmastide
Decided to open their hearts very wide,
And spend extra time throughout the whole year
In helping their grandfather—Santa Claus dear.

"Our fingers are nimble. We'll quickly make toys
Enough to supply all the girls and the boys
And Santa may watch us to see if it's right
So all will be ready before Christmas night."

Then bravely we all went to work with a will
And soon all was quiet in workshop and mill
For old Santa said: "Enough and well done,
We've toys enough now to make all kinds of fun."

We thank you, old Santa and your helpers, too,
For all of the many kind things that you do
And should you need more help in making your toys
Just call on your small friends, the girls and the boys.

ALL—We'll all help Santa!

TOM—Have any of you written a letter to Santa Claus?

MATILDA—I have written one. I will tell you about it.

"A Letter to Santa Claus"

Dear Santa Claus—I'll let you know
A few things that I need,
And if you'll bring them to me
I'll be much obliged indeed.

I want a horse and wagon,
And a boat that's painted red,
An elephant, a jumping jack—
You need not bring a sled.

For I have one very pretty
But I want a trotting horse,
A man who wheels a wheelbarrow
And candy, too, of course.

Now, Santa, dear, you'll not forget,
I wish you'd write them down.
And leave them all at my house
When you journey through the town.

ARVILLA—Doesn't anybody else know a recitation?

MINNIE—I know one.

ALL—Let us hear it!

MINNIE—O, I don't want to.

ALL—O, do please!

MINNIE—I'll say it just to please you.

"Hang up the baby's stocking,
Be sure you don't forget
The dear little dimpled darling,
She hasn't seen Christmas yet.

But I've told her all about it
And she opened her big blue eyes
And I'm sure that she understood me
She looked so funny and wise.

Dear! Dear! What a tiny stocking,
It doesn't take much to hold
Such little pink toes as baby's
Away from the frost and cold.

But then for the baby's Christmas
It never would do at all;
Why, Santa wouldn't be looking
For anything half so small.

I know what we'll do for baby,
I've thought of the very best plan.
I'll borrow a stocking of grandma
The longest I ever can.

All clap.

ARVILLA—This is a very cold night, and it's icy, too. Suppose Santa should slip and fall.

SAMUEL—I've thought about that.

"A Christmas Eve Thought"

If Santa Claus should stumble
As he climbs the chimney tall
With all this ice upon it
I'm afraid he'd get a fall
And smash himself to pieces
To say nothing of the toys!
Dear me, what sorrow that would bring
To all the girls and boys.
So I am going to write a note
And pin it on the gate.
I'll write it large so he can see
No matter if it's late—
And say, "Dear Santa Claus, don't try

To climb the roof to-night.
But walk right in, the door's unlocked;
The nursery's on the right."

MATILDA—A very good idea, indeed. Now let us run and show our things to mother.

(All exeunt except Arvilla, who hides in the chimney corner while the others go out, and peeps out. When all have made their exit, she steals out on tip-toe and recites "A Surprise for Santa Claus.")

(While reciting she does the following things: Sets the table with bread and butter and cake, makes coffee, and writes a note for Santa, leaving it on table.)

"I hope that no one will bother me
For I'm just as busy as can be
Preparing a lunch for company.

Somebody's coming here to-night
When the skies are dark and the stars are bright
And I thought I'd leave him a little bite.

He's a gentleman, jolly and generous, too,
He is short and fat and his eyes are blue.
And he always comes to us down the flue.

He waits till he's sure we're sound asleep—
He wouldn't come if he thought we'd peep.
For he has secrets he wants to keep.

I think he'll bring me a lot of things,
A doll in a cradle that sways and swings,
A buggy, and books, and two gold rings.

He'll be hungry and tired and cold, I'm sure,
Making his long and lonely tour
To the homes of the rich and the homes of the poor.

So I know how glad and surprised he'll be
When down our chimney he slides to see
This nice little lunch prepared by me.

Here are bread and butter and a piece of cake
And a cup of coffee for him I'll make
To cheer his heart and his thirst to slake.

When he fills the stockings I think he'll pause
And he'll laugh a little and all because
Some one remembered Santa Claus.

There is one thing more that I must do
And when that is done, then I'll be through.
I must write "Dear Santa:—This is all for you."

Now I'll go to bed and I hope I'll dream
Till into my room the sunbeams stream
Of Santa and his spanking team.

Exit. (Curtain.)

Suggestions for a Christmas Program

The following exercises will best be presented on an improvised stage.

First Part

KINDERGARTEN PUPILS

- (a) Little Girl, with Teddy Bear, sings:

Dolly's lying in the closet
Since my brown bear came;
He is shaggy, big and woolly,
Teddy is his name.

(From Alys E. Bentley, *The Song Primer*, Teacher's Book, p. 23. New York, A. S. Barnes & Co.)

- (b) Little boy or girl, dressed as a Chinese child, sings:

Wing Foo, China boy, upside down,
That is how he looks to me.
When I'm lying in bed at night,
Playing in the sun is he.

(From *The Song Primer*, p. 22.)

- (c) All children sing, with appropriate gestures:

IF YOU'RE GOOD

(From Reinecke, *Thirty Songs for Children*)

Santa Claus will come to-night, come to-night,
If you're good.

Doing what you know is right,
As you should.
Down the chimney he will creep,
Bringing you a woolly sheep,
And a doll that goes to sleep,
If you're good.

Santa Claus will drive his sleigh, drive his sleigh
Through the woods;
But he'll come around this way
If you're good.
With a wind-up bird that sings,
And a puzzle made of rings,
Jumping Jack and funny things.
If you're good.

He will bring you cars that go, cars that go,
If you're good.
And a rocking horse, oh,
If he would.
And a dolly if you please
That says: Mamma, when you squeeze;
He will bring you one of these
If you're good.

Santa grieves when you are bad, when you're bad,
As he should.
But it makes him very glad
When you're good.

He is nice and he's a dear,
Just do right and never fear,
He'll remember you each year
If you're good.

(d) Motion song, by all, with appropriate gestures and movements:

POINTS OF THE COMPASS

(From Fanny Snow Knowlton, *Nature Songs for Children*, p. 52; Springfield, Mass., M. Bradley Co.)

Ev'ry day the shining sun rising in the east
Brings the light to land and sea,
Brings the light to you and me,
Wakens bird and beast.
Right hands out and let them stay
Pointing east, this is the way.

Ev'ry night the shining sun, setting in the west,
Takes the light from land and sea,
Takes the light from you and me,
Brings the time for rest.
Left hands out and let them stay,
Pointing west, this is the way.

Pointing east and pointing west, straight ahead we
find
North before us as we stand,
East and west on either hand,
And the south behind.
Pointing east and west we find,
North before us, south behind.

(In playing this motion game, care must be taken that the children stand correctly, with their face to the north.)

Second Part

PRIMARY AND GRAMMAR PUPILS

Winter Scenes and Sports

(It will be best if there can be some appropriate stage setting representing a winter landscape.)

(a) *Jack Frost* (from Riley and Gaynor, *Songs of the Child World*, I, 68; New York, The John Church Co.)

Sung by a group of primary children, with fitting gestures and motions.

Oh, Jack Frost is a merry little elf,
And a merry little elf is he.
He calls for his coat and he calls for his brush,
And he calls for his paint-pots, one, two, three,
And he calls for his paint-pots three.

He paints with glee on ev'ry window pane,
Things very, very fine to see,
A mountain high and a lake close by
And a mighty forest tree, tree, tree,
And a mighty forest tree.

Oh, Jack Frost plays so many, many tricks,
He is so very pert and bold.
He pinches the cheeks and he tweeks the nose,
And he turns us blue with cold, cold, cold,
And he turns us blue with cold.

(b) *Winter Winds*, calisthenic exercises for grammar boys, dressed in gray dominoes. The movements should be waving arm movements, body turnings, and sliding dance steps. Music from Hofer. Music for the Child World (Chicago, Clayton F. Summy Co.) I, 48, "The Cave of the Winds." or 50, "Dance of the Frost Elves."

(c) *The Call of the Crow*, song, from *Nature Songs*, 40.

One of the boys on the stage sings the words, while the other children behind the scenes give the call of the crow: "Caw, caw, caw!"

Caw! caw! caw!
Over the standing corn
The cheery cry is borne.
Caw, caw, caw!
How I wish I could go with him
Where the woods are wild and dim!
Caw, caw, caw!"

(d) *The Snowbird*, song, from *Nature Songs*, 42.
One child on the stage sings this, accompanying his singing with appropriate gestures and a simple hopping dance.

When all the ground with snow is white,
The merry snowbird comes,
And hops about with great delight
To find the scattered crumbs.
How glad he seems to get to eat
A piece of cake or bread!
He wears no shoes upon his feet
Nor hat upon his head.
But happiest is he, I know,
Because no cage with bars
Keeps him from walking on the snow
And printing it with stars.

(e) *Tracks in the Snow*, song, from Riley and Gaynor, I, 69. Sung by several children who point out the imaginary tracks:

Do you see these tiny tracks in the snow?
Don't you wonder what they are, where they go?
I think a bunny rabbit white
Has hopped across the snow last night.
Oh, what funny little tracks in the snow!

(f) *Dance of the Bears*. Calisthenic exercise for grammar boys, dressed up as bears if possible, after the music of Hofer. Music for the child World, II, III.

(g) *Snowballs*. Motion song for a group of boys, dressed in sweaters, etc., to the music from Nature Songs, 63. They throw snowballs made of cotton at each other and into the audience.

Snowballs, snowballs, Oh, such jolly fun!
Round balls, soft balls, now the fun's begun!
Right, left, here, there, see the snowballs fly!
You're hit, I'm hit, but we will not cry.

(h) *The Snowman*. Sung by the same boys, working on a snowman made of cotton or painted on cardboard, etc., after the music from Riley and Gaynor, II, 15.

The snowman stands out on the lawn,
And his two coal black eyes
Have in them such a funny look
Of wonder and surprise.
The old black hat upon his head
Makes him look quite young and gay;
But when the sunshine comes again
I fear he'll melt away.

(i) *Skating*. A group of girls, on roller skates, or simply imitating the sliding motion of skating, run in, sing, and then dance to the music of the refrain, repeating the song (Riley and Gaynor, II, 16):

Oh, hurry quick, the ice is thick,
Get ready in a trice!
We'll tramping go across the snow
To skate upon the ice.
And all our mates on shining skates
Skim quickly to and fro.
Oh, hurry quick, the ice is thick,
And we must skating go.

(Refrain)

One, two, skating we go,
One, two, shouting oho!
And hurrah for the ice,
And hurray for the snow,
And hurrah for the ice, oho!

(j) *Coasting*. In the same setting boys join the girls bringing sleds. All sit down on the sleds and go through the motion of coasting down a hill, singing, from Riley and Gaynor, I, 14:

Oh, what fun, what jolly fun!
In the winter weather
With our sleds to climb the hill,
Trudging up together.
Then a shove,—a little run,
And sliding down we go,
With little shrieks of laughter
To the plain below.

(They run out.)

(k) *Christmas Secrets*. Music from Riley and Gaynor, II, 64. One little boy and one little girl, with appropriate gestures:

Boy: The air is full of mystery, and secrets are
a-wing,

And if you happen on one, don't you tell a single thing.

And perhaps we've something hiding for each loved one dear.

Both: For Christmas day is coming and will soon be here.

Tralalalalalala.

Girl: Then Santa Claus will fly around with heavy laden sleigh,

And down the chimneys hasten in his usual happy way.

Oh, he brings such loads of presents to the children dear,

Both: And Christmas day is coming and will soon be here.

Tralalalalalalala.

(They dance when singing Tralala.)

(1) *Sleighbing song*. From Riley and Gaynor, I, 70.

All the children may join in this. They have horse reins with bells, and harness each other up in teams, one being the driver. Running around the stage in rhythmic movement, they sing:

Jingle, jingle, ring the bells,
Snow is on the ground,
The horses prance, the sleigh bells ring,
Hark the merry sound!

Jingle, jingle, jingle on the frosty air,
Jingle, jingle, jingle, sleigh bells ev'rywhere.
Jingle, jingle, jingle, hear the merry cry,
Jingle, jingle, jingle, see the sleighs dash by.

Jingle, jingle, ring the bells,
Happy throngs dash by.
The air is full of noisy shouts,
See the cutters fly!
Jingle, etc.

(m) *The Christmas Tree*. All the children assemble around the Christmas tree, and when the lights are lit they sing the old German Christmas song (or some other appropriate air):

O Tannebaum, O Tannebaum,
Wie treu sind deine Blätter!
Du grunzt nicht nur zur Sommerszeit,
Nein, auch im Winter, wenn es schneit.
O Tannebaum, etc.

O Tannebaum, O Tannebaum,
Du kannst mir sehr gefallen.
Wie oft hat nicht zur Weihnachtszeit
Ein Baum von dir mich hoch erfreut!
O Tannebaum, etc.

O Tannebaum, O Tannebaum,
Dein Kleid will mir was lehren:
Die Hoffnung und Beständigkeit
Gibt Trost und Kraft zu jeder Zeit.
O Tannebaum, etc.

(The End.)

The Vision of Sir Launfal

Dramatization of Lowell's Poem

By MAXIMILIAN P. E. GROSZMANN

DRAMATIS PERSONAE

GENIUS (*dressed in long, flowing, white garment*).
SIR LAUNFAL (*dressed in armor in first part; with gray beard and hair, and dressed in tattered armor, with pilgrim's mantle covering him, in second part*).

LEPER (*at first clad in dark-colored cloak; when changing into Christ, cloak is thrown off and he appears in blue, flowing robe*).

KNIGHTS and LADIES.

PRELUDE TO PART FIRST

GENIUS (*before curtain*):

Earth gets its price for what earth gives us;
The beggar is taxed for a corner to die in,
The priest hath his fee who comes and shrives us,
We bargain for the graves we lie in;
At the Devil's booth all things are sold,
Each ounce of dross costs its ounce of gold;
For a cap and bells our lives we pay,
Bubbles we earn with a whole soul's tasking;
'Tis heaven alone that is given away,
'Tis only God may be had for the asking;
There is no price set on the lavish summer,
And June may be had by the poorest comer.

And what is so rare as a day in June?
Then if ever, come perfect days;
Then heaven tries earth if it be in tune,
And over it softly her warm ear lays:
Whether we look, or whether we listen,
We hear life murmur, or see it glisten;
Every clod feels a stir of might,
An instinct within it that reaches and towers,
And, grasping blindly above it for light,
Climbs to a soul for grass and flowers;
The flush of life may well be seen
Thrilling back over hills and valleys;
The cowslip startles in meadows green,
The buttercup catches the sun in its chalice,
And there's never a leaf or a blade too mean
To be some happy creature's palace.

Now is the high-tide of the year,
And whatever of life hath ebbed away
Comes flooding back, with a ripply cheer,
Into every bare inlet and creek and bay;
Now the heart is so full that a drop overfills it;
We are happy now because God so wills it.

We may shut our eyes, but we cannot help knowing
That skies are clear and grass is growing.

Joy comes, grief goes, we know not how;
Everything is happy now.

Who knows whither the clouds have fled?
In the unscarred heaven they leave no wake;
And the eyes forget the tears they have shed,
The heart forgets its sorrow and ache.
What wonder if Sir Launfal now
Remembered the keeping of his vow?

PART FIRST

(*Scene before the castle walls. Summer. Castle to the left. A spring and brook to the right.*)

SIR LAUNFAL (*coming out of the castle gate, in full armor*):

My golden spurs now bring to me,
And bring to me my richest mail,
For to-morrow I go over land and sea
In search of the Holy Grail;
Shall never a bed for me be spread,
Nor shall a pillow be under my head,
Till I begin my vow to keep;
Here on the rushes I will sleep.

(*While he is going towards the part of the stage representing the rushes, the Leper creeps up from behind a tree, holding out his hand appealingly.*)

SIR LAUNFAL:

What a loathing over me now comes;

(*Shrinking back from the leper.*)

The sunshine goes out of my soul with a thrill,
The flesh 'neath my armor will shrink and crawl,
And midway its leap my heart stands still
Like a frozen waterfall.

For this man, so foul and bent of stature,
Rasps harshly against my dainty nature,
And seems the one blot on the summer morn.
I will toss him a piece of gold!

(*Throws his purse toward the beggar, at the same time covering his face and looking away from the man, as if he could not bear to see him. And while the leper speaks he withdraws slowly back into the castle.*)

LEPER:

Oh scorn!

Better to me the poor man's crust,
Better the blessing of the poor,
Though I turn me empty from his door;
That is no true alms which the hand can hold;
He gives nothing but worthless gold
(*Throws Sir Launfal's purse away.*)

Who gives from a sense of duty;
But he who gives a slender mite,
And gives to that which is out of sight,
That thread of the all-sustaining beauty
Which runs through all and doth all unite.
The hand cannot clasp the whole of his alms,
The heart outstretches its eager palms,
For a god goes with it and makes it store
To the soul that was starving in darkness before.

(*Curtain*)

PRELUDE TO PART SECOND

GENIUS (*before curtain*):

Down swept the chill wind from the mountain peak,
From the snow five thousand summers old;
An open wold and hill-top bleak
It had gathered all the cold,
And whirled it like sleet on the wanderer's cheek;

It carried a shiver everywhere
From the unleaved boughs and pastures bare;
The little brook heard it and built a roof
'Neath which he could house him, winter-proof.

(Shouting, laughter, and clanking of glasses is heard from behind the curtain.)

GENIUS:

Within the hall are song and laughter,
The cheeks of Christmas glow red and jolly,
And sprouting is every corbel and rafter
With the lightsome green of ivy and holly;
Through the deep gulf of the chimney wide
Wallows the yule-log's roaring tide.

But the wind without was eager and sharp,
Of Sir Launfal's gray hair it makes a harp,
And rattles and wrings
The icy strings,
Singing, in dreary monotone,
A Christmas carol, of its own,
Whose burden still, as he might guess,
Was,—“Shelterless, shelterless, shelterless!”
The voice of the seneschal flared like a torch
As he shouted the wanderer away from the porch,
And he sat down in the gateway and saw all night
The great hall-fire, so cheery and bold,
Through the window-slits of the castle old,
Build out its piers of ruddy light
Against the drift of the cold.

PART SECOND

(Same scenery as in Part First, only winter time.)

SIR LAUNFAL *(old and gray, sitting disconsolately on a stone near the castle gate, to the left)*:
Turned away I am from my own hard gate,
For another heir in my earldom sate
When, an old, bent man, worn out and frail,
I came back from seeking the Holy Grail;
Little I recked of my earldom's loss,
No more on my surcoat is blazoned the cross,
But deep in my soul the sign I bear,
The badge of the suffering which I share.

LEPER *(crawling up to Sir Launfal, as in first scene)*:
For Christ's sweet sake, I beg an alms!

SIR LAUNFAL *(turning to him)*:
Poor suffering man, I behold in thee
An image of Him who died on the tree;
Thou also hast had thy crown of thorns,—
Thou also hast had the world's buffets and scorns,—
And to thy life were not denied
The wounds in the hands and feet and side.
Mild Mary's Son, acknowledge me;
Behold, through him, I give to Thee!

(He takes a crust of bread from the pocket of his cloak and breaking it in two gives one-half to the leper; then he fills his cup from the waters of the frozen brook, and holds it to the leper's lips.)

(Sweet music. Sudden darkness. Then a light concentrates on the place where the Leper had stood. In his place appears):

CHRIST *(speaking gently to the startled knight)*:
Lo, it is I, be not afraid!

In many climes, without avail,
Thou hast spent thy life for the Holy Grail;
Behold, it is here,—this cup which thou
Didst fill at the streamlet for me but now;
(He holds the cup upward over his head, and it becomes illumined. Sir Launfal kneels down before him.)*

This crust is my body broken for thee,
This water His blood that died on the tree;
The Holy Supper is kept, indeed,
In whatso we share with another's need,—
Not that which we give, but what we share,—
For the gift without the giver is bare;
Who bestows himself with his alms feeds three,—
Himself, his hungering neighbor, and me.

SIR LAUNFAL *(rising)*:

The Grail in my castle here is found!
Hang my idle armor up on the wall,
Let it be the spider's banquet hall;
He must be fenced with stronger mail
Who would seek and find the Holy Grail.

(The castle windows glow with light. Knights and Ladies pour forth from the gates.)

(While they are filling up the back of the stage, hiding Christ, he disappears. The illumined cup remains suspended, having been hooked to a wire connected with the electric light.)

(The front lights are dimmed. The Genius appears where Christ had stood, and the lights concentrate on him, but not strongly enough to wipe out the glow of the cup.)

GENIUS:

The castle-gate stands open now,
And the wanderer is welcome to the hall.
The meanest serf on Sir Launfal's land
Has hall and bower at his command;
And there is no poor man in the North Countree
But is lord of the earldom as much as he.

(While the lights go out for a moment, the Genius disappears. Sir Launfal and the Knights and Ladies kneel down before the glowing cup, while otherwise there is but dim light on the stage. They sing the following lines to the air of “Zum letzten Liebesmahle,” song of the Knights of the Holy Grail, from Wagner's “Parsifal.”)

Let us worship Him
Who delivered us
From sin and evil,
Our soul to chasten.
Worship Him, our Saviour,
Who hath come from Heaven
Down to earth to save our soul.
Let us worship Him
Who delivered us,
And this, his sign,
The Holy, Holy Grail.

(They remain kneeling while all the lights except the illumined cup gradually go out. While a violin solo repeats the air softly, the curtain falls.)

* This can be done by substituting during the darkness a small red glass cup for the one of Sir Launfal's; an electric light, suspended in the back, may at this moment be dropped from the ceiling, provided with a hook upon which the cup may be suspended.

Song of the Knights of the Holy Grail

Slowly and Solemnly.

See "The Vision of Sir Launfal"

Let us wor - ship Him who de - liv - ered us from sin and e - vil our souls to

chas - ten. Worship Him who has come from Heav en down to Earth to

save our souls. Let us wor - ship Him who de - liv - ered us, and this — His sign, the

Ho - ly, Ho - ly Grail.

The Christmas Tree

A Calisthenic Play, by Belle Ragnar Parsons in Her Book "Plays and Games"

1. Getting the Tree.

- (1) Representation of forest of evergreen trees. (See p. 42.)
- (2) Trudging up mountain side to get tree.
- (3) Chopping tree. (See p. 90.)
- (4) Loading in wagon, or "snaking" home.
- (5) Sawing off trunk to make end even. (See p. 91.)
- (6) Hammering on the cross-piece base.
- (7) Setting tree up in house. Take the two positions for evergreen tree. (See p. 42.)

2. Trimming the Tree.

- (1) Representing start on top.

Ready—Feet slightly apart, arms upward stretch, fingers stiff and touching over head to represent point of tree. Stretch fingers apart to represent five-pointed star.

Order: Attention! Ready! (Shut) (Open) (8) Position!

- (2) Placing star on the point of tree.

One row of children represent the pine tree with pointed top.

Alternate rows pretend to climb ladder and reach up to put star on point.

When star is placed the children representing the trees spread fingers of both hands, palms together, to represent five-pointed star.

- (3) Stretching forward, to right, to left, hanging ornaments.

Stooping to pick up new ornament.

Order: Attention! Ready! (Stoop) (Stretch) (8)

Position!

- (4) Tossing tinsel and cotton on the tree.

- (5) Hanging the presents.

Stretching to right and left, and reaching on tiptoe to hang presents.

Stooping to pick up new bundles.

- (6) Lighting the candles.

Balancing exercise; standing on one foot, pretend to scratch match on the sole of the other shoe.

Stretching to light candles.

- (7) Representing the candles.

Ready—Hold arm to represent branches, fingers stiff, straight and upright to represent candles.

Move fingers rapidly to represent the flickering.

Repeat, holding arms at different heights to represent different branches.

Order: Attention! Ready! Flicker! Etc. Position!

Repeat command "Flicker" rapidly and softly.

Note energizing and relaxing.

Note—Pretending to blow the candles out affords opportunity for breathing exercises.

3. Dancing around the Christmas Tree.

4. The Christmas Wreath Dance.

"The Christmas Wreath"—Hofer's Children's Singing Games.



V. Grade Work

Teach the children; it is painting in fresco.

—EMERSON.

Edited by

Charles H. Davis.

Percentage

Explanatory Treatment of Percentage, with Oral and Written Problems for 6A and 6B Grades.

By CHARLES H. DAVIS.

CASE II.

To find the Rate.

Here again three cases may arise. We may be required to find the rate when:

- The base and percentage are given,
- The base and amount are given, or
- The base and difference are given.

Oral Problems.

- What per cent of \$200 is \$28?

Solution (analysis): 1 per cent of \$200 = \$2.

\$28 is 14 times \$2.

Therefore, \$28 is 14 times 1 per cent, or 14% of \$200.

- Sold a horse for \$240 and gained \$40. What per cent did I gain?

Solution (analysis): The cost was \$240—\$40 = \$200.

1 per cent of \$200 = \$2.

\$40 is 20 times \$2; therefore the gain was 20 times 1 per cent, or 20 per cent.

- A sold a piano for \$250, which was \$50 less than he paid. What per cent did he lose?

Solution (analysis): The cost was \$250 + \$50 = \$300.

1 per cent of \$300 = \$3.

\$50 is $16\frac{2}{3}$ times \$3.

$50 \div 3 = 16\frac{2}{3}$, therefore the loss was $16\frac{2}{3}$ times 1%, or $16\frac{2}{3}$ per cent.

Oral Problems.

Find what per cent

- \$8 is of \$16.
- \$.25 is of \$75.
- \$.36 is of \$144.
- 15 men is of 60 men.
- 24 horses is of 30 horses.
- 35 hens is of 42 hens.
- 27 boys is of 60 boys.
- 3 words is of 15 words.
- 16 rods is of 1 mile.
- 4 quarts is of 1 bushel.
- 64 cu. ft. is of 1 cord.
- \$5 is of \$8.

- 65 marbles is of 75 marbles.

- $\frac{1}{2}$ is of $\frac{3}{4}$.

- $\frac{3}{8}$ is of $\frac{3}{4}$.

- An article that cost \$25 was sold for \$40. What was the gain per cent?

- By selling a carriage for \$200, a man gained \$50. What was his gain per cent?

- A dealer bought a dozen suits of clothes at \$25 each and sold the lot for \$400. What per cent was gained?

- A grocer bought eggs at 15c. per dozen and retailed them at 10 eggs for 25c.; what was his gain per cent?

- Bought an automobile for \$1,350 and sold it for \$900; what was my loss per cent?

- A jeweler bought a watch for \$25 and sold it for \$20; what was his loss per cent?

Written Problems.

- \$765 is what per cent of \$4500?

Solution (analysis): 1 per cent of \$4500 = \$45.

\$45) 765 (17
45

315
315

\$765 is 17 times \$45; therefore
\$765 is 17 times 1 per cent or
17 per cent of \$4500.

- Sold a house for \$11954, thereby making a profit of \$3354; what was the per cent profit?

Solution (analysis): The cost = \$11954—\$3354 = \$8600.

\$86) 3354 (39
258

774

1% of \$8600 = \$86.
\$3354 is 39 times \$86; therefore the gain is 39 times 1% or 39%.

- A man lost \$150 on an automobile which he sold for \$2850. What per cent did he lose?

Solution (analysis): The automobile cost \$2850 + \$150 = \$3000.

\$30) 150

5

1% of \$3000 = \$30.
\$150 is 5 times \$30; therefore the loss is 5 times 1%, or 5%.

The method of solving the three forms of problems under Case II may be indicated by the following formulas:

$$1. \quad r = \frac{p}{b}$$

$$2. \quad r = \frac{a}{b} - 1.$$

$$3. \quad r = 1 - \frac{d}{b}$$

Illustrations of solution by the formula method:

(1) A man bought a house for \$4,000 and paid \$2,500 on it. What per cent of the cost did he pay down?

$$\text{Solution: } r = \frac{p}{b}, \quad r = \frac{2500}{4000} = .62\frac{1}{2} \text{ or } 62\frac{1}{2}\%.$$

(2) If \$420 is gained on the sale of two lots sold for \$3,420, what is the gain per cent?

$$\text{Solution: } r = \frac{a}{b} - 1$$

$$r = \frac{3420}{3000} - 1$$

$$r = 1.14 - 1 = .14 \text{ or } 14\%.$$

(3) A man sold 20 building lots at \$600 each and lost \$4,000 by so doing; what per cent did he lose?

$$\text{Solution: } r = 1 - \frac{d}{b}$$

$$r = 1 - \frac{12000}{16000}$$

$$r = 1 - \frac{3}{4} = \frac{1}{4} \text{ or } 25\%.$$

Outline 5B History

First Month

1.—*Virginia*—Location and climate. Causes leading to settlement. Date and location. Character of settlers. Tobacco. Slavery introduction. Self-government.

2.—*Massachusetts*—Location and climate. Causes leading to settlement. Dates. Character of settlers. From what country. Compare with Virginia.

Second Month

1.—*New York*—Location and climate. Causes leading to settlement. Dates and location. Character and nationality of settlers. Under Dutch. Under English.

2.—*Rhode Island*—Location and climate. Causes of settlement. Date, location. Character of settlers—from where? Roger Williams and religious freedom.

3.—*Connecticut*—Causes leading to settlement. Character of settlers, and from where? How governed. Dates.

Third Month

1.—*Maryland*—Location and climate. Causes leading to settlement. Character of settlers, from where? Religious troubles. Lord Baltimore.

2.—*Delaware*—Location and climate. Causes leading to settlement. Nationality of settlers. Character.

3.—*Pennsylvania*—Location and climate. Dates. Causes leading to settlement. First settlement. Character and nationality of settlers. William Penn. Treaty with Indians.

Fourth Month

1. New Hampshire. 2. New Jersey. 3. Carolinas. 4. Georgia. Briefly under following outline:

Location and climate. Causes leading to settlement. Character of settlers. Thirteen colonies learned in order.

Fifth Month

1.—*Troubles of Settlers with Indians*—King Philip's War. Pequot War. Massacres in Virginia at Deerfield and Haverhill, etc.

2.—*French and Indian War*—Cause. Location of disputed territory (Cabots, La Salle and Marquette in this connection). Washington in this war. Quebec, other objective points of the war. Results of war. Teach extent of English territory.

3.—General Review.

Composition Work

Stories to Tell to Children and for Reproduction

THE DOG AND THE SHEEP

A farmer once sold a flock of sheep to another farmer who lived some miles away, and lent him his dog to help drive the sheep home. The man who bought the sheep found the dog so useful that he decided to keep him, and so he locked him up. In the night the dog managed to escape, and, supposing that the man had no more right to keep the sheep than to keep him, he collected all that had belonged to his master, and drove them home again.

(Selected from Tarbell's Lessons in Language and Grammar, p. 61. Ginn & Co.)

THE MISER AND HIS GOLD

A miser had a bag of bright gold dollars which he kept hidden in an old chest, and would handle and count every day. One day he came and found nothing. At once he began to cry and lament his loss. But one of his neighbors brought him a bag of smooth flat pebbles and said: "Here, hide these. As long as you do not try to use them they will be worth as much to you as the gold."

(Language Lessons, Gordy and Mead, p. 87 Scribner's.)

THE MAN AND HIS DOG

A man had a dog which once had been very useful to him, but now was old. He bought another dog and decided to drown the old one. He went to the river and hired a boat, and, with the dog in the boat, rowed out to where the water was very deep. He then threw the dog into the water, and every time the poor dog swam to the boat his master pushed him away with his oar. Once in doing this the man leaned over too far and fell into the water. He could not swim and would certainly have drowned if his good dog had not held him above water until help arrived.

(Tarbell's Language and Grammar, p. 69.)



Miss Mary Kathryn Lewis, of Brookville, Pa., is awarded the honors this month for the above picture. The rear wall decoration is one of which Miss Lewis and her scholars may well be proud. We invite primary teachers to send pictures of classroom scenes. One picture will be published each month, and the sender will receive a year's subscription to *TEACHERS MAGAZINE* or *Educational Foundations*. A set of "Picturecraft" or "Little Bo Peep" pictures may be substituted. See announcements elsewhere.

The Sentence in the A1 Grade

By ANNA FRANCES COOTE

Jamaica Training School for Teachers, N. Y. C.

The youngest teacher, Miss 1A, raised her weary head, glanced at the programs, course of study, syllabi, note-books and plan book on her desk and sighed. It was by no means the first sigh she had sighed since three o'clock—and it was such a hopeless little sigh. And this was the first day of school. She felt so young and helpless before those fifty restless, eager, unintelligible children, representing at least five nationalities and exhibiting fifty distinct varieties of home-training, temperament and disposition.

At that moment someone entered. It was Miss 1B, she of the broad experience, the sympathetic smile and the understanding heart. Without a word she picked up the scattered syllabi and gathered the poor little bundle of discouragement into her arms. Then came the tale of woe:

"It is the English that troubles me. How can I ever teach these fifty urchins to use correct, complete English sentences, I should like to know?"

The older teacher smiled reminiscently. "Well, my dear, the first thing to do is to get every one of your fifty urchins to TALK. That will occupy you fully for a few days. Some of the children who have been to kindergarten will talk glibly enough (and we thank the kindergarten for that), but

don't let them monopolize the conversation period. You must win those poor, frightened little girls, that big overgrown boy, who feels awkward and out of place, that mischievous boy who needs to be kept busy.

"You ask how this can be done. Well, in the first place, give them something interesting to talk about, something which they can see and handle. If possible, have a low table in the front of the room expressly for toys. Then get a collection of toys and pictures of familiar objects. Beg borrow or buy them. Balls, tops, marbles, toy animals, dolls, kites—get anything you can find which is familiar to the children. You will find that a little skilful questioning will start the conversational ball rolling, but you must see that it rolls in the right direction. Don't rest satisfied when a majority of the class have expressed an opinion or asked a question. Draw out every single child. When you have done that, you have won half the battle.

"It is a short step from the objects on the table to the toys and pets at home, then the games of the playground and street. Never discourage any child from talking because he speaks brokenly or has some impediment of speech. Help him all you can. Encourage the children to ask questions, but don't answer them if some other child can answer for you.

"When all the children are willing to talk, then you can seek to arouse that 'sentence sense' which is worrying you so much. When Johnny answers your questions in a monosyllable or a phrase, ask him to

tell you 'the whole story.' If he looks dazed and uncomprehending, tell 'the whole story' for him and let him repeat it. When you have once inaugurated this era of the complete statement, you must persist gently, firmly, day after day. It will seem hopeless at first, but, after a while, you will feel rewarded when you see monosyllabic answers gradually disappear.

"You will soon think up little devices to help you in this work. Here is one guessing game. We call it: 'I am thinking of something.' A leader is chosen. He goes to the toy table and selects mentally one of the toys which he describes, commencing: 'I am thinking of something. It is round. It is red. I can roll it,' etc. As soon as the children guess, they stand quietly. When the leader has finished, he chooses some child to come to the table and find the toy he has described."

Conversation and Oral Reproduction— Grade 1B

"Next term," continued the older teacher, "you will be having 1B work, and now that I am warmed up to the subject, I am going to tell you what I do in 1B English.

"First of all, I plan a certain type of language lesson for each day of the week and follow that plan, with some slight variations, throughout the term. For instance:

Monday.—Conversation lesson.

Tuesday.—Telling of story for reproduction.

Wednesday.—Re-telling of story and reproduction by children.

Thursday.—Conversational lesson, on ethical subject. Picture study.

Friday.—Memorizing and dramatization.

"Let us talk about the conversation lesson first. I recognize three types of conversation lesson.

"This is simply a continuation of the work in the 1A grade. By this time, the children should talk quite readily and should use complete statements. The material you can use now is almost unlimited. Until the children are at home in the new class, talk about the most familiar objects and experiences, the home life, the work of the father, the mother, the children, their recreations. In the city school, you would take up the various trades and occupations with which children are familiar, such public servants as the policeman, the letter carrier, the street cleaner, their duties, etc. Organize the class into a Department of Street Cleaning and make each child responsible for the appearance of his house (desk) and his street (aisle). Gradually lead the children into the realm of the unknown, where their imagination will come into play. Take them on imaginary journeys into the country and by means of stories, pictures and objects make the life of the country child real to them.

(2) "My second type of conversation lesson has the specific object of correcting common errors in English. Although you will do more or less of this work all through the 1A grade, the work is not taken up formally until the 1B. There is a reason for

this. Too much correcting in the 1A would discourage the children from talking and thus defeat the main object of the 1A work.

"Make a play of this work. Use many devices. Here are two of mine. First, the game 'What Have I?' to correct 'I've got' and 'I ain't got.' Again the toy table is used. The children 'go to sleep' and the leader chooses a toy, for instance, the ball, and hides it behind his back. The class 'wakes up.' The leader calls some child by name and asks the question, 'What have I, Grace?' Suppose Grace answers: 'You have the top.' The leader then says, 'No, I have not the top,' and calls on some other child. If the leader answers, 'No, I ain't got the top,' he forfeits his leadership and another leader is appointed. Suppose Grace says, 'You've got the ball.' The leader does not affirm or deny. He simply calls on another child until he receives the correct answer, correctly expressed, 'You have the ball.'

"Similar to this is the simple game, 'I saw.' The teacher stands before the class with the pointer in her hand, points to a child and says, 'On my way to school, I saw'—The child must then rise and complete the thought, making a full statement, thus, 'On my way to school, I saw a horse.' If he answers correctly, he may remain standing; if not, he must sit. Play the game rapidly and continue until every child is standing. It trains the children to use complete sentences and corrects the error, 'I seen.' This device will admit of many variations.

"Take part of the language period for this work, at least once a week. Establish as many correct habits of speech as possible and the teachers of the higher grades will rise up and call you blessed.

(3) "The third type of lesson is for the purpose of ethical training. Into this I bring the little talks on politeness, courage, honesty, etc. Use many little stories for this work. Here, too, I try to cultivate an appreciation for beautiful pictures. So many of the fine pictures used in the first year work furnish the best possible illustrations of these common virtues.

"The work which I consider of greatest value and also of greatest interest to both teacher and pupil is oral reproduction. This is of three kinds, memorizing, reproducing stories and fables and dramatization.

"In 1A, memory work is used to a great extent. It is the simplest form of reproduction and serves to help the children over that painful period when they are afraid to speak aloud. It also furnishes them with material which can be used in many ways, besides storing their minds with beautiful thoughts.

"In 1B, however, the memory work gives way a little to the more original work of reproducing stories and fables. The children have already reproduced very short stories, such as could be told and reproduced in one period. Now they are ready for longer, more complicated stories, bringing in more characters. Such stories as 'Raggylug,' 'Little Half Chick,' 'The Three Bears,' 'Chicken Little,' 'The Three Little Pigs,' 'The Little Red Hen,' and many others can now be told and reproduced. Also the fables, 'The Lion and the Mouse,' 'The Fox and the Grapes,' and 'The Dog and His Shadow.'

"Tell one or two fables first, as they are simpler. Make up your mind just what stories you are going to tell during the term and commence with the simplest. 'Raggylug' is a good one. Don't try to tell it and have it reproduced the same day. It took me several days. The first day, I simply told the story as interestingly as I could, using what pictures I had been able to find as illustrations. I did not even ask questions. The children liked the story pretty well. The next day, I asked a few questions and told the story again. They liked it much better because they knew when the funny parts were coming. (Did you ever notice that trait in children? The oft-repeated tale is the one they love best. So never be discouraged if a class fails to enthuse over a new story. If they don't like it after the second or third telling, drop it entirely.) To return to 'Raggylug,' the third day, I did not mention the story. On the fourth day, at least three children asked me when I was going to tell the 'bunny story.' About half the class had told it to mother or to baby sister and they were getting anxious to tell it in class. I told the story again and let one or two of the brightest children reproduce it—just as they had told it at home. I was careful in each telling to alter my language a little so that there would be no danger of verbatim reproduction.

"On the fifth day, so many children wanted to tell the story that we didn't have time for them all. After that, 'Raggylug' was an established institution. It was told either by one of the children or by myself at least once a week for the rest of the term. They never tired of it.

"Let your corrections come after the story is told. Do not interrupt, unless the child becomes hopelessly entangled.

"The language work which is of greatest value in this grade is reproduction by dramatization. This calls forth all the originality and ingenuity of the child and gives expression to one of the strongest instincts of child life—the instinct to play 'make believe.' Don't fail to make use of it. It makes the teaching of language a delight and even adds a zest to the nature lesson.

"Begin in the 1A with the nursery rhymes. Many of them admit of dramatization, as 'Little Miss Muffet,' 'Mistress Mary, Quite Contrary,' 'Little Bo-Peep,' 'Baa! Baa! Black Sheep,' 'Little Jack Horner,' 'Ding, Dong, Bell,' and 'Little Boy Blue.' The children already know the words, so the new work is to 'suit the action to the words.' The children themselves will suggest the suitable action. You can also dramatize many of your little nature poems.

"In the 1B grade, something more ambitious may be attempted if you think the children possess enough originality and initiative to warrant it. Almost every 1B grade can dramatize 'The Three Bears,' as the dialogue and actions are extremely simple. Tell the story first, giving special emphasis to the dialogue. Then let the children suggest what we must have to play the story. They will find three bowls, three chairs and something to represent three beds, if they are to be found anywhere in the room. You must be sure that the proper materials are at hand. Let the children arrange the materials, using one part of the room for the bears' house. Then

let the children tell what characters we must have. Choose the characters very carefully for the first performance, as much of the interest in this work depends upon the success or failure of the initial performance.

"Have you ever sat and watched the sparkling eyes, the open mouths, the breathless attention of the class as little Goldenhair steps up to the Bears' House, knocks at the door, peeks in the window, opens the door and walks softly in, exclaiming in wonder, 'Why! what a queer little house this is!' Then when the bear comes home and Father Bear looks at his bowl and roars in his great big voice, 'SOMEBODY HAS BEEN TASTING MY PORRIDGE!' the children thrill with ecstasy and probably shout their joy. Let them. It is one of the supreme moments of their child life.

"Devote at least one period of each week to dramatization and make it a glorious time. After 'The Three Bears' the children will enjoy 'Chicken Little,' or 'The Three Little Pigs,' or 'Raggylug,' or 'Little Red Ridinghood' (properly adapted). You will have to do considerable planning beforehand for these. You must have material to work with. You must be able to tell the story in such a way that the children will know what to say and what to do. And you must tell the story that way many, many times before you attempt to dramatize it. If you have to stand behind the scenes with a prompt book in your hand, your dramatization work is not worth a great deal.

"Does it pay?" you ask. Well, if awakened attention, sustained interest, originality and self-confidence in expression and boundless enthusiasm count for anything in school work, I say it certainly pays."

Exercises for Busy Work—In Arithmetic, English and Construction

Exercise I.—Drill in combinations and tables. Write on the board or hektograph as many copies as are necessary of the following:

$5+4=?$	$9-2=?$	$4\times 9=?$	$36\div ?=?$
$?+7=12$	$12-?=7$	$7\times ?=42$	$72\div 9=?$
$9+?=15$	$?-5=3$	$? \times 8=56$	$55\div 5=?$
$7+8=?$	$15-?=9$	$7\times ?=35$	$56\div ?=?$
$6+?=9$	$19-?=11$	$12\times 5=?$	$? \div 9=?$
$?+5=10$	$14-8=?$	$8\times ?=72$	$72\div ?=?$
$9+8=?$	$11-?=4$	$7\times ?=49$	$? \div 8=8$
$4+?=11$	$?-6=7$	$? \times 6=54$	$? \div 9=6$
$?+7=13$	$?-3=8$	$9\times ?=63$	$35\div ?=?$
$9+?=14$	$18-9=?$	$12\times 8=?$	$? \div 7=?$
$5+6=?$	$15-?=6$	$? \times 5=45$	$42\div ?=?$
$2+?=9$	$16-?=9$	$8\times ?=64$	$48\div ?=?$
$?+9=18$	$13-?=4$	$? \times 8=32$	$? \div 9=?$
$7+?=7$	$?-8=9$	$9\times 9=?$	$40\div ?=?$
$5+8=?$	$10-?=4$	$? \times 7=28$	$96\div 8=?$

Exercise II.—A drill in mental counting. Hektograph the numbers of the various multiplication tables. Cut them up and put into envelopes. The children select the numbers from the envelope and arrange them on their desks. If the tables selected

are the 4, 6, 7, 8 and 9 tables, when completed the child's work should appear as follows:

4	6	7	8	9
8	12	14	16	18
12	18	21	24	27
16	24	28	32	36
20	30	35	40	45
24	36	42	48	54
28	42	49	56	63
32	48	56	64	72
36	54	63	72	81
40	60	70	80	90
44	66	77	88	99
48	72	84	96	108

Exercise III. Drill to find more than one of the equal parts of a number.
Hektograph for each pupil of your class one copy of the following.
Children copy and write answer to each.

$\frac{2}{3}$ of 18==?	$\frac{2}{9}$ of 36==?	$\frac{5}{9}$ of 27==?
$\frac{3}{4}$ of 16==?	$\frac{5}{8}$ of 32==?	$\frac{2}{3}$ of 21==?
$\frac{2}{3}$ of 15==?	$\frac{5}{6}$ of 42==?	$\frac{3}{4}$ of 20==?
$\frac{4}{5}$ of 40==?	$\frac{3}{7}$ of 21==?	$\frac{7}{8}$ of 56==?
$\frac{3}{8}$ of 24==?	$\frac{3}{5}$ of 45==?	$\frac{2}{5}$ of 25==?
$\frac{2}{7}$ of 49==?	$\frac{3}{10}$ of 70==?	$\frac{4}{11}$ of 44==?
$\frac{5}{6}$ of 30==?	$\frac{5}{12}$ of 72==?	$\frac{4}{9}$ of 63==?
$\frac{2}{9}$ of 18==?	$\frac{3}{4}$ of 28==?	$\frac{7}{10}$ of 90==?
$\frac{3}{4}$ of 48==?	$\frac{4}{5}$ of 35==?	$\frac{7}{12}$ of 60==?
$\frac{7}{9}$ of 45==?	$\frac{2}{3}$ of 42==?	$\frac{5}{6}$ of 54==?

Exercise IV.—Copy the following or a similar story on the board. Write this same story on suitable paper and rule lines around each word. Hektograph as many copies as are needed for your class. They should be cut into separate words and placed in an envelope. The children reproduce the story upon their desks, using the cut-up words.

The Dog and His Shadow

As a dog with a large piece of meat in his mouth was crossing a bridge over a brook he saw what he thought was another dog with meat in his mouth. "I'll have that, too," said he, dropping his own piece

as he spoke. But his meat sank out of sight, and he saw nothing but his own angry shadow in the water. Then he knew he had been too greedy for his own good.
(Selected from page 16, Language Lessons. By Gordy and Mead, Charles Scribner's Sons.)
Hektograph copy should look like this:

The	Dog	and	His	Shadow	
As	a	dog	with	a	large
piece	of	meat	in	his	mouth
was	crossing	a	bridge	over	
a	brook	he	saw	what	he
thought	was	another	dog	with	
meat	in	his	mouth.	I'll	
have	that	too	said	he	drop-
ping	his	own	piece	as	he
spoke.	But	his	meat	sank	
out	of	sight	and	he	saw
nothing	but	his	own	angry	
shadow	in	the	water.	Then	
he	knew	he	had	been	too
greedy	for	his	own	good.	

When completed, the child's desk should contain the following:

The	Dog	and	His	Shadow	
As	a	dog	with	a	large
piece	of	meat	in	his	mouth
was	crossing	a	bridge	over	
a	brook	he	saw	what	he
thought	was	another	dog	with	

meat	in	his	mouth.	I'll
------	----	-----	--------	------

shadow	in	the	water.	Then
--------	----	-----	--------	------

have	that	too	said	he	drop-
------	------	-----	------	----	-------

he	knew	he	had	been	too
----	------	----	-----	------	-----

ping	his	own	piece	as	he
------	-----	-----	-------	----	----

greedy	for	his	own	good.
--------	-----	-----	-----	-------

spoke.	But	his	meat	sank
--------	-----	-----	------	------

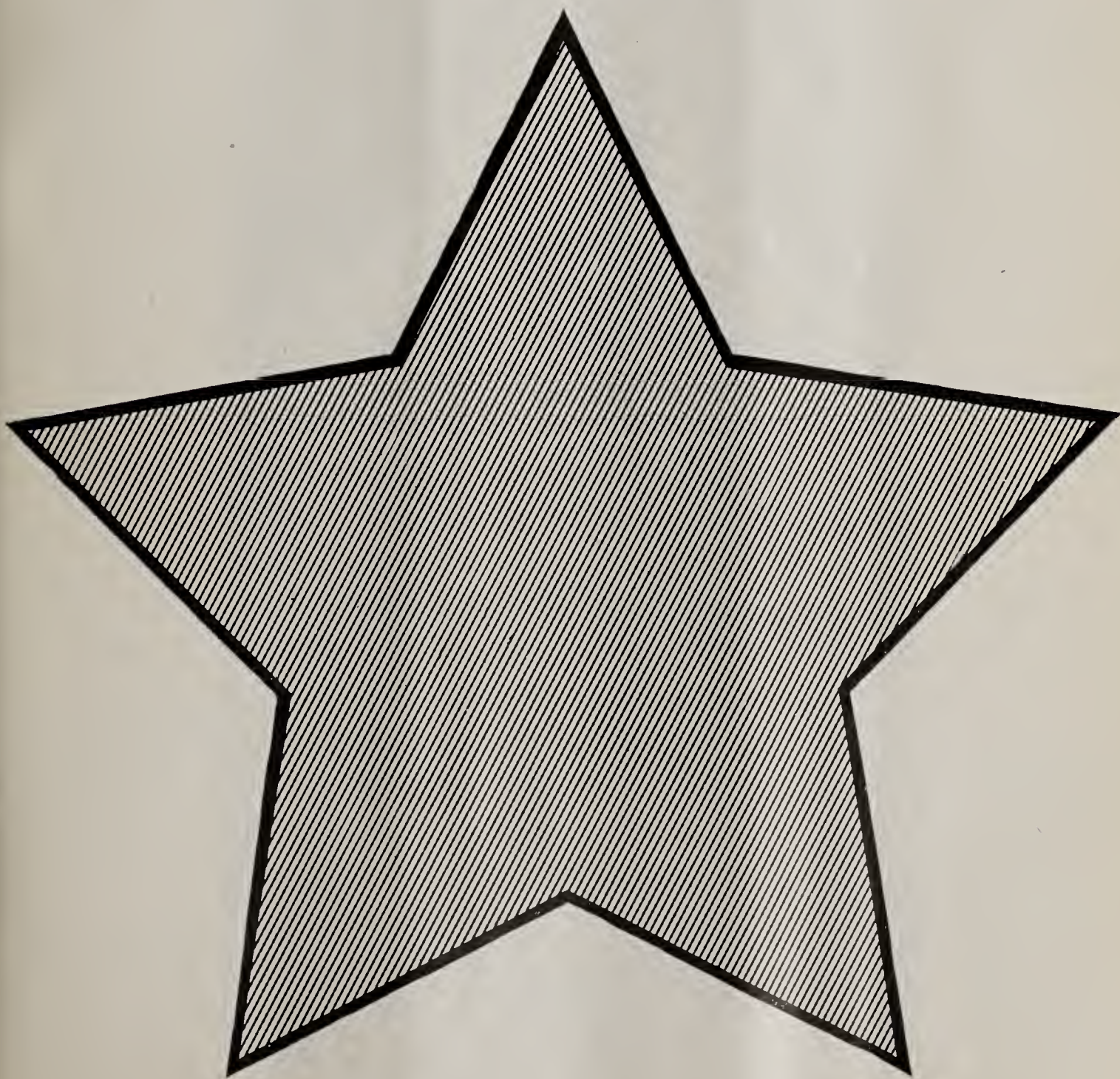
out	of	sight	and	he	saw
-----	----	-------	-----	----	-----

nothing	but	his	own	angry
---------	-----	-----	-----	-------

Exercise V.—The star.

Hektograph sufficient copies of the stocking or the star on ordinary drawing paper. Have children cut out and color with crayons or with water colors.

These can be used for tree decorations.



VI. Practical Pointers in Picture Study

"Beauty is truth, truth beauty."—JOHN KEATS.

"Art deals with things, however, incapable of definition and that belong to love, beauty, joy and worship."—PLOTINUS.

Two Pictures by James Wells Champney



The Cherry Girl

THE CHERRY GIRL

Numerous artists have found delight in depicting children. Their fresh, youthful beauty and winsome ways have offered many subjects to tempt the painter's brush. James Wells Champney was such an artist. He dearly loved children and liked to represent their sweet, happy faces and playful ways. Conclusive evidence of this is given in such a picture as the "Cherry Girl." It represents a very attractive little girl with a basket of cherries. She smilingly displays two of the cherries in one hand while holding a basket of them in the other. Her round, smiling face with its large eyes and pretty features attracts us at once. She draws our attention to the fruit seemingly expecting us to agree with her that it is very fine. Her graceful pose is very pleasing. The uplifted arm and daintily grasped sprig of fruit give her a jaunty air that is extremely fascinating.

Her great mass of dark hair sweeps down over her shoulders and white dress. Her basket of fruit is very accurately represented while a suggestion of background is depicted behind her. The lights and shadows play upon her hair, and are carefully represented upon the fruit. Altogether we feel that this is a very pleasing representation of a little girl.

THE MADONNA

Champney's Madonna represents the mother with a thoughtful, preoccupied face and downcast eyes. It is the face of one who has much upon her mind. The burden of the coming years seems to rest heavily upon her. Her son's face is quite a contrast. His large beautiful eyes look inquiringly into ours. An innocent, childish smile spreads over his features. There is no worry, or even concern, written upon this face. All is childish freshness, peace and joy. The mother clasps her boy to her

breast while he clings lovingly to her. Notice the mother's clear-cut, beautiful features reflected in those of her son. In spite of the contrast in the expression, there is marked resemblance in the features. Both faces are attractive and grow upon us as we look at them. They contain far more than is apparent from the first glance.

QUESTIONS INTERPRETING THE "CHERRY GIRL"

What does this little girl hold in her hands?

Why do you think she is holding up the two cherries in her right hand?

Do you think she wants us to admire them? Why?

What does she hold in her left hand?

What is the expression of her face? Does she seem pleased? Do you think she picked these cherries herself? Why?

Is she an attractive looking child? What look do you see in her eyes? Does she seem to be smiling?

What kind of hair has she? Do you think it is beautiful?

Do you think her attitude is pleasing? Why?

Where do the lights and shadows fall?

What do you see in the background of the picture?

Do you think this is an attractive picture?

Why do you like it?

Would you like to know this little girl?

Did you ever gather cherries?

Did you enjoy it?

QUESTIONS INTERPRETING THE "MADONNA"

What does the word "Madonna" mean?

What does this picture represent?

What is the look in the mother's face?

Why do you think she is thoughtful and pre-occupied?

Do you think she is thinking of the hard years ahead of them? Why?

What is the expression on her son's face?

Does he seem happy and child-like?

Has he the expression you would expect to see in a baby's face? Is he what you would call a beautiful child? Why?

Is he natural? Is there anything that suggests his divinity or is he merely a healthy, normal boy? Why do you think so?

Does he seem to cling to his mother as though he cared much for her? Does she return his caress?

Do you notice any similarity in the two faces?

Do these faces seem to grow upon you as you look at them?

Is this an attractive representation of the "Madonna"?

Why do you think so?



The Madonna

Outline of the Artist's Life

James Wells Champney was born on the sixteenth of July, 1843, in the city of Boston, Mass. As a youth he studied in Lowell Institute in that city. At the age of sixteen he entered the shop of a wood engraver. In 1863 he served in the 45th Volunteer Regiment of Massachusetts. Later he taught drawing for two years in the school of Dr. Lewis at Lexington, Mass. In 1866 he went to Europe, studying in Paris and spending the following summer in Ecouen as a pupil of Edouard Frere.

He studied at the Academy at Antwerp in 1868 but the next year returned to Paris and again worked under Frere. At this time he painted his first genre picture. The winter of 1869 and 1870 was passed at Rome. He returned to America and sketched in Nova Scotia the following summer. A studio was next opened in Boston but a second trip was made to Europe for a few months in the spring of the year 1871-72. In 1873 we find him traveling with Edward King through the different southern states making sketches to illustrate King's work, published by Scribners and entitled "The Great South."

Champney went again to Europe in 1874 and in May of the following year he visited the Basque Provinces of Northern Spain during the Carlist Rebellion. He was commissioned by the editors of the French journal *L'Illustration* to furnish figure drawings of American life. He returned to America and built a studio at Deerfield, Mass., in 1876. In 1882 he became a member of the National Academy. He was also a member of the American Society of Painters in Water-Colors, to whose annual exhibitions he was a frequent contributor.

Champney excelled in genre pictures and portraits. Because of the number of artists in Boston bearing his surname, he was in the habit of signing his pictures "Champ" from the time the first one was sold there in 1869. Among his better known works are "Not So Ugly As He Looks," exhibited at the Paris Salon of 1875 and later owned in Boston; "Boy Shelling Peas," painted in 1869; "The Best Scholar"; "Hearts and Diamonds"; "Which Is Umpire"; "The Sear Leaf"; "Grandma's Pet"; "Your Good Health"; "Don't Touch"; "Speak Sir"; "Where Two Paths Meet," exhibited in 1880; "Indian Summer," exhibited in 1881; "Hide and Seek"; "Autumn Reverie," 1884; "He Loves Me," 1885. Among his water colors are "On the Heights" and "Measuring the Great Elm."

Champney exhibited a number of pictures at the World's Fair in Chicago in 1893, and at the Paris exhibition in 1900. He sketched at different times in England, on the Continent, in Africa, and in South America. He was a lecturer on anatomy in the schools of the National Academy, New York. Mrs. Champney, the artist's wife, is the author of numerous books bearing upon art. Champney died in New York, May 1, 1903.

ELSIE MAY SMITH.

Christmas in Germany

In Germany, the land of the first Christmas tree, we find a sweet simple Christmas,—the Christmas in the heart, the Christmas of the home.

The day before Christmas, the streets seem a forest of moving fir trees. A tree is carried to every house, and many to the graves in the churchyard. No family is without one, for here the rich provide for the poor; and a basket of sweet meats is also sent to every humble home.

On Christmas eve each family is in its own home, and no outsider would think of intruding upon the family circle. But we may look through the windows at the radiant happy faces of the children.

Knecht Rupert called last night to find out who had been good, and who naughty. To the good he promised presents; to the naughty those ugly rods we saw sticking up all around in the shops—a sort of stick—broom tied together in the middle making a brush at each end.

For a few hours there are many quaking hearts; but Krisline, a beautiful maiden in white, has just come as a messenger from heaven, to grant forgiveness to all the boys and girls.

She is about to open the door where stands the wonderful tree! There it is, a blaze of glory! lighted with a hundred candles of all colors, glittering with gold and silver balls and spangles, and laden with bright colored knickknacks without number!

For a moment the little ones look and are breathless. Then how they clap their hands, laugh and hop about! The most beautiful sight of all,—they throw their arms about mother, father, grandmother and grandfather, and about each other; kisses fall like rain.

But their eyes wander from the tree to the long table in the center of the room; there are presents for every one and from grandfather to baby Gretchen; not a servant is forgotten. Each one has prepared something for every other member of the family,—simple, home-made gifts, with loving thoughts wrought into them by loving hands. Home-made cakes and candies also play an important part in the German Christmas.

Even after the fond mother has tucked the children away under their feather beds, little golden haired Louise murmurs in her sleep as she hugs her precious new doll, "Twas such a beautiful time!"

Something was Wrong

Little three-year-old Edna was taken to church for the first time, where, however, she was very restless. When her mother asked her the reason, she said: "Mama, I can hear the organ grind, and I see the man coming for the pennies, but I cannot see the monkey."—*Harper's Bazar*.

"Children are early idols that hold us from the stars."

—Douglas Jerrold.

VII. Merry Music for Little Musicians



"Keep a song in your heart; it will lighten
The duties that come to your hand;
Its music will graciously brighten
The work that the builder has planned."

—NIXON WATERMAN.

Edited by

Grant Colfax Tullar

Snowflake Song

S. C. Kirk

MOTION SONG

Grant Colfax Tullar

Motions *ad lib.*

1. ¹Fall - ing, fall - ing, soft - ly fall - ing, Lit - tle snow - flakes, ²all a - round; ³Fly - ing, fly - ing
2. ⁷Lis - ten, lis - ten! ⁸jin - gle, jin - gle! 'Tis the mer - ry, mer - ry sleigh; ⁹Wrap your furs a -
3. Lit - tle snow - flakes, ²fall - ing, fall - ing, What a bright and hap - py scene! God hath sent you

hith - er, hith - er, Now they ²cov - er all the ground. ⁴Arch of blue a - bove my head,
round you close - ly; ¹⁰jin - gle, jin - gle, clear the way. Jin - gle, jin - gle, how we go
as an em - blem Of the ¹¹heart when pure and clean. ¹²sa - viour, keep my heart with - in

REFRAIN.

⁵'Neath my feet a snow - y bed. } ¹Fall - ing, fall - ing, like the snow - flakes, Are our bless - ings
O'er the smooth and spark - ling snow. }
Free from ev - 'ry taint of sin.

ev - 'ry day; ⁶From the Fa - ther's hand a - bove us, Fall - ing all a - bout our way.

MOTIONS.—1. A slow, gradually falling motion of both hands, continuing until (2). 2. Waving motion of both arms. 3. Horizontal wave of arms in opposite directions. 4. Arch the arms above the head, finger tips touching. 5. Bring arms gradually down to a hanging position, head inclined toward the feet. 6. Extend arms upward, and elevate head. 7. Incline head to one side, hand to the ear. 8. Shaking motion of both arms while the actual jingle of the sleigh bells is done by some one unseen. 9. Cross the arms over the breast. 10. The jingle of the bells and the motion is kept up until close of verse. 11. Right hand upon the heart. 12. Keep hand upon the heart, and elevate head.

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From "Children's Praise No. 1." Used by per. of the Publishers, Tullar-Meredith Co., New York and Chicago

The Christmas Chimes

Edith Sanford Tillotson

Grant Colfax Tullar

1. While the Christ-mas chimes are ring - ing, While the joy - ful mu - sic swells,
 2. While the Christ-mas chimes are ring - ing, While to - geth - er still we stand,
 3. While the Christ-mas chimes are ring - ing, Ere the hap - py day is done,

May our hearts ac - cept the mes - sage Of those ev - er wel - come bells.....
 May the heav'n-ly voi - ces reach us, May we hear the shin - ing band.....
 May the sea - son's rich - est bless - ing Shed its joy on ev - 'ry one.....

CHORUS.

An - gels, sing your songs of glo - ry, Ech - o "peace, good-will on earth,"

Tell a - gain the old, old sto - ry, Of the great Mes - si - ah's birth;

While the Christ-mas chimes are ring - ing, While our hymns of praise we sing,

The Christmas Chimes

Take our hearts and lives, and lay them At the feet of Christ our King.

The Spickety Man

Fred Emerson Brooks

I. H. Meredith

SOLO.

1. Chil-dren, chil-dren, why are you here This
2. Chil-dren, chil-dren, what can I do In
3. Chil-dren, chil-dren, how shall I make Hu -

FULL CHORUS.

ver - y cold night at the end of the year? We've come to look at you And get a clos - er
show-ing how much I'm in - debt - ed to you? Make ev - 'ry mor - tal say:— My rul - er, Christ-mas
man - i - ty bet - ter for lit - tle ones' sake? Let ev - 'ry mor - tal know:—By giv - ing, pleas - ures

view Of the Rick - et - y, Pick - et - y, Spick - et - y Man, The Rol - lick - y, Frol - lick - y,
Day, Is the Rick - et - y, Pick - et - y, Spick - et - y Man, The Rol - lick - y, Frol - lick - y,
grow, Says the Rick - et - y, Pick - et - y, Spick - et - y Man, The Rol - lick - y, Frol - lick - y,

Jol - lick - y Man— Who brings such joys To girls and boys— The Iss-mas, Liss-mas, Christ-mas Man!

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From "School Melodies No. 2." Used by per. of the Publishers, Tullar-Meredith Co., New York and Chicago

December's Song

Edith Sanford Tillotson

SOLO AND CHORUS

Charles C. Ackley

Rather slowly.

1. What is the song De - cem - ber sings? What is the word the North Wind brings?
 2. What is the song De - cem - ber sings? What is the chime each sleigh - bell rings?
 3. What is the song De - cem - ber sings? What is the word old Win - ter brings?

What do the whirl - ing snow - flakes say, Flut - ter - ing down the live - long day?
 What does our friend, Jack Frost, re - peat, Whis - tling so gay - ly down the street?
 What do the chil - dren love to hear, Greet - ing the news with heart - y cheer?

CHORUS. *Very brightly.*

Christ - mas - time is com - ing! Christ - mas - time is com - ing! Christ - mas - time is

com - ing, and all is glad and gay;..... Christ - mas - time is com - ing,

Christ - mas - time is com - ing, Christ - mas - time is com - ing, our happi - est hol - i - day.

The Columbia Grafonola in the Schools

the one greatest aid to the

Teacher



THIS is the instrument that has received the approval of the leading music teachers as the one medium to bring kindergarten songs, rote songs, ballads, folk songs, arias and operas as **vocal** examples; and overtures, sonatas and symphonies by the greatest orchestras and military bands as **instrumental** examples, into the schoolroom for daily use.

Our special list of records of schoolroom music includes the choicest selections from the various text-books in general use:

If you use Milton Bradley Co.'s Song Books for the kindergarten—

If you use A. S. Barnes & Co.'s Folk-Dance Book, edited by Dr. C. Ward Crampton—

If you use Ginn & Co.'s New Educational Music Readers in the grades—

If you use American Book Co.'s Harmonic Music Readers in the grades—

If you use Silver, Burdett & Co.'s Modern Music Readers in the grades—

Write for a copy of our booklet, "School Room Music," and learn what we have for the teacher.

8,000 Columbia dealers stand ready to serve you. Call on the nearest of them, only be sure he is a Columbia dealer.

Columbia Phonograph Co., Gen'l

Educational Department

Box 505, Tribune Bldg., New York

Creators of the Talking Machine Industry, Pioneers and Leaders in the Talking Machine Art. Owners of the Fundamental Patents. Largest Manufacturers of Talking Machines in the World. Exclusive selling rights granted to dealers where we are not actively represented.

COLUMBIA

TRADE  MARK

VIII. Topical Quotations

I hold in memory bits of poetry, learned in childhood, which have stood by me through life in the struggle to keep true to just ideals of love and duty.—CHARLES W. ELIOT.

(The dominant note in all the Christmas-tide is joy. As the Magi followed the star with exceeding great joy, and as the angel band hovering over the hills of Bethlehem burst forth into song, even so the memory of those events and of the great natal day which they heralded quickens the heart into exultance and every year the world has a new baptism of happiness. Our quotations in most part re-echo the glad refrain. A number of them are taken from a book which it is a pleasure to recommend in connection with this department—"Gems of Literature, Liberty and Patriotism." Selected and arranged by Paul Devere. Published by A. Flanagan and Company, Chicago.)

Sing Christmas bells!
Say to the earth this is the morn
Whereon our Saviour-King is born;
Sing to all men—the bond and free,
The rich, the poor, the high, the low,
The little child that sports in glee,—
The aged folks that tottering go,—
Proclaim the morn
That Christ is born,
That saveth them and saveth me.
—Eugene Field.

Oh, what a lot of pleasure
Sweet smiling faces bring;
And what a lot of music in pleasant voices ring!
The skies may meet in sadness
The blustering winds may blow,
But if our hearts are cheery, there's sunshine where
we go.
—Mrs. E. R. Miller.

Little deeds of kindness,
Little words of love,
Make our earth an Eden
Like the heaven above.
—F. S. Osgood.

Roots Barks Herbs

That have great medicinal power, are raised to their highest efficiency, for purifying and enriching the blood, as they are combined in Hood's Sarsaparilla, which is Peculiar to Itself.

40,366 testimonials received by actual count in two years—a record unparalleled in the history of medicine.

"I was so tired and weak it was hard for me to be about. I took Hood's Sarsaparilla, and it gave me an appetite and improved my whole system." F. Carlson, Box 10, Stark, Minn.

There is no real substitute for

Hood's Sarsaparilla

Get it today in usual liquid form or chocolated tablets called Sarsatabs.

Happy hearts and happy faces,
Happy play in grassy places—
That was how in ancient ages,
Children grew to kings and sages.

—Robert Louis Stevenson.

So the merry brown thrush sings away in his tree.
To you and to me, to you and to me.
And he sings all the day, little girl, little boy,
Oh, the world's running over with joy.
But long it won't be,
Don't you know? Don't you see?
Unless we're as good as can be.

—Lucy Larcom.

Happy as a robin
Gentle as a dove
That's the sort of little child,
Every one will love.

The sweetest bird builds near the ground,
The loveliest flowers spring low.
And we must stoop for happiness
If we its worth would know.

—Swain.

Joy is more divine than sorrow, for joy is bread
and sorrow is medicine.
—Beecher.

Happiness does away with ugliness and even
makes the beauty of beauty.
—Amiel.

Happiness grows at our own fireside and is not
to be picked in strangers' gardens.
—Douglas Jerrold.

It is no happiness to live long, nor unhappiness
to die soon; happy is he that hath lived long enough
to die well.
—Quarles.

A happy man or woman is a better thing to find
than a five-pound note.
—Stevenson.

To the Duke of Wharton, boasting of his indulgences Dean Swift said: "Take a frolic to be good; rely upon it, you will find it the pleasantest frolic of all."

Belching, sour stomach and heartburn are quickly relieved by Dys-pep-lets. Try them. Made only by C. I. Hood Co., Lowell, Mass.

Christmas Like It Used to Be

Christmas like it used to be!
That's the thing would gladden me.
Kith and kin from far and near
Joining in the Christmas cheer.
Oh, the laughing girls and boys!
Oh, the feasting and the joys!
Wouldn't it be good to see
Christmas like it used to be?

Christmas like it used to be,—
Snow a-bending bush and tree,
Bells a-jingling down the lane;
Cousins John and Jim and Jane,
Sue and Kate and all the rest
Dressed-up in their Sunday best,
Coming to that world of glee,—
Christmas like it used to be.

Christmas like it used to be,—
Been a long, long time since we
Wished (when Santa Claus should come),
You a doll and I a drum,
You a book and I a sled
Strong and swift and painted red;
Oh, that day of jubilee!
Christmas like it used to be.

Christmas like it used to be,

It is still as glad and free,
And as fair and full of truth,
To the clearer eyes of youth.
Could we gladly glimpse it through
Eyes our children's children do
In their joy-time, we would see
Christmas like it used to be.

—Nixon Waterman.



From Quaint Old Tales

BROWN'S Bronchial TROCHES

FOR
COUGHS
AND
COLDS

never fail to instantly relieve hoarseness, loss of voice, coughs, irritation or soreness of the throat. They are used extensively all over the world by prominent clergymen. All public speakers and singers find them invaluable. Used over fifty years and still unrivaled. Unquestionably the most

Convenient and Effective Cough Remedy

You can use them freely with perfect safety as they contain no opiates or other harmful drugs. Always keep a box in the house ready for use. Carry them in your purse or vest pocket. They are sold everywhere in boxes—never in bulk.

Prices 25c, 50c and \$1.00
Sample sent free on request

JOHN I. BROWN & SON Boston, Mass.

The Issue

This was the subject of Dr. Maximilian P. E. Groszmann's lecture, delivered at the Third Annual Conference on the Problem of the Exceptional Child. He said:

"There is a great need of new educational standards. The American public school has become a huge and unwieldy piece of machinery. Dealing with large masses whose numbers increase prodigiously within very short limits of time, owing to the millions of immigrants who come annually to our shores, the schools have lost sight of the just demands of the individual child."

"The first group of children that has been recognized as being an exception to the rule is that of meagre endowments. But the differentiation of these children has been crude. Many a child who is simply tardy in his mental and physical growth has been thought dull and mentally defective, although he possessed mental vigor oftentimes of an unusual strength; and the child of circumscribed ability has been confused with the child of feeble and abnormal mind."

Other excerpts from this forceful address will be given in our next issue.

For information concerning the great work of the association for the Education of the Exceptional Child, address Dr. Maximilian P. E. Groszmann, Watchung Crest, Plainfield, N. J.

IX. Instructive Books for Young Readers



*Books cannot always please, however good;
Minds are not always craving for their food.*

—CRABBE.



"Prayers for Little Men and Woman." By "John Martin." Harper and Brothers, publishers. Price \$1.25.

A beautiful book indeed! Printed throughout in two colors, with pretty border designs, and chaste illustrations by John Rae. These prayers are not those of the ritual. They are all in verse and interpret the real desires of the child heart in a most appealing manner. Who is "John Martin"? We would like to know. He says in his dedication (if this be the sex of him):

This little book has but one aim:
O may its simple contents give
To some young heart a clearer sight
Of life, and all it means to live.
To children and the child-heart, then
I give this little Book of Prayers.
Love only made it mine to give;
And love alone can make it theirs.

Any author writing in such a spirit though he carry out his purpose but passing well wins our admiration. In this case the work is splendidly done. Those who stand first for the dignity of traditional forms may look askance at some of these "prayers," but our opinion is that in substance they are the sort that arise impromptu in the hearts of healthy children and go straight to the heart of the Infinite. No better gift book than this for the half-grown, will be the verdict of many teachers and parents. A gracious God will surely be pleased to answer a prayer like the following:

THE SULKS

Dear God, I'm sulky now and then;
It's hard to say what makes me so;
But Sulks get right inside me, when
I'm cross or selfish,—then they grow.
O then I feel them giving me
A gloomy face and sullen pout;
So you and every one must be
Uncomfortable when I'm about.

Dear God, I'm sure you know a way
To stop the Sulks, for they are bad.
Please close my heart to them, for they
Make me most miserable and sad.
Please change the look upon my face,
And teach me that a simple smile
Will cure the Sulks, and in their place
Put good looks in a little while.

Amen.

To Ginn & Company our thanks are due for the use of three illustrations from their very instruc-

tive as well as amusing book, "Quaint Old Stories," by Marion Florence Lansing. It is one of the Open Road Library of Juvenile Literature series—a suggestive title, by the way, and cleverly illustrated by the frontispiece. There are thirty stories, very simple in character, but dramatic in form, serving well for reading or for acting. We select "At the Owls' School" because it is one of the shortest as well as one of the best in the collection.

AT THE OWLS' SCHOOL

All the beasts and birds and flowers are sitting in school before an owl by the name of Old Wisdom, who is giving an examination.

Old Wisdom.—The next question is, why does the moon shine in the sky?

Nightingale.—That I may sing all night in her pleasant light to my bride, the rose.

Lilies.—That we may open our petals and enjoy her loving and refreshing beams.

Rabbit.—That there may be enough dew in the morning for me to lap.

Dog.—That I may find any thieves that may be prowling round my master's house.

Glowworm.—That she may throw me into the shade, for she is jealous of my light.

Fox.—That I may see my way to the poultry yard.

Old Wisdom.—Enough! But one moon shines in the sky yet see how each of you uses it to serve his own purpose, and thinks it shines only for him. Self rules all.

Messrs. Little, Brown and Company, of Boston, have favored us with a copy of "Josefa in Spain," one of a series called "Little People Everywhere." The title page calls it a geographical reader, and also bears the words "School Edition," but it is really a delightful piece of graceful literature worthy a place on the library table until read by every member of the family. The authors are Etta Blaisdell McDonald and Julia Dalrymple. Scenes in sunny Spain are here depicted so graphically yet so delicately as to leave the impression that the writers have drawn their pictures while under the spell of their infatuation for the bewitching little Josefa. Who is Josefa? She is introduced as living in Granada in a gypsy cave. But she does not remain long in that situation for the prediction of Zara the fortune teller comes true and—but really one must read the book and not have the story spoiled by a prosy reviewer. The price is sixty cents. If the other books of the series are as interesting as this one you will want them all.



The celebrated painting by
SIR JOHN MILLAIS, BART, R. A.
President of the Royal Academy

"BUBBLES"

In the possession of
MESSRS. A. & F. PEARS, Ltd.

PEARS' SOAP

Beautifies the complexion, keeps the hands white and imparts a constant bloom of freshness to the skin.

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Teachers' Agencies

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Nearly ten thousand positions filled. Our booklet "Teaching as a Business" carefully revised. Interesting facts about the business side of your profession. Sent free. Western offices: Spokane, Washington; Boise, Idaho.

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Has good positions for good teachers with good records. Send for Bulletin No. 20.
Harlan P. French, Proprietor 81 Chapel Street.
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The Pratt Teachers' Agency

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Recommends college and normal graduates, specialists, and other teachers to college, public and private schools. Advises parents about schools. W. O. PRATT, Manager

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A Place to Rest and Get Well

SACRED HEART SANITARIUM, Milwaukee, Wis.

Finest Accommodations—17-Acre Park. Ideal for all run down conditions. Baths and apparatus of every description for the successful treatment of Nervousness, Rheumatism, Heart and Stomach Troubles. Non-Sectarian. Write Sister Superior, or Dr. Stack, for Booklet J.

TEACHERS WANTING POSITIONS

In Colorado, New Mexico, Arizona, California, Nevada, Utah, Washington, Idaho, Montana, Wyoming, North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, or Texas, should write us at once. Our calls come direct from School Boards and Superintendents. We place most of our teachers outright. THE ROCKY MOUNTAIN TEACHERS' AGENCY, 328 EMPIRE BLDG., DENVER, COLO., Wm. Ruffer, A.B., Manager.

TEACHERS !!!

"Work with Us and we will Work for You."

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The Two-Stored Page of Webster's International Dictionary G. & C. Merriam Co., Springfield, Mass.

The treatment of so great a bulk of material by the usual dictionary method would have made it almost inaccessible. By a stroke of genius the editors decided on a two-storied page, relegating to the lower part obsolete words (gubbertushed, nawyse), those defined only by cross reference (Lacy's knot), uncommon dialectic words (unco), rare scientific terms (lacturamic), abbreviations (U. S. A.), and all except the most common Scriptural names, names of fictitious persons, and foreign phrases. This leaves to the upper part of the page all that a person ordinarily will wish to know; everything else is in the bottom section. There is no mass of confusing appendixes to waste time over.

CHRISTMAS?

Send for our "Picture-craft" Pictures. Six selected artistically mounted pictures \$1.00
Regular value \$3.00

ALSO

Imported English Prints. : : : :
Little Bo Peep Series,
\$1.00 per set. : :

EDUCATIONAL MAGAZINE PUBLISHING COMPANY

31-33 EAST 27th STREET
NEW YORK

AN AGENCY is valuable in proportion to its influence. If it merely hears of vacancies and tells THAT is something, but if it you about them is asked to recommend a teacher and recommends RECOMMENDS you, that is more. Ours
C. W. BARDEEN, Syracuse, N. Y.

X. Our Advertisers

Reader!

Dear Reader!

How can we best draw your attention to the virtues of our advertisers? They are our friends, and their money helps support the magazine. We are fairly honest and want to give them full return for their investment. Thus also we hope to continue in their good favor. Oh, yes, we have an eye to business. We also have another good eye. It discerns the proprieties and moral values. We do reject advertisements which would increase our income, but which would decrease our self-respect. It pains us, of course, to refuse the money, but we would not pain you by accepting it. This is not stated as an illustration of our holiness, but as an endorsement of the advertisements you may read in this issue—should our standard of propriety be the same as your own.

Many of us have attended social gatherings where one of the amusements provided by the committee was a guessing game made up of pictures, symbols or trademarks cut from well-known advertisements, the object being to see how many we could designate by name. Well, it was rather interesting. How easy it was to locate some of them. Why? Simply because some of those ads have become so familiar to us that we know them as well as we know our prayers. *Persistent advertising is the kind that pays.*

Now, here is a challenge. Who can invent a game using the advertisements in *TEACHERS MAGAZINE*? A guessing game, a word-building game or anything that would require some little ingenuity, and would emphasize the contents of our advertising columns. Work it out, and if you care to send us the result we will use it in some way to your credit and advantage.

Perhaps you already know of some game that would accomplish the same result, and which would be new to many others. It would be a pretty act on your part to explain it to the rest of us. At any rate, make wise use of the advantages described by our advertisers, and be kind enough to mention *TEACHERS MAGAZINE* when you correspond with them.

"Work with us and we will work with you."

Every Woman Needs

a corrective medicine at times when she feels out-of-sorts—when she has headache, backache, lassitude, nervous depression and a general sense of misery.

At such times she cannot be expected to be good for much to herself or those around her.

Beecham's Pills

"The Largest Sale of Any Medicine in the World"

are the reliable help every woman needs. A few small doses will correct the digestive organs, stimulate the liver and regulate the bowels.

When these organs are in good order, all your bodily functions will be performed naturally and properly. Take Beecham's Pills and have richer, purer blood, clearer eyes and a healthy look instead of a sallow skin. As sure as you try them, you will realize why Beecham's Pills are

The World's Family Medicine

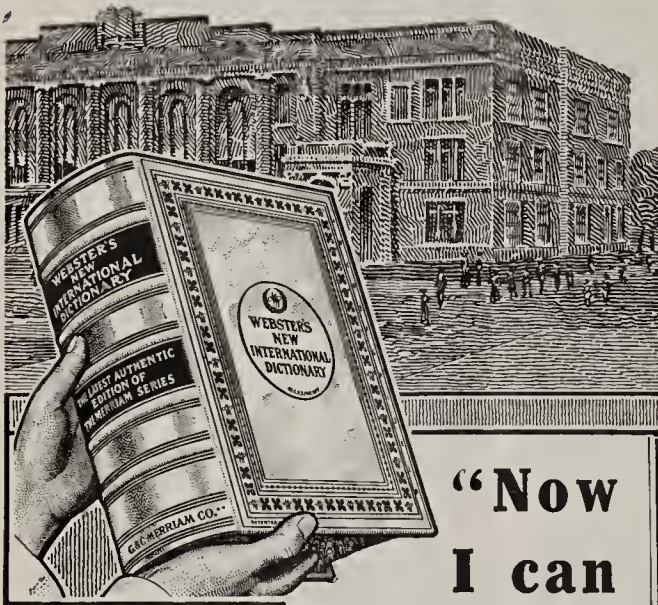
Directions of special value to women are with every box.

Sold everywhere in boxes, 10c and 25c.
If your dealer should not have them, send price to
Thomas Beecham, 417 Canal Street, N. Y.



"Little People Everywhere"—See Reading Notice page 140.

In answering advertisements please mention "Teachers Magazine"



**"Now
I can**

Do Effective Work"

—equipped with

WEBSTER'S NEW INTERNATIONAL

Why not give *your* pupils a like opportunity to gain accurate, concise, up-to-date information from the highest source—the

MERRIAM WEBSTER?

Consider the advantages from using this new creation which answers with *final authority* all kinds of questions in language, history, geography, fiction, biography, trades, arts, and sciences. The New International is more than a dictionary in fact, it is an encyclopedia, equivalent in type matter to a 15-volume set.

400,000 Words Defined. 2700 Pages.

6000 Illustrations. Cost \$400,000.

*The only dictionary with the **NEW DIVIDED PAGE**,—characterized as "A STROKE OF GENIUS."* Effective work demands the Best equipment.

WRITE for Suggestions on the use of the Dictionary.—**FREE.** Mention this Journal and we will include a set of *Pocket Maps*.

G. & C. MERRIAM CO., SPRINGFIELD, MASS.

For nearly 70 years publishers of the **GENUINE WEBSTER DICTIONARIES.**

Why not at once make a requisition for the **NEW INTERNATIONAL**—The Merriam Webster?

We venture the statement that no better help to the primary teacher can be found than the Primary Plan Book, by Marion M. George, published by A. Flanagan Company, Chicago. It simply bulges with good things for class-room use in the order of the months. The following taken from the Autumn Plan Book is especially suited to this department and may be considered also a valuable lesson for busy work.

HISTORY OF THE BOOK

The story or history of the book will furnish material for several lessons if these are desired, but must be adapted to the class, or grade. When new readers are given to the class repeat to them the message of "The Book" from Mrs. Richards's "More Five-Minute Stories":

Little child, I pray you look
Upon me, your friend the Book;
I am wonderfully made;
Leaves of paper smoothly laid,
Each one printed bright and new,
Telling something good to you;
All together sewed and bound,
Neat and tidy, strong and sound.

Do not throw me here and there;
Dog's-ear not my covers fair!
Do not wet your thumb to turn
Pages; so the careless learn!
Keep me neat and bright and clean
As you would yourself be seen;
So you'll meet a pleasant look,
Always, from your friend the Book!

Call attention to the cover, the color of the cover, and the design. Let the pupils spell out the name of the book on the cover, the name of the author and that of the publisher. Have them find the title page, and the name of the city where the book was printed and published. Ask them if it has taken a long journey before reaching our school.

Speak of the author's purpose in writing the book. Sometimes this is told in the preface or the introduction. Find the preface. Tell something about the author if possible. If the pupils are interested in the book they will be more careful of it.

Mention the workmen who gave their time and best efforts to the book before it came to us. The printer, the binder, and the publisher, as well as the artist, helped to make it the beautiful book it is. If there is music in the book, a musician also helped.

We should use the book as the bee uses the flower. It takes honey from the flower without injuring the blossom.

Tell the older or upper-grade pupils something of the methods employed to tell or write messages, stories or histories before books were made.

The first stories were told orally, the parents relating them to their children and the children in turn relating them to their children and grandchildren.

(Continued on page vi)

A Trip to Washington

Teachers' Christmas Holiday Tour

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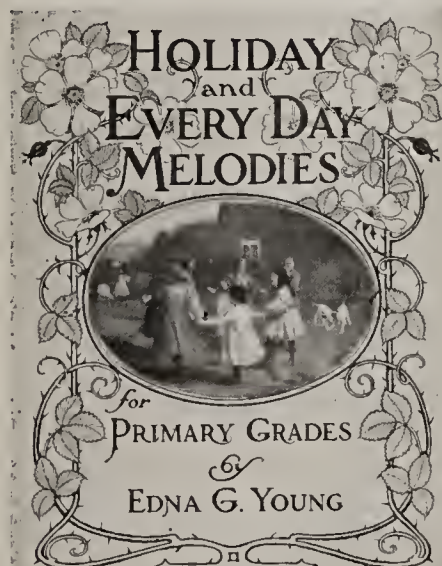
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Continued from page 144

The first writing-materials were sand, the bark of trees, stone and brick. Figures and characters that stood for words were chiseled upon monuments. Tablets of wax were used for letters and notebooks. Parchment made of the skins of goats, lambs and calves was used to make scrolls. Tell about scrolls.

The making and use of paper followed the use of the scroll. The first paper probably was made from a kind of reed which grows along the banks of the River Nile in Egypt. Our paper to-day is made of cotton and linen rags, waste-paper, straw and wood. Tell something of the preparation, the sorting, cleansing and tearing of rags—the pulp-making, the beating and the addition of clay and coloring-matter; the draining and the pressing into sheets. Man originally learned from the wasp how to make paper, but has since improved greatly upon the first paper made. Speak of the invention of the printing press, of the kinds and uses of paper. Make a chart of different sorts.

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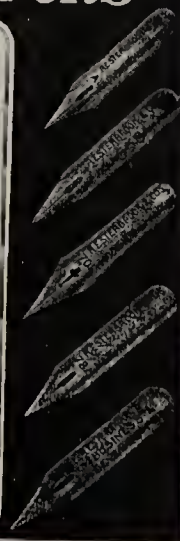
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Teachers Magazine

Vol. XXXV

JANUARY, 1913

No. 5



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Contents for January

DEPARTMENTS

FIRST PAGE FEATURE.

'A TALE OF TWO KITTIES.'

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VIII. MERRY MUSIC FOR LITTLE MUSICIANS.

IX. PROBLEMS AND CORRESPONDENCE.

X. INSTRUCTIVE BOOKS.

XI. TOPICAL QUOTATIONS.

XII. OUR ADVERTISERS.

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Teachers Magazine

Vol. XXXV

JANUARY, 1913

No. 5

A Tale of Two Kitties

(Not by Charles Dickens)



A FILL-IN EXERCISE

Kitty Kuddles

Kitty Kuddles is only weeks old. She is the kitten I ever saw. She has beautiful eyes. Her fur is and Every morning before going to I give her some to drink and tell her to be very until I come home. She is always ready for a with me.

One day I put her in a and took her to cousin 's to spend the day. Cousin is very fond of We had great with Kitty Kuddles. When we rolled a across the she would run after it and on it as though she was catching a Then she would run round and round after her, and hide under the and jump out at us when we ran by.

Cousin has a and we went out on the back and took Kitty Kuddles' picture. I put her in a just for fun.

Kitty Kute is Kitty Kuddles' little sister. She, too, has pretty and pretty She is as as she can be. One day I hunted all over the to find her. I was afraid she was Where do you she was? Why, I found her hiding in an old out in the yard. I could not scold her for she as as a picture!

Kitty Kute

I. Round Table Talks With Subscribers

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—The Schematist.

Q. E. D.

The schematist has demonstrated one thing to his intense delight, namely, that some people *do* read his Round Table Talks.

It is always a satisfaction to know that one has an audience. It increases the satisfaction to have a responsive audience. Our November audience has responded well.

Pencils did it. Pencils are exceedingly useful articles. Almost everybody uses them. Teachers probably use more than any other class of workers. They would manifest a lamentable lack of wisdom if they did not avail themselves of the opportunity to get the best pencils made, at no cost to themselves save the slight charge for wrapping and postage. Even before the publishers were quite ready to fill the orders, requests began to come in for those pencils upon the terms announced by the schematist last month—namely a box containing six of Eberhard Faber's best make stamped "TEACHERS MAGAZINE, New York," for five cents to cover expense of mailing. The offer will hold good for another month—if the supply holds out.

How can the publishers of a periodical like *TEACHERS MAGAZINE* afford to give away lead pencils? Answer—they can't. It is a piece of unpardonable extravagance, unless the recipients reciprocate. How? Just in appreciation and good will, and fair words to their friends so that the circle of readers may be enlarged. If every box of pencils sent out brought a new subscription the investment would eventually justify itself. But we have no idea that such will be the case, although it is expected that such an endeavor will be made. If our subscribers will take the pencils and use them, and if the pencils give perfect satisfaction, and if the users of them will keep interested in the schemes of the schematist and avail themselves of such advantages as may be presented from time to time in this department, we shall be sufficiently rewarded and will pursue our way in peace. A Happy New Year to all our pencilers!

BOOKS?

The Educational Magazine Publishing Company has been sending out a circular letter to a selected list of book buyers in New York and vicinity which the Schematist thinks may be of interest to some of our readers who live at remoter distances from the big publishing houses of the metropolitan district. At any rate, he has permission to publish the letter and to say that the offer is extended to all who have kept their credit good. In these times of the high cost of living every opportunity to cut down expenses and yet get what we want is apt to be considered with favor. Books are among the necessities of life for many of us. This looks like a chance to gain a point on High Cost.

The letter reads in substance as follows:

You are busy. So are we. We will be brief. You are invited to participate in our

BOOK BUYERS' ECONOMY PLAN

Save time. Save trouble. Save money.

We will furnish you any book or magazine you want at publisher's price.

We will credit your account with 10 per cent of the amount of purchase.

This will constitute a reserve fund returnable to you in cash or applied on further orders after thirty days.

It will pay you to order all your books on this plan.

All needed information gladly furnished. Cash should accompany order, or if you will give us your regular patronage, we will send monthly statements.

At your service, etc.

—1913—

Let us forget scheming for a moment and think in wider horizons. How majestic the march of Time!

"The years are lovers clasping hands,

And all the world is one."

Our schemes are but for a little day. Character outlasts cathedrals. Happiness is no accident. Real goodness is true "happiness."

Again—Happy New Year!

II. Editorial Expression and Selection

PERSONALITY DEPARTMENT

THE GODS APPROVE

The depth, and not the tumult, of the soul

*The feather, whence the pen
Was shaped that traced the lives of these good men,
Dropped from an angel's wing.* —WORDSWORTH.

William E O'Donnell Jr.

JANUARY

"A good beginning makes a bad ending."

What a silly old proverb!

It is probably a modern perversion of the ancient saying, "A good beginning makes a *good* ending."

The message of January is the message of the good beginning and the beginning of good.

Janus, by tradition the oldest of the Italic deities, was the god of all beginnings, the beginning of years, months, days, enterprises, journeys, and of life itself. He was the patron divinity of gates and doors, and, long before our Lord was born, the first month of the year was dedicated to him.

A great arch was built in his honor, the gates of which were closed only in times of peace, and so restless were the Roman arms that many generations grew up and passed away without having seen the gates of Janus closed. The army setting out for war in some distant province, or in some foreign land, would pass under this arch. Thus do we march with flaming eagles, and burnished armor, and serried shields to the battles of the year.

Old Janus had two faces, one looked toward the east and was old, the other looked toward the west and was young. However old our east face may be, our west face must be young—young with determination, young with lofty ambition, young with buoyant hope, young with pious purpose, young with the divine impulse of beginning.

For a long time the ancient world was as badly muddled over the problem of correctly dividing the year and arranging the months as was Theseus in the Labyrinth of Minos before Ariadne came to his aid. It was for that wonderful man of universal genius, Caius Julius Caesar, to bring order out of the calendric chaos. There is no probability that the Julian calendar with its Gregorian amendments will ever be substituted by another, for it is like the polished bow of Pandarus, or the splendid chariot of Juno, perfect in principle and admirable in operation.

The old Greek and Roman arrangement resulted in a year of three hundred and fifty-five days, so that after a while the summer months came in the season of frost and snow. Various schemes were adopted to avoid this incongruity only to result in

further confusion. Then came the "broad-fronted" Caesar who solved the problem and applied his solution in the year 46 B. C. This order remained effective for sixteen centuries, when the slight error permitted by Caesar required correction, and the New Style was inaugurated by Pope Gregory XIII in 1582, to be immediately adopted by Catholic countries, by Germany in 1700, by England in 1752, while Russia still holds to the old style.

The first of January was New Year's day among the Romans at least two hundred and fifty years before the Christian era began, but the custom did not generally prevail throughout Europe until Gregory made it one of the features of his reform. In England and in the early American colonies the festivities occurred and the resolutions were made on the twenty-fifth of March, but for one hundred and sixty years January has been the beginning month of the calendar year for the people who speak the speech of Shakespeare.

The exact length of a year, astronomically determined, is three hundred and sixty-five days, five hours, forty-eight minutes and forty-eight seconds. Behold the thrilling spectacle of thirty-one million, five hundred and fifty-six thousand, nine hundred and twenty-eight seconds sailing out upon the sea of time, with sails bellying with the winds of eternity, and weighted with cargoes of opportunities, cargoes of blessings, cargoes of trials, cargoes of tears!

There are many good purposes standing idle in the hearts of men that should be harnessed to a plan and sent speeding down the avenues of usefulness.

Procrastination is more than a thief of time; he is a falsifier and a hypocrite, a traitor, a vandal, and a murderer. The demon of delay must fall before the sword of decision. A good beginning means a beginning of good.

Millions of good resolutions have failed because they never had a beginning in practice.

Greatly begin! Though thou hast time
But for a line, be that sublime!
Not failure, but low aim, is crime.

—Lowell.

Bright Eyes and Twinkling Stars

DEAR BRIGHT EYES:—

I do not wonder that you are so much interested in the stars and that you want me to write you some letters about them. You say that you look out at them every night before retiring and that they seem to twinkle "Good night." It is a good thing for Bright Eyes to get acquainted with the beautiful stars. Some one has called them "The flowers of the sky." They look much alike to some people but they really are of many colors—yellow, violet, green, blue, red—just like the flowers in your garden. Only we can't get near enough to pick them. No, indeed! They are so far, far away. Have you any idea how far off they are? Suppose I tell you that the nearest one is about twenty-five billions of miles away, would it surprise you? That is really further than you can *think*. From your house to the post-office is just *one* mile is it not? It takes you some time to walk there and back doesn't it? You would not want to do it many times a day. But suppose that you were to do nothing else but walk to the post-office and back, never stopping to rest or to eat or to go to school. We will agree that you could make the trip twice every hour, four miles an hour. In twenty-four hours you would walk ninety-six miles. I find that if you keep it up for a whole year you will walk 35,140 miles. My, my, we may as well give it up. It looks as though you would have to keep walking for nearly a million years before you could equal the distance to the nearest star. Other stars are twice and three times and many times as far away. Are you sure your stars twinkled at *you*?

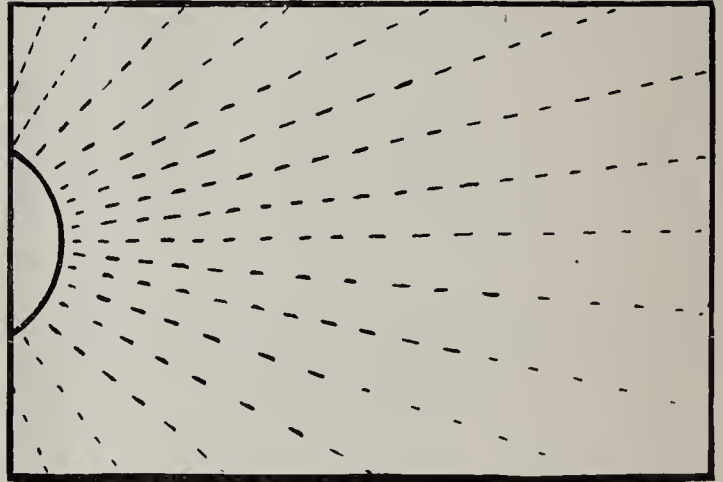
There are heavenly bodies we sometimes call stars much nearer to us. They are properly called "planets." Try to remember the word. It means "wanderers" for the planets seem to be changing their places constantly. They usually look like very large and bright stars. They are moving around the sun in big circles called "orbits" just as our earth does. The moon which you say looks like the mother of all the star children is really the smallest object you see in the sky, but it looks so large because it is so much nearer to us. It is moving around the earth, and the other planets have moons moving around them. It is all like a system of wheels within wheels. But the *stars*, remember, are really great suns far, far away, probably with planets which we cannot see moving around them. One little girl called them gimlet holes in the floor of heaven to let the glory shine through.

This is surely enough for the first letter. I will try to draw some pictures showing you how the planets and the stars are situated in relation to the sun. (Don't laugh at my poor attempt. See if you can do better.)

First, let us represent the big sun, sending out rays of light and heat in all directions.

Now let us put in a planet—not the earth, but the planet that is *farthest* from the sun. We will put in a curved line to show that the planet is moving around the sun. The name of this planet is

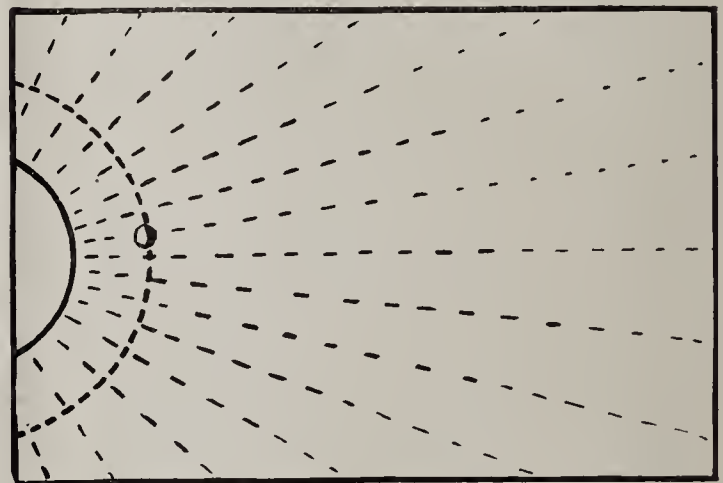
I



Neptune. It does not *shine* like the sun, but the light from the sun makes it bright.

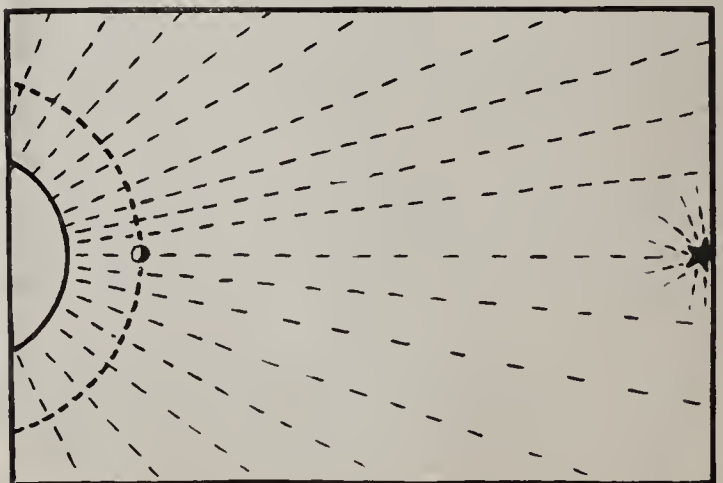
We may now add a star—the star that is *nearest* to the sun. It does shine like the sun but it does *not* move around the sun. Therefore we give it no

II



curved line and represent its shining by the short lines around it. In reality it is much larger than the sun, but it would just spoil the picture to make it look that way.

III



Suppose you imagine your house is the sun and the elm tree in the yard is the farthest planet. Those other trees and bushes nearer the house will represent the *other* planets. The old oak tree down the road is the *fixed star*. In other words, the planets are in our sky yard; the stars are not.

Ask me all the questions you want to and I will try to answer them in my next letter.

May bright eyes grow brighter as they watch the twinkling stars.

UNCLE BOB.

(Any boy or girl interested in the stars may write to Uncle Bob in care of TEACHERS' MAGAZINE.)

IV



CLASS OF SECOND GRADE PUPILS DRAMATIZING THE PICTURE "A SCHOOL IN BRITTANY" AS A LESSON IN LANGUAGE.



This picture is furnished by Annette Prout of St. Francisville, Ill., to whom first honors are awarded this month in our primary class picture contest. Language study must be a very delightful exercise when conducted in this manner.

Miss Prout is accorded a set of our Little Bo Peep pictures in recognition of her favor in sending us this view of her class at work.

III. Passing Pleasantries



*Haste thee, Nymph, and bring with thee
Jest and youthful jollity,
Quips and cranks and wanton wiles,
Nods and becks and wreathed smiles.*

—MILTON.



Little Lizzie is becoming popular. Here are two more fickle verses:

Little Lizzie rode one day
In an auto flyer.
A puncture caused her pa to say
"We must now re-tire."

Lizzie had a Christmas tree
Trimmed with candies sweet,
She asked her playmates in to see
And said "It is my tree-t."

Tommy—"Pa, what is the Board of Education?"
Papa—"When I went to school it was a pine shingle."

Instructor (in English)—Explain the phrase,
"Black as a hat."
Smart Pupil—"Darkness that may be felt."

Professor—"What happens when a man's temperature goes down as far as it can go?"
Smart Student—"He has cold feet, sir."

A few more selections from "English As She Is Taught":

"Julius Caesar is noted for his famous telegram despatch I came I saw I conquered."

"The only form of government in Greece was a limited monkey."

"Socrates . . . destroyed some statues and had to drink Shamrock."

"Abraham Lincoln was born in Wales in 1599."

"Ben Johnson survived Shakespeare in some respects."

"Chaucer was the father of English pottery."

"Chaucer was succeeded by H. Wads. Longfellow an American Writer. His writings were chiefly prose and nearly one hundred years elapsed."

"George Eliot left a wife and children who mourned greatly for his genius."

"Sir Walter Scott Charles Bronte Alfred the Great and Johnson were the first great novelists."

"Thomas Babbington Makorley graduated at Harvard and then studied law; he was raised to the peerage as Baron in 1557 and died in 1776."

"Homer's writings are Homer's Essays Virgil the Aneid and paradise lost some people say that these poems were not written by Homer but by another man of the same name."

"A sort of sadness kind of shone in Bryant's poems."

"Holmes is a very profligate and amusing writer."

When the public school pupil wrestles with the political features of the Great Republic, they throw him sometimes:

"A bill becomes a law when the President vetoes it."

"The first Conscientious Congress met in Philadelphia."

"The Constitution of the United States was established to ensure domestic hostility."

"The Constitution of the United States is that part of the book at the end which nobody reads."

Little Henry had been telling a visitor that his father had a new set of false teeth. "And what will he do with the old set?"

"Oh, I s'pose," said little Henry, "they'll cut them down an' make me wear them."

Aunt Dorothy—How many commandments are there, Johnny?

Johnny (glibly)—Ten.

Aunt Dorothy—And now, suppose you were to break one of them?

Johnny (tentatively)—Then there'd be nine.

Sunday School Teacher—Yes, Johnny, Absalom was caught by his hair.

Tommy—Same way ma finds out when I've been in swimming.



IV. Class Room Diary

Ring out the old
1912

Ring in the new
1913

Maximilian P. E. Grozmann

JANUARY 1

Welcome, welcome, glad New Year
Dawn brightly on us all;
And bring us hope our hearts to cheer,
Whatever may befall.
Bring patience, comfort, gladness, rest;
Bring blessings from above;
Bring happiness, the brightest, best,
To us and those we love.

Abolition of slavery in United States January
1, 1863.

JANUARY 2

A year to be glad in,
Not to be bad in;
A year to live in,
To gain and give in;
A year for trying
And not for sighing.

JANUARY 3

"Three hundred and sixty-five spick-span new,
Beautiful presents for me and for you!
Fill them with kindness and sunshine, my honey,
And you'll find these gifts better than playthings or
money."

Stern winter loves a dirge-like sound.

—Wordsworth.

Battle of Princeton January 3, 1777.

JANUARY 6

I bring you a brand new book, my dears,
With pages all white and clear,
Then hurrah for the Happy New Year, my dears,
And the chance it brings to you
To shut up the old book all spotted with tears
And begin all over anew.

JANUARY 7

I cannot begin to tell you
Of the lovely things to be
In the wonderful yearbook waiting
A gift for you and me.

'Tis full of the brightest pictures
Of dream and story and rhyme,
And the whole wide world together
Turns only a page at a time.

—Margaret Sangster.

There are no gains without pains.

JANUARY 8

Sparkling world and shining sky,
Sleigh bells jingling, jangling by,
Skates that gleam and sleds that fly,
Make up January.

The Battle of New Orleans was fought January
8, 1815.

JANUARY 9

Old winter comes forth in his robe of white;
He sends the sweet flowers far out of sight;
He robs the trees of their green leaves bright,
And freezes the pond and river.

Yet he does some good with his icy tread
For he keeps the corn seeds warm in their bed;
He dries up the damp which the rain has spread,
And renders the air more healthy.

Napoleon III died January 9, 1873.
Connecticut ratifies the constitution January 9,
1788.

JANUARY 10

What does the winter bring?
Berries red on the holly spray;
Gems of ice in the clear, cold day,
That gleam on the tall fir trees.

JANUARY 13

Which is the wind that brings the cold?
The north wind, children, and all the snow,
And sheep will scamper into the fold
When the north begins to blow.

Abolition of slavery in Mexico January 13, 1825.

JANUARY 14

Trees

The tremendous unity of the pine absorbs and
molds the life of a race. The pine shadows rest
upon a nation. The northern peoples, century after
century, lived under one or other of the two great
powers of the pine and sea, both infinite. They
dwelt amidst the forests as they wandered on the
waves, and saw no end nor any other horizon.

Still the dark, green trees, or the dark, green waters
jagged the dawn with their fringe or their foam.
And whatever elements of imagination, or of war-
rior strength or of domestic justice were brought
down by the Norwegian or the Goth against the
dissoluteness or degradation of the south of Europe
were taught them under the green roofs and wild
penetralia of the pine. —*Ruskin.*

The workman is known by his work.

JANUARY 15

The frost is here,
And fuel is dear,
And woods are sear,
And fires burn clear,
And frost is here
And has bitten the heel of the going year.
—*Tennyson.*

JANUARY 16

These winter nights against my window-pane
Nature with busy pencil draws designs
Of ferns and blossoms and fine sprays of pines,
Oak-leaf and acorn and fantastic vines,
Which she will make when summer comes again—
Quaint arabesques in argent, flat and cold,
Like curious Chinese etchings. By and bye,
Walking my leafy garden as of old,
These frosty fantasies shall charm the eye
In azure, damask, emerald, and gold.
—*T. B. Aldrich.*

Every man living shall assuredly meet with an
hour of temptation, a certain critical hour, which
shall more especially try what metal his heart is
made of. —*South.*

JANUARY 17

Merry little snowflakes
Dancing through the air,
Shivering roots will thank you
For your loving care.

A man who in the struggles of life has no home
to retire to, in fact or in memory, is without life's
best rewards and life's best defences.

—*Timothy Titcomb.*

JANUARY 20

The Beautiful Blanket

A million little snowflakes
Were hovering in the air,
When suddenly a message came:
The earth is brown and bare,
And flowers now are dying
Because they are so cold;
Oh, snowflakes, make a blanket
And all the earth enfold!

Who sent the message to them,
They never stopped to ask
Nor did they idly spend their time.
But set about their task.
They'd made so many blankets
They knew just what to do,
And all began the weaving
Before the day was through.

And so they made the blanket
And spread it o'er the ground
To cover all the flowers
And keep them safe and sound;
And if you'll take the trouble
To go where 'tis displayed
You'll find this selfsame blanket
And see just how 'tis made.

—*Sarah E. Sprague.*

JANUARY 21

Ten True Friends

Ten true friends you have
Who, five in a row,
Upon each side of you
Go where you go.

Suppose you are sleepy
They help you to bed;
Suppose you are hungry,
They see you are fed.

And these ten tiny fellows
All serve you with ease;
They ask nothing from you,
But work hard to please.

Now with ten willing servants
So trusty and true;
Pray, who would be lazy,
Or idle—would you?

Louis XVI beheaded January 21, 1793.

JANUARY 22

A little child may have a loving heart
Most dear and sweet;
And willing feet.

A little child may have a happy hand
Full of kind deeds
For many needs.

A little child may have a gentle voice
And pleasant tone
For every one.

If a thing is worth doing, it is worth doing well.

JANUARY 23

The Snow Bird

Hear the brown snowbird high in the cherry-tree
Merrily chirping a blithe little lay!
How can it twitter, and sing, and so merry be,
If it remembers a happier day?
If it remembers the spring and the nest of it,
When the cold winter winds ruffles the breast
of it?
Ah, but it's brave to be making the best of it
Up in the cherry tree.

Brave little friend up there in the cherry tree
 Facing, undaunted, the snow and the blast,
 Soon will the winter go, and of a verity
 Spring will restore you the dear nest at last.
 I, too, remember my spring and the nest of it!—
 Ah, I'm afraid I'm not making the best of it!
 Teach me your courage, and cheer, and the rest
 of it,
 Up in the cherry-tree.

—Helen W. Holdsworth.

Diligence is the mother of good luck.
 The best way to be happy is to be busy.

JANUARY 24 •

Do you wish for a kindness? Be kind.
 Do you wish for a truth? Be true.
 What you give of yourself you find;
 Your world is a reflex of you.
 For life is a mirror; you smile,
 And a smile is your sure return.
 Bear hate in your heart, and erewhile
 All your world with hatred will burn.
 Set love against love; every deed
 Shall, armed as a fate, recoil;

You shall gather your fruit from the seed
 You cast, yourself, in the soil.

Kindness is wisdom. There is none in life but
 needs it and may learn.

JANUARY 27

If a task is once begun,
 Never leave it till it's done.
 Be the labor great or small,
 Do it well or not at all.

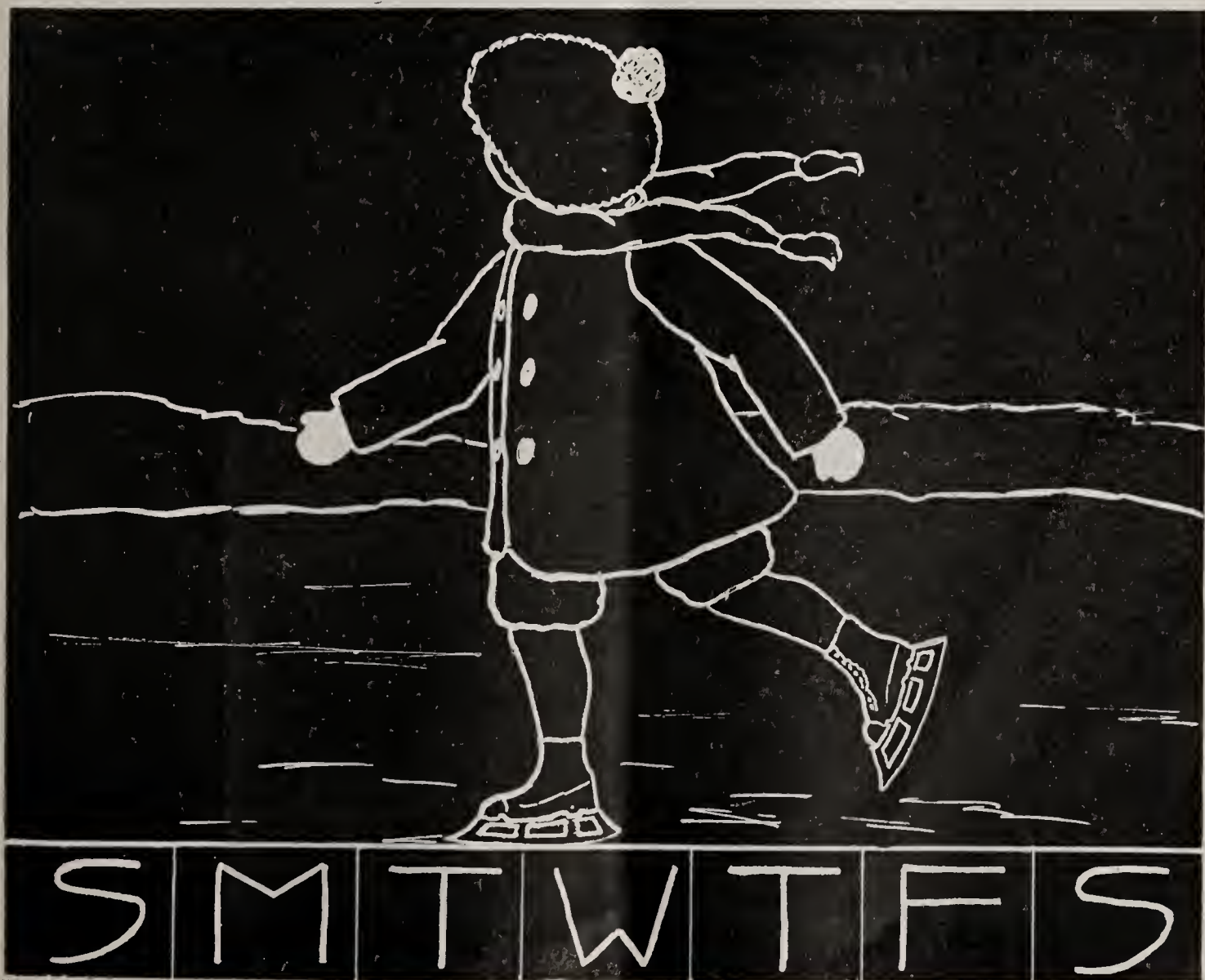
JANUARY 28

Hiawatha's Mittens

He killed the squirrel Adjidaumo,
 With the skin he made him mittens,
 Made them with the fur side inside,
 Made them with the skin side outside.
 He, to get the warm side inside,
 Put the inside skin side outside,
 He, to get the cold side outside,
 Put the outside fur side inside.

—Longfellow.

Sir Francis Drake died January 28, 1596.



JANUARY 29

We are but minutes—little things,
Each one furnished with sixty wings
With which we fly on our unseen track,
And not a minute ever comes back.

We are but minutes; when we bring
A few of the drops from pleasure's spring;
Taste their sweetness while we stay;
It takes but a minute to fly away.

We are but minutes; use us well,
For how we are used, we must one day tell;
Who uses minutes has hours to use,
Who loses minutes, whole years must lose.

Kansas admitted into the Union, January 29, 1861.

JANUARY 30

What does the north wind say
When he swings in the pine tree to and fro?
Oh, he sighs all day
"Little flowers there below,
Cuddle down in your beds,
And cover your heads,
For I'm bringing the snow,
The cold, cold snow;
Oh, ho!"

What does the north wind say
When he whistles and roars down the chimney so?
Oh, he sings all day,
"Little folks there
Little Nell, little Ted,
Hurry out with your sled,
For I'm bringing the snow,
The merry, merry snow;
Oh, ho!"

Charles I was executed on January 30, 1649.

JANUARY 31

Old Father Time to his children doth say:
"Go on with your duties, my dears,
On the right hand is work, on the left hand is play,
See that you tarry with neither all day
But faithfully build up the years."

—Charles Mackay.

January Birthdays

Paul Revere, January 1, 1735.
James Wolfe (General), January 2, 1727.
Benedict Arnold, January 3, 1740.
Charles Sumner, January 6, 1811.
Joan of Arc, January 6, 1411.
Ethan Allen, January 10, 1737.
Alexander Hamilton, January 11, 1757.
Bayard Taylor, January 11, 1825.
John Hancock, January 11, 1737.
Benjamin Franklin, January 17, 1706.
Daniel Webster, January 18, 1782.
Edgar Allen Poe, January 19, 1809.
Robert E. Lee, January 19, 1807.
John C. Fremont, January 21, 1813.
T. J. (Stonewall) Jackson, January 21, 1824.
Francis Bacon, January 22, 1561.
George Gordon, Lord Byron, January 22, 1788.
Frederick the Great, January 24, 1712.
Robert Burns, January 25, 1759.
Wolfgang Mozart, January 27, 1756.
Mathew Carey, January 28, 1760.
Thomas Paine, January 29, 1737.
William McKinley, January 29, 1843.
Henry (Light-Horse Harry) Lee, January 29, 1756.
James G. Blaine, January 31, 1830.
Franz Schubert, January 31, 1797.
Ben Jonson, January 31, 1574.



THE STORY HOUR
A New Jersey Kindergarten Scene

Boston Hymn

(On the Freeing of the Slaves, January 1, 1863)

The word of the Lord by night
To the watching Pilgrims came,
As they sat by the seaside
And filled their hearts with flame.

God said, I am tired of kings,
I suffer them no more;
Up to my ear the morning brings
The outrage of the poor.

Think ye I made this ball
A field of havoc and war,
Where tryants great and tyrants small
Might harry the weak and poor?

My angel—his name is Freedom—
Choose him to be your king;
He shall cut pathways east and west,
And fend you with his wing.

Lo! I uncover the land,
Which I hid of old time in the West,
As the sculptor uncovers the statue
When he has wrought his best;

I show Columbia, of the rocks
Which dip their foot in the seas
And soar to the air-borne flocks
Of clouds, and the boreal fleece.

I will divide my goods;
Call in the wretch and the slave;
None shall rule but the humble,
And none but Toil shall have.

I will never have a noble,
No lineage counted great;
Fishers and choppers and ploughmen
Shall constitute a state.

Go, cut down trees in the forest,
And trim the straightest boughs;
Cut down trees in the forest
And build me a wooden house.

Call the people together,
The young men and the sires,
The digger in the harvest-field,
Hireling, and him that hires;

And here in a pine state-house
They shall choose men to rule
In every needful faculty
In church and state and school.

Lo, now! if these poor men
Can govern the land and sea,
And make just laws below the sun,
As planets faithful be.

And ye shall succor men;
'Tis nobleness to serve;
Help them who cannot help again;
Beware from right to swerve.

I break your bonds and masterships,
And I unchain the slave;
Free be his heart and hand henceforth
As wind and wandering wave.

I cause from every creature
His proper good to flow;
As much as he is and doeth,
So much he shall bestow.

But, laying hands on another,
To coin his labor and sweat,
He goes in pawn to his victim
For eternal years in debt.

To-day unbind the captive,
So only are ye unbound;
Lift up a people from the dust,
Trump of their rescue, sound!

Pay ransom to the owner,
And fill the bag to the brim.
Who is the owner? The slave is owner,
And ever was. Pay him.

O North! give him beauty for rags
And honor, O South! for his shame;
Nevada! coin thy golden crags
With Freedom's image and name.

Come, East and West and North
By races, as snowflakes,
And carry my purpose forth,
Which neither halts nor shakes.

My will fulfilled shall be,
For in daylight or in dark,
My thunderbolt has eyes to see
His way home to the mark.

—RALPH WALDO EMERSON



V. Cultural Diversions



"Amusement to an observing mind is study."—

BEACONSFIELD.



SNOW TIME

Snow Play

A calisthenic exercise by Belle Ragnar Parsons, in her book, "Plays and Games"

(This game should be given after the children have watched a snowstorm and had a frolic in the snow.)

1. LOOKING UP INTO THE SKY, TO WATCH THE CLOUDS OR SNOWFLAKES.

May be taken sitting or standing.

Head slightly backward bend.

Hold.

Head upward raise.

Order. Attention! Head back! (hold) Head up! Position!

Before taking this exercise talk about the falling flakes.

During the hold, the teacher may make the play more real by asking some such question as, "Can you see the snowflakes? I wonder if you could count them?"

The commands "Head back" and "Head up" should be drawn out and spoken slowly to avoid jerking on the part of the children in too sudden response to a quick signal.

2. IMITATING THE FALLING FLAKES.

May be taken sitting or standing.

Ready—arms upward raise.

Arms downward sink, moving fingers in imitation of falling flakes.

Order: Attention! Ready! Down! Down! Down! (Slowly) Po-sition!

Repeat several times.

Exercises 1 and 2 may be combined when each is done correctly alone.

3. MAKING SNOWBALLS.

Ready—kneeling on left knee.

Trunk forward, downward, slightly to left bend; arms outward and forward swing.

Large movement, pretending to scoop up the snow.

Come to erect position and pretend to pat the balls into shape.

Arms downward stretch, pretending to lay finished balls on the ground.

Order: Attention! Ready! Gather snow! Pat—pat—pat! Ball down!

Repeat four or five times in this position.

Repeat same number of times, kneeling on right knee—trunk forward, downward, slightly to right bend.

Repeat, kneeling on both knees, trunk directly forward, downward bend.

Say "One Ball," "Two Balls," etc., as each ball is finished and put down.

After four balls have been made to left, four to right, and four in front, come to standing position on usual signal, "Po-sition!"

4. THROWING SNOWBALLS.

Stooping to left to pick up ball, left foot in advance.

(1) With knee-bend—waist exercise.

Ready—stand erect and take aim with left hand, changing weight to ball of right foot.

Throw ball, changing weight to ball of left foot. Left arm and right leg should make a straight line. Get good stretch out of this exercise.

Order: Attention! Stoop! Ready! Throw! (4) Po-sition!

Repeat, stooping to right, throwing with right hand.

Repeat, stooping or bending forward, throwing with both hands.

5. MAKING SNOW MAN.

Ready—trunk slightly forward bend, arms hanging down loosely and naturally.

Holding this position, walk along slowly, using arms as if rolling large ball, which grows larger and heavier with each revolution, the leg and arm movements growing proportionately slower, indicating effort of pushing so large a ball.

Order: Attention! Ready! Roll—roll—roll! Po-sition!

Indicate effort of rolling by tone of voice.

Take this exercise slowly and for short distance, at least the first few times.

Class may take exercise one row at a time, each row pretending to make one part of the snow man.

In the gymnasium, medicine balls (not heavy) may be used in the rolling to offer resistance and thus gain real muscular work.

Good exercise for back and arm muscles.

This exercise may end by making snowballs and throwing them at the snow man.

6. WARMING FEET.

(1) Lifting one leg and then the other, as if stamping in the snow. (May be taken while sitting.)

(2) Springing from foot to foot.

Avoid jar by springing on balls of feet with a slight bending of the knee each time.

Avoid noise by reminding the children that stamping or jumping in the soft snow will not make any noise.

Order: Attention! Stamp! (or spring) Left Right

(8) Po-sition!

Slowly at first, then faster, faster, faster, slowly "Po-sition!"

7. WARMING HANDS.

May be taken sitting or standing.

Rubbing hands together, or clapping hands.

Order: Attention! Rub! Rub! Rub! (as long as desirable.) Po-sition!

8. WARMING BODY. Precede by talk or questions.

Ready—Arms sideways raise as high as shoulders.

Swing arms in front of and around body as you have seen motormen or coal drivers do.

Alternate first right, then left arm on top.

Order: Attention! Swing! Swing! Swing! (8) or (16) Po-sition!

Caution. Do not let the children swing arms far beyond the line of the body on the backward swing, as such a movement is likely to make them round-shouldered. Keep good position throughout the exercise, head erect, chest up, weight on balls of feet.

9. SHOVELING SNOW.

Ready—Right foot forward place, arms outward and slightly to right, reach hands as if holding handle.

Trunk forward—downward bend, arms downward stretch.

Trunk erect.

Arms to right fling.

Order: Attention! Ready! Down. Up. (8) Po-Toss.

sition!

Repeat to left.

10. TRAMPING OR WADING IN THE SNOW.

Slow, high knee bending.

Left

Order: Attention! Wade! Right. (around the room) Po-sition!

Be sure to have weight forward on balls of feet.

"Softly in the deep snow."

Teacher count "Left" "Right" slowly, indicating effort of pulling feet out of snow by tone of voice.

Dorothy (looking up from her book)—What is an apse?

Jacky (in a superior way)—I dunno exactly. Something in a cathedral, I think.

Dorothy—Oh, is it? I thought it was that thing that Cleopatra killed herself with.

GAMES

Days of the Week

With a large rubber ball and seven children standing in a row, give this exercise: Name each child a day of the week. Call John "Monday," Alice "Thursday," Kate "Saturday," etc. Teacher bounce the ball, and as she does so say "Thursday," and the child whose name is Thursday should catch it. Teacher bounce the ball again, and as she does so say "Saturday," and the child whose name is Saturday should catch it. The children who fail to catch the ball pass to their seats. When there are only a few left in the row, allow them to run quite a distance and catch the ball as their name is called.

The days of the week once talking together
About their housekeeping, their friends and the
weather,

Agreed in their talk it would be a nice thing
For all to march, to dance and to sing;
So they all stood up in a very straight row,
And this is the way they decided to go.

(Let seven children stand up and as the day of the week is called, take places.)

First came little Sunday so sweet and good,
With a book in her hand at the head she stood.
Monday skipped in with soap and a tub,
Scrubbing away with a rub-a-dub-dub.
With board and iron come Tuesday bright,
Talking to Monday in great delight.
Then Wednesday—the dear little cook, came in,
Riding cock horse on his rolling pin.
Thursday followed with broom and brush,
Her hair in a towel and she made a rush.
Friday appeared, gaily tripping along;
He scoured the knives and then he was gone.
Saturday last, with a great big tub,
Into which we all jump for a very good rub.

(Let the children march and sing to the tune of
"Good Morning, Merry Sunshine.")

Children of the week are we,
Happy, busy, full of glee;
Often do we come this way,
And you meet us every day;
Hand in hand we trip along,
Singing as we go, a song;
Each one may a duty bring,
Though it be a little thing.

Each little day of the week may carry a doll's tub, broom, rolling-pin, knife or iron.—*Mary E. Page, in The School Record.*

A Poor Girl

A poor girl once shook her little fist at a flying crow and cried out with girlish vehemence:

"I will do something by and by. Don't care what. I'll teach, sew, act, write, do anything to help the family. And I'll be rich and famous before I die. See if I don't."

That was a daring resolution.

The same girl was set to do laborious housework. She lightened her tasks by writing verses about them. The family washing occasioned the following:

A SONG FROM THE SUDS

Queen of my tub, I merrily sing,
While the white foam rises high,
And sturdily wash and rinse and wring,
And fasten the clothes to dry;
Then out in the free fresh air they swing,
Under the sunny sky.

I am glad a task to me is given,
To labor at day by day;
For it brings me health and strength and hope,
And I cheerfully learn to say,
"Head you may think, heart you may feel,
But hand you shall work away."

The girl's name was Louisa May Alcott.
The crow never knew it, but the poor girl kept her
vow and became both rich and famous.
What did she do?

A Poor Boy

He was not a very handsome boy. I imagine he must have been quite otherwise from the description given of him. In fact, it is said that other boys were very apt to make fun of him—he was so awkward and so ragged, and had such queer-looking white hair. Nevertheless, he was no dunce. When it came to spelling he could spell better than anybody else in his neighborhood.

His father was a very poor farmer but no doubt loved his son just as much as wealthier people love theirs. The little fellow learned to read very quickly and became so fond of reading that he borrowed books and spent a great deal of time reading them. "That boy will be a great man some day," said the man who loaned him books.

But he was a funny-looking boy and many other boys teased him and played tricks on him. He was very good-natured, however, and kept right on reading and thinking and working. When he went to work in a printing shop the other boys used to rub ink in his hair.

The boy's name was Horace Greeley.
What did he do.



VI. Grade Work

MOTTO.—The best way to keep children quiet is to keep them employed.

Edited by

Charles H. Davis.

Schoolroom Helps

Primary Arithmetic

- Copy and fill blanks:

1x6=?	7x6=?
2x6=?	8x6=?
3x6=?	9x6=?
4x6=?	10x6=?
5x6=?	11x6=?
6x6=?	12x6=?
- How many half-dimes in 40 cents?
- How many yards in 24 feet?
- If 5 oranges cost 15 cents, what will 2 oranges cost?
- Draw a square 2 inches on each side, and find out how many inches around it.
- Draw a rectangle 5 inches long and 3 inches wide. Find its area and also the distance around it.
- Count by 6's from 1 to 72, then count back.
- | | |
|-----------------------|-----------------------|
| $\frac{1}{6}$ of 6=? | $\frac{1}{6}$ of 30=? |
| $\frac{1}{6}$ of 12=? | $\frac{1}{6}$ of 36=? |
| $\frac{1}{6}$ of 18=? | $\frac{1}{6}$ of 42=? |
| $\frac{1}{6}$ of 24=? | $\frac{1}{6}$ of 48=? |
- Bought a barrel of pork for \$22, and another for \$20, and sold them both for \$50. What was the gain?
- What will 5 dozen eggs cost at 10 cents for a half-dozen?

Primary English

- Write your name in full.
- Write the names of four persons.
- Write the names of five towns.
- Write the names of ten things in the school-room.
- Write the name of your post-office. Your state. Your township. Your county.
- Write your Christian name. Your teacher's Christian name.
- Write the names of five useful animals.
- Write the names of four things we can have for breakfast.
- Write your own surname. Your teacher's surname.
- Write the five longest names you can think of.
- Name three kinds of housework, each name ending in ING.

- Copy, retaining capitals where necessary:

(1) John	(6) England
(2) Barn	(7) Brook
(3) Boat	(8) Boston
(4) New York	(9) Gold
(5) Book	(10) Sarah

- Write a word that is the name of:

(1) A flower	(6) A boy
(2) A fruit	(7) A tool
(3) A town	(8) A color
(4) A horse	(9) A church
(5) A lake	(10) A vegetable

- Write the name of something made of:

(1) Wood	(4) Paper
(2) Brass	(5) Cotton
(3) Leather	(6) China

COMMON ERRORS FOR CORRECTION

RULE.—Great care should be used in the choice of prepositions. Use the proper preposition in each of the following sentences:

- I went by my aunt's.
- I went by my aunt.
- He got my book on my.
- My father works by a tailor.
- He bought it off him.
- My father works by furs.
- I was by my teacher.
- I waited by the door.
- I was on a wedding.
- I was in the moving pictures.
- He is copying on me.
- He sharpened it by a stone.
- My father bought a machine from iron.
- I walked till the corner.
- She is mad on me.

RULE.—Place words, phrases and clauses so there can be no doubt as to what you intend them to modify.

Write correctly the following expressions, giving the reason in each case for your correction:

- I saw many dead soldiers riding across the battlefield.
- He only left me an hour ago.
- We are neither acquainted with the Browns or the Robinsons.
- He rode to town and drove the ten cows on horseback.

5. Addressing a political gathering the other day, a speaker gave his bearers a touch of the pathetic: "I miss," he said, brushing away a not unmanly tear, "I miss many of the old faces I used to shake hands with."

6. Wanted, a boy to open oysters with a reference.

7. Wanted, a boy to fit shoes of a good moral character.

8. Wanted, a young man to take care of a horse of temperate and industrious habits.

9. Wanted, a girl to take care of a baby about sixteen years old.

10. A Hays City paper writes the following: "Mr. and Mrs. Landley wish to express their thanks to their friends and neighbors who so kindly assisted at the burning of their hotel last Monday morning."

11. Erected to the memory of James Williams, accidentally shot as a mark of affection by his brother.

12. This hotel will be kept by the widow of the former landlord who died last winter on an improved plan.

13. A private service was held at Fort Montgomery, and then the body was taken to Brooklyn for burial by a special steamboat.

14. Boy wanted to open oysters that can ride a bicycle.

15. "Is there a man with one eye named Jones in the room?" "I don't know. What's the name of his other eye?"

16. The following lines were written more than sixty years ago by one who has for many years slept in his grave for his own amusement.

(These sentences selected from Brown's Grammar, published by William Wood & Co., New York City.)

Third and Fourth Year Nature Study

1. Describe some bird you have seen, telling its name, its color, and where you have seen it.

2. Name five trees. Draw the leaf of one of them and tell which one you have drawn.

3. What three things do all plants need?

4. What is a slip? Tell how you would get a geranium slip and how you would make it grow?

5. Tell four important uses of trees.

6. How does the mushroom grow?

7. From what does the fruit on a tree grow? How does the flower change?

8. Name the four important parts of a plant.

9. Name some flowerless plants.

10. What is the most important use of moss?

TEST QUESTIONS FOR THE GRADES

Being a set of questions to be given to the various classes at the end of a school term for testing the proficiency of the class in the important subjects of the course. Arranged by the teachers of P. S. 25, Borough of Queens, N. Y. City.

Arithmetic

2B GRADE

1. Farmer Brown had 108 sheep in his barn and his neighbor had 76. If they placed the sheep in one barn, how many would be in the flock?

2. Paid \$96 for carpets and \$67 for a sideboard. What was the amount of my bill?

3. In three days a merchant took in \$369. How much did he take in each day?

4. Paid \$270 for three gold pins. What did each one cost?

5. There are 34 yards of velvet in each piece. How many yards in four pieces?

6. A bookcase has five shelves, and each shelf contains 18 books. How many books in the case?

7. How many gallons in 48 quarts?

8. How many three-dollar hats can I buy for \$69?

9. A farmer had 65 bushels of wheat left after selling 37 bushels. How much had he at first?

10. After losing 53 marbles, a boy has 19 left. How many marbles had he at first?

3A GRADE

1. Add:	2.
\$36.92	\$461.35
67.37	—209.27
4.48	
19.09	
46.84	

3. Find the cost of 394 lbs. of flour at 4c. a pound.

4. Mary spent one dime, two nickels, and four pennies. How much money did she spend?

5. A man owed \$320 and paid $\frac{1}{4}$ of it. How much did he pay?

6. What is $\frac{3}{4}$ of 40? What is $\frac{1}{2}$ of 72?

7. Write in Roman notation 69.

8. What will one horse cost, if 6 horses cost \$636?

9. Two oranges cost 6 cents. What will 10 oranges cost?

10. (a) Write the six table.

(b) Write the table for Dry Measure.

3B GRADE

1. (a) Write the 7 times table.

(b) Write the 8 times table.

2. (a) What is $\frac{1}{2}$ of 28?

(b) What is $\frac{3}{4}$ of 40?

3. (a) \$93.24	(b) Add \$96.48
—48.19	32.97
	60.03
	47.87
	61.94
	38.69

4. (a) 7)6314

(b) Prove your answer.

5. 8329
x325

6. Write in figures fifty-four dollars and seventeen cents.

7. What will 36 yards of ribbon cost at \$1.25 a yard?
8. How many gallons in 64 quarts?
9. Mary spent one dime, two nickels, and four pennies. How much money did she spend?
10. A lot is 100 feet square. Find the cost of fencing it at 60c. a foot.

4A GRADE

Answer any ten questions.

1. Bought a hat for \$7.25, a coat for \$8, and a pair of shoes for \$8.50. How much change should I receive from two twenty-dollar bills?
2. Change 4323 oz. to lbs. and oz.
3. If $\frac{1}{2}$ of a house is worth \$1168.90, what is the whole house worth?
4. If $\frac{5}{6}$ equals 7460, $\frac{6}{6}$ equals what?
5. What will 9 yards of cloth cost at 2c. an inch?
6. Read: A man put \$180 in the bank in September, \$104.82 in October, and drew out \$105 in November. How much had he still in the bank?
7. How many \$19 hats can you buy for \$380?
8. Find the area of a floor 29x43 ft.
9. Read: $53053\frac{1}{4}$
—3802 $\frac{1}{8}$
10. Read: 107)83094
11. 658x89 $\frac{1}{2}$
12. How much greater is a square foot than a square inch?

4B GRADE

1. Had 124 pounds of flour. Sold $\frac{1}{2}$ of it for 5c. a pound and the rest at 6c. a pound. How much did I receive for all?
2. How far did a boy ride on his bicycle, if he went five times around a plot 96 ft. x 54 ft.?
3. Of a bbl. containing 504 apples, $\frac{5}{8}$ were red. The rest were green. How many were green?
4. My rent is \$29.75 a month. How much does that amount to in 5 years?
5. Bought 9 yards of goods at 12c. a yard; sold it for \$7. Gain or loss, and how much?
6. A man exchanged 16 cows at \$40 each for a pair of horses. Value of each horse?
7. There are 40 children on register in a certain class. Thirty are girls. What part is boys?
8. Write decimally: 19 $\frac{4}{5}$, 6-100, 3-10, 8 $\frac{3}{4}$.
9. Had a piece of cloth containing 75 yards; sold 14 $\frac{2}{3}$ yards, 25 $\frac{5}{8}$ yards, 18 $\frac{1}{2}$ yards. How many yards left?
10. Henry's salary was \$8.50 a week. How much in a year if he stayed home three weeks?

5A GRADE

1. Find the sum 13 $\frac{1}{2}$, $\frac{1}{3}$, 7, 18 $\frac{3}{8}$.
2. Find the difference between 281 $\frac{2}{3}$ and 63 $\frac{1}{3}$.
3. (a) Reduce 69 $\frac{7}{8}$ to an improper fraction.
(b) Reduce 265 $\frac{7}{35}$ to a mixed number.
4. Define (a) proper fraction; (b) mixed number. (c) Give an example of each.
5. Find the cost of 24 inches of silk at \$1.00 per yard.
6. (a) Subtract \$37.87 from \$150.
(b) Divide \$556.11 by 111.

7. (a) Reduce 350 days to weeks.
(b) Reduce 300 hours to minutes.
8. A boy bought 5 pecks of cherries at 60c. a peck and sold them at 10c. a quart. How much did he gain?
9. If 50 barrels of flour cost \$260.40, what will 600 barrels cost?
10. J. S. Cushing bought of H. A. Armstrong to-day 5 lbs. sugar at 7c.; 7 lbs. tea at 50c.; 11 lbs. coffee at 34c.; 18 lbs. starch at 6 $\frac{1}{2}$ c.

Rule paper and make out above bill.
Receipt same.

5B GRADE

1. Reduce to form fractions:
(a) 31 $\frac{7}{15}$
(b) 83 $\frac{25}{66}$
2. Reduce to lowest terms:
(a) $\frac{96}{108}$
(b) $\frac{152}{399}$
3. Add: 27 $\frac{7}{18}$, 15 $\frac{5}{36}$, 44 $\frac{9}{54}$, 23 $\frac{1}{72}$.
4. Find product of 1 $\frac{1}{2}$, 3 $\frac{1}{3}$, 5 $\frac{1}{4}$, 6 $\frac{2}{5}$, 7 $\frac{1}{7}$.
5. Reduce to decimals:
(a) $\frac{13}{20}$
(b) $\frac{7}{8}$
(c) Add: 8.003, 10.1, 21.000011,
32.0006, 40.0075, .001.
6. From 501.08326 take 101.15.
7. What will be the cost of 7.4 acres of land at \$45.85 an acre?
8. (a) Divide: 262.044 by 15.06.
(b) I paid \$720 for land at \$37.50 an acre. How many acres did I buy?
9. I bought $\frac{3}{4}$ of a cord of wood for \$6. How much was that a cord?
10. A man walked 8 $\frac{1}{3}$ hours at the rate of 3 $\frac{3}{5}$ miles an hour. How far did he go?

History

5A GRADE

1. Who were the Mound Builders? Why were they so named?
2. What was Columbus' idea about the shape of the earth? What was he looking for when he started out on his first journey? What country gave him help?
3. How did America get its name? Who was Magellan?
4. Tell the story of Sir Walter Raleigh or Sir Francis Drake.
5. Name two Italian explorers. Tell some important thing each one did.
6. Who discovered the Pacific Ocean and when? By whom was the Mississippi River discovered and when?
7. Tell about the conquest of Mexico.
8. Give the date of the following events:
Discovery of the Hudson River.
Discovery of the St. Lawrence River.
Columbus' discovery of the West Indies.
Discovery of the continent of North America.

9. What are the requirements for a work certificate?

10. What do pupils, as good citizens, owe the school system?

5B GRADE

1. Give the reason for the settlement of each of the following colonies: Virginia, New York, Massachusetts, Rhode Island and Maryland.

2. (a) Tell the story of Captain John Smith.

(b) Name the first and last Dutch Governors.

3. Where and by whom was Rhode Island founded?

Where and by whom was Pennsylvania founded?

4. Give the cause and result of King Phillip's War.

5. Name some of the prominent men among the Puritans and tell for what each is noted.

6. What Indians helped the English in the French and Indian War and tell in what part of the country they lived.

7. What incident is connected with each of the following dates:

1620, 1673, 1754, 1759, 1763

8. Name the last battle and the generals engaged in the French and Indian War. Give the date of the last battle fought.

9. Name the duties of the landlord and the tenant.

10. Name three city departments. One duty of each.

Geography

4B GRADE

1. (a) Name two motions of the earth.

(b) Tell what each causes.

2. (a) Name the 5 zones.

(b) Draw a picture of the zones.

3. (a) Name the 5 oceans.

(b) Name the 5 continents.

4. Mention 3 plants and 2 animals found in the torrid zone.

5. Where is London? Paris? St. Petersburg? Berlin? Rome?

6. Locate the following seas: China, Black, Caribbean, Mediterranean, Bering.

7. (a) Name the 5 races of men.

(b) To which do we belong?

8. Locate Hudson Bay, Bay of Biscay, Bay of Bengal, Gulf of Mexico, Gulf of Guinea.

9. In what part of the United States and on what water is Boston? Chicago? St. Louis? Buffalo? New Orleans?

10. Give five important facts you have learned about the City of New York.

5A GRADE

1. (a) In what zone do you live?

(b) Name the seasons of that zone.

2. (a) What is the prime meridian?

(b) Where is it?

3. Describe the surface of North America in going from the Atlantic to the Pacific coast.

4. (a) What is the drainage system of the Great Central Plain?

(b) What river system drains the Great Lakes?

5. Locate the following: Labrador, Bering Sea, Cuba, St. Lawrence Gulf, Sierra Nevada Mts.

6. (a) What work is the United States undertaking in Panama at present?

(b) What benefit will we derive from this?

7. Locate the following cities: New Orleans, San Francisco, Savannah, New York City, Boston.

8. Name five states. Give a product of each.

9. What country lies south of the United States? What is its capital? Name two products.

10. Why should people be vaccinated? Name the duties of the Board of Education.

5B GRADE

1. Bound the United States.

2. Describe its surface.

3. Name and locate the groups of states.

4. Name three great rivers and tell where each is.

5. What are raw materials?

6. Name four raw materials and tell in what part of the United States each is found.

7. Name a coal state.

a tobacco state.

a wheat state.

a cotton state.

a mining state.

8. In what part of the United States is the most manufacturing done? Why?

9. Name three means of transportation.

10. Tell where each city is: New York, Philadelphia, Boston, Chicago, San Francisco.

English

THIRD GRADE

1—2. Give three rules for the use of capital letters, and one for the use of the period.

3. "Has," "were," "is," "have." Put these words in a sentence or sentences.

4. Use the words saw, those, this, and went in a sentence or sentences.

5. Write in a column the names of the days of the week.

6. Write your full name, and below it write the name of your post-office, county, and state.

7—8. To be dictated:

I've torn my dress.

Last Christmas was December 25, 1912.

Mary's father is sick.

"Where do you live?" asked John. "On Park Street," replied the child.

9—10. Tell the subject and predicate of the first three sentences you have written in question 7—8.

FOURTH GRADE

1. The bell is ringing.
(a) Change the above declarative sentence to an interrogative sentence;
(b) to an imperative sentence.
2. Copy these abbreviations and opposite each write the word for which it stands: Wed., St., Rev., Hon., P. M.
- 3—4. Dictated by the teacher:
"Where was General Grant buried?" asked Mary.
"General Grant's grave is in Riverside Park, New York City," answered her mother.
- 5—6. Use a noun with the apostrophe in the place of the words italicized in each of the following sentences: (a) The *wing of the bird* is broken. (b) The voices *of the children* are sweet. (c) Have you ever seen the track *of a fox*?
7. Point out the subject, predicate and modifiers in each sentence used in question 5—6.
8. Write sentences using properly the words *that, seen, did, gone, those*.
- 9—10. Write a letter to your mother telling her what you are doing to-day, and which grade you are in.

5A GRADE

1. Fill in the blanks with suitable words:
The fish swims ——— the water. I ——— the book ——— the table. The boy jumped ——— the water. I ——— a rainbow ——— the sky yesterday. They have ——— the song sweetly.
2. Punctuate:
(a) Mary said apples pears and peaches are my favorite fruits. Yes she said I have crossed the ocean four times.
3. Write from memory four or more lines of poetry you have learned this term.
4. Write a note to Jack, inviting him to a lawn party you will have on Wednesday, July 6, at your house. Tell him what you will do to make him have a pleasant time.
5. Draw an envelope form and address it to John Summers, 268 Ash Street, Flushing, N. Y.
6. Analyze the following sentences:
(a) The north wind shakes the young tree.
(b) Ferdinand and Isabella reigned in Spain.
(c) Ducks swim in the water.
(d) Trains carry mail, freight and passengers.
(e) A donkey was walking toward the city.
7. Write a sentence telling:
(a) Three things that are eaten.
(b) What your three favorite games are.
8. Write the abbreviations for: Quart, April, January, September, Wednesday, Thursday, year, minute, doctor, avenue.
- 9—10. Write an account, of not fewer than fifty words, of some skating party, real or imaginary.

5B GRADE

1. (a) Use the past of come in a statement.
(b) Use done in a question.
(c) Use the present of given in an imperative sentence.
(d) Use seen in a declarative sentence.
2. Correct: (a) He came by me.
(b) I seen him yesterday.
(c) come said John to New York.
3. Correct: (a) I and Frank will go.
(b) Fred and me will come.
(c) You may play with John and I.
4. Write two stanzas of some poem learned this term.
5. Change the following so that the subject will be in the plural:
(a) The camel bears heavy burdens.
(b) The boat moves slowly.
6. Punctuate correctly:
(a) John William and Henry went.
(b) I will go said John and get Mary's hat.
7. Draw one line under chief word in subj., two lines under chief word or words in pred., and three lines under the object in:
(a) Will you close that door?
(b) Close that door.
(c) John is drawing a picture.
8. Write a short letter from your home address to your cousin (supplying name and address), telling him (her) how you spent your Christmas vacation.
9. Draw an oblong to represent an envelope form, and properly address same to contain the above letter.
10. Write a composition of at least three paragraphs about some one, concerning whom you have studied in history this term.

Work for the editor.—It is said that any one can be an editor. All an editor has to do is to sit at his desk six days in the week, four weeks of the month and twelve months of the year and "edit" such stuff as this:

"Mrs. Jones of Lost Creek let a can opener slip last week and cut herself in the pantry."

"A mischievous lad of Matheton threw a stone and struck a companion in the alley last Tuesday."

"John Doe climbed on the roof of his house last week looking for a leak, and fell, striking himself on the back porch."

"While Harold Green was escorting Miss Violet Wise home from a church social Saturday night a savage dog attacked them and bit Mr. Green on the public square."

"Isaac Trimmer was playing with a cat Friday when it scratched him on the veranda."

"Mr. White, while harnessing a broncho Saturday, was kicked just south of the cornerrib."

—Ex.

Some men were born for great things,

Some men were born for small,

Some it is not recorded,

Why they were born at all!

—Ex.

Percentage

Explanatory Treatment of Percentage, with Oral and Written Problems for 6A and 6B Grades.

Continuing Case II

- Illustrations by the algebraic method:
- (1) What per cent of \$3,500 is \$630?
Let X = the rate.
$$\frac{630}{3500} \therefore X = 18\%$$
- (2) A house that cost \$3,200 was sold for \$4,000; what was the gain per cent?
Let X = the rate.
$$\frac{4000}{3200} \therefore X = 125\%$$
- (3) A piece of property that cost \$5,000 was sold for \$4,800; what was the loss per cent?
Let X = the rate.
$$\frac{4800}{5000} \therefore X = 96\%$$

Written Problems.

- What per cent of:
- 320 rd. are 80 rd.?
 - \$750 are \$300?
 - 365 days are 31 days?
 - 5280 ft. are 16½ ft.?
 - 250 bu. are 75 bu.?
 - 63 gal. are 9 gal.?
 - 120 lb. of wheat are 2 bu. wheat?
 - 1000 men are 125 men?
 - \$560 are \$112?
 - 320 lb. of oats are 3 bu. of oats?
 - What per cent of 16 bu. of potatoes do I sell if I sell 300 lbs.?
 - A man lost \$105.60 on a value of \$960. What was his loss per cent?
 - A merchant bought \$5,175.50 worth of goods in Europe and had to pay a duty of \$1,293.87½. What was the rate per cent of duty?
 - A man bought an automobile for \$900 and after using it for 3 months sold it for \$800. What was his loss per cent?
 - A farmer owns 320 acres of land; 32 acres are planted with potatoes, 48 acres with corn and 16 acres with small garden truck. What per cent of his land is used for each?
 - A boy bought oranges at 18c a dozen and sold them at 5c each; find his per cent of gain.
 - A newsboy bought papers for 1½c each and sold them for 2c each; find his rate of gain.
 - What per cent of 1 ton of coal is 750 pounds?
 - If the income from a field of corn was \$1,320, and the cost of the seed and production was \$858, what per cent of the income was the profit?
 - The New York National Ball Team from April 12 to June 3 played 35 games of ball, of which it won 18 games; what per cent of standing did it have on the latter date?
 - In a certain institution, 850 tons of coal were used in the month of May. What per cent of the coal was used each day?

22. In a spelling test of 50 words a pupil missed 4 words. What was his rate of standing?

23. Prove that the per cent standing is correct for each club in the following table:

STANDING OF THE CLUBS.

AMERICAN LEAGUE.			
Club.	W.	L.	PC.
Detroit	26	13	.667
Philadelphia	23	16	.590
New York	21	15	.583
Boston	21	18	.538
St. Louis	17	21	.447
Chicago	16	22	.421
Cleveland	16	22	.421
Washington	12	25	.324

NATIONAL LEAGUE.			
Club.	W.	L.	PC.
Pittsburg	28	12	.700
Chicago	26	16	.619
New York	18	17	.514
Philadelphia	17	18	.486
Cincinnati	20	22	.476
Brooklyn	16	20	.444
St. Louis	17	23	.425
Boston	12	26	.316

24. A house valued at \$7,200 rents for \$45 per month. What per cent is the yearly rent on the valuation?

25. Three brothers, X, Y, and Z, buy a farm. X pays \$7,200, Y pays \$8,700, and Z pays \$4,100. What per cent of the purchase money does each furnish?

26. What per cent of 65 pk. is 780 quarts?

27. What per cent of 12,000 lbs. is 2 tons?

28. What per cent of 4 bu. of wheat are 5 bu. of oats?

29. A man sold 15 bu. of potatoes at 60c a bu., thereby gaining \$2.25; find the rate per cent of gain.

30. I gained \$1,020 bu selling potatoes at an advance of 20% above the cost of raising them. What did I receive for them?

Rapid Drill Work in Arithmetic

- The combinations—45 taught as follows:
- Counting by 2's, 3's, 4's, 5's, 6's, 7's, 8's, 9's, 10's, 11's, 12's from 3 to 100, 4 to 100, 5 to 100, etc. (11=10+1) (12=10+2), occasionally count 2, 4, 6, etc.
- | | |
|----|---------------------------------------|
| 12 | } 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. |
| 11 | |
| 10 | |
| 9 | |
| 8 | |
| 7 | |
| 6× | |
| 5 | |
| 4 | |
| 3 | |
| 2 | |

12	}	12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2.
11		
10		
9		
8		
7+		
6		
5		
4		
3		
2		

$$3 \times ? = 12, 18, 36, 45, 51.$$

$$4 \times ? = 24, 36, 48, 40, 44.$$

$$? \times 5 = 25, 15, 20.$$

$$? \times 7 = 42, 84, 14, 28.$$

From 99 subtract 2's down to zero.

From 98 subtract 3's down to zero.

From 97 subtract 4's down to zero.

From 96 subtract 5's down to zero.

From 95 subtract 6's down to zero.

From 94 subtract 7's down to zero.

12	}	8, 14, 4, 16, 20, 18, 22, etc. 12, 15, 27, 18, 33, etc. 20, 12, 28, 48, etc.
11		
10		
9		
8		
7 into		
6		
5		
4		
3		
2		

Add by repeating the numbers 2, 3, 4; 2, 3, 4 until sum=100.

Add alternately:

5, 6; 5, 6; 5, 6 until sum=100.

6, 4; 6, 4; 6, 4 until sum=100.

8, 9; 8, 9; 8, 9 until sum=100.

$$6+4+5$$

$$14+7+6$$

$$12+3+5$$

$$10+12+9, \text{ etc.}$$

$$8 \times 8 + 10$$

$$10 \times 12 = 25$$

$$8 \times 11 = 12$$

$$9 \times 9 + 19, \text{ etc.}$$

3 for 7c cost of 9, 12, 15, 18, 21, etc.

5 for 8c cost of 15, 20, etc.

Give the factors of 35 (7×5)

$$49 (\times 7)$$

$$48 (4 \times 12 \text{ or } 3 \times 16 \text{ or}$$

$$54 \quad 2 \times 2 \times 2 \times 2 \times 3, \text{ etc.})$$

Drill Table

A	B	C
4	7	42
5	4	36
7	8	40
6	3	24
8	25	150

To apply above

I. $A \times B$

II. $C \div B$ or (A)

III. $C - B$ or (A) , etc.

12					
8		9			
3			4		
18		2		10	
14			6		
19		7			
	11				

(a) 2 into numbers
(b) $2 \times$ by numbers remaining through all tables.

45	}	$\div 9$	47	}	$\div 9$
27		29			
63		68			
54		57			
36 etc.		35 etc.			

Fractions

$\frac{1}{2}$ of $\left\{ \begin{array}{l} 8 \\ 4 \\ 6 \\ 10 \\ 12, \text{ etc.} \end{array} \right.$ $\frac{1}{3}$ of $\left\{ \begin{array}{l} 6 \\ 12 \\ 9 \\ 15, \text{ etc.} \end{array} \right.$

$\frac{1}{4}$ or $\frac{3}{4}$ of $\left\{ \begin{array}{ll} 4 & 12 \\ 8 & 16 \\ 12 & 20 \\ 16 & 24 \\ 20 & 4 \end{array} \right.$

Same $\frac{1}{5}$ and $\frac{4}{5}$, $\frac{1}{8}$ and $\frac{7}{8}$, $\frac{1}{6}$ and $\frac{5}{6}$, etc.
 $\frac{1}{2} + \frac{1}{3}$; $\frac{1}{2} + \frac{1}{6}$; $\frac{1}{2} + \frac{1}{4}$; $\frac{1}{3} + \frac{1}{2}$; $\frac{1}{4} + \frac{1}{2}$; $\frac{2}{4} + \frac{1}{2}$.

$$\frac{1}{3} \left\{ \begin{array}{l} \times \\ \div \\ + \\ - \end{array} \right\} \frac{1}{4}$$

Give prime factors of 12, 18, etc.

Drill for Decimals

40.

$$4. = 1/10 \text{ of } 40$$

$$.4 = 1/10 \text{ of } 4$$

$$.04 = 1/10 \text{ of } .4$$

$$.004 = 1/10 \text{ of } .04, \text{ etc.}$$

In the number 3333 how many times greater is the second 3 than the first "3," etc.

$$45 + 95 = 40 + 95 + 5, \text{ etc.}$$

These drills should be more difficult in the upper grades.

A LESSON IN COURAGE

"Weren't you afraid to go downstairs in the dark last night?" asked a Uniontown woman of her little son recently. "Yes, I was a little afraid," answered the boy. "But what were you afraid of?" asked the mother. "H'm," said the boy, "I was afraid there wouldn't be any doughnuts."—*Kansas City Star*.

VII. Practical Pointers in Picture Study

"Beauty is truth, truth beauty."—JOHN KEATS.

"Art deals with things, however, incapable of definition and that belong to love, beauty, joy and worship."—PLOTINUS.

Two Pictures by James McNeill Whistler



Whistler's Mother

America has given to the world at least one artist who had some strong convictions of his own which he was not afraid to utter and to express in his work. It is a good thing to believe in one's self, to be conscious of having a message, a way of seeing things, and a way of revealing them to others which is distinctly one's own. All this was true of Whistler. He felt that he had read some of Nature's secrets and he wished to show others what he had found. He had seen some of her beauties, undreamed of by many, and he desired to point them out, using his own methods of doing so. Because he was different from other artists and his pictures were different from theirs, people did not understand them at first, indeed some have hardly yet learned to understand them, and so he was severely criticised, and many found fault with his work and thought he was no artist at all, or, at least, no

painter with oils, for every one recognized very soon that he was a great etcher. When people did not like his pictures, Whistler took up his pen and through his writings, taught them what he meant by a picture and what his pictures were meant to express. He taught them that a picture must reveal beauty, pure and simple. It is not necessary that it should have a title, or that it should tell a story or that it should express some human feeling such as love or pity, or even that it should show every little detail, such as buttons, or other trifling matters, perfectly painted. None of these things make or mar the picture. All that is really necessary is that it should be beautiful and reveal that which the artist wanted it to reveal, namely the beauty that he wants us to perceive, and that it should be so cleverly painted that we are not conscious of the work that the artist has put upon it!

Color is one of the most important factors in a picture, according to Whistler. He loved the beauty of color and gloried in it. Indeed, he believed it was the very essence of beauty, so that he delighted to paint pictures in which the coloring was designed to appeal to us and thrill us with happy feelings just as is true when we see a beautiful sunset. We do not ask for anything more than the beauty of the sunset's coloring, and do not find fault with it because it has no form, and tells no story, but we accept it as a thing of beauty,—"its own excuse for being" and just so would Whistler have us look at his pictures. In the vast majority of instances, they are meant to appeal to us as examples of beautiful harmony in color which we are to accept as we accept the sunset.

When Whistler first began to exhibit his pictures such ideas were quite new; and, like any leader in a new field, he had to educate the public to appreciate them. Picture after picture appeared bearing such titles as "Harmony in Green and Rose," "Arrangement in Black and White," "Arrangement in Gray and Green," "Arrangement in Black and Brown." Because Whistler was fond of the twilight view of things and the dim light of evening we find him calling many of his pictures "Nocturnes." Thus one is called "Nocturne in Black and Gold," another "Nocturne in Blue and Gold," and others a Nocturnes in Gray and Gold, or in Blue and Silver. He liked to call his pictures after musical compositions, because, like music, he wanted them to be appreciated for their own sake,—not because of any subject which they might tell about. Thus he calls four of his pictures "Symphonies in White," and concerning the relation between music and painting he writes: "Nature indeed contains the elements in color and form of all pictures, as the keyboard contains the notes of all music. But the artist is born to pick and choose and group with science these elements, that the result may be beautiful—as the musician gathers his notes and forms chords, until he brings forth from chaos glorious harmonies."

But, although Whistler did not believe that a picture must express some human feeling in order to interest us, and that we ought not to demand such expression, nevertheless, because he was a profoundly human man himself, and did feel deeply and see deeply into human character, in his portraits, we find feeling continually creeping out. Perhaps it would be nearer the truth to say that he did not want us to look for sentiments in his pictures; but when he was dealing with a personality he wanted to reveal that personality.

He calls the picture of his mother an "Arrangement in Black and Gray." It is very simple in arrangement. Mrs. Whistler sits in profile with her hands in her lap and her feet resting on a stool. Before her is a dark curtain decorated with white flowers, while two pictures are indicated upon the wall beside her. The back of her chair and the carpet upon the floor complete the list of details. Everything throws her figure into strong relief and yet how simple and beautiful is her pose. She sits calmly in her chair thinking of by-gone days, of the time when she was young, and of the happy

years she spent as a girl. We feel this to be true; we can't escape this thought, so surely has Whistler implanted the suggestion of it upon her features. As we look into those eyes we wonder what tales from the past she could tell us if her lips would only speak!

The peace and stillness of the picture gradually dawn upon us. The black dress, the white cap, the lace cuffs and handkerchief, all are beautifully rendered. The same is true of the fine, delicate hands. All trace of the labor which the picture cost him is carefully concealed by Whistler, according to his own ideal of the demands of high art. We feel that only a man of great sweetness of character could have painted such a picture as this. Such tenderness and such delicacy of handling and conception could have come from no other. She is not represented as she might appear to strangers but as she was known to her son who loved and revered her. The picture becomes typical, therefore, of the blessing of possessing a beautiful, devoted mother, to whom one may look up with reverence and love, because it represents such a mother. Mrs. Whistler, here, is the type of the mother of all lands and of all time, and in his filial devotion and tenderness of feeling, Whistler has revealed also the greatness of his own heart.

Turning to "Little Rose" again we see the fineness of his feeling. What a sweet, childish face has Little Rose! How those large, expressive eyes look into ours! Again we have the simplest means used to give the effect which the artist wished to produce. There is nothing but Little Rose herself, dressed in simple black with a dark apron over her dress and a touch of white at her neck. There is nothing to distract our attention from the beauty of her face. With a sweet, serious look she seems to question us as though there was something which she did not quite understand. Her delicate beauty, her eyes gazing at us like two stars, and her simple dress, are all painted with masterly skill and taste. She is a dainty little country maiden whose charm caught Whistler's eye, and so he has left us the image of how she looked to him.

QUESTIONS UPON "WHISTLER'S MOTHER"

What is the position and attitude of Mrs. Whistler?

What is the expression of her face?

What does she seem to be thinking about?

What makes you think so?

What has the artist placed in the picture besides his mother?

Why do you think he represented the curtain?

Why did he place the pictures upon the wall?

Was any advantage gained by having them indicated?

Why do you think no other details of the room were represented?

What title did Whistler give the picture?

Why did he call attention thus to its coloring?

Did Whistler believe that coloring was an important element in a picture?

Would you think that Whistler was very fond of his mother judging from this picture?

What leads you to think that he was? Has he

expressed his love and reverence so that we are made conscious of it?

Do you think this picture represents a type of all motherhood?

What makes you think so?

Is this a beautiful picture? Why?

QUESTIONS UPON "LITTLE ROSE"

Why do you think Whistler painted this little girl?

Do you think this is a picture of some one whom he met or only of an imaginary little girl? What makes you think so?

Do you think she has an attractive face? Why?

What feature do you especially notice? Has she beautiful eyes?

What look do you see in her face?

How is she dressed? Are her clothes simple or elaborate?

Do you think she is a city or a country child?

What makes you think so?

Would you like to know such a child as "Little Rose"? Why?

Do you think Whistler was fond of children, judging from this picture? Why?

OUTLINE OF THE ARTIST'S LIFE

James Abbott McNeill Whistler was born at Lowell, Massachusetts, on the 11th of July, 1834. His father, Major George Washington Whistler, was of well-known Irish extraction, the grandfather of the artist having emigrated to America early in the nineteenth century. Major Whistler was a distinguished engineer, while his second wife, James's mother, belonged to an aristocratic family of Baltimore, whose ancestors had been among the first settlers in the Southern States. Thus Whistler was born into a refined home with all the advantages which come from such surroundings. "From the first there seems to have been a deep sympathy between him and his mother. From her he may have inherited the delicate sensitiveness which is one of the most marked peculiarities of his style, while to his father he probably owed the sturdy independence of character that enabled him to triumph over all the difficulties that beset the path of an innovator."

When but a child of nine Whistler was taken to St. Petersburg, where his father held an important engagement as engineer of the St. Petersburg and Moscow Railway. The gay life of St. Petersburg after the prosaic quiet of a New England town must have made a deep impression upon the future artist. Upon the Major's death, in 1849, Mrs. Whistler and her sons returned to the United States, where James entered the West Point Military Academy in 1851. After three or four years of study, during which Whistler discovered that he was not following the bent of his genius, this line of study was given up and he decided to become an artist. Accordingly he went to Paris, entering the studio of Marc Gleyre, an historical painter of some reputation, where he remained for two years. However, it was not from this master, with his prosaic style of painting, that Whistler derived the best part of



"Little Rose"

his art education during that time, but from other artists whom he met in a friendly, social way. Among these were Degas, Fantin-Latour, and others interested in impressionism and naturalism in painting.

As a student, Whistler first became interested in etching, a branch of art in which he afterwards became an acknowledged master. In 1858 appeared his "Little French Set," now eagerly sought after by collectors. The following year he sent some oil paintings to the Salon which were rejected. The same reception awaited his first important picture, "The White Girl," presented four years later. This picture is now very celebrated, and has aroused the greatest enthusiasm among competent judges. Not long after its rejection Whistler moved to London, where he lived in Chelsea. He became deeply attached to the Thames and represented it in many famous etchings. Several notable paintings were exhibited at the London Academy in 1865, and in 1867 appeared the wonderful "Symphony in White," No. 3, one of the artist's masterpieces, and "Sea and Rain," remarkable for its treatment of atmosphere. In 1872 appeared the portrait of his mother, and it, too, narrowly escaped rejection, although it

is now recognized as a very great painting. After the exhibition of this picture at the Royal Academy, nothing was again showed there until 1879. From that time until his death Whistler received no official recognition in England, although the British Museum "made a point of collecting all his etchings." In 1874 Whistler had begun to hold exhibitions of his own works, displaying among other things his now famous "Thomas Carlyle." A lawsuit with Ruskin over his paintings led Whistler to set forth, in writing, his ideas upon art, and he became known as an eloquent and forcible writer. It was thus that he reinforced the teachings of his paintings regarding the supremacy of color, and, through it, of abstract beauty, and made known his convictions regarding art and his wish to educate the public rather than allow it to turn him from the path he had laid out for himself. On the Continent he had a host of admirers and friends

and received the official recognition he was denied in England. The brilliant lectures known as the "Ten O'Clock" were delivered in London and at the English University towns of Oxford and Cambridge in 1885. Five years later appeared "The Gentle Art of Making Enemies," in which Whistler quotes press criticisms of his works and his answers to the same. From then until his death he was abundantly successful and had the satisfaction of seeing the world beginning to understand something of his art purpose. "Little Rose" was painted in 1895, and thus represents the artist at his full maturity. Late in life he married Mrs. Godwin, the widow of a noted architect, and herself an artist as well as a great admirer of Whistler's works. Whistler lived in great retirement after her death in 1896, his own death occurring in London on July 17, 1903, when he was sixty-nine years old.

Elsie May Smith.



FROM STORY TELLING IN SCHOOL AND HOME

We present this picture to our readers because of its beautiful portrayal of childhood in its receptive and responsive mood. The book which it illustrates will be described in Department X.

VIII. Merry Music for Little Musicians



"See deep enough and you see musically; the heart of nature being everywhere music."—Carlyle.

Edited by

Grant Holfax Tullar

Little Baby New Year

E. G. Y.

Edna G. Young

1. I heard your ba - by foot - steps, When just out - side the door,
 2. The out - side door flew o - pen, And then you rushed right in,
 3. O lit - tle Ba - by New Year, What have you brought to me?

I've seen six of your fam' - ly, But ne'er saw you be - fore.
 And lit - tle Nine - teen, Sev - en Was read - y to be - gin.
 Will I have joy and glad - ness, If I'll be true to thee?

How pa - tient - ly I wait - ed To hear the great big clock
 I'm glad to see you, Ba - by, Some - time you'll know me well,
 Ah, then you have my prom - ise, I'll do my best each day

Strike twelve with whis - tles blow - ing, And then I heard you knock.
 For we'll grow old to - geth - er, What se - crets we will tell.
 To make you feel so hap - py, You'll al - ways want to stay.

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Open Your Hearts to the Good

Lizzie DeArmond

SOLO AND CHORUS

Charles C. Ackley

1. Tho' you oft - times are tempt - ed to wor - ry and fret, Just be -
 2. When you think you have troub - les, the worst that can be, When a -
 3. Oth - er folks have their tri - als, tho' some come your way, Lend a

cause there are some things you nev - er can get, Thank the Lord for your
 cross the dark storm - clouds no rain - bow you see, Try to make your own
 hand with their bur - dens, it sure - ly will pay, God is smil - ing up -

bless - ings, as ev - 'ry - one should, And o - pen your heart to the good.....
 sun - shine, as ev - 'ry - one should, Pray o - pen your heart to the good.....
 on you, you've done what you could, Just o - pen your heart to the good.....

CHORUS. PARTS.

O - pen your heart, o - pen your heart, To the good, the good each day;.....

O - pen your heart to the good, and God, O drive all the bad a - way;.....

Do Not Forbid Them

Grant Colfax Tullar

SOLO AND CHORUS

J. W. Lerman

Rather slowly.

1. "Suf - fer now the lit - tle chil - dren," Oh hear the gen - tle Sa - viour say,
 2. Lit - tle hands may work for Je - sus, And lit - tle lips may speak His praise;
 3. Ev - 'ry lit - tle life will need Him, No oth - er friend such love will show;

rall.

"Bid them come be - fore they wan - der From the straight and nar - row way."
 Lit - tle feet may swift - ly fol - low In the Mas - ter's pleas - ant ways.
 None can help you in the con - flict Which your life will some - times know.

a tempo.

He so lov - ing - ly will lead them, And in His arms He will en - fold—
 Lit - tle hearts may know the com - fort Of trust - ing in the Sa - viour's love—
 Bid the lov - ing Sa - viour en - ter, Let ev - 'ry heart be made His throne,

From the tempt - er He would shield them, Make them heirs to joy un - told.
 Know the joys of life e - ter - nal, In bright man - sions up a - bove.
 He can drive a - way all shad - ows, He can save and He a - lone.

REFRAIN.

Do not for - bid them to come to the Sa - viour While in their child - hood so hap - py and free;

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Do Not Forbid Them

Do not for - bid them—the Sa - viour is say - ing, "Suf - fer the chil - dren to come un - to Me."

We Greet You All

S. C. Kirk

Grant Colfax Tullar

1. We greet you all, we greet you all, Let hap - py smiles a - bound;.....
 2. Each life is full of sun - ny days, 'Too man - y to re - call;.....
 3. But O how glad we are once more 'Mid song and flow - ers gay,.....

As do the beams of heav - en fall In bright - ness all a - round.....
 For which to - day we bring our praise To God, who gives them all.....
 To greet our friends with o - pen door, This joy - ous Sab - bath day.....

CHORUS.

With wel - come words we greet you; Our hearts are full of love;.....

We link with you our hands to - day, And praise our God a - bove..... *rit.*

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IX. Problems and Correspondence

"We cannot really know the truth unless we live it."—Fenelon.

THE ISSUE

BY DR. MAXIMILIAN P. E. GROSZMANN.

[As promised in our last issue, we present here with the major portion of Dr. Groszmann's address, delivered at the Third Annual Conference on the Problem of the Exceptional Child. It deals in a masterly way with a very real problem—one in which we trust all our readers are interested.—ED.]

"It is unfortunate that the public interest has been so morbidly fastened upon the problem of the feeble-minded and mentally defective. It is perfectly true that there are a larger number of these than is usually suspected, and that they represent a distinct burden to society. But as this group represents an uneducable type it does not constitute a *school problem*. It constitutes a social problem; a psychopathic problem; a medical problem. With this group it is a matter of segregation under custodial care. In the second place, it would be misleading to lay the burden of criminality, ineffectiveness and failure in life altogether at the door of the mentally defective. Many a well-endowed person has failed in life because he did not have the training which would have fitted him to do his own best, or because economic reasons prevented him from living the life for which Providence had endowed him; or because in some other way he missed his true vocation. And it is well-known that many a criminal is mentally brilliant. In all these cases we are dealing with *misdirected potentials*. Thirdly, it is an interesting but not generally known fact that, while we may have about three per cent of mentally abnormal children at the lower end of the line, we have at least equally as many at the upper end, those who are unusually bright and promising—those who are destined to become the leaders of thought and action. In the morbid concentration upon the feeble-minded and unfit, we are apt to forget the claims of the exceptionally fit; and oftentimes he who might have been trained to become a leader for good, for progress and for the highest ideals of the nation and humanity, is so warped that he becomes the misleader, the demagog, the crank, the destroyer. And between these two ends, there are hundreds of varieties of attitude, of aptitude, of physical and mental endowment, of moral and emotional quality. There are so many different types of mind that it is appalling to think how we have attempted to cast them all into the same caldron of school education expecting to see each type rise out of the seething mass of children perfect and well-trained in his own right.

In closing, he summed up his argument with the following form:

First—We must have an agreement upon a proper classification and terminology in speaking of exceptional children.

Second—There should be connected with every public school system a pedagogical clinic where children of difficult mentality or difficult management can be examined by pedagogical and psychological experts in connection with the chief of medical school inspection.

Third—Such cases as would seem to be unfit for maintenance in the public school system should be referred to a municipal or state bureau for a thorough examination and classification by specially trained experts.

Fourth—This bureau should have power to either return the child to the public school system with proper advice as to his condition; or to place it in an institution under custodial care such as would fit the case.

Fifth—Legislation should be developed which would grant these powers and which would modify and extend the compulsory education laws so that they shall apply to all children of school age without exception and provide for their training.

Sixth—There should be provisions in every school system to meet the special needs of the exceptionally bright child and of the slow child; special help, either by more individualized work or by the establishment of ungraded classes, should be extended to retarded or otherwise handicapped children; and special classes and special schools with modified and readjusted courses of instruction should be developed so as to give opportunities to children of special aptitudes to develop along the line of their strongest powers.

Seventh—This would imply in a large measure a revision of our general educational standards, methods and organization. So that the modern school may become more and more an expression of modern child psychology.

Lastly—Not only should our public school system recognize these differences in aptitudes in the children, but it should study them carefully so that the public may be guided in the election of their vocation and life work on the basis of their special aptitudes. This vocational guidance, determined by physio-psychological tests, will materially reduce the great number of misfits in society.

X. Instructive Books for Young Readers



"'Tis the good reader that makes the good book."

—EMERSON.



"After Long Years" and Other Stories

Translations from the German by Sophie A. Miller and Agnes M. Dunne. This book is one of the Sunshine and Shadow series published by A. S. Barnes & Co. It contains ten stories, each story divided into appropriate chapter headings. Being translations they have the European rather than the American setting, a fact which may be considered a disadvantage by many instructors of young America, but which nevertheless tends to heighten the colors of romance and to produce the glamor of the far-away. The purpose of the book is stated in the following note:

"These ethical stories have been translated from the German with the view of instilling into the minds of youthful readers such truths as will help materially toward building a character that will withstand the trials and temptations of life."

"It is conceded by educators that ethics presented in the lecture form fails of its purpose, therefore the writers have presented this subject in the form most appealing to children—the story."

The first story, "After Long Years," is evidently intended to enforce the lesson of kindness. Alfred Banford assists a poor lad who in after years came to be a wealthy man and financial adviser to the Czar. Of course, he returns the compliment, saves Alfred's life and provides for him in a great extremity. The years had not obliterated his memory of the kindness bestowed upon him when he was only a poor stable boy.

An interesting little brochure came our way recently entitled "Suggestions on the Use of the Dictionary." It is sent out by G. & C. Merriam Co., Springfield, Mass., and, as may be surmised, is in the nature of an advertisement for their Webster's New International. We are not being paid for this appreciative word and are not writing for advertising purposes, otherwise we might venture a more lengthy quotation. The general subject is one of practical importance and no matter what dictionary may be used the following paragraphs convey timely suggestions.

"The dictionary is justly regarded as an indispensable article in the schoolroom, and it is of fundamental importance for the teacher to be familiar with its scope, plan and arrangement. The most

successful teachers are generally those who consult the dictionary oftenest and with the greatest facility, and who teach their pupils the value of constant reference to this vast, handy storehouse of accurate information.

THE DICTIONARY HABIT

"No tendency is more inherent in school children than that of GUESSING about what they could be SURE of. In no way can the teacher better combat this tendency, in no way better inculcate that passion for exact knowledge that is the distinctive mark of the scholar, than by insisting upon frequent use of the dictionary. Nor will insistence by the teacher long be necessary, for no pupil beyond the primary years long uses a dictionary without learning that it is an inexhaustible mine of things interesting to HIM, without regarding every new word as worth looking up, without being shamed to say 'I think' when by a reference to the dictionary he could say 'I know';—without, in short, catching THE DICTIONARY HABIT."

"Every story cheap in quality, whether high or low in price, helps to make a cheap boy or girl, to lower the moral tone, to coarsen the character fiber, and turn the child away from what is fine, true, honest and worth while. Before he knows it he has been cheated out of his noblest heritage."—*E. W. Mumford.*

DONALD IN SCOTLAND

Little people anywhere are naturally interested in Little People Everywhere. In our last number mention was made of this delightful series, published by Little Brown & Co., Boston, and in particular the volume about Joseph in Spain, and the unalloyed pleasure to be derived from reading it. Entertainment and education are rarely so beautifully blended as in Donald in Scotland, another book of the same series. The breath of the Highlands and the hum of the lowlands are here, true enough, and the sturdiness of the Scotch crofters is well illustrated. Donald Fraser, a slen-

der lad of fourteen, unaccustomed to rural life but much in need of it, is sent to spend a few weeks in the Highlands. He responds to the free life and the out-of-door environment, in the meantime endearing himself to his new playmates, likewise to the reader. A wholesome story this, and an instructive book for little people anywhere. The price is 60 cents.

The Baltimore Oriole

The nest of nests, the ideal nest, is unquestionably that of the Baltimore oriole. It is the only perfectly pensile nest we have. The nest of the orchard oriole is indeed mainly so, but this bird generally builds lower and shallower, more after the manner of the vireos.

The Baltimore oriole loves to attach its nest to the swaying branches of the tallest elms, making no attempt at concealment, but satisfied if the position be high and the branch pendent. This nest would seem to cost more time and skill than any other bird structure. A peculiar flax-like material seems to be always sought after and always found. The nest when completed assumes the form of a large, suspended gourd. The walls are thin but firm, and proof against the most driving rain. The mouth is hemmed or overhanded with strings or horsehair, and the sides are usually sewed through and through with the same.

Not particular as to the matter of secrecy, the bird is not particular as to material, so that it be of the nature of strings or threads. A lady friend once told me that, while she was working by an open window, one of these birds approached while her back was turned, and, seizing a skein of some kind of thread or yarn, made off with it to its half-finished nest. But the perverse yarn caught fast in the branches, and, in the bird's efforts to extricate it, got hopelessly tangled. She tugged away at it all day, but was finally obliged to content herself with a few detached portions. The fluttering strings were an eyesore to her ever after, and, passing and repassing, she would give them a spiteful jerk, as much as to say, "There is that confounded yarn that gave me so much trouble."

One day in Kentucky I saw an oriole weave into

her nest unusual material. As we sat upon the lawn in front of the cottage, we had noticed the bird just beginning her structure, suspending it from a long, low branch of the Kentucky coffee-tree that grew but a few feet away. I suggested to my host that if we could take some brilliant yarn and scatter it about upon the shrubbery, the fence, and the walks, the bird would probably avail herself of it, and weave a novel nest. I had heard of its being done, but had never tried it myself. The suggestion was at once acted upon, and in a few moments a handful of zephyr yarn, crimson, orange, green, yellow and blue, was distributed about the grounds surrounding the cottage.

As we sat at dinner a few months later, I saw the eager bird flying up toward her nest with one of these brilliant yarns streaming behind her. They had caught her eye at once, and she fell to work upon them with a will; not a bit daunted by their brilliant color, she soon had a crimson spot there amid the green leaves. She afforded us rare amusement all the afternoon and the next morning. How she seemed to congratulate herself over her rare find! How vigorously she knotted those strings to her branch and gathered the ends in and sewed them through and through the structure, jerking them spitefully like a housewife burdened with many cares! How savagely she would fly at her



The Baltimore Oriole
Male and Female.

neighbor, an oriole that had a nest just over the fence a few yards away, when she invaded her territory! The male looked on approvingly, but did not offer to lend a hand. There is something in the manner of the female on such occasions, something so decisive and emphatic, that one entirely approves of the course of the male in not meddling or offering any suggestions. It is the wife's enterprise, and she evidently knows her own mind so well that the husband keeps aloof, or plays the part of an approving spectator.

The woolen yarn was ill-suited to the Kentucky climate. This fact the bird seemed to appreciate, for she used it only in the upper part of her nest, in attaching it to the branches and in binding and compacting the rim, making the sides and bottom of hemp, leaving it thin and airy, much more so than

Columbia Grafonola

in the Schools—the one greatest aid to the

Teacher



THIS is the instrument that has received the approval of the leading music teachers as the one medium to bring kindergarten songs, rote songs, ballads, folk songs, arias and operas as vocal examples; and overtures, sonatas and symphonies by the greatest orchestras and military bands as instrumental examples, into the schoolroom for daily use.

Our special list of records of schoolroom music includes the choicest selections from the various text-books in general use:

If you use Milton Bradley Co.'s Song Books for the kindergarten—

If you use A. S. Barnes & Co.'s Folk-Dance Book, edited by Dr. C. Ward Crampton—

If you use Ginn & Co.'s New Educational Music Readers in the grades—

If you use American Book Co.'s Harmonic Music Readers in the grades—

If you use Silver, Burdett & Co.'s Modern Music Readers in the grades—

Write for a copy of our booklet, "School Room Music," and learn what we have for the teacher.

8,000 Columbia dealers stand ready to serve you. Call on the nearest of them, only be sure he is a Columbia dealer.

Columbia Phonograph Co., Gen'l

Educational Department

Box 505, Tribune Bldg., New York

Creators of the Talking Machine Industry, Pioneers and Leaders in the Talking Machine Art. Owners of the Fundamental Patents. Largest Manufacturers of Talking Machines in the World. Exclusive selling rights granted to dealers where we are not actively represented.

COLUMBIA

TRADE  MARK

are the same nests with us. No other bird would, perhaps, have used such brilliant material; their instincts of concealment would have revolted, but the oriole aims more to make its nest inaccessible than to hide it. Its position and depth insure its safety.—From *"Bird Stories from Burroughs."* (Houghton Mifflin Co. 60c).

Songs of Happiness. Words by Carolyn S. Bailey. Music by Mary B. Ehrmann.

"The most beautiful song book I ever saw," was the comment of one delighted possessor. Beautiful it is in general appearance, and cover design in blue and gold. It is well named, too, for one does not have to open the book to experience the happiness which most naturally expresses itself in song. There are the light winged blue birds in the circle of golden sky and on the title page we are reminded of Maurice Maeterlinck.

"It's here that the Blue Bird is hidden—

"If any of you should find him will you be so very good as to give him back to us? We need him for our happiness."

The author has written a very pleasing preface—just long enough, just short enough, and just melodious enough. She promises us "seventy-three songs that children of the kindergarten and the primary age will sing in a natural, happy, spontaneous fashion, because the words have to do with the vital interests of child life and the music interprets the words."

Such a book as this cannot fail to bring blessing to school or home. The price as announced by the publishers is \$1.20.

Story Telling in School and Home. A Study in Educational Aesthetics. By Emelyn Newcomb Partridge, story-teller for the Bancroft School and Worcester Playground Association, and G. E. Partridge, Ph.D., author of "The Genetic Philosophy of Education," "The Nervous Life," "An Outline of Individual Study," and formerly Lecturer in Clark University.

All the world loves a story. The writer listened to a teacher not long since, telling a Christmas story to her class. The little folks forgot even the Christmas tree in their eagerness to follow the story to its conclusion. The big folks were none the less interested. Even the teacher was plainly caught in the current of the beautiful tale. Explanation? Human nature.

The learning and experience represented by the dual authorship of this new book on story-telling incite to great expectations on the part of the reader. Broad culture is brought to bear on a very practical subject. The origins and varieties of stories are explained and the stories are given in considerable number. To those whose duty and privilege it is to amuse and edify children by means of story-telling in the home, school or playground, we say, by all means, read this instructive and authoritative volume. It is published by Sturgis and Walton Co., of New York. Price, \$1.25 net.

A MAN'S BOOK

A Book that Sparkles

(The publishers of TEACHERS MAGAZINE are prepared to fill orders for this book promptly. It should be in every library, public and private.)

William Estabrook Chancellor, at one time superintendent of schools of the National Capital, is the author of a book just now published by the Neale Publishing Company of New York and Washington that for several reasons is attracting much public attention. This is an octavo volume of over six hundred pages in which are comprised a history of the Presidency, an account of the powers and duties of the office and lives of each of the twenty-six Presidents and of half a dozen other contemporaries. A single volume covering all this ground has long been needed. But the work is of interest for other and more substantial reasons. It bears upon its title-page the name of Speaker Champ Clark of the House of Representatives as the author of the introduction; and it is an authoritative exposition of the powers and history of the Presidency from the Democratic point of view, which means strict construction of the Constitution. Throughout American history, Federalists, Whigs and Republicans have written the books, favoring liberal construction and consequent centralization of powers at Washington.

Two other qualities characterize the book. On the title-page appears the famous saying of Grover Cleveland, "Tell the truth." For perfect and abundant frankness of revelation of facts both for and against each of the half hundred men who as Presidents or as candidates for the Presidency have been prominently before the American public, the book is unique among histories written by comparative contemporaries since history was first known. This is the fifth historical work by the author; and he brought to this task a vast body of information, upon which he has drawn apparently for the sole purpose of representing men as they were or are. It is in no sense an enlarged school text-book, but a man's book, full size. And yet it is highly optimistic, though in a very different way from most histories. The author says that in no important particular did any President while in office ever deliberately do any public wrong for his personal benefit; and this notwithstanding the fact that several of them, in early life, had bad records. He does not generalize about the personal affairs of individuals, but, for example, tells us how much each man was worth in property at his election and again at his death—and how he got what property, if any, that he had.

In style the work is cast in a large mould and then finished artistically in its details. The chapter upon life at the White House in each administration consists of a series of appropriately outlined and colored word-pictures. The chapter upon "the road to the White House" develops the theory that "the Presidency is a web of fate." The influence of men's wives is amply developed. Though the book has been off the press but two months, it has already been reviewed in many periodicals. The life of Jackson has perhaps attracted the greatest interest.

Evidently, at Washington, the author saw our government from the inside.

XI. Topical Quotations

"What oft was thought but ne'er so well expressed."—Pope.

Time!

Spell it with four letters, define it if you can—understand its full import, never. The calendar bids us pause and pay homage to the majestic sweep of the years. Thus impressed with the transitoriness of our earthly life, we naturally fall to devising plans and making resolutions to govern conduct in the months to come. So many of these resolutions have been made but to be broken that the whole subject is sometimes regarded as an annual joke. Nevertheless the New Year resolution is a feature in the evolution of our erring race, and Time continues to fugit as of yore.

Hence the following quotations:

Never tell your resolution beforehand.

—*John Selden.*

Thus conscience does make cowards of us all;
And thus the native hue of resolution
Is sicklied o'er with the pale cast of thought,
And enterprises of great pith and moment
With this regard their currents turn awry,
And lose the name of action.

—*Hamlet.*

To-morrow, and to-morrow, and to-morrow,
Creeps in this petty pace from day to day
To the last syllable of recorded time,
And all our yesterdays have lighted fools
The way to dusty death.

—*Macbeth.*

Take Time by the forelock.

—*Thales, 636 B. C.*

Dost thou love life? Then do not squander time
for that is the stuff life is made of.

—*Benj. Franklin.*

Rheumatism

Is a Constitutional Disease

It manifests itself in local aches and pains—inflamed joints and stiff muscles—but cannot be cured by local applications.

It requires constitutional treatment, and the best is a course of the great blood purifying and tonic medicine, Hood's Sarsaparilla, which corrects the acid condition of the blood and builds up the whole system.

"I was suffering from rheumatism in my knees. A friend recommended Hood's Sarsaparilla. The first bottle gave relief. In a short time the pains entirely ceased." Mrs. Mary J. Hill, 1023 W. Madison St., Louisville, Ky. There is no real substitute for

HOOD'S SARSAPARILLA

Get it today. In the usual liquid form or in the tablets known as Sarsatabs.

"Time is the warp of life," said he. Oh, tell
The young, the gay, the fair to weave it well.

There are no fragments so precious as those of
time, and none so heedlessly lost by people who
cannot make a moment, and yet can waste years.

—*Montgomery.*

The man who has learned the value of five minutes has gone a long way toward making himself master of life and its arts.

—*Hamilton W. Mabie.*

We live in deeds, not years; in thoughts, not
breaths;

In feelings, not in figures on a dial.

We should count time by heart-throbs. He most
lives

Who thinks most, feels the noblest, acts the best.

Life's but a means to an end; that end

Beginning, mean, and end to all things,—God.

—*Philip James Bailey.*

Time is the image of eternity.

—*Diogenes.*

Procrastination is the thief of time.

—*Edward Young.*

That life is long which answers life's great end.

—*Edward Young.*

Be not as one that hath ten thousand years to
live; death is nigh at hand; while thou livest, while
thou hast time, be good.

—*Marcus Aurelius.*

Noble desires unless filled up with action are
but a shell of gold, hollow within.

—*Selected.*

A glad New Year or a sad New Year;

O what shall the New Year be?

I cannot tell what it hath in store,

I would think that I might forsee;

But God knows well and I need no more;

Is that not enough for me?

—*Selected.*

Aid Digestion by taking Dys-pep-lets. They act quickly. Sugar-coated tablets. 10c. Made only by C. I. Hood Co., Lowell, Mass.

XII. Our Advertisers

(Let the readers refer to Our Advertisers in December issue. This is the result. Our hearty thanks to Miss Foote. Our advertisers will appreciate the game. So will many of our readers.)

DANBURY, CONN., Dec. 10, 1912.

EDUCATIONAL MAGAZINE PUB. CO.,

31-33 East 27th street, New York City.

Dear Sirs:—

Kindly find enclosed a game, in which every advertiser in the December number of *TEACHERS MAGAZINE* is represented. As far as possible I have quoted from the advertisements.

Hoping it will meet with your approval, I am,

Yours very truly,

F. I. FOOTE,

34 George street, Danbury.

Directions

This game is for any number of players.

Adjectives on separate slips of cardboard are distributed among the company. The blanks in the story are to be filled with these.

When the reader pauses, the player on the right names his adjective to fill in the first blank, the person seated next fills in the second blank, and so on. The more inappropriate the adjective the greater the fun.

For example: The first blank in the story occurs in the sentence, "Now I can do — work." If the adjective in the hand of the player is *busy* or *dreadful*, a different meaning is given.

An Adjective Game

By F. ISABEL FOOTE, DANBURY, CONN.

Schoolma'ams are sometimes obliged to stop work and take a rest in the middle of the school year. This was the case with Miss Dobbs, of Springfield, Mass., the place of the publication of Webster's new international dictionary. Any teacher equipped with this says, "Now I can do — work."

Both she and her sister had not had their usual recreation during the summer vacation on account of the illness of a near friend. But the patient had tried Hood's Sarsaparilla that has "great — power and improves one's — system. Also Horsford's Acid Phosphate, "valuable in — disorders." Such — results followed the use of these — remedies that the sick one was now fully restored.

Three or four weeks before Christmas, the doctor issued his commands that the tired teacher must obtain a leave of absence for the remainder of the school year commencing with the new year and go away for a rest and change. This being granted Miss Dobbs decided that the first journey would consist of a "Trip to Washington, a Christmas holi-

day tour, commencing Thursday, December 26th."

Both sisters indulged in — anticipations, and sent to the — agents for — information and tickets.

"That will be a — starter," said Sister Betty, "and then we'll plan for another."

"And remember, dear, to buy Pears' Soap for they may not have it at the hotel where we shall stop, and I must have that kind because it 'imparts a — bloom of freshness to the skin.' Oh, and don't forget "Brown's Bronchial Troches," further reminded the teacher, "for we know they are 'Unquestionably the most — and — cough remedy.'"

"And now I must hurry to school. This afternoon we expect a — pleasure in listening to our new Columbia grafonola 'that has received the approval of the — music teachers.' In the high school the Victor is used. I was told that it 'is — adjunct to chorus work and the course of study in music history.'"

"I shall be somewhat late to-night as there is a rehearsal of Tullar and Meredith's Christmas cantata, Santa's Joy Factory, selected from 'their — list.'"

"On my way home I must send off a money order to Latta, Cedar Falls, Iowa, for some of his 'Black-board Stencils'; they are the — made. Also another order to Educational Magazine Pub. Co. for their Genuine English Imported Color Prints, which are 'Honestly, a — bargain.' I can use those for holiday gifts. A third order goes to the German-American Post Card Co. for '— Xmas and New Year cards.'"

"Kitty," called her sister after her, "stop at Carter's grocery on your way home, and get a cake of Enoch Morgan's Sapolio, '— Band, — Wrapper.' You know I can't keep house without it."

The days before Christmas fairly flew, as they have a way of doing, until the last day of the term arrived. All the pupils were assembled in the large hall prettily decorated with drapery and flags from A. J. Fouch & Co., Warren, Pa.

It was "A Goodly Company" for among them were some visitors, high school students, fresh from the study of Rand, McNally & Company's Commercial Geography, "altogether the — on the subject."

In the front rows were the tots from the first grade who were little learners of Little Brown & Co.'s Wide Awake Readers which had awakened their — interest.

Back of these were the third and fourth year scholars who put on airs of superiority over the tots for weren't they reading the American Book Co.'s "Baldwin's Fifty Famous People," those — and — tales?

But the fifth and sixth grades bunched them all

together as "kids" for they themselves were having the Britton Printing Co.'s "Supplementary Arithmetic Leaflets."

How heartily the children sang "A Christmas Party" from "Songs of Happiness," published by Milton Bradley Co. This is a — book in a — silk binding.

The next number on the program was the presentation of one of T. S. Dennison's dialogues.

Then an upper grade boy gave in a — tone of voice a speech by James L. Graham.

Some pupils were the happy recipients of medals presented to them on this occasion for good work during the term. And every pen was — because procured of Chas. K. Grouse Co.

Just before Santa Claus made his appearance Dick & Fitzgerald's pantomimes earned — applause.

It would take too long to make a list of the gifts, but among them must be mentioned the — 14k. Birth Rings from P. E. Rexford Co., and those set with a — Diamond from the Mexican Diamond Co.

Meanwhile in the class rooms the Eberhard Faber pencils, containing "a lead of — quality," and the Esterbrook Pens, "used in a — majority of the public schools of the United States," had been carefully laid in their respective owner's pencil boxes for a welcome rest of a week.

"And now," said Miss Kitty after reaching home. "I must write to Dora. I shall advise her to use Mrs. Winslow's Soothing Syrup for her teething baby for it is 'absolutely —'."

"By the way, I think my grade is going to be in good hands for my successor was procured through one of those excellent Teachers' Agencies advertised in TEACHERS MAGAZINE. Any one of them 'Has — positions for — teachers with — records.' At one time her health failed but Vinol made her 'feel — and — again.'"

"Just think," said Sister Betty as she settled herself comfortably before the fire, "we are going to be ladies of leisure, and travel about 'seeing things.' Won't it be delightful! No Beecham's Pills to-night as we don't feel out of sorts; but we'll lay in a supply to take with us for 'a few — doses will correct the — organs.'"

"After our trip on the Pennsylvania Railroad, where next, sister mine?"

"The Hamburg-American Line offers a special attraction in the way of a 'Personally Conducted Cruise to Panama Canal and the West Indies' on one of their — steamers of the Atlas Service. What say you to that?"

"O, you dear planner, that's an inspiration. Let's go!"



Every Woman Who Takes

care to secure the proper, natural help she needs, at times, will escape the undue suffering so many women endure without need.

The majority of the ailments of women are caused by imperfect nourishment and poor circulation. Headaches, backaches, fatigue, extreme nervousness and depressed feelings are signs that the system needs a toning up and

Beecham's Pills

"The Largest Sale of Any Medicine in the World"

will have this effect. When you suffer, try this safe and speedy remedy. Your system will readily show the excellent tonic effect. Beecham's Pills keep the body free from harmful poisons, strengthen the bodily organs and purify the blood.

Every woman will find that after taking Beecham's Pills, occasionally and when needed, that she

Is Stronger and Brighter

The circular with each box contains special directions for women

Sold everywhere in boxes, 10c and 25c. If your dealer should not have them, send price to Thomas Beecham, 417 Canal Street, N.Y.

A GREAT BOOK

Our Presidents and Their Office

BY

WILLIAM ESTABROOK CHANCELLOR, Ph. D.

With an Introduction by

CHAMP CLARK

603 pages, \$3.00 net. Postage 20c.

SOLD BY

EDUCATIONAL MAGAZINE PUB. CO., 31 E. 27th Street, N.Y.

Latta's Blackboard Stencils

HUNDREDS OF SUBJECTS—BEST STENCILS MADE. SENT PREPAID

Borders, each 5c. Sunbonnet Babies; Brownies; Cherries and Hatchet; Flags; Chicks; Cupids; Easter Lilies; Tulips; Rabbits; Roses; Pansies; Dutch Boys; Dutch Girls; Birds. Portraits, Animals, etc. Size 17x22 inches, each 5c. Washington; Lincoln; Longfellow; Field; Special Easter; Horse; Cow; Dog; Fox; Bear; Elephant; Lion; Pig; Sheep; Wolf; Hen; Rooster; Owl; Eagle; Locomotive; Steamer; Mill; Eskimo and Home; Dutch Boy. Other Stencils. 22x34 inches, each 10c. Log Cabin; Washington on Horse; Flag; Program; Roll of Honor; Welcome; Hiawatha; Name any Calendar, Map or Physiology Subject. Map Stencils. 34x44 inches, each 20c. United States; Any Continent; Any State; Any Group of States. You may name any of above maps 9x12, at 3c each for seat work. Special Stencils. Fifty different Busywork Stencils, medium size, 35c; Fifteen different Common Bird Stencils, 15c; Forty different Phonic Stencils, about 9x12 inches, 60c; Five-inch Ornamental Alphabet, 20c; Script Alphabet for blackboard, capitals, small letters and figures, complete set for 10c. Roosevelt on Horse 10c; Uncle Sam 10c; Spread Eagle 10c. Colored Chalk. Very best, doz. assorted, 15c; 2 doz. 25c. Blue Stamping Powder, 1 bag 10c. Note. You may have one-fifth off if you order not less than \$1.00 worth of above goods.



Latta's Helps for Teachers

THE BEST ON EARTH AND THE LEAST EXPENSIVE

One-third off if you order not less than \$1.50 worth of following goods.

Goods are sent prepaid at once.
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The Commissioner then gives the figures for each of the trade classes in the Gary schools, as reported by G. E. Wulfin, in charge of the industrial instruction. In the printing department the value of the work produced was \$1,972.92. The salary expense was \$1,483.49 and the supplies cost \$314, leaving a net balance in favor of the shop of \$175.43. There were thirty-five in the printing class so instead of figuring the per capita cost of the industrial training of these pupils, it was possible to figure a definite contribution by each pupil to the wealth of the community.

"In the cabinet department," says Dr. Claxton, "the product was valued at \$3,608.85, and the expense was \$3,155.37, leaving a balance of \$453.48 in favor of the carpenters. Similarly, the painting department of the school showed a 'business' of \$1,591.25, and an expense of \$1,344.73, or a clear profit of \$246.52.

"Gary's conspicuous success with industrial training is an interesting indication of the spread of the modern movement for vocational education, which insists that in addition to teaching the recognized branches the school must give instruction in those subjects that are of most immediate value to the community which supports it. In Gary the dominant interest is trade education; in rural districts it is largely agriculture; in the cities it may be stenography, typewriting, and other commercial branches. In any case, it is coming to be felt more and more that an educational system is incomplete that fails to provide vocational training for its citizens."

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Teachers Magazine

Vol. XXXV

FEBRUARY, 1913

No. 6



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William Charles O'Donnell, Jr.

Departmental Editors.

Maximilian P. E. Groszmann, Charles H. Davis, Grant Colfax Tullar, Elsie May Smith.

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Teachers Magazine

Vol. XXXV

FEBRUARY, 1913

No. 6

I. Round Table Talks With Subscribers

Scheme Department

A Lesson in Typography

I

PENCILS

The TEACHERS MAGAZINE pencils are of finest quality, neatly packed in a little box, the cover of which is lettered in gold as follows:

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During the month of February the publishers are going to be unusually generous (effect of New Year's resolutions) and will send *two boxes* of pencils free to every new subscriber who sends cash with subscription, and asks for the pencils. Pass the word along. (This is what the printer calls eight-point type.)

II

PICTURES

Those famous imported English color prints usually sold for fifty cents, each, and offered now at one dollar per set of four pictures—Little Bo Peep, Little Jack Horner, Little Boy Blue and Little Tom Tucker—ought all of them to be adorning class rooms instead of reposing lazily on our shelves. So, —yes we will do it,—a set can be had free during the month of February with a single subscription to TEACHERS MAGAZINE. Never again probably can such an offer be made, and this only for a limited number and for a limited time. We do not urge anyone to take them as we are rather loath to part with the pictures on these terms. In time they would all go at \$1.00 per set. The wide-awake teacher will need no urging. (This is what the printer calls ten-point type.)

III

PENS

The skeptical one should not read this.

Can we go pencils and pictures one better? Perhaps the schematist is getting reckless. He always keeps one eye on the subscription list, however, while the other is wandering around the horizon. He recently caught a vision of the happiness he might bring to some school masters and mistresses by enabling them to get a fountain pen in connection with TEACHERS MAGAZINE without extra cost. He has arranged with one of the largest manufacturers of fountain pens in the world to supply a pen absolutely guaranteed for one year at a price which makes it just possible to furnish one to every new subscriber without extra charge. So, for a limited time, the offer is made—one fountain pen, with the maker's guarantee for one year, free with a subscription to TEACHERS MAGAZINE. For two subscriptions a larger pen with new self-filling attachment. Holds more ink, easier to handle, costs more. (This is twelve-point type.)

IV

AUTOMOBILES

We are dissuaded from offering an automobile as a premium by two considerations. First, the regulations of the post office department; second, the scarcity of good chauffeurs. Will our teacher friends take the will for the deed? (And this is fourteen-point type.)

II. Editorial Expression and Selection

The pleasantest things in the world are pleasant thoughts, and the greatest art in life is to have as many of them as possible

—GEORGE MacDONALD.

February

*"Good morrow, Benedick. Why, what's the matter,
That you have such a February face,
So full of frost, of storm, and cloudiness?"*

—*Much Ado About Nothing, Act V, Scene IV.*

Poor little February!

Like the younger brother whose wardrobe is limited to the outgrown garments of the first born, or like the younger sister, economizing and sacrificing for the sake of the fair débutante before whose feet stretches the blazing pathway of social prominence, the second month has been the victim of much imposition, and has suffered much humiliation.

At first, February was excluded from the Olympian Council of the lunar months, and the Romans tried to get along with but ten months in their calendar. This ancient plan was attributed to Romulus himself. Intercalary months and days were necessary in order to keep the calendar in step with the measured movements of the sun. Old king Numa added the two months February and January in the order named, inserting them between December and March.

Thus tardily admitted to the golden-floored chamber of the immortals, February may be compared to Venus with bleeding hand, who was wounded before the walls of Troy and unto whom Zeus said, "Not unto thee, daughter of mine, are entrusted warlike works." January, cold-hearted and strong-armed, crowded her from her seat and compelled her to take second place. In the year 452 B. C., the Roman Decemvirs established the order as it has permanently remained. Another grievance is found in the fact that this little month was robbed of one of her jewels that it might adorn the neck of another, for when the Senate gave to the eighth month the name of Augustus, a day was taken from February, in order to make August as long as July. Then poor February became the victim of the bissextal year, and is consequently the only month not allowed to maintain the same number of days through all the years and cycles.

"Thirty days has September,
April, June and November;
All the rest have thirty-one,
Excepting February, which has twenty-eight,
And in leap year twenty-nine."

Hers, too, are the storm-stained garments and the smarting skin of the severest weather. The gar-

lands of June and the smiles of May, and the songs of July are not for her. This face is "full of frost and storm and cloudiness." Neglected, despised, ignored, abused, humiliated, jostled and "leapyeared," shivering in frost and aching in storm, the first message of February proclaims the gospel of pity.

The woes and wants of the world are legion. Tender hearts are bleeding under injustice and wrong. Fashion, fortune and favoritism degrade the innocent and exalt the unworthy.

Some fade and are forgotten while others glow in their gems.

Sorrow still weighs the spirit down, and virtue lies distressed.

Have pity!

But February's message is two-fold. It speaks now of purity.

Februare, in the Latin, means to purify.

Februus was the divinity in whose honor mandatory sacrifices were offered.

Februum signified the means of religious purification.

Februation is the rite of ceremonial cleansing.

The Februalia was the festival at which the rite was performed, identified with the Lupercalia.

Mensis Februarius was the month of lustration.

February means purity.

"I am lustration, and the sea is mine.

I wash the sands and headlands with my tide;

My brow is crowned with branches of the pine;

Before my chariot wheels the fishes glide.

By me all things unclean are purified,

By me the souls of men washed white again;

E'en the unlovely tombs of those who died

Without a dirge, I cleanse from every stain."

The little god Lupercus was the protector of the flocks, his name meaning literally, "the keeper off of wolves," and his worship was of highest antiquity and popularity. The Lupercalia was observed on the fifteenth of February. On this occasion the priests ran through the streets of the city, striking with their thongs of goat skin all who came in their way. Plutarch describes Julius Cæsar sitting in a chair of gold on the pulpit for orations

and attired in royal apparel, watching the sport, while Mark Antony, as one of the Luperci, ran the course. The sacrifices and the ceremonies and the sport all symbolized in some way the purifying of the land.

Who has passed the January pilgrimage without spot? Then let February stand for the lustration of life, the purifying of thought, the cleansing of the heart.

The ancient Greeks reckoned time from the First Olympiad. The Roman began with the supposed date of the foundation of the Immortal City. The Hebrew started from the Creation. The Moham-

edan goes back to the Hegira. The Christian measures time from the birth of Him who said, "Blessed are the pure in heart, for they shall see God."

February saw the abolishment of the Spanish Inquisition in 1813, the marriage of Queen Victoria in 1840, the surrender of Fort Donelson in 1862, the destruction of the Maine in 1898; but the events to be especially commemorated this month are the birthdays of the two purest statesmen ever given to any people. Thank Heaven for Washington and Lincoln!

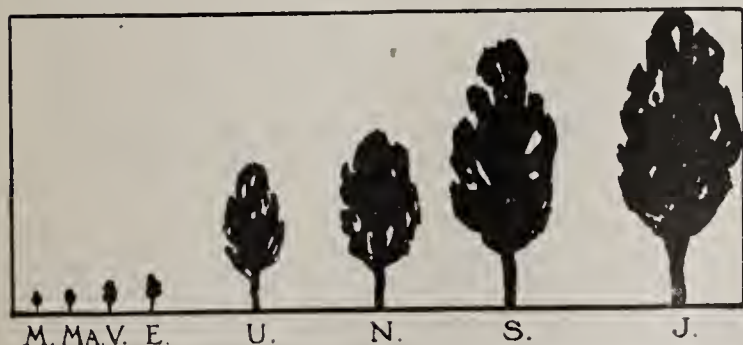
Purity is power.

Bright Eyes and Twinkling Stars

II

DEAR BRIGHT EYES:

I am not surprised that you were amused by some things in my last letter. It does sound rather funny to speak of our "sky yard" but I am pleased that you caught the idea so nicely and that now you understand better what is meant by "planet." You are very sensible, too, in concluding that you would like to know more about the objects in this "yard" of ours before studying the stars so much farther away. Perhaps we had better use the word "system" as the learned men do who write books about the sky. We belong then to the "Solar System," if you please—that is, the earth is one of the great globes that move around the greater sun, the Latin name of which is Sol, "Old Sol," you have heard him called. I presume that all we can hope to do at this writing is to get some idea as to the number, the positions, and the sizes of the planets. Shall I attempt to draw another picture for you? Well, then, I will put out a row of trees to illustrate the different sizes of the planets, from the smallest to the largest. Not that the planets look like trees, mind you, only it is more fun to draw trees than circles—and they are just as good for a comparison like this.



The letters under the trees stand for the names of the planets.

M=Mercury.

Ma=Mars.

V=Venus.

E=Earth.

U=Uranus.

N=Neptune.

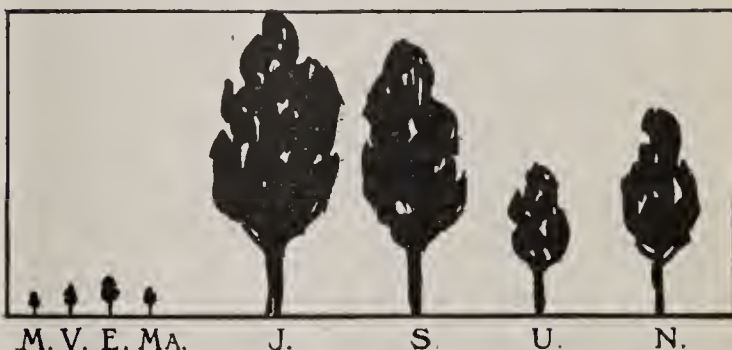
S=Saturn.

J=Jupiter.

This picture if properly drawn to measure would

show that big Jupiter is nearly thirty times larger than little Mercury, and that Neptune is about half as large as Saturn. You will also see that we can separate the trees into two groups, four larger and four smaller. Observe also that our Earth is among the smaller trees. Even rough pictures do help us a little to understand difficult subjects and I hope that you will form the habit of picturing things for yourself. So we have found the planet upon which we live to be one of the smallest of the family.

How would it do now to represent the order of



the planets in relation to the Sun by changing our trees accordingly?

This shows that Mercury, the smallest, is nearest the Sun. Neptune is about *eighty times* further away so that we cannot very well represent the relative distance in so small a space. We learn now that the Earth is fourth in size and third in distance from the sun. In trying to study the heavens do not forget that we are living on one of these spheres that swing in space and shine like pure gold in the light of the sun. Can you explain why we only see them at night? If you think you clearly understand this I will try next month to call your attention to some wonderful things about the earth. At least they seem most wonderful to me and they will illustrate better what kind of a place this sky-yard,—excuse me, I mean solar system—is.

I would like to be with you to-night as you look up at the merry twinkling stars with eyes that are as bright as the brightest of them. That brilliant ball of light that you see in the West just after sunset is the planet Venus. Watch it from night to night and see if you can notice any changes in its appearance.

UNCLE BOB.

Birthdays Worth Remembering



George Washington, February 22, 1732

(From the famous painting by Rembrandt Peale. Illustrating "Washington and Lincoln" and here reproduced by the kind permission of the publishers, G. P. Putnam's Sons.)

Washington Said:

A good character is the finest essential in a man. It is therefore highly important to endeavor not only to be learned but to be virtuous.

I hope I shall always possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an "Honest Man."

The foolish and wicked practice of profane cursing and swearing is a vice so mean and low that every person of sense and character detests and despises it.

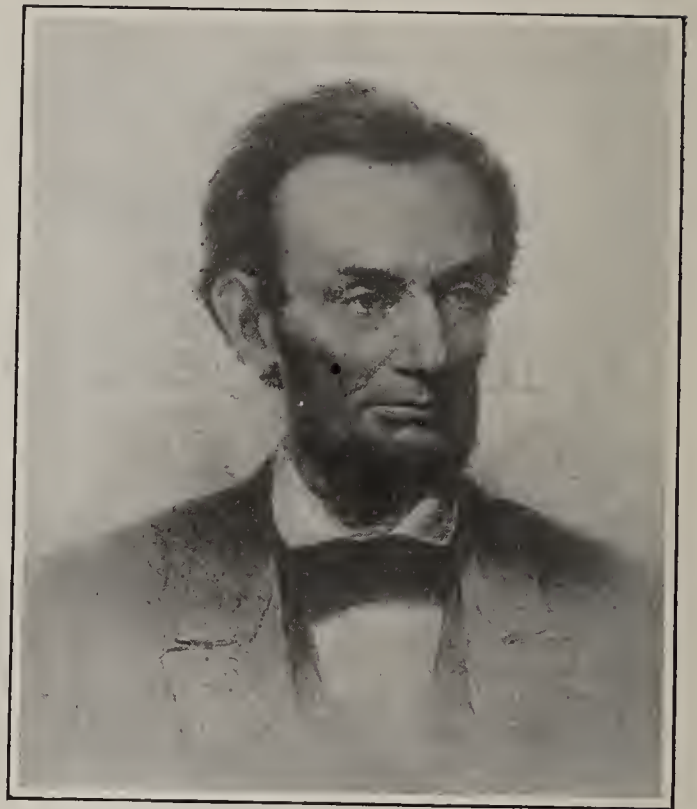
To be prepared for war is one of the most effectual means of preserving peace.

Associate yourselves with men of good quality, if you esteem your own reputation, for it is better to be alone than in bad company.

To persevere in one's duty and be silent is the best answer to calumny.

True friendship is a plant of slow growth and must undergo and withstand the shocks of adversity before it is entitled to the appellation.

A slender acquaintance with the world must convince every man that actions not words are the true criterion of the attachment of friends.



Abraham Lincoln, February 12, 1809

(From a drawing from life by F. B. Carpenter. Reproduced by permission G. P. Putnam's Sons. Illustrating "Washington and Lincoln.")

Lincoln Said:

Where slavery is there liberty cannot be; and where liberty is there slavery cannot be.

Surmises are not facts. Suspicions which may be unjust need not be stated.

Let us have faith that right makes might and in that faith let us to the end dare to do our duty as we understand it.

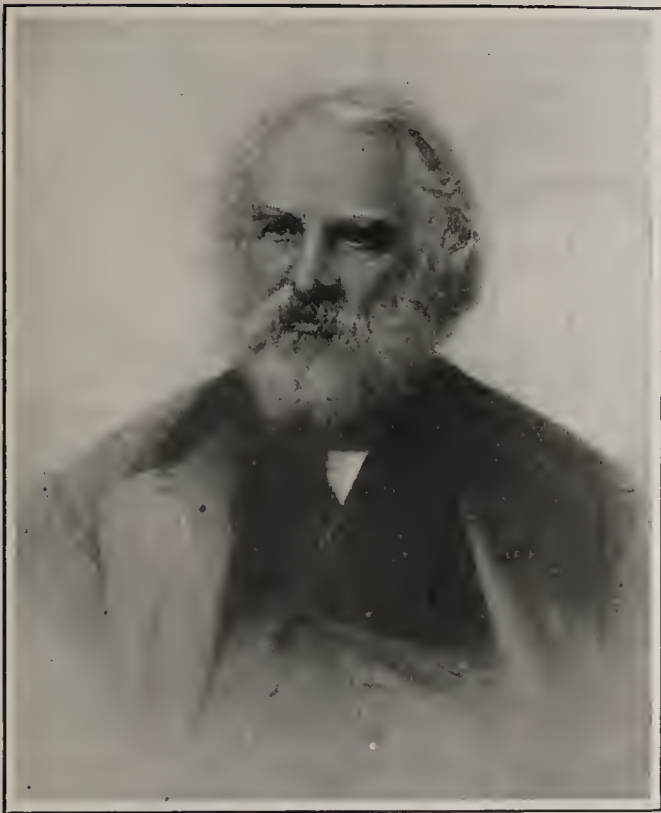
If all that has been said by orators and poets since the creation of the world in praise of woman was applied to the women of America, it would not do them justice for their conduct during the war.

With malice toward none and with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle, and for his widow and his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations.

I have never had a feeling politically that did not spring from the sentiments embodied in the Declaration of Independence.

In giving freedom to the slave we assure freedom to the free—honorable alike in what we give and what we preserve.

A Great Poet and a Great Musician



Henry Wadsworth Longfellow, February 27, 1807

Longfellow Wrote

Did we but use it as we ought,
This world would school each wandering thought
To its high state.



Faith shineth as a morning star.



Faith is the sun of life; and her countenance shines
like the Hebrew's,
For she has looked upon God.



Nothing useless is, or low;
Each thing in its place is best;
And what seems but idle show,
Strengthens and supports the rest.



Joy, temperance and repose
Slam the door on the doctor's nose.



Ah! what would the world be to us
If the children were no more?
We should dread the desert behind us
Worse than the dark before.



Not in the clamor of the crowded street;
Not in the shouts and plaudits of the throng,
But in ourselves are triumphs and defeats.



George Frederick Handel, February 24, 1685

Handel, Composer of The Messiah—Lessons from His Life

George Frederick Handel, as great among musicians as Milton among poets, as Newton among scientists, as Columbus among navigators, was born at Halle, Saxony, February 23, 1685. He spent many years of his life in London and wrote no less than nineteen oratorios in English. Professionally, therefore, he may be numbered among English musicians.

His biography offers many inspiring lessons to young people in any walk of life.

His father was a barber. That meant in those days that he was also a surgeon. Barbers were expected to do many things besides cutting hair. This barber cared nothing for music and his talented son received no encouragement for a time. The boy had to practice in secret. Thus his success may be said to have been achieved *in spite of* obstacles. Has this not always been true? Let no one give up a great purpose because of difficulties. Handel, like Washington and Lincoln, had many of them. During the last six years of his life he was blind. He had many financial difficulties. His troubles only made him a greater man.

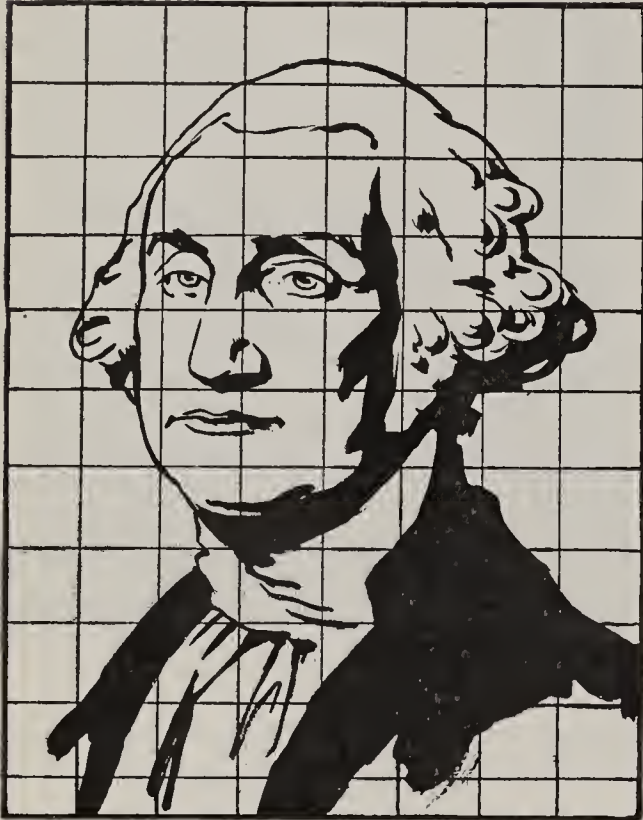
At the age of twelve Handel was an accomplished organist. He was sufficiently expert to play at the royal court in Berlin. In most cases the highly gifted have given evidence of their talents very early in life. Adults should consider these talents as divinely bestowed and should encourage their development.

(Continued on page 191)

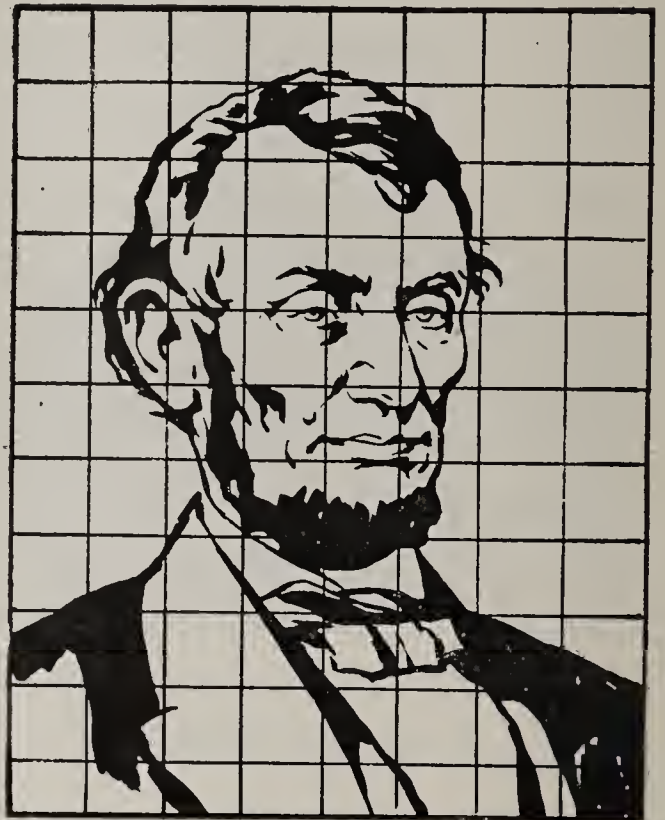
How to Enlarge Portraits for Blackboard Use

Draw squares in proportion to size of picture desired. Six-inch squares, for instance, would make a picture four feet wide.

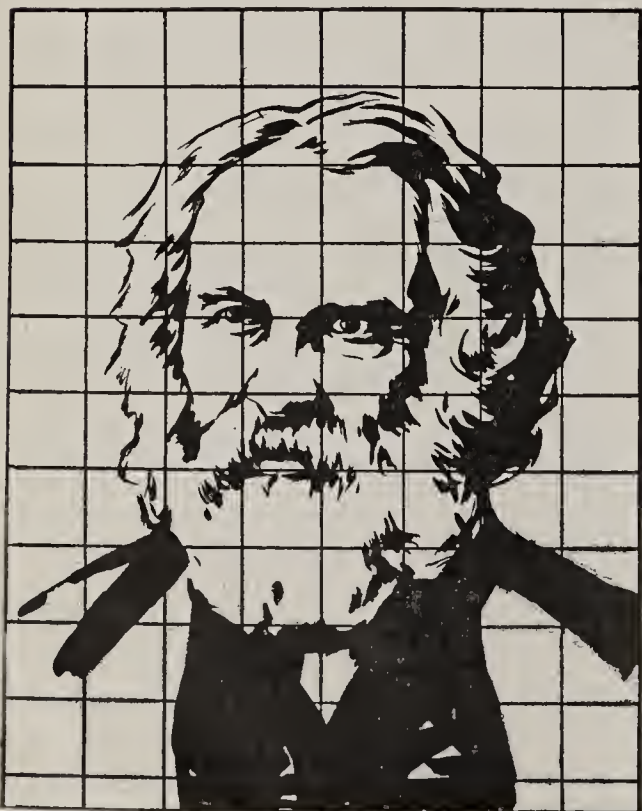
Add lines bisecting the squares if smaller divisions are needed. Follow the outline of the portrait as it cuts the squares.



WASHINGTON



LINCOLN



LONGFELLOW



HANDEL



III. Passing Pleasantries



*A good joke hath its value in this
That it helps us understand that life is no joke.*

"Sunflowers"

The *Kansas Industrialist* contains a column of "Sunflowers." It takes a humorist to see humor in a sunflower—the kind that hangs over the fence from the neighbor's yard hereabouts. But the Kansas crop is different as witness the following:

An onion warehouse in Chicago burned last Sunday night. Thousands of persons, the dispatches report, wept.

Perhaps this will help the farmers. It is from Washington, the home of wise men. Gold is now valued at \$20.671834625323 "per" fine ounce.

Agnes—The meat cooking recipe directing you to "take three pounds of mutton and stand in cold water for one hour" did not originate here. We never advise anyone to stand in cold water, not, at least, for one hour.

Mrs. E. Gad is a Dane with an ambition to have all women serve as soldiers and fight for their country. Passing over the peculiarly expletive name of this person, isn't this carrying suffrage a bit too close to the cannon's mouth?

INDUSTRIOUS

Six-year-old Willie was boasting that he was working in a blacksmith shop. "What do you do there? Shoe horses?" he was asked. "No," he answered promptly, "I shoo flies."

NO ADVERTISER

Teacher—What is the stuff heroes are made of, Tommie?

Tommie—You'll have to excuse me, teacher, but I'm not booming any particular breakfast food!—*Yonkers Statesman*.

CATSUP

A schoolboy, asked to write an essay on cats, made the following statement:

"Cats that's made for little boys and girls to maul and tease is called Maltese cats. Some cats are known by their queer purrs; they are called Pursian cats. Cats with very bad tempers is called Angorie cats. Sometimes a very fine cat is called a Magnificat. Cats with very deep feelings is called Feline cats!"

NEW-FANGLED SCHOOLS

They taught him how to hemstitch and they taught him how to sing,
And how to make a basket out of variegated string,
And how to fold a paper so he wouldn't hurt his thumb—
They taught a lot to Bertie, but he couldn't do a sum.

They taught him how to mold the head of Hercules in clay,
And how to tell the difference 'twixt the bluebird and the jay,
And how to sketch a horsie in a little picture frame,
But strangely they forgot to teach him how to spell his name.

Now, Bertie's pa was cranky, and he went one day to find
What 'twas they did that made his sons so backward in the mind.
"I don't want Bertie wrecked," he cried, his temper far from cool,
"I want him educated!" so he took him out of school.
—*Candlestick*.

SPICE

"We don't want bear stories," said the editor.
"Our readers demand something spicy."
"Well," said the man with the manuscript, "this story is about a cinnamon bear."

A PEACE ADVOCATE

"What are you running for, sonny?"
"I'm trying to keep two boys from fighting."
"Who are the fellows?"
"Bill Perkins and me."

A BOY WITH TWO FACES

By Carrie B. Sanborn
I've heard about the queerest boy,
A boy that has two faces;
One face is round and full of joy,
As out of doors he races.
But when his mother calls him in
He changes to the other,
And that is long, and sour and thin—
I'm sorry for his mother.

—*Little Folks*.



IV. Class Room Diary

*Time future is not, and may never be;
Time present is the only time for thee.*

Maximilian P. E. Grayman

FEBRUARY 3

The February sunshine steeps your boughs
And tints the buds and swells the leaves within.
—Bryant.

BEAUTIFUL THINGS

Beautiful faces are those that wear,
It matters little if dark or fair,
Whole-souled honesty printed there.

Beautiful eyes are those that show,
Like crystal panes where hearth fires glow,
Beautiful thoughts that burn below.

Beautiful lips are those whose words
Leap from the heart like songs of birds,
Yet whose utterance prudence girds.

Beautiful hands are those that do
Work that is earnest, brave and true,
Moment by moment the long day through.

Beautiful feet are those that go
On kindly errands to and fro
Down humblest ways if God wills it so.

Beautiful shoulders are those that bear
The needful burdens of homely care
With patient grace and daily care.

Beautiful lives are those that bless
Silent rivers of happiness,
Whose hidden fountains but few may guess.

Felix Mendelssohn born February 3, 1809.

FEBRUARY 4

O, wind,
If winter comes, can spring be far behind?
—Shelley.

Thomas Carlyle died February 4, 1881.

FEBRUARY 5

THE POSTMAN

I see the postman coming,
With letters in his hand;
I will not keep him waiting,
But by the door I'll stand.
And when I hear his welcome knock
The door I'll open wide.
And with a pleasant "Thank you"
The letters take inside.

Through every sort of weather
The postman comes each day,
With letters to deliver
He hastens on his way;
The letters give us pleasure,
The cards and papers, too;
Then shout "Hurrah" to the postman,
Who brings the mail to you.
—Selected.

Aaron Burr born February 5, 1757.

FEBRUARY 6

Human life is made up mostly of a series of little disappointments and little pleasures. The great wonderflowers bloom but once in a lifetime, as marriage and death.

William M. Evarts born February 6, 1818.

FEBRUARY 7

Guard, my child, thine ear,
Wicked words will sear;
Let no evil come in
That may cause thy soul to sin.
Ear, and eye, and tongue,
Guard while thou art young;
For, alas! These busy three
Can unruly members be.
Guard, while thou art young,
Ears, and eyes, and tongue.

Chas. Dickens born February 7, 1812. Died February 7, 1878.

There are but few thinkers in the world, but a great many people who think they think.



FEBRUARY

S M T W T F S

1

2 3 4 5 6 7 8

9 10 11 12 13 14 15

16 17 18 19 20 21 22

23 24 25 26 27 28

FEBRUARY 10

Two ears and only one mouth have you;
The reason, I think, is clear;
It teaches my child that it will not do
To talk about all you hear.

Charles Lamb born February 10, 1775.

The happy should not insist too much upon their
happiness in the presence of the unhappy.

FEBRUARY 11

To do to others as I would
That they should do to me,
Will make me honest, kind and good,
As children ought to be.

Thomas A. Edison born February 11, 1847.

Truths that startled the generation in which they
were first announced become in the next age the
commonplaces of conversation, as the famous airs
of operas which thrilled the first audiences come to
be played on hand-organs in the streets.

Every man feels instinctively that all the beau-
tiful sentiments in the world weigh less than a single
lovely action.
—Lowell.

FEBRUARY 12

Abraham Lincoln born February 12, 1809.

Some opulent force of genius, soul and race,
Some deep life-current from far centuries
Flowed to his mind, and lighted his sad eyes,
And gave his name, among great names, high
place.

But these are miracles we may not trace—
Nor say why from a source and lineage mean
He rose to grandeur never dreamt or seen,
Or told on the long scroll of history's space.

The tragic fate of one broad hemisphere
Fell on stern days to his supreme control,
All that the world and liberty held dear
Pressed like a nightmare on his patient soul
Martyr beloved, on whom, when life was done,
Fame looked, and saw another Washington!
—Joel Benton.

Great men often rejoice at crosses of fortune,
just as brave soldiers do at wars.
—Seneca.

Let none falter who thinks he is right.
Come what will, I will keep my faith with friend
and foe.

Gold is good in its place, but living, brave and
patriotic men are better than gold.

—Lincoln's Epigrams.

Charles R. Darwin born February 12, 1809.

FEBRUARY 13

Edward Bulwer-Lytton born February 13, 1804.

FEBRUARY 14

A VALENTINE

Awake, awake, O gracious heart,
There's some one knocking at the door;
The chilling breezes make him smart
His little feet are tired and sore.

Arise and welcome him before
Adown the cheeks the big tears start;
Awake, awake, O gracious heart,
There's some one knocking at the door!

'Tis cupid come with loving art
To honor, worship and implore,
And lest, unwelcomed, he depart,
With all his wise, mysterious lore,
Awake, awake, O gracious heart,
There's some one knocking at the door!

—Frank D. Sherman.

I send a line to say
I love you dearly.
Come rain or shine,
Sweet Valentine,
I am, ever yours, sincerely.

Little friend, I love you true;
Here's a valentine for you.

General Sherman died February 14, 1891.

FEBRUARY 17

THE SHORTEST MONTH

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

Ah, lend me your little ear, love;
Hark! 'tis a beautiful thing;
The weariest month of the year, love,
Is shortest and nearest the spring.

—Selected.

John Sullivan (General) born February 17, 1740.

Our affections are our life. We live by these.
They supply our warmth.
—Channing.

Prosperity is a great teacher; adversity is a
greater.
—Hazlitt.

FEBRUARY 18

Martin Luther the great reformer, who died on
February 18, 1546, was the originator of perhaps
the greatest mental and spiritual movement the
world has ever seen. He may also be said to be the
real creator of the German language as it is.

No nobler feeling than this, of admiration for one
higher than himself, dwells in the breast of man. It
is to this hour, and at all hours, the vivifying influ-
ence in man's life.
—Carlyle.

FEBRUARY 19

Nickolaus Copernicus born, February 19, 1473.

The poor make themselves poorer as apes of the rich, and the merely rich carry themselves like princes.
—Lew Wallace.

FEBRUARY 20

Guard, my child, thy tongue
That it speak no wrong;
Let no evil word pass o'er it;
Set the watch of truth before it.
That it speaks no wrong,
Guard, my child, thy tongue.

Joseph Jefferson born February 20, 1829.

They that will not be counselled cannot be helped.
—Benjamin Franklin.

Activity is contagious. —Emerson.

FEBRUARY 21

TRUTH

Boy, at all times tell the truth,
Let no lie defile thy mouth;
If thou'rt wrong, be still the same—
Speak the truth and bear the blame.

Truth is honest, truth is sure;
Truth is strong, and must endure;
Falsehood lasts a single day,
Then it vanishes away.

Boy, at all times tell the truth,
Let no lie defile thy mouth;
Truth is steadfast, sure and fast—
Certain to prevail at last.

—Selected.

As we advance in life, we learn the limits of our abilities.
—Froude.

The winds and waves are always on the side of the ablest navigators.
—Gibbon.

George William Curtis born February 21, 1819.

FEBRUARY 24

Ambition does not see the earth she treads on; the rock and the herbage are of one substance to her.
—Landor.

George Frederick Handel born February 24, 1685.

FEBRUARY 25

It is not position, but mind, that I want.
—Mme. Roland.

John P. St. John born February 25, 1833.

FEBRUARY 26

Two hands and only one mouth have you;
And it is worth while repeating:

The two are for work that you must do,
The one is enough for eating.

Great edifices, like great mountains, are the work of ages.
—Victor Hugo.

A work of real merit finds favor at last.
—A. Bronson Alcott.

Victor Hugo born February 26, 1802.

FEBRUARY 27

The new world's sweetest singer!
Time may lay
Rude touch on some, thy betters, yet for thee,
Thy seat is where the throned immortals be,
The chaste affections answering to thy sway.
As fair, as fresh as children of the May,
The verse springs up from wood and sun-bathed lea,
Yet oft the rhythmic cadence of the sea,
Rolls 'neath thy song and speeds its shining way.

Thy borrowed robes, even, thou wear'st with grace;
Such grace our English buckram seldom yields;
Through thee the grave Italian takes his place
Among us; but across Arcadian fields
Who is it moves with rapt and pensive face?
Evangeline, this heart thy love reveals!
—Craven L. Betts.

Art signifies no more than this: Art is power.
—Longfellow.

Great art is the expression, by an art-gift, of a pure soul.
—Ruskin.

Longfellow born February 27, 1807.

FEBRUARY 28

Be what you dream, and earth shall see
A greater nobleness than she hath seen.
—Lowell.

No man is good enough to govern another man without that other's consent.
—Lincoln.

Mary Lyon born February 28, 1797.

(Continued from page 185)

Handel was a hard worker. His industry was a marvel to his friends. This lesson we learn from every successful life. Let us not cherish the hope of success without work.

Handel's greatest composition is the oratorio "The Messiah." We are told that it was written in twenty-four days. It was first performed at Dublin, April 18, 1742. Every boy and girl should be told something about "The Messiah" and should try to appreciate it more and more as they grow older. It is wonderful music. And it is all about the wonderful Saviour whose teachings have made the world so much happier. His people have produced the world's best music. Are we not glad to recall the fact that Handel was born in February, and to associate his name with that of Washington, Lincoln and Longfellow?

V. Timely Celebrations

Washington's fame will go on increasing until the brightest constellation in yonder heavens is called by his name.—THOMAS JEFFERSON.

Washington's Birthday—Valley Forge, '78

ACT I

(Tent of Colonel Glover, of Marblehead. Sentinel pacing before it. Colonel Glover seen in earnest conversation with Light Horse Harry Lee.)

LEE: Glover, do you know, sir, I often think a great mistake was made by our fat friend, Hancock, of your state, when he signed a certain monumental document July 4, '76. Look there, sir (two ragged soldiers pass the tent, feet bleeding). The army is full of the poor wretches, sir, unclad, without shoes, while we sit here in inaction.

GLOVER: Is there any remedy for it?

LEE: None whatever. To move upon Philadelphia would be madness; to remain here a lingering death. I vow to heaven I would the horse flies had been less thick on that immortal Fourth. Had they but unmolested the calves of our reverend Congress, those clear-headed gentlemen would not have been in such a hurry to act. Patience better befitted their years.

GLOVER: No, sir. Had they not signed, you and I should now be enjoying our chains on one of King George's palatial prison ships. No, Lee, I am an older man than you. My brave fellows have this winter suffered greater hardships than ever they endured among the icebergs on the banks of Newfoundland, but no one of them will from the love of home go home. Sir, they will never yield while they see our great Commander with his head high in the air, his hope and faith unshaken. Sir, my men of Marblehead rowed his army through blinding hail and snow across the Delaware on that fearful night. They saw the great Commander standing in the prow of his boat, with hope fluttering in every fold of his garments. They knew him, and that where he leads there victory is to the fore.

LEE: Good lines and well spoken. Yet you must see things are in a discouraging pass. The spirit of discord seems to be loose in our camp, so that there is nothing but bickering among officers and men. Peace, I often think, peace I would buy at any price, not at the hands of the British, but from our own men. (Enter messenger with card.)

MESSANGER: The Earl of Stirling.

LEE (*aside*): Some fresh trouble, drat him!

GLOVER: Show his lordship in. (Exit messenger, enter Lord Stirling.)

STIRLING: Now, by the Eternal I can stand this no longer. Colonel Lee, sir, one of your men has

stolen a ham from our regimental supplies, and I demand instant reparation.

LEE: Colonel Glover is present, your lordship, the master of this tent.

STIRLING: I crave pardon, Colonel Glover; forgive my intrusion. On a day like this, when my poor fellows are almost starving I cannot and will not endure that one mouthful of their hard-earned rations shall be taken from them.

LEE: And, sir, I suppose that I am to be held responsible for every petty depredation of one of my men, and that as usual every complaint of yours must be lodged against me. What proofs, sir, have you, that one of my men stole the aforesaid ham?

STIRLING: Were other proofs wanting, sir, the fact that you command the worst disciplined regiment in all the army.

LEE: Sir, you are insulting.

GLOVER: Officers, comrades, you both are wrangling like a pair of untrained fisher-lads. I should hold it my duty to report you to our good General. Did I not see coming hither our good, jolly chaplain, Parson Bailey, sweetest man in all the camp, the only man besides our Washington who through these troublous days keeps his temper. (Enter Parson Bailey.)

BAILEY: Good morrow, Colonel Glover. I hope I see you fit, and, my Lord of Stirling, that you wear well, and, my good Colonel Lee, that your heart is as light as your horse!

GLOVER: Good Parson Bailey, you are come in the nick of time to serve as arbiter between these worthy gentlemen.

BAILEY: Who have been quarreling? As we used to say in school: Pugnac, pugnis, pugnans. But a truce to your bickering, gentlemen. You are both as red as a Marblehead lobster, and you are both wrong.

GLOVER: But you haven't heard their case, dominie.

BAILEY: Nor wish to. Gentlemen, shame upon you. I have just come from the great General's tent and after seeing his calm, radiant face it phases me to see you with flushed faces and angry looks. Let the quarrel be what it may, they shall not fight. Gentlemen, be reconciled, and I will tell you a great secret—one of which only two in this camp are aware, the General and I. The General and I! And I doubt if the General has thought of it. (They shake hands silently.) Gentlemen, my secret is this. Do you know the day?

STIRLING: Why it is the twenty-first.

LEE (*haughtily*): Sir, it is the twenty-second.

STIRLING: I reiterate, sir, it is the twenty-first.

LEE: This amounts to insult, sir.

BAILEY: There you are again. Gentlemen, your hands once more. (They shake once more.) Colonel Lee, for once you are right. It is the twenty-second. Do you smell a rat?

GLOVER: Not I.

STIRLING: Nor I.

LEE: I smell it. Am I mistaken? It is Washington's birthday.

BAILEY: Right you are, my hearty. I had supposed that I was the only man in the army who knew it, for I doubt if the General has time to think of such a trifle. His birthday and not a word about it in all the army. His birthday which deserves to be celebrated with bonfires and rejoicing from Maine to Georgia by every loyal man—yes, by his very foes.

LEE: Dominie, you are right. Let me submit a proposition. I propose that we give the General a surprise party.

ALL: Agreed. (Enter adjutant, hands letter to Colonel Glover. Glover opens and reads first to himself, then aloud.)

GLOVER: "Valley Forge, February 22nd. By order of His Excellency, George Washington.

"The presence of Colonel Glover is requested at a meeting of the staff and officers of the Army of the Continental Congress, to be holden in the tent of the Commander.

"Per order

"J. WILKINSON,
"Adjutant General."

We can hardly give him a surprise party in the circumstances.

STIRLING: It occurs to me that we may this once disobey orders. Not a general, not a colonel throughout the camp but will send in his refusal. Mutiny, mutiny! I'll raise a mutiny. (Exit.)

BAILEY: I'll be off, too, to help stir up this hornet's nest. (Exit.)

LEE: Mutiny, mutiny, a joke at last, the first pleasant feature of this cursed winter.

GLOVER: Enter, Lee, and we will write our declinations now. I'll wager you a hatful of continental money that mine is the saucier. (Business: Flap of the tent comes down. Lee sits in a chair which gives way under him.)

LEE (*gasping*): Ah-huh! (Business: Glover rushing to pick him up.)

GLOVER: I hope you're not hurt, Colonel, by this striking coincidence. Help yourself to pen and paper.

LEE (*business of scratching round in the ink*): Colonel Glover, you are insulting me with frozen ink.

GLOVER: Colonel Lee, you're insulting me by breaking my furniture. (Both laugh and shake hands. Business of warming ink at candle; noise from the distance cries, "Mutiny, mutiny!")

(Enter Stirling, Bailey and a crowd of generals and colonels, all laughing. All surround Bailey.)

BAILEY (*holds stage C*): Gentlemen, in the name of the Continental Congress and the Eternal Jehovah, I proclaim the second Declaration of Independence. From this hour until February twenty-third we assert our independence. We declare our freedom from the dictates of that cruel

tyrant, His Excellency George Washington. Gentlemen, this is mutiny.

ALL: Mutiny!

(*Curtain*)

ACT II

(General Washington's quarters. A great bare room with a little fire in it. Washington seen seated at a table writing. Rises and goes to window.)

WASHINGTON: The days are growing longer. Soon the gloom of winter will break and in its place there will be rays of hope and comfort for my poor fellows. (A knock at the door.) Come! (Enter sergeant bearing letter.) Thank you, Manson. (Exit sergeant.) This is Stirling's handwriting. Something, I suppose, with regard to the meeting to-night. (Opens letter.) Now, by the Eternal, what does this mean? (Reads): "General Washington, Honored Sir: I must briefly state that I decline to be present at the council of war to be held this evening at your headquarters.

"Respectfully yours,

"STIRLING."

What has befallen us? Stirling a traitor? Some of Conway's minions stirring up mutiny in our very camp. This is the acme of treason. Stirling, too, whom we all have trusted. Stirling, well he brought off his Marylanders at Long Island! How magnificently he covered our retreat at the Brandywine! This is a deeper blow than I can stand. (Rising suddenly.) Manson! (Enter sergeant.) Manson, go at once to General Greene and bid him bring before me the Earl of Stirling. If treason flares up we shall stamp it out. (Exit Manson, but returns immediately with two letters.) More communications? Yet I hope not to the same purport. (Opens and reads.)

"General George Washington, Your Excellency: For various reasons I shall be unable to attend the council of war which is nominated for this evening.

"Very respectfully yours,

"SAM'L GLOVER."

More treason—more mutiny. My God, this exceeds what I can endure. Glover, who stood side by side with me that time we crossed the Delaware. The contest is at an end. We are beaten by ourselves. Our enemies have compassed our ruin. Oh, Glover! Glover! But here is another. (Reads.)

"To His Excellency, General Washington, Honored Sir:—Regretting extremely that I shall not be present at the council of war this evening, I have the honor to sign myself,

"Respectfully,

"NATHANIEL GREENE."

In heaven's name, what has come over the spirit of our dreams? Are we a gathering of fools? Is this an army of maniacs? Perhaps my own sanity is in question. Manson! (Enter Manson.) Manson, is my wig on straight?

MANSON: Yes, Your Excellency.

WASHINGTON: Then you may go. (Exit sergeant.) No, I am sane, though heaven knows the sight of these poor fellows dragging their bloody feet through the drifts would undermine the strong-

est reason. Oh, Greene, Greene, we have fought together many a fight and in your caution I have ever found my own foresight seconded! Oh, Greene, Greene, why have you deserted me? (Enter sergeant with a handful of letters.) Begone, you harbinger of misfortune! Yet stop, Manson, I did not mean to scold you.

MANSON: Your Excellency, if I have done anything to offend you, I wish—

WASHINGTON: Yes, yes, you wish your tongue were cut off. But you have not, Manson. Now go, good Manson. Oh, that this cause, too great for human mind to appreciate, had never inspired my soul. (Spreads letters out on table.) Through all the hours of darkness and of gloom that have passed, I have never known discouragement until this hour. See all these letters ranged in a row, each a dagger thrust aimed at my very heart. How well I know the hands. There Morgan's hand; Tony Wayne's is this. Benjamin Lincoln, too, among them. My blood runs colder than the brook outside. Here is Lee's. My Light Horse Harry. This is the hardest blow to bear. Light Horse Harry, have I ever done or thought him wrong? Our cause is lost. (He takes up Lee's letter, opens and reads.)

"My dearest General: Though in my official capacity I shall be unable to attend your council of war this evening, I shall as your friend and admirer be present with you. Wishing you many happy returns of the day, I am,

"Yours,

"LIGHT HORSE HARRY LEE."

Happy returns of the day! This day! (Raises eyes heavenward.) The silly, treasonable, mutinous dog of a boy! Is he mad? The day! What's the day? The day—

LEE (*rushing in*): Is February twenty-second—your birthday. (Enter the whole staff of officers.)

WASHINGTON (*with dignity*): I am very glad to welcome you, Harry, and you, General Greene. My Lord of Stirling, I hope that I see you well. Welcome all. Gentlemen, will you kindly explain yourselves? (Pulls out watch.) It is the hour for which our council of war was appointed. I find you all here, but not, I judge from the tone of your letters, for the purpose of assisting in deliberation. Who is your spokesman?

BAILEY: General, Your Excellency, believing that my sacred office will protect me from any possible violence at your hands, I wish to speak in behalf of these gentlemen, all. Your Excellency, all these gentlemen were this afternoon in a sinful and mutinous frame of mind, but thanks to your most humble servant, Hezekiah Bailey, formerly of Marblehead, soon I fear to be of the line, each lost sheep has returned to the fold. We know, General, that in the words of the oldest of old jokes "your door is never a door; it is ever ajar"—ajar to the sinner that repenteth, to the lost that is found. General, all these good friends refused to be present at your council of war because they wished to attend your birthday party. They were in this respect wickedly rebellious, but now are they come with an humble and a contrite heart to crave your

pardon, and to say that willingly will they be at your service, if you will not be at theirs. Yet still they have hopes that you will consent to make this the first of many celebrations in honor of your birthday, for well we are assured, Your Excellency, that when the right shall have triumphed—it must—this natal day of yours will by a grateful people through an hundred hundred æons be joyfully celebrated. General, do you absolve these gentlemen from their duty of attendance this night?

WASHINGTON (*smiling*): It seems I must perforce.

BAILEY: Do you sanction their purpose to make this night hideous with a celebration in your honor?

WASHINGTON: Only on condition that the whole army shall share in the festivities. Commissary-general, will you kindly order double rations for every man in the army to-night? (Exit General.) But, gentlemen, I am sorry that I can only offer you scanty cheer.

BAILEY: General, your good friend Parson Bailey has provided for everything. You can trust a Marbleheader to be full of resources, and such am I. Why, once I was on a vessel becalmed in hot weather. Our provisions had given out; the whole company was like to die of hunger; but even then was I eating of fried eggs.

WASHINGTON: How was that, good dominie?

BAILEY: *Why, the ship lay to, and I got one.* But, gentlemen, bring in the cider. (Two generals step to the door and roll in a big barrel of cider.) Cider is America's wine and in cider will we drink to many happy returns of this day.

WASHINGTON: Gentlemen, if you will excuse me a minute. (Exit.) (Preparations for the banquet go on.)

GLOVER: How dignified the General always is. Nothing disturbs his kindly seriousness.

LEE: He is frigid. Yet watch me, who as a distant cousin have some right, startle him out of his serenity. Now! (Re-enter Washington.) Welcome back, George. (Slaps Washington on the back.)

WASHINGTON (*haughtily*): Sir! (Turns to Bailey.) Good dominie, it is not the custom for the recipient of birthday congratulations to give presents; yet I wish here to bestow upon you this public recognition of your service. Take, sir, this powder-horn as a memento of my first campaign.

BAILEY (*deeply moved*): Which I will preserve to my dying day, and hand down to my posterity, should heaven favor me with any. But now for the feast. (Music and shouts heard without.) Ha! the good word has spread throughout the army (goes to window). Fires are everywhere brightly burning. May they burn away all spirit of discord in our midst. Come, gentlemen, sit down. (All seat themselves—flowing bowls of cider.) Now generals and colonels of the Continental Army, before we go further this one toast we propose (standing): His Excellency, George Washington, and the twenty-second of February. Drink all!

(*Curtain*)

Shouts, illumination, et cetera, et cetera.

Finis.

St. Valentine's Day

FEBRUARY 14TH

In the old Roman days, the people, in the month of February, had a great feast, when they purified their homes and made sacrifices to the gods. After this the young people had games, and one of them was like that of our valentine box. In this box we placed the names of maidens. The young men drew out the names, and each must be a true and loyal knight for the following year to the young woman whose name he drew.

The name "valentine" comes from a kind Christian monk, who was the friend of youth. We send valentines to those we love, and you know there are emblems of love and fidelity upon these pretty gifts. Here are the cooing doves, the graceful swan, the rose, and the myrtle—all sacred to Venus, goddess of love and beauty. Cupid, her mischievous son, has his bow and quiver filled with arrows with which to pierce the hearts of the young. Here is the butterfly, the emblem of Psyche, the soul whom love chose to be his wife.

From the story of Cupid and Psyche, we learn how love ennoble the soul, purifying it of doubt, and raising it to perfect faith. For this reason we may well celebrate the day of kind St. Valentine by sending words of love and gifts of affection to our friends in the form of dainty valentines.

—Selected.

The American Flag

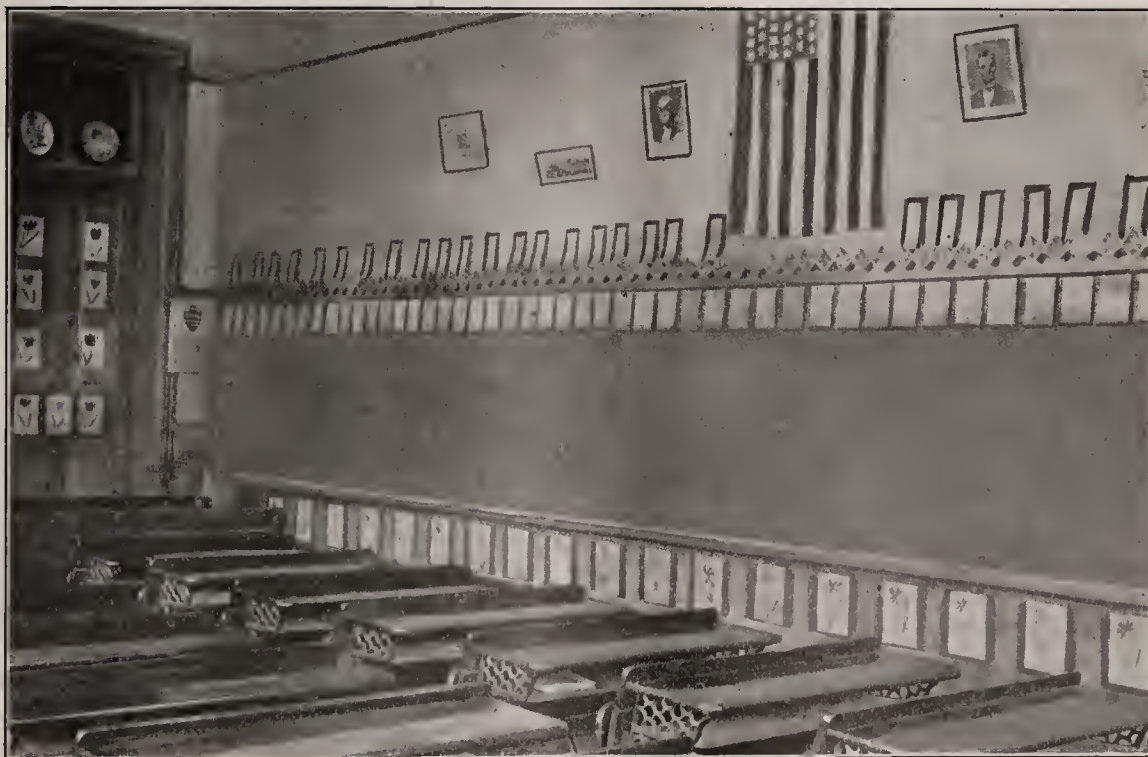
When the colonists became free and independent they wished to have a new flag. The flag they had been using was made of seven red stripes and six white stripes which stood for the thirteen colonies, and a cross in the left corner.

In the new instead of the British flag with the cross in the left corner they had in a blue field a wreath of thirteen stars. George Washington planned the new flag. He asked Betsy Ross, who lived in Philadelphia, if she would make it for him. She was willing to do so. She made it of an old flannel petticoat, a soldier's white shirt and a blue overcoat.

Whenever a new state is added to the Union, another star is added to the flag. We have to-day forty-eight stars on our flag, but we still have the thirteen stripes in memory of the thirteen original colonies.

God bless the flag! Let it float and fill
The sky with its beauty; our heartstrings thrill
To the low sweet chant of its wind-swept bars,
And the chorus of all its clustering stars.

—Simpson.



A side wall decoration especially appropriate for February. Classroom of Miss Mary Kathryn Lewis, Brookville, Pa.

Soldier Games and Drills

By Belle Ragnar Parsons

Begin by playing "Soldier Boy"; one child, carrying flags, being in center, march around, singing song. At words "If you'll be a soldier boy," halt, give military salute to one, two or three children,—the tallest, straightest soldiers,—who step into the circle and receive a flag from leader. This is repeated until half the children or more are chosen.

The soldiers then form in line, mark time, and march away to some familiar national air, the children who remain on the circle waving good-bye as they pass.

When the soldiers reach camp, they lie down and go to sleep, the piano sounding "taps" and then playing "Tenting on the Old Camp Ground." One child as sentinel marches quietly around the sleepers. At intervals, as the piano strikes the hour, he calls, "One (two, etc.) o'clock, and all is well." At six o'clock the piano sounds "reveille." The soldiers get up, form line and march, finally coming back to the circle, where they go through some simple drill.

References: "Soldier Boy, Soldier Boy," Hofer's "Children's Singing Games."

"The King of France," Newton's "Graded Games and Rhythmic Exercises."

"Here Comes One Soldier Marching," Hofer's "Children's Singing Games."

LESSON 2. MINIATURE DRILL

1. Company—fall in! (Forming column, spacing off arm's length.)

2. Company—right hand—salute! (Quick raising of right hand to forehead, holding that position until next command.)

3. Company—at-tention!

4. Company—left hand—salute!

5. Company—at-tention!

6. Company—right—face! (Bringing the column into line.)

7. Company—soldier—caps! (Hands pointing over head.)

8. Company—at-tention!

9. Company—Epau-lettes! (Hands on shoulders.)

10. Company—at-tention!

11. Company—knap-sacks! (Arms folded behind.)

12. Company—at-tention!

13. Company—left—face! (Bringing the line into column.)

14. Company—in place—mark time—mark! (Counting "Left, right," etc.)

15. Company—forward—march! (Giving command "Forward—March" in cadence with counting.)

16. Left hand—wave—flags! (Waving left hand in rhythm with marching.)

17. Right hand—wave—flags! (Changing hands, continuing marching.)

18. Company—bass—drums! (Class pretending to beat bass drum in time with marching, saying "Boom!" with each stroke.)

19. Company—small—drum! "Brr! Brr! Brrr-Brrr-Brrr!"

20. Company—halt—one—two!

21. Muffled—drums! (Beating time quietly with feet, coming down on balls of feet.)

22. Company—halt—one—two! Cease beating.

23. Company—about—face!

24. Company—mark—time!

25. Company—forward—march!

. Separating, alternately, at leader's place, meet at other end of the room and come up center two by two.

May continue separating by two coming up in fours, by fours coming up in eights, etc., until class is in one straight line. Give short sword drill, ending with right or left facing into column, marching away, saluting teacher as they pass.

Do not make drill too long. Stop when work appears to be forced. Practice in "column right" and "column left" may be made very simple by having the children follow the square of the room in their marching; when it is time to turn teacher give correct command. Thus the child cannot make a mistake, and he unconsciously learns to obey the commands for right and left turnings.

Insist on the children's turning square corners.

The teacher will have to lead at first, but she should turn the responsibility and leadership over to the children as soon as possible.

LESSON 3. A MARTIAL BAND

The "Soldier" at once suggests the martial band, and the different musical instruments offer many possible imitations.

1. Cymbals. (Clapping hands in large circles.)

2. Bass drum. (Large, circular swing of either, or both, or alternate arms.)

3. Small drum. (Movement of forearm in front.)

4. Horns and trumpets. (Forward and outward stretch of arms.)

This idea is rich in possibilities for rhythmic, work and muscular response. It suggests not only time, but accent and even timber and color. The regular beat, the long and short beat, the loud and soft, the high and low, may all be illustrated. The bass drum, the small drum, the horn, the triangle, the cymbals, the fife, may all be found in one selection of music.

From mere imitations one may easily pass to a miniature "real band," with toy instruments, made or brought in by the children. The work may be so planned that the climax will be reached on Washington's birthday with a soldier drill led by this band.



VI. Grade Work

An investment in knowledge always pays the best interest.

—FRANKLIN.

Edited by

Charles H. Davis.

Suggestions to Teachers to Secure Better Teaching in Arithmetic

It is the general opinion of superintendents and principals that time is often wasted in the following ways:

1. In taking too much time for the distribution of material.
2. In ruling paper and in preparing headings with too great elaboration.
3. In the dictation of problems.
4. In giving problems that are not in harmony with practical business transactions.
5. In the solution and explanation of problems already well understood, and particularly in having such problems worked on the blackboard, after they have been worked on paper.
6. In the use of numbers unnecessarily large.
7. In a failure to use "short cuts" after the longer processes are thoroughly understood.
8. In keeping a class idle while the teacher corrects papers or works with slow pupils.
9. In requiring all pupils to work together and thus preventing the brighter pupils from advancing more rapidly than their slower classmates.

In order to bring about more satisfactory results in mathematics, the following suggestions are offered:

1. Objective illustration in number work should be dispensed with as soon as the idea illustrated has been fully grasped.
2. In the primary grades, "home-made" charts with many drill exercises in the fundamental operations may be made of great value in training to accuracy and rapidity.
3. In grades from 6A to 8B inclusive, fifteen minutes from the unassigned time may properly be devoted each day to rapid drill work in the fundamental operations, a time limit being set for each example.
4. Pupils should be drilled upon column addition until they can add rapidly and accurately. They should be required to add columns both upwards and downwards, to make sure of the correctness of one column before proceeding to the next.
5. There should be oral drill daily on exercises leading up to the written work of the day. At least one-fourth of the time assigned to mathematics should be devoted each day to oral work.
6. Dictation of problems should be limited to

those in which writing on the part of pupils is confined chiefly to figures. Other problems should be worked directly from text-books or from mimeographed copies in the hands of the pupils, or from the blackboard.

7. In the study of problems, pupils should be led to consider (1) what is given, (2) what is required, that is, the name and relative size of the result, and (3) what arithmetical processes are necessary for the solution. Occasionally it may be best merely to indicate the solution or to diagram the work. It is usually better to teach well one method of solving any given type of problem than to teach several methods imperfectly.

8. As a rule, problems given in oral work should be addressed to the whole class or to a division of the class, and answers should be written simultaneously, care being taken to allow no opportunities for pupils to copy one another's answers.

9. In written exercises, as many pupils as possible should work at the blackboard.

10. In training to accuracy and rapidity, small numbers and easy combinations are better than long numbers and difficult combinations.

11. In all test-work, the teacher should determine the prevailing errors, and after discovering general causes of failure, devise the appropriate remedies.

12. Those pupils who can advance more rapidly than the remainder of the class should be permitted to do so. This result may be attained by devoting a portion of the time to general class exercises for drill work and explanation, and by allowing each pupil, in the remaining time, to work as rapidly as he can from his text-book.

Arithmetic

PROGRESSIVE SEAT WORK IN NUMBER FOR THE 1A GRADE

In rural schools where there are several grades in a room, and in the large city classes where the children are grouped according to ability the teacher must provide profitable seat work for the class or group not reciting.

In the first grade it is essential that the children be given their first lessons in self help. They can not gain this power of self help except by doing certain set tasks correctly by *themselves*.

If the number work for the 1A grade is care-

fully planned the seat work will go hand in hand with the oral recitations, each strengthening the other and progressing together in difficulty.

Colored splints are the simplest objects for the children to begin work with. After the children have been taught to count to ten they may be given small pans of the splints to lay on their desks in rows thus

I red
II yellow
III blue, etc.

Particular attention should be paid from the first to orderly arrangement and even spacing. After a combination has been presented in an oral lesson, as two and one make three, the children are ready to show this fact with the splints. Arrange the first for them at the top of their desks as they are to continue:

II I
red blue

After the first lesson they may be allowed to choose whatever colors they wish:

II I
red blue
II I
green yellow etc.

The next step in difficulty is the use of the pencil in seat work. When the children have had practice in holding and handling a pencil so that they can manage by themselves, give them small colored blocks to use in picturing the combinations. If the lesson is on the combination five and one, give him five blocks of one color and one of another, a piece of lined paper and colored crayons. For the first lesson with the blocks let him have a model at the top of the paper.



green

red

In succeeding lessons let the pupils choose the colors they wish as in working with the splints. It will not be necessary to give more than one block after the first few lessons.

When the arabic symbols are being presented during recitation periods and in writing lessons, they should be used in the seat work. In work with the symbols have two sets of envelopes, one set containing copies of each symbol in separate envelopes. The envelopes in the other set should contain all the symbols. A seat work exercise on the symbol four would look thus:

IIII 4

blue

IIII 4

red etc.

When all the symbols have been taught they may lay the splints from one to nine, placing the proper symbol after each:

I 1

II 2

III 3 etc.

Having had by this time considerable practice in working by themselves the children are ready for a little more individual expression in the seat work. Give them squares or circles to trace around, and let them draw pictures inside to represent the combinations:



For the first exercise of this kind it may be necessary for the children to have a model but after that they will be able to work without aid from a model. Dominoes may be used for variety in the number work. The children trace around the dominoes and copy the dots with colored crayon.

The writing of the symbols in the combinations is the last thing the children may be trusted to do for seat work. The good work of the writing lesson done under the direction of the teacher is soon undone, if the children write unguided, before the correct writing habits are firmly fixed.

After any seat work period the teacher should look over the work done by the children and see that they understand what they have done.

Coal

Coal is formed from deposits of decaying vegetable matter.

By alternate flooding and sinking, these deposits were covered with layers of clay and sand. The pressure on the decaying vegetable matter gradually hardened it.

According to the amount of solidification peat, lignite or brown coal, bituminous or soft coal, and anthracite or hard coal were found.

Coal consists chiefly of carbon. Bituminous coal burns with a bright flame and gives out a great deal of smoke. Its use is therefore forbidden in some localities.

Anthracite coal burns with little flame and smoke. It contains more carbon than soft coal. It has a high luster.

Coal is used as a fuel in dwelling houses, factories, railroads, steamships, etc., and in the smelting of metals from their ores.

SPELLING 2B

First Month

Required Words having a Similar Phonetic Element

1. door	floor		
2. find	kind	mind	blind
3. brush	thrush	slush	
4. draw	saw	paw	claw
5. place	race	face	Grace
6. between	green	keen	
7. brown	down	town	frown
8. apple	grapple		
9. crow	grow	slow	show
10. yard	hard	lard	card
11. wood	hood	good	
12. tried	dried	died	cried
13. tease	ease	please	
14. walk	talk	stalk	chalk
15. road	load	toad	
16. rich	which		
17. steal	meal	deal	squeal
18. glass	grass	pass	class
19. hurt			
20. flag	rag	bag	wag
21. lady			
22. feed	seed	weed	greed
23. happy			
24. broke	smoke	choke	stroke
25. dozen			
26. kitten	mitten	bitten	smitten
27. basket	casket		
28. sugar			
29. swim	slim	trim	brim
30. work			
31. wait	bait	gait	
32. care	dare	fare	hare
33. another	mother	other	brother
34. child	wild	mild	
35. hatch	catch	match	snatch
36. soon	noon	spoon	moon
37. right	might	light	bright
38. square	squeal	squirt	squeeze
39. spoil	soil	toil	boil
40. south	mouth		

SPELLING 2B

Second Month

Required Words having a Similar Phonetic Element

41. sweet	beet	feet	greet
42. pour	four		
43. rain	train	brain	grain
44. skin	shin	spin	thin
45. morning	morn	born	
46. afraid	raid	maid	braid
47. egg			
48. chair	air	pair	stair
49. arch	march	starch	parch
50. dollar	collar		
51. frost	lost	cost	
52. four	pour		
53. know	knew	knit	knife
54. spoon	moon	noon	soon
55. poor	moor		boor
56. laid	paid	maid	afraid
57. toe	hoe	foe	Joe

58. wool			
59. town	brown	clown	down
60. sheep	sleep	creep	deep
61. much	such		
62. ground	bound	hound	sound
63. kitchen	hitch	pitch	stitch
64. watch			
65. leaf	sheaf		
66. sour	our	flour	hour
67. window			
68. almost	always	already	also
69. east	least	beast	yeast
70. high	sigh	nigh	thigh
71. again			
72. dish	fish	wish	swish
73. tear	dear	fear	hear
74. word	work		
75. teacher	preacher	reach	beach
76. street	meet	beet	fleet
77. money	honey		
78. any	many		
79. dinner	winner	sinner	thinner
80. grow	row	show	slow

SPELLING 2B

Third Month

Required Words having a Similar Phonetic Element

81. yellow	bellow	fellow	mellow
82. teeth	tooth		
83. would	could	should	
84. wolf			
85. wolves			
86. white	what	when	where
87. thing	think	thank	thin
88. warm			
89. reach	teach	beach	preach
90. shall			
91. summer			
92. sail	pail	tail	mail
93. son	won	done	one
94. spider	cider	wider	rider
95. large	barge	charge	
96. point	joint	join	loin
97. near	fear	hear	clear
98. cross	toss	moss	floss
99. bear	wear	tear	
100. too	moon	soon	
101. tooth	teeth		
102. while	mile	smile	pile
103. always	almost	also	already
104. country			
105. wash	wish	hush	fresh
106. toss	loss	gloss	floss
107. they	prey	whey	
108. shout	out	pout	spout
109. stair	air	pair	fair
110. ribbon			
111. stick	tick	quick	sick
112. before	fore	more	shore
113. coal	coat	boat	
114. front			
115. ink	link	drink	think
116. grape	ape	shape	drape
117. who	whose	whom	

118. wheel	eel	feel	steel
119. story	dory		
120. clean	lean	mean	bean

SPELLING 2B
Fourth Month

Required Words having a Similar Phonetic Element

121. carry	marry	tarry	Harry
122. head	lead	read	bread
123. shelf	self		pelf
124. wrong	write	wrote	wrist
125. berry	ferry	merry	cherry
126. chicken			
127. visit			
128. west	best	vest	lect
129. there	where		
130. very			
131. queen	queer	quick	quack
132. branch	ranch	Blanch	
133. butter	utter	mutter	sputter
134. every	very		
135. great			
136. hair	air	fair	stair
137. night	right	light	blight
138. pain	lain	plain	stain
139. cheek	meek	leek	peek
140. field	shield	wield	
141. nobody	body		
142. please	tease	ease	
143. leaves	eaves	heaves	sheaves
144. blind	mind	find	kind
145. none	one	done	
146. peanut			
147. learn	earn	earl	pearl
148. flower	tower	bower	shower
149. heavy			
150. gallon			
151. goose	loose	moose	
152. pencil	stencil		
153. own	shown	known	thrown
154. middle	fiddle	riddle	
155. penny	Jenny		
156. lesson			
157. catch	latch	match	patch
158. stream	steam	team	cream
159. school	stool	spool	pool
160. damp	lamp	stamp	tramp

Percentage

Explanatory Treatment of Percentage, with Oral and Written Problems for 6A and 6B Grades.

(Concluded in this number.)

CASE III.

To Find the Base.

As in the other two cases, three varieties of problems may occur. We may be required to find the base when (a) the percentage and rate are given, (b) when the amount and rate are given, or (c) when the difference and rate are given.

Oral Problems.

(a) \$4 is 4 per cent of what number?

Solution (analysis): If \$4 is 4% of a number,

1% of the number is $\frac{1}{4}$ of \$4 = \$1; therefore the number is 100 times \$1 = \$100.

(b) 125 is 25 per cent more than what number?

Solution (analysis): This means that a certain number multiplied by .75 is \$75; therefore the number is $125 \div 1.25 = 100$.

(c) \$75 is 25% less than what sum?

Solution (analysis): This means that a certain number multiplied by .75 is \$75; therefore the number is $\$75 \div .75 = \100 .

Mental Problems.

1. Silk is sold at a gain of $33\frac{1}{3}\%$, which is a gain of 30 cents on a yard; find the cost and the selling price a yard of the silk.

2. Jacob spent \$2.70 for a pair of shoes, which was 20% of the money he received for one week's work. What was his weekly salary?

3. A dealer sold hay at \$18 per ton and made a profit of 30%. What did the hay cost him?

4. A farmer sold 1 case of 30 dozen eggs, which was 25% of all he had. How many cases of eggs did he have?

5. \$150 is 25% less than what sum?

6. 220 is 10% more than what number?

7. \$42 is 14% of what sum?

8. What number increased by 100% of itself equals 10?

9. A man sold a house for \$2,240, which was a gain of 12% of the cost; what was the cost?

10. Coffee was sold for 28c a lb. and the merchant gained 40% of the cost. Find the cost.

11. What number diminished by 20% of itself equals 320?

12. George earns \$24 per week, which is $33\frac{1}{3}\%$ more than Henry earns. What does Henry earn per week?

13. 200% of 10 is 25% of what number?

14. 45 is $12\frac{1}{2}\%$ of what number?

15. A farmer sold 450 bu. of potatoes, which was 75% of his entire crop. How many bushels did he raise?

16. A real estate dealer made a cash payment of \$500 on a piece of city property, which amount was $12\frac{1}{2}\%$ of the value of the property. What was its value?

17. A doctor's expenses are \$480 per month, which amount is 80% of his earnings. How much does he earn in one year?

18. Boots sold at \$6 per pair nets the dealer 50% profit on the cost; find the cost.

19. John sold his watch for \$25, and thereby gained 25%; what was the cost of the watch?

20. A dealer sold two harnesses for \$24 each; on one he gained 20% and on the other he lost 20%; did he gain or lose by the sale and how much?

21. An agent receives \$216 to invest and is to retain 8% of the money expended; what amount can be invested?

22. Eight is 40% of what number?

Written Problems.

(a) A teacher spent \$1,200, which was 60% of his salary. What was his salary?

Solution (analysis): If \$1,200 is 60% of his salary, 1% of his salary is \$20, and the whole salary is 100% = \$2,000.

(b) An agent sold an article for \$250, thereby gaining 25% of the cost. Find the cost.

Solution (analysis):

$$125\% \text{ of the cost} = \$250$$

$$1\% \text{ of the cost} = \$2$$

$$100\% \text{ of the cost} = \$200$$

(c) What number diminished by 25% of itself equals 150?

Solution (analysis):

$$75\% \text{ of the number} = 150$$

$$1\% \text{ of the number} = 2$$

$$100\% \text{ of the number} = 200$$

The methods of solving the three cases of problems under Case III may be indicated by the following formulas:

$$1. \quad b = \frac{p}{r}$$

$$2. \quad b = \frac{a}{1 + r}$$

$$3. \quad b = \frac{d}{1 - r}$$

Illustrations of solution by the formula method:

(a) A farmer sold 40 cows, which were 20% of his entire dairy. How many cows did he own?

$$b = \frac{p}{r}, \quad b = \frac{40}{.20} = 200. \therefore 200 \text{ cows.}$$

(b) If I sell real estate for \$9,000 and make a net gain of 12%, how much did I pay for it?

$$b = \frac{a}{1 + r} \quad b = \frac{9000}{1.12} = \$8035.71.$$

(c) A man's income is \$2014, which is 12 per cent less than it was last year. What was the income last year?

$$b = \frac{d}{1 - r} \quad b = \frac{2014}{.18} = \$2300.$$

Illustrations of solution by the algebraic method:

(a) A farmer sold 50 cattle, which was 20% of his dairy; how many cattle in his dairy?

Let X = the number of cattle in the dairy.

$$\therefore X = \frac{50}{.20} = 250.$$

(b) A tailor sells cloth for \$4 per yard, and thereby gains 25%. What did the cloth cost him per yard?

Let X = the cost of the cloth per yard.

$$\text{Then, } X = \frac{4}{1.25} \\ \therefore X = \$3.20$$

(c) What number diminished 15% of itself is equal to 340?

Let X = the number.

$$\text{Then, } X = \frac{340}{.85} \therefore X = 400.$$

Written Problems

Find the number of which:

- | | |
|--------------------------|----------------------------|
| 1. 64 is 4% | 6. 180 is $1\frac{1}{2}\%$ |
| 2. 850 is 25% | 7. 2688 is 56% |
| 3. 1118 is 26% | 8. 3325 is 25% |
| 4. 1250 is 8% | 9. 2080 is 52% |
| 5. 15 is $\frac{3}{4}\%$ | 10. 1624 is 175% |

11. A student sold his books for \$90, which was at a loss of 25 per cent. How much did they cost him?

12. A sold a horse to B at a gain of 20 per cent, and B sold it to C for \$198, which was at a gain of 10 per cent. How much did A pay for the horse?

13. A horse and carriage were sold for 85 per cent of their cost, by which there was a loss of \$75. How much did they cost?

14. By reducing ribbon from 40 cents to 35 cents a yard, a merchant diminished his gain by 20 per cent. How much did it cost him per yard?

15. A coal merchant raised the price of coal 60 per cent per ton, and by so doing he gained 50 per cent instead of $33\frac{1}{3}$ per cent. How much did the coal cost him per ton?

16. What number increased by 75 of itself equals 1364?

17. What number increased by 5% of itself equals 410?

18. What number diminished by 30% of itself equals 854?

19. What number diminished by 9% of itself equals 672.3?

20. If 13,580 or $48\frac{1}{2}$ of the passenger coaches on French railroads are third class, how many passenger coaches are there in use?

21. A man's income this year is \$2,232, which is 7% less than last year. What was his last year's income?

22. What number increased by 310% of itself equals 2132?

23. A speculator sold his house for \$5,245, which was at a gain of 25%. (a) Find the cost. (b) Find the gain.

24. Mr. Noble owning $\frac{1}{3}$ of a store sells 25% of his share for \$3,350.50. What was the value of the store?

25. A teacher spent 14% of his salary for rent, 20% for clothing, 25% for food and 16% for other expenses. He had \$382.50 left; what was his salary?

26. \$6,300 equals 75% of the valuation of a man's property; what is the property actually worth?

27. In a certain school 48% of the pupils are girls and there are 39 boys. Find the number of girls.

28. A grocer lost 20% by selling 120 gallons of oil for \$1.62 less than cost; find the cost a gallon of the oil.

29. A quantity of sugar was sold for \$178.50, which was at a gain of 19%; what was the cost of the sugar?

30. A speculator has 25% of his money invested in a farm, 10% in a house, 5% in a barn and the rest in lots worth \$3,600; how much is the man worth?

St. Valentine

Long ago there lived a bishop whose name was Valentine. He was a good old bishop, full of kindness and love for his fellow beings. He tended and ministered to them in sickness, fed and clothed them when they were hungry and cold, and shared their sufferings and burdens with his own great and warm heart, desiring always their well being.

Every one loved him. The children were always glad to see him because he was so kind to them. When he became too old to go to them, he used to send them messages of love and remembrance.

While the good bishop believed in God, many of his people believed in worshiping wooden, brass and clay images, and to them they would pray as we do to God, and expect their prayers to be answered. After a time, notwithstanding his goodness, they became very angry with Valentine for not believing in their way, so they seized him, put him in chains and cast him into prison. As years went on, the people themselves came to believe more and more in Valentine's God and ceased praying to their idols and images; and so sorry were they for mistreating him that they called him St. Valentine and set aside the fourteenth of February as his birthday to be remembered every year. The people kept his birthday by sending messages to their friends to tell that they were loved, just as St. Valentine had sent messages to them.

After a while these messages were called "valentines," in honor of this good man. Now we send them on his birthday, February 14th.

Titles of Poems with Name of Author Suitable for School Exercise on Lincoln's Birthday

- "O Captain! My Captain!" Walt Whitman.
- "Oh! Why Should the Spirit of Mortal Be Proud," Wm. Knox. (Lincoln's favorite poem.)
- "The First American," James Russell Lowell.
- "Death of Lincoln," William Cullen Bryant.
- "Sheridan's Ride," Thomas B. Read.
- "The Battle Flag at Shenandoah," Joaquin Miller.
- "Barbara Fritchie," J. G. Whittier.

POEMS OF LONGFELLOW SUITABLE FOR RECITATION:

"The Children's Hour," "The Village Blacksmith," "A Psalm of Life," "Paul Revere's Ride," "The Builders," "Daybreak," "The Fiftieth Birthday of Agassiz," "Excelsior," "The Arrow and the Song," "The Day Is Done," "The Wreck of the Hesperus."

POEMS OF LOWELL

"The First Snowfall," "Auf Wiedersehen," "Under the Old Elm Tree" (Division III), "The Finding of the Lyre," "Commemoration Ode (Division VI), "Aladdin."

February Lessons

The reading, oral and written language, spelling, writing and seat work for primary grades this month may be reproductions of the stories of Lincoln, Washington, Edison, Longfellow and Lowell.

The stories should be reproduced first orally. Copies of the stories which have been adapted to the grade may then be mimeographed and placed in the hands of each pupil and read.

The new and difficult words should be placed on the board, spelled and drilled upon.

The pupils will then be ready to reproduce the stories in written form. One day they may write all they can about the home of one of these men, other days may be devoted to his boyhood, school days, life work, poems, etc.

Some of these stories may be copied neatly and used as a valentine for the parents.

For seat work, draw log cabin where Lincoln lived, revolutionary relics, and make valentines.

February Birthdays

- Horace Greeley, February 3, 1811.
- Josiah Quincy, February 4, 1772.
- Dwight L. Moody, February 5, 1837.
- Wm. T. Sherman, February 8, 1820.
- Jules Verne, February 8, 1828.
- John A. Logan, February 9, 1826.
- W. H. Harrison, February 9, 1773.
- John Ruskin, February 10, 1819.
- Lydia M. Child, February 11, 1802.
- W. S. Hancock, February 14, 1824.
- Susan B. Anthony, February 15, 1820.
- Philip Melancthon, February 16, 1497.
- Leonard Bacon, February 19, 1802.
- Francois Voltaire, February 20, 1694.
- James Russell Lowell, February 22, 1819.
- Emma Willard, February 23, 1787.
- Wilhelm Karl Grimm, February 24, 1786.
- Gioacchino Antonio Rossini, February 29, 1792.

Events

Greece secured her independence, February 3, 1830.

Destruction of Pompeii and Herculaneum, February 5, 79 B. C.

The Mikado grants Japan a constitution, February 11, 1889.

Oregon accepted into the Union, February 14, 1859.

Giordano Bruno burnt at the stake in Rome, February 17, 1600.

Spain ceded Florida to the United States, February 19, 1821.

France is again declared a republic after the abdication of Louis Philippe, February 24, 1848.

Completion of the tunnel through the Mt. of St. Gotthard, February 29, 1880.

VII. Practical Pointers in Picture Study

"Beauty is truth, truth beauty."—JOHN KEATS.

"Art deals with things, however, incapable of definition and that belong to love, beauty, joy and worship."—PLOTINUS.



Thomas P. Rossiter's Picture of Washington and Lafayette

The early history of the United States suggested subjects for several of the pictures painted by Thomas P. Rossiter, an artist who was quite popular in his day. His art is not so well known at the present time largely because it deals with such subjects. The people of his time cared more for pictorial representations of historical characters and events than we do. Nevertheless such a picture as his "Washington and Lafayette at Mount Vernon" is interesting to us, especially at this season, because of the light it throws upon the life of Southern plantations of the period. It gives us some idea of certain phases of the life Washington lived, and the surroundings amid which it was lived when he was at home upon his own plantation at Mt. Vernon. It is a picture of the luxurious, comfortable, easy-going life, common to people of the better class then living in the best homes of the South. Washington and Lafayette are standing upon a broad veranda of a typical, colonial plantation home. Sitting beside them are two ladies dressed in costumes in keeping with the period, one being Martha Washington herself. Her little daughter leans

against her knee. To the left another little girl and her nurse sit upon the lawn, the child playing with her toys. Two dogs are frisking about them on the lawn. The spacious grounds stretch away to the fine trees in the background, while a splendid view of the river may be had from the veranda. The long vista down the stream is very charming. The glimpse of Southern comfort here provided,—the commodious-looking house, the wide expanse of lawn with its fine trees and picturesque outlook, combine to make a very pleasant impression. We realize that life under such conditions as these must have been a very delightful affair.

Nevertheless, we must remember that Washington himself lived what we would call "the strenuous life" even when at home at Mt. Vernon. He spent hours in the saddle every day, superintending the work upon his plantations, riding back and forth among the laborers who cared for his crops and did the other necessary farm work of the period. Here we have him represented during one of his leisure hours when he has time to converse with a friend, amid surroundings such as we enjoy pic-

turing in connection with one whose life contained much of hardship and self-sacrifice endured for the sake of the countrymen whom he loved so well.

QUESTIONS INTERPRETING THE PICTURE

What is the title of this picture?

What do you know about Washington's home life?

What was Mt. Vernon? Do you think Washington enjoyed living there? Have you ever read that he did?

Who was Lafayette? Was it natural that he and Washington should be good friends? Why?

What are they doing in this picture?

Where are they standing? What other persons are upon the veranda?

What lady do you think one of them represents?

Who leans against her knee?

Did Martha Washington have any children? Do you think, then, that the artist was correct in representing this little girl?

Whom do you see seated upon the lawn?

What is this little girl playing with?

What else do you see upon the lawn? What besides the dogs and the little girl and her nurse?

What do you see in the distance?

What is the season of the year judging from the trees?

What do you see in the distance beyond the veranda?

Do you think this is a pleasant looking home?

Do you like the grounds surrounding it? Why?

Do you think life would be enjoyable under such conditions as those represented here?

Do you like to picture Washington living under such conditions as those represented here? Why?

Do you like this picture? Why?

Do you like its arrangement? Where are the principal figures placed with reference to the rest of the picture?

Is this where you would expect to find them?

Are the two sides of the picture well balanced?

What figures or objects are balanced against one another? Is the effect upon the whole pleasing? Why?

Do you think the perspective of this picture is well managed? Why?

Do you think the view of the river has much to do with the attractiveness of the picture?

Do you think the sense of distance is well given? The sense of height?

Do you think the accessories are true to the period represented?

Would you like to have been able to visit such a home as this? Does it appeal to your imagination? Why?

OUTLINE OF THE ARTIST'S LIFE

Thomas P. Rossiter was born in New Haven, Connecticut, in 1818. He studied in his native city under Jocelyn, and at the age of twenty began the practice of his profession there as a portrait painter. In 1840 he visited Europe, studying in London for six months and in Paris for a year. In 1841 he settled in Rome, remaining five years and spending his summers in sketching tours in Germany, Switzerland and Italy. In 1846 he opened a studio in New

York where he painted an occasional portrait, but devoted himself chiefly to the illustration of scriptural and historical subjects. In 1853 he returned to Europe, remaining in Paris for three years, and winning a gold medal at the exposition of 1855.

After spending a few years in New York, he removed in 1860 to Cold Spring on the Hudson. Elected an associate of the National Academy in 1840, he was made an academician in 1849. His work is facile, rapidly done, and in its day popular, although it seems somewhat antiquated now. Among his works, some of which have been engraved, are: "The Last Hours of Tasso," "Puritans Reading the Bible," "Miriam," "The Ascension," "Return of the Dove to the Ark," "The Wise and Foolish Virgins," "Noah," "The Parting Between Ruth, Orpha and Naomi," "Morn, Noon and Evening in Eden," "Italy in the Olden Times," "Home of Washington," "Washington in His Library," "Washington's First Cabinet," "Prince of Wales at the Tomb of Washington," "Palmy Days at Mount Vernon," and "Representative Merchants." These titles will indicate the character of Rossiter's work and why it is not so popular now as at the time it was produced nor of lasting value for all time. Such subjects must be treated with great vitality and charm if they are to hold their own for any considerable period. Rossiter died in 1871.

—Elsie May Smith.

A Tribute.

EDUCATIONAL MAGAZINE PUBLISHING CO.

Dear Sirs:—I find your magazine a great help in my work, especially the pictures. I use them in writing picture stories and the children always look forward to the next month when the new magazine comes. I inclose one of the stories and would be very glad if you could find space for its publication in one of your next issues.

I showed them the picture entitled "Happy As the Day Is Long" (in the November number of your magazine). After studying and talking about it for a short while, I gave them thirty minutes in which to write the story.

A SUBSCRIBER.

"AS HAPPY AS THE DAY IS LONG"

Long ago there lived in the country a lady and her two children. They lived in a little log cabin called a hut. They were poor and could not live in a good house, but they were as happy as any king on the warm summer days. When the baby went to sleep in a little cradle the mother could sew and make clothes for herself and her two children. While she sewed her other child always sat near with her best kitten in her lap. She would often let the cats drink milk from a saucer. Sometimes the mother would tell her stories of "Red Riding Hood" and other stories that she had been told in the days of her childhood. And the child was delighted to sit near her mother, rubbing her cat's soft warm fur and listening to the beautiful stories.

WESLEY BROWN,

Third grade, 10 years old,
McComb, Miss.

VIII. Merry Music for Little Musicians



Song forbids victorious deeds to die.

—SCHILLER.

Edited by

Grandolfus Tullar

My Valentine

Amelia M. Starkweather

Edna G. Young

1. I'm going to write a val - en - tine, A tru - ly real love let - ter,
2. I've al - ways loved you ev - er since I knew one from an - oth - er,
3. And now, my sweet - heart, ma - ma dear, I hope you will dis - cov - er

To just the sweet - est girl I know, — I can't find an - y bet - ter.
So ma - ma dear, you're my best girl, I don't want an - y oth - er.
That I'm your tru - ly val - en - tine, Your own dear lit - tle lov - er.

CHORUS.

Dear ma - ma, you're my val - en - tine, The sweet - est one I know,

I hope you'll write me ver - y soon For oh! I love you so.

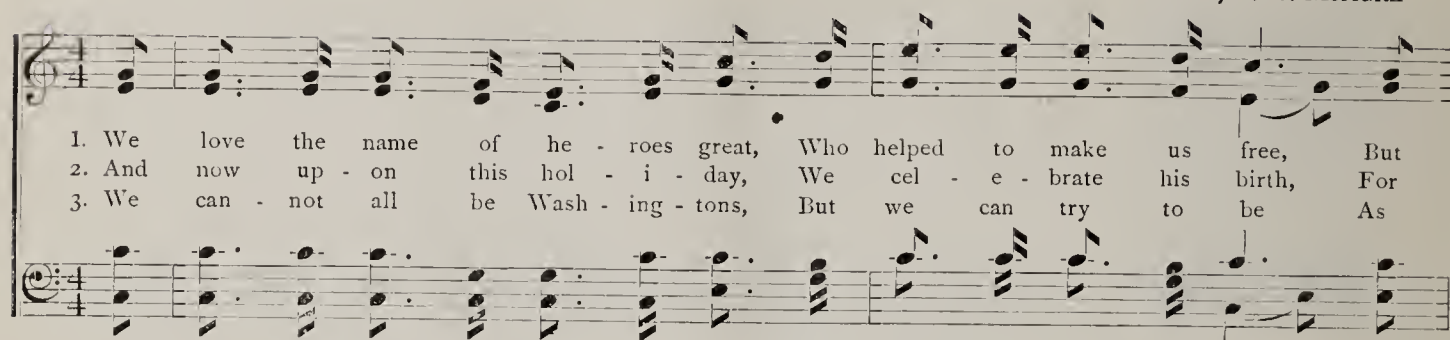
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From "Holiday and Every Day Melodies" Used by per. of the Publishers, Tullar-Meredith Co., New York and Chicago

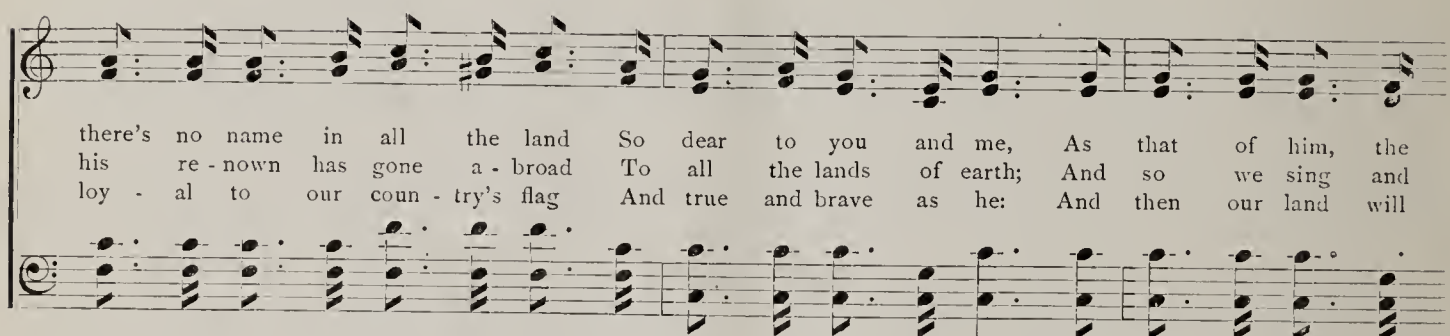
Our Noble Washington

Edna G. Young

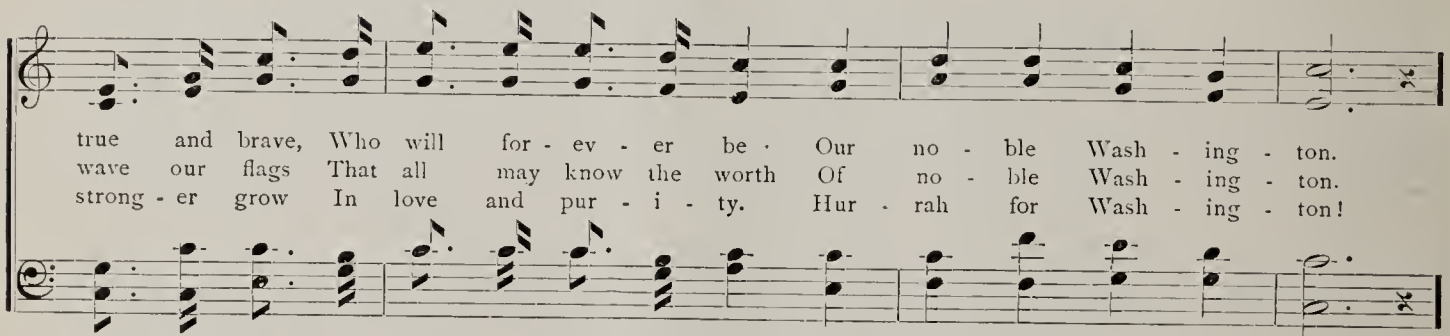
Arr. by I. H. Meredith



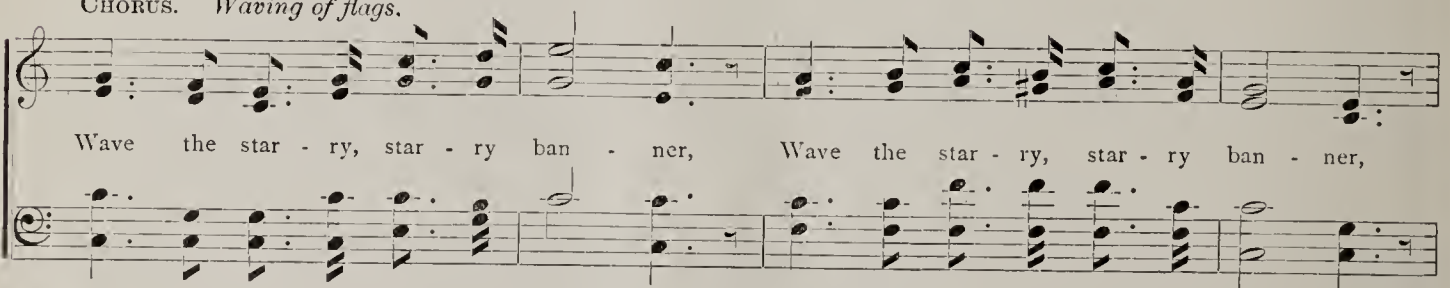
1. We love the name of he - roes great, Who helped to make us free, But
 2. And now up - on this hol - i - day, We cel - e - brate his birth, For
 3. We can - not all be Wash - ing - tons, But we can try to be As



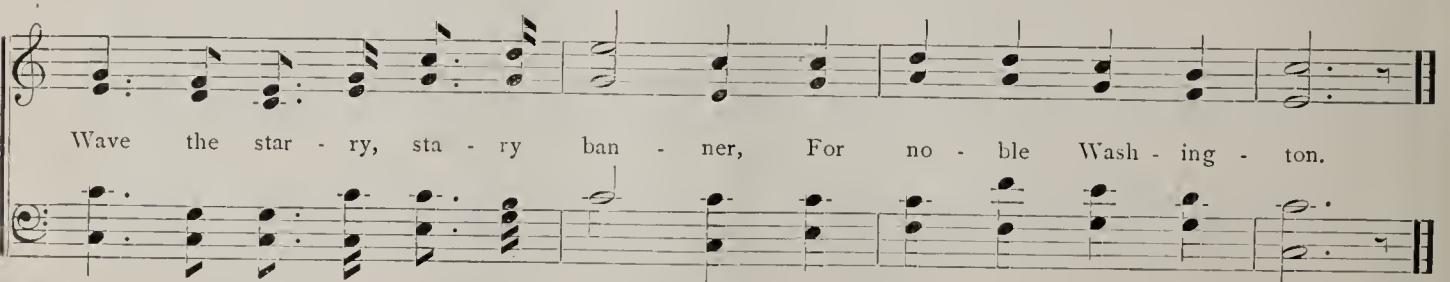
there's no name in all the land So dear to you and me, As that of him, the
 his re - nown has gone a - broad To all the lands of earth; And so we sing and
 loy - al to our coun - try's flag And true and brave as he: And then our land will



true and brave, Who will for - ev - er be - Our no - ble Wash - ing - ton.
 wave our flags That all may know the worth Of no - ble Wash - ing - ton.
 strong - er grow In love and pur - i - ty. Hur - rah for Wash - ing - ton!

CHORUS. *Waving of flags.*


Wave the star - ry, star - ry ban - ner, Wave the star - ry, star - ry ban - ner,



Wave the star - ry, sta - ry ban - ner, For no - ble Wash - ing - ton.

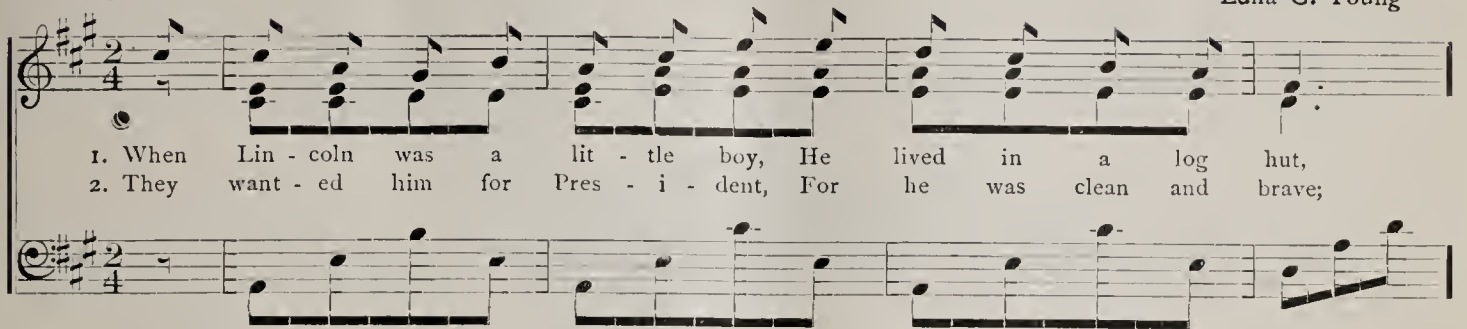
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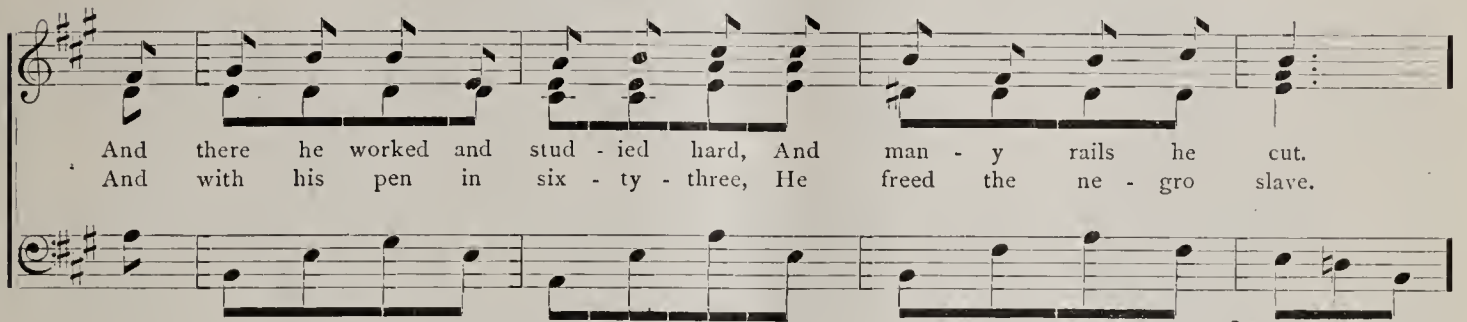
Lincoln

E. G. Y.

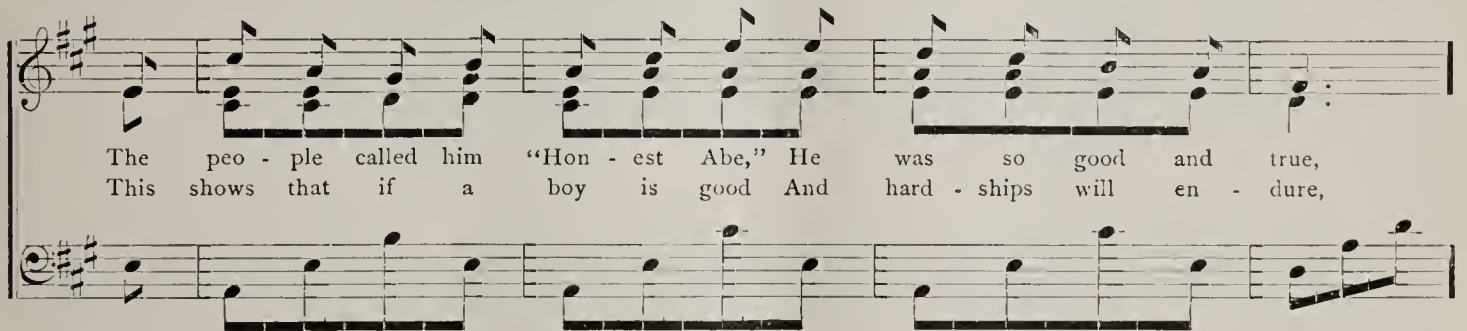
Edna G. Young



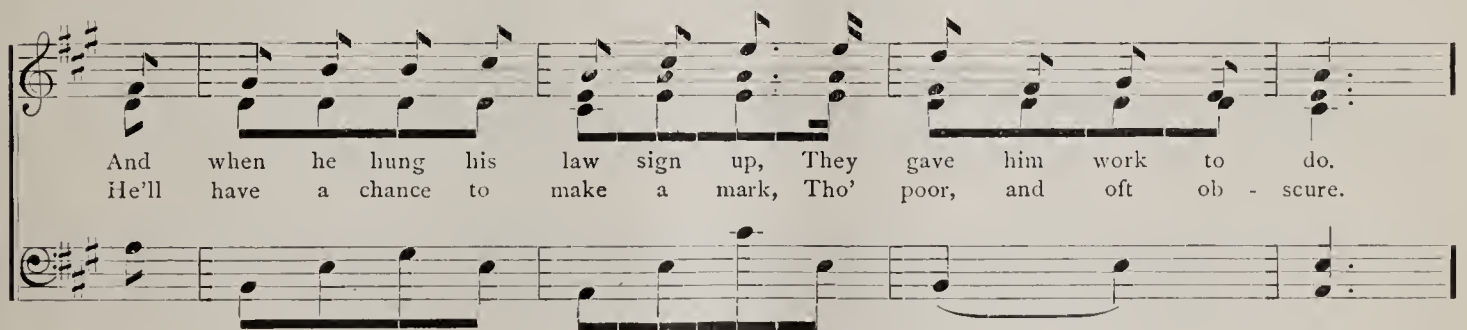
1. When Lin - coln was a lit - tle boy, He lived in a log hut,
2. They want - ed him for Pres - i - dent, For he was clean and brave;



And there he worked and stud - ied hard, And man - y rails he cut.
And with his pen in six - ty - three, He freed the ne - gro slave.

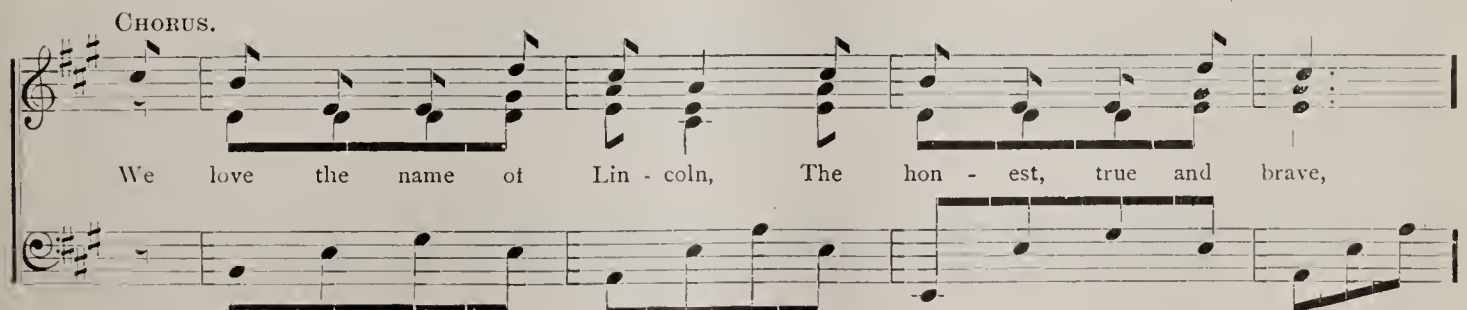


The peo - ple called him "Hon - est Abe," He was so good and true,
This shows that if a boy is good And hard - ships will en - dure,



And when he hung his law sign up, They gave him work to do.
He'll have a chance to make a mark, Tho' poor, and oft ob - scure.

CHORUS.



We love the name of Lin - coln, The hon - est, true and brave,

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Lincoln

Who by his time - ly cour - age A na - tion helped to save.

Of Such is the Kingdom

Laurene Highfield

Grant Colfax Tullar

1. The Sa - viour who blessed lit - tle chil - dren, And said, "Let them come to Me,".....
 2. All ye who would en - ter the king - dom, Will have to be un - de - filed,.....
 3. Then let us be ten - der and lov - ing, And live so the world can see,.....

Took them in His arms, say - ing gen - tly, "Of such shall the king - dom be.".....
 As gen - tle and hum - ble and trust - ing, And pure as a lit - tle child.....
 That we have a part in His king - dom, And like Him we try to be.....

REFRAIN.

Of such is the heav - en - ly king - dom, The coun - try of joy and love,.....

Oh may we be wor - thy to en - ter The beau - ti - ful king - dom a - bove.....

From "Nature's Hallelujah" By per.
 From "Children's Praise No. 1" Used by per. of the Publishers, Tullar-Meredith Co., New York and Chicago

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IX. Problems and Correspondence

*Leave what you've done for what you have to do;
Don't be consistent, but be simply true.*

—O. W. HOLMES.

The following letter was answered personally by the editor. It was forwarded to Dr. W. E. Chancellor for his opinion. The question and Dr. Chancellor's answer will undoubtedly be of general interest.

POST FALLS, IDAHO, Nov. 30, 1912.

EDUCATIONAL MAGAZINE PUB. CO.,

31-33 East 27th street, New York City.

Dear Sirs:—I wonder if you will settle this dispute for me. In teaching a child to spell a word where double letters appear such as in the words "foot" and "odd" where no division of syllables comes is it not correct to teach a child to say "f-oo-t" and "o-dd" and not "f-o-o-t" and "o-d-d," and, when the division comes between the double letters, to teach the child to say each letter separately as in "pret-ty" and "pup-py" and "red-der"?

I have been informed that it is twenty-five years behind the times to teach a child that way and also that it is incorrect to teach a child ever to say "f double o t" or "double d" and if it is I should like to know it.

It seems to me it would be correct to say "double o," especially when it is sounded as one as in "oo" or "oo."

I have taken pains to inquire of teachers who were students of orthography in the normal schools and they agree with me, or rather say they never heard of it being taught in any other way but as I was taught to teach it and that the correctness or incorrectness of teaching it that way was never brought up.

Hoping to hear from you soon, I remain,

Sincerely,

CARLOTTA WOOD.

P. O. B. 272, Post Falls, Idaho.

HOTEL STEIM, KITTANNING, PA.,

Dec. 19, 1912.

Dear Sir:—With respect to the first item of this letter, it may be said that practice still varies but that on two grounds the separate articulation of the letters should prevail. First, the expression "double o" introduced confusion. Articulate carefully in order without an interval between the words this list, saying "double o," "double u," etc., viz.:

wood
woof
wool
swoon
Ruud(a proper name)
sweet
sweep

The second objection is that it unnecessarily lengthens the time required to spell a word.

Take the same list and time the two ways by the second hand of the watch. It takes one-third longer to say "double o" than to say "o-o." But it is a sound principle of teaching always to prefer the shorter way as being easier to remember.

In fact, children taught to-day each letter separately are better spellers than when they learn to say "double e," etc.

As to the second item, how to spell paired letters when in separate syllables, as "pret-ty," it is universally agreed that we should have syllabication and say each letter separately.

Several letters of the alphabet are unfortunately named, among them "w." If we did not say "double u," probably no one would ever have thought of saying "double e," "double o," "double d," etc.

Yours very respectfully,

W. E. CHANCELLOR,

Box 272, Darien, Conn.

SCHOOL PROBLEMS

Interrelated Scheme for a Course of Instruction
(From Dr. M. P. E. Groszmann's book: *"The Career of the Child from the Kindergarten to the High School."*)

A. KNOWLEDGE
(a) Environment
Geography
(present conditions).
Science
(evolution and laws).
Geometry
(formal side of geography).
(b) History

The Past: Man's Evolution.
The Present: Contemporary History.
The Outlook: Civics, Ethics.
American and general history.
Literature and art.
Language and languages.

Mathematics is an element of knowledge pervading all branches (the precise cognition).

Laboratory and constructive work is a method of acquiring knowledge.

As laboratory work it pertains to environment.

As constructive work it pertains to history (occupations, development of civilization through conquering the forces of nature).

B. DEVELOPMENT OF SELF-EXPRESSION

Physical Training, including music and gymnastics, games, etc.; composition; art work; inventive construction.

X. Topical Quotations

It is the glory and merit of some men to write well, and of others not to write at all.

—LA BRUYERE.

[On Saturday afternoon, December 28, 1912, Madison Square Garden, New York City, was the scene of an impressive event. It was the tenth annual meeting of the Public Schools Athletic League and championship contests were held in all the popular forms of track and field athletics. Twelve hundred boys were in the arena using their legs; thousands were in the galleries using their lungs. The music was inspiring, the running was speedy, the jumping was graceful, the management was perfect. The supreme moment of the afternoon was when those twelve hundred young athletes stood attention, facing an immense American flag, and joined in the familiar salute. It was a sight fit for the eyes of angels. Palsied be the tongues that seek to minimize the importance and to gainsay the righteousness of patriotism. Shades of Washington and Lincoln! Patriotism is our topic this month.]

Patriotism is the self-consciousness of a nation; and while we were only individuals, struggling for our own selfish good, we had no patriotism and could have none.

—James Freeman Clarke.

Ye who love the Republic, remember the claim
Ye owe to her fortune, ye owe to her fame,
To her years of prosperity, past and in store,
The hundreds behind you, the thousands before.

'Tis the schoolhouse that stands by the flag,
Let the nation stand by the school.
'Tis the school-bell that rings for our liberty old,
'Tis the schoolboy whose ballot shall rule.

No Appetite

"I took Hood's Sarsaparilla when I was a very sick woman, had no appetite whatever, and could not sleep more than three hours a night. I was persuaded by a friend to try it, took two bottles of it, and it greatly benefited me, gave me a good appetite and sound sleep." Mrs. John Edens, 2220 W. 3rd St., Davenport, Iowa.

Hood's Sarsaparilla restores the appetite and makes sleep sound and refreshing by purifying the blood, strengthening the nerves, aiding digestion and building up the whole system. Take it this spring. It achieves its great victories, not simply because it contains sarsaparilla, but because it combines the utmost remedial values of more than twenty different ingredients, each greatly strengthened and enriched.

Get it today in usual liquid form or tablets called **Sarsatabs**.

The blue arch above us is liberty's dome,
The green fields beneath us, equality's home;
The schoolhouse to-day is humanity's friend,
Let the people the flag and the schoolhouse defend.

—Hezekiah Butterworth.

We cannot honor our country with too deep a reverence; we cannot love her with an affection too pure and fervent; we cannot serve her with an energy of purpose or a faithfulness of zeal too steadfast and ardent.

—Thomas S. Grimké.

There is no greater sign of general decay of virtue in a nation than a want of zeal in its inhabitants for the good of their country.

—Joseph Addison.

Love of country is the expansion of filial love.

—D. D. Field.

Courage is the source of patriotism.

—H. W. Beecher.

Patriotism knows neither latitude nor longitude.

—E. A. Storrs.

One flag, one land, one heart, one hand, one nation evermore!

—O. W. Holmes.

I love the land that gave me birth,
A land so fair to see,
To me the dearest spot on earth,
The land of liberty;
I love to hear the joyful strain
That rolls from sea to sea,
Echoed from every hill and plain
The anthems of the free.

Praise to the honored men who died
Freedom and right to save,
The nation's joy, the nation's pride
For us their lives they gave.
Long o'er the glorious land they loved,
The loyal and the brave.
May freedom rule of God approved,
And peace her banner wave.

—S. F. Smith.

Sweeten Sour Stomach by taking Dys-pep-lets. Made only by C. I. Hood Co., Lowell, Mass. Remember name, Dys-pep-lets.

XI. Instructive Books for Young Readers



He that cometh in print because he would be known is like the fool that cometh into the market because he would be seen.

—EUPHUES.



All books noticed in this department may be ordered through the publishers of TEACHERS MAGAZINE



Mother West Wind's Children

(Little, Brown & Co. \$1.00)

How is this for a dedication:

TO
ALL THE LITTLE FRIENDS
OF
JOHNNY CHUCK AND REDDY FOX
AND TO
ALL WHO LOVE THE GREEN MEADOWS
AND THE SMILING POOL,
THE LAUGHING BROOK AND THE
MERRY LITTLE BREEZES,
THIS LITTLE BOOK IS DEDICATED.

Rather pretty, isn't it? So is the book and so are the fifteen stories contained in so many chapters—for each chapter is a story. Mr. Thornton W. Burgess is the author, the same, of course, who wrote "Old Mother West Wind." The children are, very naturally and very poetically, Merry Little Breezes. The pictures are very amusing and there are seven of them in the book. The first story tells how Danny Meadow Mouse Learns Why His Tail is Short. This is the way it begins:

"Danny Meadow Mouse sat in his doorway and looked down the Lone Little Path across the Green Meadows. Way, way over the Smiling Pool he could see Old Mother West Wind's Children, the Merry Little Breezes, at play. Sammy Jay was sitting on a fence post. He pretended to be taking a sun bath, but really he was planning mischief.

You never see Sammy Jay that he isn't in mischief, or planning it. Reddy Fox had trotted past an hour before in a great hurry. Up on the hill Danny Meadow Mouse could just see Jimmy Skunk pulling over every old stick and stone he could find, no matter whose house it might be, and excusing himself because he was hungry and was looking for beetles.

"Jolly, round, red Mr. Sun was playing at hide and seek behind some fleecy white clouds. All the birds were singing and singing, and all the world was happy—all but Danny Meadow Mouse.

"No, Danny Meadow Mouse was not happy. Indeed, he was very far from happy, and all because his tail was short."

Now you will want to read the rest of the story.

"Tell Me a Story"

Come, little children, come with me,
Where the winds are singing merrily,
As they toss the crimson clover;
We'll walk on the hills, and by the brooks,
And I'll show you stories in prettier books
Than the ones you are pouring over.

—Phoebe Cary.

A little book containing the above lines, in a prominent place on one of the front pages, came to the reviewer's desk recently, and with it a statement from the publishers to the effect that the book is "a charming bit of work." Publishers have a perfect right to talk that way—in fact, we expect them to sing the praises of their own productions. We may not always agree with their opinions. It is sometimes more fun to disagree. In this case the editorial judgment is in perfect accord with the publisher's claims. "Tell Me a Story" is the name of the "charming bit of work." Lida Brown McMurtry is the author, B. F. Johnson Publishing Company the publishers, and the price is only thirty cents. It is a first reader and is one of the Graded Classics Series. The illustrations, some of which are in color, are of the kind that some people would call "cute." They contribute much to the interest of the book. The stories are taken from many sources, and even the most familiar of them seem to have a new attraction in this artistic setting.

XII Our Advertisers

The following story is accredited to so good and reliable a man as Phillips Brooks:

A negro asked by the priest if he had stolen nothing since his last confession replied, "No, sir." "None at all? Stolen no chickens?" "No, sir." "No watermelons?" "No, sir." "No eggs?" "No, sir." "No turkeys?" "No, sir; not one." When his companion outside of the church asked, "How did you get on?" he answered, "Bully. But if he'd said ducks he'd got me."

What has this to do with our advertisers? We are not afraid to have anyone say "ducks" to them. These principles constitute our platform:

1. Seek only honest advertising.
2. Give honest returns to our advertisers.
3. Back up the advertising with the publisher's endorsement.
4. Emphasize the value of honest and interesting advertising to the subscriber.
5. Study the interests of advertisers and readers by urging the latter to become patrons of the former.

Say "ducks" to any of the advertisers in *TEACHERS MAGAZINE*. See if you can get them. If you do let us hear from you.

Why Suffer?

and feel good for nothing? Surely you are not willing to endure the headache, the backache, the lassitude, the nervousness, the general sense of misery from which women are so apt to suffer at times. There is a far better thing to do. Thousands and thousands of now stronger and happier women

Remember BEECHAM'S PILLS

and the help they have found in their use, with gratitude. If you wish to be healthier—try a few doses of this unequaled remedy. You will be astonished at the difference in your feelings, your spirits and your looks.

Your digestive organs will be strengthened, your liver stimulated, your bowels regulated. With these organs in good order, and with impurities removed from your system, all your bodily functions will be performed naturally, without suffering.

You will have purer, richer blood, brighter eyes, clearer complexion. You will know what it is to be cheerful—and what this means to yourself and those about you—after you have secured the tonic effect of the valuable and reliable Beecham's Pills. You will know how genuine these true friends are which

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Directions of special value to women are with every box

Sold everywhere in boxes, 10c and 25c. If your dealer should not have them, send price to Thomas Beecham, 417 Canal Street, N.Y.

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Our Presidents and Their Office

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WILLIAM ESTABROOK CHANCELLOR, Ph. D.

With an Introduction by

CHAMP CLARK

603 pages, \$3.00 net. Postage 20c.

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EDUCATIONAL MAGAZINE PUB. CO., 31 E. 27th Street, N.Y.

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An Appropriate Gift from Teacher to Pupil at School Close. Send for Samples Today—2c Stamp Appreciated

Booklets consist of cover and two inserts, united with silk tassel. Cover is embossed from steel dies, and hand water colored. Printing in inserts consists of closing day poem, miscellaneous poem and farewell greeting. All printed from Pen Print and illustrated with appropriate etchings.

We Print To Your Order: Name of your School, District number, Township, County, State, names of School Board, Teacher and names (and grades) of your Pupils.

Photo of Teacher or Building or both added to first cover of either style at a very small additional cost.



No. 2

Send any photo, large or small, securely wrapped and write your name and address on outside of wrapper. We guarantee our photos to be the best made.

No. 1—12-Page Booklet—Size 5½x7½ inches.
First 10—\$1.00; additional ones.....7c each
With Photo—10 for \$1.25; additional ones.....8c each

No. 2—12-Page Booklet—Size 3½x5½ inches—Oval Photo. 35 or less, 5c each; additional ones...4c each
With Photo—35 or less, 6c each; additional ones 5c each

No. 3—12-Page Oblong Booklet—Size 3¾x5¾ inches. 35 or less, 6c each; additional ones 5c each
With Photo—35 or less, 7c each; additional ones 6c each

No. 4—A 3 Fold Design—Size 5½x10 inches. Printed in 2 colors—Cover design has a flag in colors, and a photo reproduction of the Liberty Bell. Portrait of Washington 25 or less—1½c each; additional ones3c each
With Photo—25 or less, 5½c each; additional ones 4c each

When Photos are not used, an engraved design will be printed in Photo space in No's. 1, 2 & 3. In No. 4 reproduction of Washington Portrait.

Souvenirs Assembled: It costs us about 12c per order to assemble your Souvenirs, tie and paste the Photos on. Our prices are no higher, and in some cases lower than other firms who do not assemble. WILL you send 5c extra with your order to pay part of this expense—PLEASE?

Samples Are Free. A stamp will be appreciated, yet not necessary. An order blank and return envelope included with sample. However, you may order without samples.

Envelopes to match 2, 3 and 4, 10 cents dozen. No. 1, 15 cents dozen.

Address all orders to
THE OHIO PRINTING COMPANY,
W. E. Seibert, Prop.
New Philadelphia, Ohio.

Box M.

No. 1



Actual Size



Send us a subscription for Teachers Magazine and get a box of these pencils for yourself and one for the new subscriber.

Act promptly: They are going fast.



Copyright Underwood and Underwood, N. Y.

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Send for itinerary. 44 days. \$310.00

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One-third off if you order not less than \$1.50 worth of following goods.

Goods are sent prepaid at once.

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Farm Stories for Pupils and Teachers.....10c
41 New Paper Cutting Designs.....15c
30 Construction Patterns on heavy cardboard in four colors, ready to make up.....40c
Note. Primary or Rural Teachers who do not have the above six articles will do well to consider them in the first order.
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New Primary Arithmetic Cards.....15c
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16 Common Birds in Colors with description, 15c
16 Birds to Color, drawn from above, 6x9..10c
50 Outline Maps, 8½x11, name maps.....20c
50 Booklet Covers to Color, 6x9, assorted, 20c

50 Popular Pictures, half cent size, ass'ted, 15c
25 Public School Report Cards for.....10c
15 of Latta's Weaving Mats for.....10c
18 Eskimo Drawings to Color.....15c
Tickets—Good, Perfect or On Time, 100 for 10c
25 Prize Cards, good for any subject.....10c
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WIND COLIC, and is the best remedy
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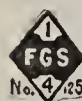
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TEACHERS MAGAZINE

Vol. XXXV

MARCH, 1913

No. 7

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William Charles O'Donnell, Jr.

Departmental Editors.

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| V. CULTURAL DIVERSIONS:
Dramatizations—"A Dream Trip to Northern Lands". | X. INSTRUCTIVE BOOKS. |

With Junior Section—"THE PENNANT".

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31-33 East 27th Street, New York City

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Teachers Magazine

Vol. XXXV

MARCH, 1913

No. 7

I. Round Table Talks With Subscribers

SCHEME DEPARTMENT

Now We Have It!

The Schematist is happy. He thinks he has evolved a plan that means increased satisfaction to Teachers Magazine readers and a decided advantage to the boys and girls of our graded schools—bless 'em.

Most careful attention, please.

Four pages of this number are arranged in the form of a juvenile paper to illustrate a possibility. As a Junior Section it is valuable as an actuality. To make it an actuality as a separate publication in larger type and page a considerable number of definite subscriptions will be required. At only twenty cents a year such a paper should soon have a large circulation. Almost any school boy or girl would be glad to pay two cents a month to get it.

School life is more highly diversified than ever. The interests of our school going population are manifold and the habit and power of initiative are being everywhere encouraged among the children. To focalize and perhaps to direct some of these activities would be the aim of The Pennant. To supplement Teachers Magazine by putting some of its material into such form that the pupils could have it in their possession and thus work with the teacher to better advantage and often at a great saving of time, is another object in view. Surely this suggestion will find a welcome. Primary grades will be thus represented, and the little ones interested as well as their big brothers.

Now, all depends upon the support of our friends, the teachers. Let the children *see* the paper and arrange to have it regularly. This is the point of our entreaty.

Enough copies should be ordered, if possible, to furnish the entire class. In most instances the money could be collected in advance—twenty cents for a full ten months subscription, or ten cents for six months (No less than ten to any one address). Otherwise payment may be made at convenience of subscriber. *Teachers Magazine readers can be trusted.*

Special terms will be offered to school boards wishing to furnish classes or schools. The value of such an arrangement will be recognized at once by progressive boards desiring to raise the standard of efficiency and to keep their school up to date.

TEACHERS. — *Act at once. Let the class see the Junior Section. Give them a chance to begin their subscriptions with the first number.*

SUBSCRIPTION FORM

TEACHERS MAGAZINE
31-33 East 27th Street, New York City

Enclosed find \$.....for.....subscription
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please send to

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This order, being not less than \$2.00, entitles me to an
extra subscription to Teachers Magazine, which please
send to

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II. Editorial Expression and Selection

March

A Seasonable Preachment on Self-Control.

The Anglo-Saxons called March "Hlyd monath," the stormy month.

"As mad as a March hare" conveys the superlative of madness. March winds are violent, vindictive, vixenish. March is a termagant, a Katharina whom no Petruchio can tame.

Jealous of January for usurping the throne of priority, March fumes and frets, and blusters and blows, and scowls and scolds, and grieves and grumbles, and roars and rages, and writhes and rends. March is rebellious. March is obstreperous. March is mad.

"I make war on all the human race ;

I shake the cities with my hurricanes ;

I flood the rivers and the banks efface,

And drown the farms and hamlets with my rains."

The Romans esteemed their war-god very highly. They called themselves the "Children of Mars," named their first month Martius, and were ever ready to join in the valorous shout, "Down Eros, up Mars." Mars was called "Grandis Divus," the great god. He was honored next to Jupiter and was with reverence styled "Father." He was considered to be the progenitor of the Romans and the personification of invincible valor. Many temples were built for him in Rome, he was one of the tutelary divinities of the city, he had a sanctuary on the Quirinal, the wolf and the horse were sacred to him, games were annually celebrated in his honor, and he gave his name to that famous field, the Campus Martius. In the solar system the planet next outside the earth's orbit is called Mars, and some scientists are promising to put us into communication with the Martians. Perhaps the hypnotic influence of this mythological hero extends beyond our own sphere.

Mars came finally to be identified with the Greek Ares. The two differed much, however, in disposition and in dignity.

Ares, son of Zeus and Hera, was the god of combat. He was not the genius of battle royal, but of tumult, carnage, uproar, havoc, blood and death. The imbroglio delighted him. He fanned the fires of enmity, he scattered the embers of discord, he exulted in catastrophe. He was the brother of Strife, the father of Horror and Fear. He would

contend on either side to prolong the conflict. He kept boiling the cauldron of human passion, he urged on the hounds of slaughter, he unchained the demons of sin and destruction. He was called the "Grinder." He ground peace and pleasure into powder, he ground hope and happiness into the dust of despair. Ares was the arch mischief-maker of mythology.

The Delphian inscription, "Know thyself," might have been over-arched by the greater one, "Control thyself." The lion-tamer risks his head between the jaws of a Numidian lion; the beasts of evil impulse are harder to tame.

Thackeray hung the picture of St. George and the dragon over his bed that he might be daily reminded of his own peril. A vicious temper and a venomous tongue are dangerous dragons.

The seventeenth day of March recalls the legend of the good Saint Patrick and the extermination of vipers from the land of the shamrock. Rage and retaliation are venomous vipers.

Plato's "Republic" designates three classes of citizens: the rulers, the fighters and the workers. Rulers must follow wisdom, fighters must seek courage, all in unison must strive for self-control. Thus the message of March is identical with that of the greatest of all philosophical writers since the time of Thales.

Socrates, professing ignorance, yet attaining the highest wisdom, so perfectly controlled his appetites, passions and fears, that he smiled at death and drank the hemlock with as little emotion as a man might show when sipping his morning coffee. He always wore clothing of the same texture, went barefoot winter and summer, and was remarkable for equanimity and frugality. To Crito he said, "We ought not to retaliate or render evil for evil to any one, whatever evil we may have suffered from him." When asked to prepare for trial he said, "Do you not think I have been preparing for this very thing my whole life long?" Sensible Socrates! Supreme self-master!

Remember Washington hidden in the smoke between the opposing lines at Princeton. That "po-tent poise of self-control" made him "first in war and first in peace." Remember Napoleon at Ma-

rengo, the awful fire of the Austrians tearing up the ground at his horse's feet, and the heavy limbs and branches from the great trees falling around him.

Remember Marshal Ney at Waterloo, covered with dirt and blood, but with steady nerve and sure sword. "The Old Guard dies, but never surrenders," was the reply to Wellington. Remember the Confederate general, Jackson, at the first battle of Bull Run, when General Lee rallied his men by

shouting, "Look! there is Jackson standing like a stone wall." Stonewall Jackson it will be to the end of time.

The Ten Thousand Immortals of Xerxes, the Sacred band of Pelopidas, the Macedonian Phalanx of Phillip and Alexander, the Tenth Legion of Cæsar, and the Old Guard of Napoleon, but symbolize the man trained in the art and exercising the power of self-control.

Bright Eyes and Twinkling Stars

III

Dear Bright Eyes:—

How strange it is that we began to write about twinkling stars and so soon have dropped down to earth, for I promised that this letter should be about our own wonderful world. Yet all those brilliant objects we see in the sky at night are only other worlds. I remember now that I once read a charming book entitled "Our Own and Other Worlds." It was just such a book as you will want to read when you are a little older. We shall never be able to understand much about those "other worlds," that is, the planets, nor those "other suns," that is, the stars, unless we keep constantly in mind certain facts about our own world and our own sun. How big is the earth? What is its shape? Of what material is it made? What is its history? What kind of motion has it? Why do we have day time and night time, summer and winter? These are only a few of the questions you could ask about the earth.

I cannot take up all these questions, for my letter must be short, but perhaps you will agree with me that nothing could be so amazing as the motions of the earth. Here is a big ball, nearly 25,000 miles around in its thickest part, speeding along on an invisible track (called its orbit) at the rate of over a thousand miles an hour, and as it goes, it spins around so that an object on its surface is carried around at the rate of about seventeen miles a minute. Whew! It almost scares me to think of it. A ball shot out of a cannon does not move as fast as that! I would like to draw a picture illustrating it, but I really do not know how. Those trees I sent you in my last letter will not do, for trees are rooted. The earth is not rooted, it never stops moving, it just rushes along and spins around, yet nothing falls off and you do not get dizzy and your bright eyes look out at other worlds moving still faster. Wonderful! Surely we should never cease to wonder at this wonderful world!

Would you like a little letter about the moon next?

—Uncle Bob.

(That some of our young friends have become interested in Bright Eyes the following correspondence will show.)

Dear Uncle Bob:—

Our teacher read us the letter you wrote to "Bright Eyes," and we were greatly interested in it. Though we do not know Bright Eyes, we like to think that she is a little pupil like us, since she begins to learn about the stars. We do not study astronomy yet, for we are only in the third grade, but we love to hear about the stars that shine so quietly above us. We know those which form the Great Dipper, and also the Polar Star. We have learned that those heavenly bodies are fixed in the sky, and that is just what gave rise to our wonderings. If the stars are fixed, how is it that the star of the Wise Men led them to Bethlehem without knocking down some of her bright companions? Was it a planet? How could it go so fast? We like the Christmas Star more than all the other stars, and we wish you would tell us where it went that we might look for it.

We are anxious to receive the February Magazine to read your answer.

Your new little friends,

Snowdrops.

To Snowdrops Uncle Bob sends his hearty thanks for this letter. But how to answer the questions, ah! that is a difficult matter. If I could sit down and talk with you for an hour or two perhaps I could explain some things that I cannot make clear in a few lines of writing. Yet the Editor is jealous of his space and says I must be brief.

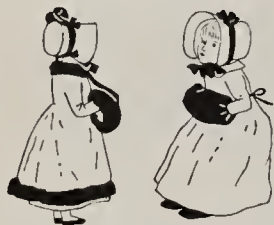
1. About the possibility of the Star of Bethlehem "knocking down some of her bright companions," it is well to remember that planets and stars are separated from each other by thousands and millions of miles. They all have plenty of room. No crowding and no bumping out there in space. Try to get an idea of the bigness of the universe and you will begin to realize the greatness of God. Plenty of room in the air for all the birds, is there not? There is even more room for all the stars.

2. We do not know exactly what star or planet the Wise Men followed. Some stars are *variable*, that is, they seem to blaze up more brilliantly at certain periods. It may have been one of these. Sometimes the planets are in *conjunction*, that is,

we see them as though they were in the same straight line from us, and so they look like one great and very bright object. The Wise Men may have been watching a conjunction, for they were constantly studying the heavens.

3. All heavenly bodies are moving rapidly. The Magi perhaps just went in the direction that the star seemed to be.

4. Perhaps you will be disappointed, but really, there is no "Christmas Star"; I mean no star that you can point to in the sky and say, "That is the star the Wise Men followed." So we can each pick out a Christmas Star for ourselves, the brightest of them all if we wish, and let it remind us of the little baby to whom the Wise Men gave their beautiful presents.



III. Passing Pleasantries

ENVY.

My teacher says that I'm the best
And smartest boy in school.
I'm never careless, like the rest;
I never break a rule.
If visitors should come to call,
She has me speak a piece,
Or tell what makes an apple fall,
Or bound the coast of Greece.
You might expect that, since my brain
Holds such an awful lot,
I'd be extremely proud and vain—
But oh, indeed Indeed I'm not.
For Willie Brown's a cleverer lad
Than I can hope to be.
Why, I'd give anything I had
To be as smart as he.
He can't recite, "Hark, hark, the lark;"
He's not the teacher's pet;"
He never gets a perfect mark
In 'rithmetic—and yet,
Could I be he, I'd waste no tears
On foolish things like sums:
For Willie Brown can wag his ears
And dislocate his thumbs.

SOLICITUDE.

—Children have curious notions of religion sometimes.

"Mamma, I want some water to christen my doll!" exclaimed a little girl.

"No, dear," replied her mother, "you should not make fun of such things."

"Well, then, I want some wax to waxinate her. She's old enough to have something done."

PARTICULAR.

—After the teacher had recited "The Landing of the Pilgrims," she requested each pupil to try to draw from his or her imagination a picture of Plymouth Rock.

Most of them went to work at once, but one little fellow hesitated, and at length raised his hand.

"Well, Willie, what is it?" asked the teacher.

"Please, ma'am, do you want us to draw a hen or a rooster?"

NOT A BEGGAR.

"Have you been begging cookies from Mrs. Brown again?" asked his father, rather sternly.

"No!" said Billy. "I didn't beg for any, I just said, 'This house smells as if it was full of cookies, but what's that to me?'"—*Kellogg's Square Dealer.*

UP-TO-DATE.

—Teacher (reading)—Water, water everywhere, not any to drink. Why was that so, Willie?

Willie—Because there was no individual drinking cups.

THE FINAL AUTHORITIES.

Teacher—"Willie, give three proofs that the world actually is round."

Willie—"The book says so, you say so, and ma says so."—*Harvester World.*

(Quercy—Why are so many of these bright sayings attributed to boys named Willie?)

CONUNDRUMS.

1. What is the best land for little kittens? Lapland.

2. What kind of wild animals are allowed on the lawns of the public parks? Dandelions.

3. What is smaller than an ant's mouth? That which goes into it.

4. How far is it from February to April? A March of 31 days.

5. Does any word contain all the vowels? Unquestionably.

6. Why is a game of tennis like a party of children? There is always a racket.

7. Why is a knock at the door like an overcoat? It is an outside wrap (rap).

8. What tree is one of the hardest to climb? The slippery elm.

9. What Miss is always making trouble? Mischievous.

10. When is a rope like a child at school? When taught.

IV. March Calendar and Record.



MARCH

S M T W T F S

MARCH EVENTS

- | | |
|---|--|
| 1. Rabelais died, 1553. | 16. Queen Victoria created Empress of India, 1876. |
| 1. Prussians entered Paris, 1871. | 17. St. Patrick's Day. |
| 2. Horace Walpole died, 1797. | 20. Sir Isaac Newton died, 1727. |
| 2. John Wesley died, 1791. | 21. Good Friday. |
| 3. Treaty of San Stefano, 1878. | 22. Goethe died, 1832. |
| 4. Inauguration Day. Woodrow Wilson, 28th President United States. | 23. Easter Day. |
| 7. British and Foreign Bible Society established, 1804. | 24. Longfellow died, 1882. |
| 8. Henry Ward Beecher died, 1910. | 25. Peace of Amiens, 1802. |
| 9. Fight between Merrimac and Monitor, 1862. | 26. Beethoven died, 1827. Cecil Rhodes died, 1902. |
| 10. King Edward VII. married, 1863. | 27. John Bright died, 1889. |
| 11. First London daily paper, 1709. | 28. War declared between England and Russia, 1854. |
| 13. Assassination Alexander II of Russia, 1881. | 30. War closed, 1856. |
| 15. Julius Cæsar assassinated, B. C. 44. | |

MARCH BIRTHDAYS

- | | |
|---------------------------------|--------------------------------------|
| 3. Edmund Waller, 1605. | 20. Henrik Ibsen, 1828. |
| 5. Conrad W. Rontgen, 1844. | 20. Sir Edward Poynter, 1836. |
| 6. Michael Angelo, 1475. | 21. Sebastian Bach, 1685. |
| 6. Elizabeth B. Browning, 1809. | 22. Vandyck, 1599. |
| 7. Sir John Herschell, 1792. | 22. Rosa Bonheur, 1822. |
| 11. Iassa, 1544. | 23. Sir Charles Wyndham, 1841. |
| 14. Johann Strauss, 1804. | 31. Haydn, 1732. Prince Henry, 1900. |
| 19. David Livingstone, 1813. | |



V. Cultural Diversions

Maximilian P. E. Groszmann

(The following is one of Dr. Groszmann's best dramatizations. If not suitable for immediate use, it should be carefully preserved for the great occasion.—ED.)

A Dream Trip to Northern Lands

A Play in six scenes by Maximilian P. E. Groszmann

FIRST SCENE

(Room: Christmas tree with lights extinguished; playthings scattered around. *Robert* sits in an armchair, absorbed in reading "Seven Little Sisters.")

Robert (reading from book):

"Do you see that low opening, close to the ground? That is the door; but one must creep on hands and knees to enter. There is another smaller hole above the door; it is the window. It has no glass as ours do; only a thin covering which Agoonack's father took from the inside of a seal, and her mother stretched over the window-hole, to keep out the cold and to let in a little light."

Oh, how strange these houses are,
Up in the icy north so far,
In the land of Agoonack, the Eskimo.
How cold the northern winds must blow!
No auto, no railroad, no subway, no "L"
Have they who in huts of snow there dwell.
For horses, they've dogs; on sleds they ride!
A strong good sled is all their pride.
Listen how even for birthday cheer
A sled was given Agoonack dear! (reading):

"It is Agoonack's birthday, and there is a present for her before the door of the house. I will make you a picture of it. 'It is a sled,' you exclaim. Yes, a sled; but quite unlike yours. In the far-away cold countries no trees grow. So her father had no wood, and he took the bones of the walrus and the whale, bound them together with strips of sealskin, and he has built this pretty sled for his little daughter's birthday."

Oh, how strange this is—I wish I could see
These lands of snow and ice! 'Twould be
So different from our American ways
Where we have so much comfort and fun and
plays.

Oh, if I could travel, I'd like to go

To the north and visit the Eskimo!
Sledding and skating are such fine sport!
And coasting and fun of every sort!

(Draws back in amazement when appears):

The Spirit of Geography:

No fear, my lad, I come to you
To lead you all these countries through.
I'm the Spirit of geography;
Your wish is granted, you shall be
A traveler through the north with me.
We'll visit Greenland's Eskimo;
Alaska's barren regions, though
We need an airship to the pole,
Where never living waters roll,
Where awful silence reigns, and death
Will stifle ev'ry living breath.
At Europe's North Cape you will find
Inhabitants of various kind.
And thus we'll circle 'round the earth
Ere we return to your native hearth.

Robert:

But how can we this journey make?

Spirit:

Not while you're conscious and awake.
When you're asleep, a dream will lead
You through the lands of which you read.
In a dream, so fast you float through space
That with the sun you win the race.
You know how quick a message flies
The telegraph sends through the skies!

(The *Spirit* waves his wand; icebears appear from both sides, and begin a grotesque dance under his direction. Music: "Wheelbarrow Motive." Clara Louisa Anderson, "Instrumental Characteristic Rhythms," 10.)
Curtain.

SECOND SCENE

(In Greenland. The Arctic Ocean in the background. In the foreground is the shore; an Eskimo hut on the left. A steamer approaches the shore. While it is seen in the distance, the music plays the melody of "Sailing," in G. Marks "Home Songs," 85.)

Robert and the *Spirit* with *Sailors* come on shore from behind a rock, as if just disembarking from a boat. *Sailors* pull a rope, and have a drill. All sing, with swaggering dance steps

The sailor's life is bold and free,
His home is on the rolling sea;
And never heart more true or brave
Than his who launches on the wave;
Afar he speeds in distant climes to roam,
With jocund song he rides the sparkling foam.

(Refrain)

Then here's to the sailor,
And here's to hearts so true,
Who will think of him upon the waters blue!
Sailing, sailing, over the bounding main;
For many a stormy wind shall blow
Ere Jack comes home again!

The tide if flowing with the gale,
Y'heave ho! my lads, set ev'ry sail;
The harbor bar we soon shall clear;
Farewell once more, to home so dear.
For when the tempest rages loud and long,
That home shall be our guiding star and song.

(Refrain)

Sailors exeunt.

Spirit:

The steamer brought us to this barren shore
Where lives the girl of whom you read before:
Agoonack. This is Greenland, lad. You see
Her hut of snow, her sled. But where is she?
Ah, here she comes!

Agoonack (crawling out of her hut, startled by the sight of the two):

Who are you? Foreign men?
What brought you here to Greenland's strand?
What big canoe o'er yonder fen?

Spirit:

We're coming from a foreign land,
Where fruits and bounteous harvests grow,
Where they have little ice and snow.
Your story this dear boy has read,
Of your snowhut, and of your sled.
So, in his dream, I brought him here
To see it all. Pray, have no fear!

Robert:

I greet you, little Eskimo!
I am your friend, I'm not your foe.
I like to see you. But how dreary
Your land! Don't you get weary
Of all this ice and snow and cold?

Agoonack:

My father is a hunter bold!
He hunts the walrus and the bear,
The seals, and birds, whose fur we wear.
That is exciting and great sport!
E'en though our summer is cool and short,
We have some flowers, our grass is green,
The sun will make a lustrous sheen,
On these green waters. In winter's night,
We see the glorious Northern Light.
We play and frolic in the snow;
Happy is e'en the Eskimo.

Robert:

May I try how fast your sled can glide?

Agoonack:

I'll call my dogs, and you shall ride
So swiftly o'er the glittering waste,
Our faithful dogs can make such haste;
You'll hold your breath! I warn you, dear!

Robert:

I like to go. I have no fear.

Spirit:

Go, then, my children, have your ride.
When you come back, with time defied,
We'll take an airship to the Pole.
Take care lest in the snow you roll!
And while you're sporting, I will, too,
Amuse myself. (Reflecting) What shall I do?
(Looking up)
I'll call the ice bears to a dance!
Watch, now, how clumsily they prance!

Each day he will paint all the ocean and sky,
But he seems to be satisfied never;
For next day he does it all over, to try
If he can do it better than ever.

And sometimes at night, when he's tried all the
blues,
And the sky isn't just what he wishes,
He paints it all over in most gorgeous hues
With color he uses for fishes.

Curtain.

THIRD SCENE

(The North Pole. The icy sea. Icebergs all around. The airship approaches. Soft music: "Kite Flying," Moor-Hill, "Songs of Nature and Child Life," 15.)

Robert and the *Spirit* land.

Spirit:

This is the Pole of icy North:—the goal
Of many Arctic travelers, never found,
And never seen by mortal man. Forbidding
In its waste of frost,—still, white and desolate.
No life is here, no bird, no fish, no mammal;
The rigid cold holds here the earth in bonds.
The dazzling light will blind the mortal eye,
The deadly cold will freeze the mortal marrow,
So that, *if* man *would* venture in these wilds,
His senses were benumbed, his judgment choked,
He would not trust himself, nor trust his instru-

ments;

A victim of confusion, of illusions.

The Pole is dreamland, and but in a dream

Could never hope be of approaching it.

You're here because you're dreaming. In your dream

Look at this awful waste. But, being a boy

From great America, go plant this flag

To take possession of the Pole, and dedicate

It to the people of your native land.

Robert (received the flag out of the *Spirit's* hand):

With this flag planted at the icy north,

I claim the Pole for the United States!

(Music: "O Columbia, the Gem of the Ocean," Home Songs, 107.)

Robert (shivering):

Be this a dream—I shiver just the same!

The dreadful cold creeps deep into my heart—

Oh, Spirit, let's be off to pleasant lands

Where there is life, and things to *do*,—away,

Away! I pray you—

Spirit (smiling):

Yes, dear boy, I hear!

I knew you are but mortal, and e'en dreams

Convey to you the feelings of the real.

We'll fly from here to another northern land,

A part of your own country,—strange enough;

But where live men and women, where there are houses,

And bustle and activity. Let's hasten.

Our trusted airship will soon take us there.

(Exeunt. While the airship is seen sailing away, the

Compasses

rise from their hiding places and dance around the Pole, singing: Hofer, "Music for the Child World," II, 9, "*Brownies*," by Hugo Reinhold.)

Here the little compasses come to you;

And our needle points ever to the north.

Be we in the south, be we in the west,

Yet our needle knows, where the north is best.

For the Magnet Pole leads true!

And the ship at sea needs us,

And the ship at sea needs us—

When the storm wind whips the billows,

And the storm cloud hides ev'ry twinkling star.

Then our needle points,

Then our needle points—

When the storm cloud hides ev'ry star,

Then our needle points to the north and saves

Sturdy sailors who from their home are far.

Curtain.

FOURTH SCENE

(Alaska. An Eskimo village near the sea. Native huts and totem poles. Fishing implements. Seals disport themselves on the rocks near the coast. A whale is seen in the distance.)

(The airship is seen coming near. The natives come out and wonder about the strange craft.)

Robert and the *Spirit* enter, and are surrounded by the natives, who feel their clothes and talk to them.

Spirit:

This is Alaska, boy; a mighty land—

It is so large that your New England states

Could easily be hid in one small corner,

And 'twould be hard to find them 'mong the mountains.

For mountains high, and streams of mighty waters

Are in this land, and of quite huge dimensions

The glaciers run to sea; their inland seas

Are full of icebergs. Yet the forests are

As dense as Florida's; and spite of cold

And ice and snow, quite many fruits will ripen.

Strange is this land, and strange the people are,

Indians and Eskimos. These totem poles

Are coats of arms, emblems of tribe and family,

As you have pictures of your ancestors.

Robert:

I've heard of totems, they're of Indian make.

The Eskimos, live they here as in Greenland?

And what is this big land Alaska good for

If there's so much of ice and snow and glacier?

Indian:

We Indians live in villages, huts of wood

Are our abode; we fish and cut the timbers.

First Eskimo:

Our houses are skin-tents in summer time;

In winter we live like our brethren east.

Second Eskimo:

We have fine fisheries along the coast.

Third Eskimo:

The furs of our great land are valuable;

We hunt the seal, the bear.

Robert:

Poor seals! How cunning,

How human-like they are. To kill them

Who look at you appealing, cry like babies:

How cruel!

First Eskimo:

Yet the fine ladies of your land,

They want their skins for furcoats in the winter.

And so we hunt them, as we hunt the salmon,

The herring and the codfish, and the whale.

Second Eskimo:

And then we have much gold; you know, from southland

Adventurers have come to hunt for gold.

Much hardship have they suffered; but so greedy,

So full of lust of gold is southern man

That he will with his life pay for the prize.

Third Eskimo:

And we have stories told us at the fireside,
Such as your grannie tells you when you're good;
Of bears and hunting, and of dwarfs and giants,
The Man in the Moon, of Spirits, of the Great
Flood;
They would amaze you!

Spirit:

Yes, e'en far up north
The old, old stories are retold; the whole world
over
The human heart and human life are like.
But is this not of the United States?
Where is the banner, red and white and blue?

Eskimos and Indian:

We wish we had one, for we love the land,
The stars and stripes of great America.

Spirit:

Here is the flag! Let's raise it on yon pole;
The totem pole now a new emblem bears!

(The American flag is hoisted on the nearest totem pole; all join in singing, "My Country, 'tis of thee.")

Curtain.

FIFTH SCENE

(Siberia. A rocky coast. Bleak winter.)

Robert and the *Spirit* (land from their steamer. The music of "Sailing" is heard faintly while the steamer passes across the scene.)

Spirit:

Of all the lands we've seen this is the saddest.
Its name is cursed in the hearts of men.
For here a cruel government has sent
Quite many thousands freedom-loving men,
And women, too, to rot in stifling mines,
To die in prisons, freeze while tilling soil
That sparingly the toilers' work rewards.
Yet even bleak Siberia blossomed forth,
And Russian peasants' toil has made it fertile.
Here comes a band of Russians—look, how happy
They are, spite toil and deprivation,
To celebrate the turning of the year!

Russian Peasants

(dance a national dance to the music of Hofer, "Music for the Child World," II, Russian Dance Melody, p. 84, followed by Cosaque, p. 132.)
(*Russians* exeunt.)

(Darkness descends upon the stage; the Arctic night.)

Spirit:

This is the Arctic night—for many months
It weighs upon these northern seas and lands:
And man's life is drawn back into his household.
Yet, dark as is the Arctic winter night,
God will illumine these grey, leaden skies,
And heavenly flames will shoot up and about,
With rosy hues, and blue and greenish shimmer
Light up these snowbound coasts and dreary
rocks.

Aurora borealis—Northern Light—

Will now burst forth in all its wondrous glory!
(Scenic representation of the Northern Lights.)

Dance of the Northern Lights:

(Music: Hofer, I, p. 34, The Flower Fairies. This is followed by Hofer, II, p. 72, Mazurka, to the melody of which the *Lights* also sing):

From mystic depths we rise and dance so lightly,
Flitting o'er the skies of Northland cold.
We dance and glitter bright,
Dance and glitter bright,
Dance and glitter brightly
In the cloudy fold.

From mystic depths we come as Northern Light,
And flitting o'er the skies of Northland cold,
We dance and glitter bright,
Dance and glitter bright
Through the dreary northern night.

Bands of shining texture wave about the sky,
Flashes red and blue and green dart low and high;
Oh, how the dazzling rosy hues bewilder mortal
sense and eye!
Bands of shining texture wave about the sky,
Flashes red and blue and green dart low and high;
Oh, how the dazzling rosy hues bewilder mortal
sense and mortal eye!

From mystic depths, etc.

(Tableau.)

Curtain.

SIXTH SCENE

(The North Cape.)

Robert and the *Spirit* arrive by steamer.

Spirit:

This is the last stop ere you're going home;
We're at the top of the old continent.
Yon cape is the most northern point of Europe,
The end of land, the haunt of Thor and Wotan,
Fighting the winter giants of Niflheim.
A sturdy people lives in this cold zone,
And down to south, through Norway and through
Sweden,
In Finland and in Lapland where the reindeer
Is all the wealth the thrifty yeoman boasts.
Yet, snowbound as these coasts are, bleak the
winds;
The people are as proud of their rough country
As those who live 'midst groves in sunny climes;
For everyone loves ever his own home.

Robert:

Was it not Norway and these rugged shores
From where the Vikings came, the nations'
terror?

Spirit:

Yes, boy, from here and Denmark came the sea-
kings
Who with their swift ships flew across the seas

And conquered towns and vassalled all their people,
 They were the same whom you may know as
 "Normans,"
 Who forced from France a fair and fertile province,
 And gave to England a new, strong race.
 But here comes some of North Cape's sturdy freemen,
 The tribes at home in this high latitude
 Have sent some messengers to greet us strangers.

(Enter)

Norwegians

(They dance the Norwegian Mountain March, from Folk Games, 53, then speaks the):

Spirit:

The songs of Norway have an air of sadness,
 Yet their affections and their faith are strong.
 Sing us a song of native sentiment.

One Norwegian (sings, "My Dear Old Mother," Mathews, Songs of all Lands, 100.)

My dear, old Mother, poor thou art,
 Thy toil is never done;
 Yet warm and true thy noble heart;
 My strength, my will, of thee a part,
 I'm proud to be thy son.

Thy hand hath often wiped away
 My childhood's troubled tears;
 Thy thoughtful care I knew alway,
 Thy songs inspired me day by day,
 And conquered all my fears.

And more than all, thou gavest me
 A loving heart and true;
 My dear old mother, I'll love thee,
 Though far and wide my wand'rings be,
 And tangled pathways through.

Spirit:

From Finland's cheerless Arctic night they come,
 To sing us of their fatherland so dear
 To them as ever country was to any.

(Enter)

Finlanders, singing (Finland, from Mathews, p. 69.)

The polar snows are ever near,
 And bleak winds sweep the land,
 And iceking reigneth ev'rywhere
 Throughout land with mien severe,
 His power we firm withstand.

Finland, the full half thy life
 Is spent where cheerless night is rife;
 Yet none so fair and grand,
 Yet none so fair and grand.

Spirit:

And now comes Lapland's hardened son,
 Not tall and fair as Norway's race,
 But strong and fearless, true and bold.

(Enters)

Laplander:

(Sings.) (The Laplander and his Reindeers, Mathews, 100.)

O'er the ice and o'er the snowfields,
 O'er the plain and o'er the fen,
 Many a weary mile to cover
 Ere we see our home again.

Hie ye then, my reindeers speedy,
 Hie ye then the livelong day!
 Hie ye then, my reindeers speedy,
 Bring us swiftly on our way.

In the light and in the darkness,
 In the cold and in the snow,
 Ever sure of foot and speedy,
 To our homes and loved we go.

Hie ye then, etc.

Spirit:

Some Swedish damsels come to greet you, Robert.
 (Enter Swedish girls.)

Robert:

My compliments and thanks, fair maidens. Pray,
 will you
 Oblige us with a song and dance?

Spirit:

Their love songs
 Are sweet and touching, full of deepest feeling.

Swedish Girls:

Kind sirs, have they no love songs in your country?
 We'll sing you one which we four like the best.

(Sing: Last Night, Home Songs, 58.)

Last night the nightingale woke me,
 Last night when all was still,
 It sang in the golden moonlight,
 From out the woodland hill.
 I opened my window so gently,
 I looked on the dreaming dew,
 And oh, the bird, my darling,
 Was singing, singing of you, of you.

Oh, think not I can forget you;
 I could not though I would;
 I see you in all around me,
 The stream, the night, the wood,
 The flowers that slumber so gently,
 The stars above the blue:—
 Oh, heav'n itself, my darling,
 Is praying, praying for you, for you.

(They dance, eventually assisted by the others, the Swedish Gymnastic Dance, Folk Games 17, perhaps in combination with the Swedish Harvest Game, 31.)

Spirit:

The day is past; the evening shadows soften
The strong, clear outlines of the Northland
scene,
And soon the sun will sink to the horizon.
The strangest sight in all these latitudes
Will now enrapture your astonished eye;
The midnight sun will throw its weird enchant-
ment
O'er rock and fen, o'er sea and land and people.

(Scenic representation of the midnight sun. All
join in the song, "The Painted Sun," Neidlinger
I, 20.)

All:

You never would think that old Grandfather
Sun
Was a painter known all the world over!
To name all his paintings and talk of each one,
I should fill this book cover to cover.

He paints trees and flow'rs, paints the beautiful
bird,
Paints the buttercup, clover and daisy;
He works ev'ry day, and I never have heard
That he's even the smallest bit lazy.

*Both sing: "The Telegraph" (Neidlinger, "Earth,
Sky and Air in Song," p. 32.)*

One night in far Australia
A reporter thought he'd try
To send a message round the earth
Before the sun was high.
He wrote his little message
And he said that it must run;
So off it went by telegraph
To race the morning sun.

"Australia to Japan, and but
A little time had fled;
To Hongkong and Manila,
And it still was far ahead;
Away across to India,
And up to old Bombay,
And then through all of Europe;
It was still before the day.

To London, then to big New York,
Across the ocean blue;
And then it had to take a trip
To San Francisco too!
And there the journey ended,
And the race the message won—
It reached the great Pacific
Long before the morning sun.

"And people all the world around,
Where'er the message went,
In morning papers read the news
The Australian man had sent.
For that's the way newspapers grow
And how they get the news,
When other ways they find too slow,
The telegraph they use."

Spirit:

Now, go to sleep, my little boy,
And glorious dreams you will enjoy.

Robert sits down in his armchair, and while the
Spirit waves his wand, he falls asleep. Soft music
("A Dream," by Carl Reinecke, in Mari Ruef
Hofer, "Music for the Child World," I, 109).
Curtain.

SEVENTH SCENE

(Room as in the first scene. *Robert* rests sleep-
ing in his arm chair.)

Robert:

(Stretches and yawns.)

(Behind the scene, singing of "Home Again,"
from Home Songs 44.)

Home again, home again,
From a foreign shore!
And oh, it fills my soul with joy
To meet my friends once more.

Here I dropped the parting tear
To cross the ocean's foam,
But now I'm once again with those
Who kindly greet me home.

Home again, home again,
From a foreign shore,
And oh, it fills my soul with joy
To meet my friends once more.

(While this stanza is softly sung, *Robert* rubs
his eyes and gradually rises and becomes fully
awake, saying):

Robert:

What a strange dream, through many foreign
lands
My fancy carried me, perchance a spirit
From Wisdom's Land. And many sights and
people
This dream has shown me, ice and snow of
Northland,
And Northern Lights, and totems, and Agoonack.
'T was very wonderful,—but truly better
By far is my own country, and I'm thankful
That after my dream-trip I'm home again!

(He joins the others in singing the following
stanza):

Music sweet, music soft,
Lingers round the place,
And oh, I feel the childhood charm
That time cannot efface.

Then give me but my homestead roof,
I'll ask no palace dome,
For I can live a happy life
With those I love at home.

Home again, etc.

Curtain.

THE END

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 in the screen. Things past in time and distant in space are linked with the "now" and "here."

"Gee! 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, choosing a gentler form of expression, 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 school 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 playground 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 snapshots 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 ac-

tivities 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.



For instance, with Slide No. 1, "Thanksgiving Festival," the explanation is: This is the climax of the experience of several days during which the children have talked about the Harvest, have heard stories about it, have seen pictures, and have in some cases had the great pleasure of actually being in the country and watching the growth and ripening of grains and fruits and vegetables.

As a starting point for the Festival there was perhaps a little conversation on the part of the teacher and children about the bread and butter and milk that are included in their daily meals. These simple articles of food have an agricultural history, and bit by bit the teacher leads her little folks to trace their milk and butter back through the animal source (the cow), to the cow's fodder which grows from the earth assisted by the sunshine and the rain, and finally to God, the source of all the good gifts that surround us.



Of Slide No. 2, "Heel and Toe March," it is said: In the Kindergarten it is never forgotten that "the *whole* child goes to school;" therefore physical strengthening and training are given much consideration. The body ought to be a free and graceful instrument, able to express graciously the feelings and ideas of the mind. The Plays and

(Continued on page 229)

TEACHERS MAGAZINE

JUNIOR SECTION to be known "THE PENNANT"

Designed to become a paper for and by the elementary school boys and girls of America.

TWO CENTS A COPY IN LOTS OF TEN TO ONE ADDRESS

HELLO!

This is a very ancient form of salutation, though some folks might think it lacks somewhat in dignity. When acceptable, it establishes at once a bond of comradeship. In different times and countries the word has taken a variety of spellings, as follows: halloa, hallow, hillo, lilloa, hollo, holloa, hullo, hulloo, as anyone may see by consulting the dictionary. We put the word at the head of this first column because the spirit of comradeship must prevail if we are to be of real service one to the other. To all boys and girls now attending school anywhere in the United States and to those good men and women who have the privilege of teaching them the Pennant sends greeting and asks for a share of their fellowship. Grant us this and it will not be long before we will be working together as joyfully as though the arrangement had been foreordained from the foundation of the world.

THE PROGRAM

The Pennant is not to be considered a current events paper, although items of greatest interest will be presented each month. School life today is more diversified and therefore more interesting than ever before. To deal with the activities of school children—their clubs, their class organizations, their athletics, their entertainments, their various schemes for social and civic betterment, anything and everything pertaining to their school life as well as the actual work of the classroom—this and much more that we cannot outline just now will be the special aim of this paper. Here is a great field, unoccupied as yet. Our purpose is to produce such a periodical that every boy and girl in the country will want it, and such that their teachers will not want them to miss. More, such interesting features will be introduced and such advantages offered that no teacher can afford to let her pupils do without it. This is all very general, but all that is asked is a fair hearing and an opportunity to make good the claim.

MILES OF STAMPS.

Postage stamps in mile lengths soon will be printed by the Government as the result of an invention of a machine by Benjamin R. Stickney, of the Bureau of Engraving and Printing.

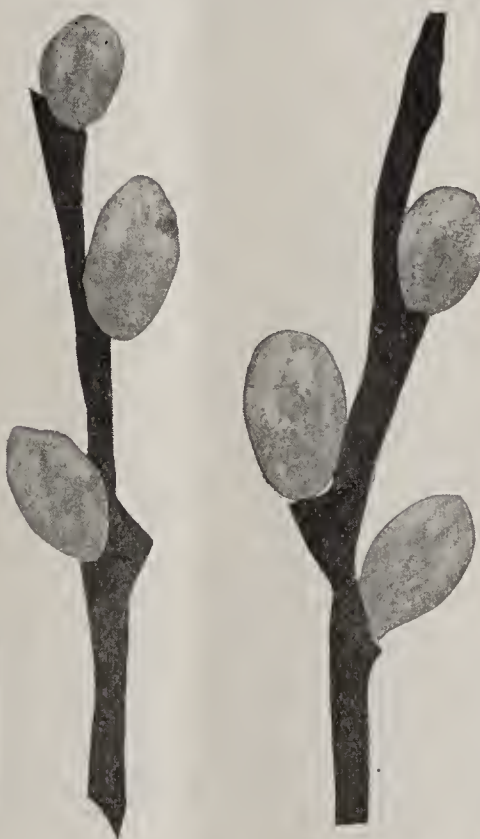
The new machine will print, perforate, gum, dry and either cut into sheets or coil in mile lengths the product of the press. It will save

TEACHER

Do you get the *idea* of this section? Do you not see how it can be of great service to you? Perhaps you would like to try it out on the class during the rest of the school year. Very well. Two cents a copy for April, May and June=six cents. Ten copies for fifty cents. Why not let the class supply itself at this rate?

Be a pioneer!

Write us your opinion.



A picture prize is offered for the first *real* pussy willow to reach this office. Try for it.

the Government a vast sum of money, for it is claimed by the inventor that it will cut down the cost of producing stamps by more than half.

A FEW YELLS FURNISHED BY SEVENTH GRADE BOY.

I.

WHO ARE.

Who are, who are, who are we?
We are, we are, we are we.
Are we in it? Well, I guess,
For we belong to the _____,

(name or initials)

Or,

_____, _____, yes! yes! yes!

II.

ONE, TWO, THREE, FOUR.

One, two, three, four,

Three, two, one, four.

Who are we for?

_____, _____, _____.

III.

TURKEY YELL

Hobble, gobble, ruffle, raffle, rissle,
rassle,

Sis, boom, bah!

_____, _____, rah! rah! rah!

IV.

BULLDOG YELL.

Bur-r-r-r-r! Bur-r-r-r-r!

Bar-r-r-r-r! Bar-r-r-r-r!

Rah, rah, sis, sis, boom, boom, bah!

_____, _____, rah! rah! rah!

V.

IPSU, ROSO.

Ipsu, roso, Johnnie get your bosso,

Ip skiney, I sky, _____,

(name or initials)

THAT CIGARETTE!

Perhaps all have not heard of the Anti-Cigarette League of America. We find the following statement in The Oklahoma School Herald. The Pennant can be of service in bringing such movements to the attention of our boys and urging them to avoid harmful habits:

"Dr. Dora Martin, Field Secretary of the Anti-Cigarette League of America, has finished a four weeks' campaign in Oklahoma City under the auspices of the Federated Clubs and Y. M. C. A.

"About 15 per cent. of the boys in the schools in this city are addicted to the use of tobacco in some form, states Dr. Martin. These boys, according to her observation, are usually one or two grades behind other boys of the same age in school who are not addicted to the use of the weed and make it almost impossible for a teacher to do her best work on account of the effect on the nervous system.

"An Anti-Cigarette State organization has been perfected as a result of Dr. Martin's campaign."

ATHLETICS.

What is your school doing in athletics?

Do you have indoor or outdoor meets?

Have you clubs for boys—base-ball, foot-ball, basket-ball, hockey, bowling, shooting?

Have the girls any athletic or gymnastic clubs?

Do you hold any records won in competition with other schools?

How are your athletic events conducted?

Do you have prizes given to winners?

Does your school belong to an athletic league?

Send us the news.

One of the greatest indoor athletic events for school boys ever held in this country was the "Tenth Annual Public School Athletic League, Elementary Schools, Indoor Track and Field Championships," recently held at Madison Square Garden, New York City. It was reported that about 1,200 school boys participated. Just to illustrate the bigness of the event and the perfection of its management we give a list of the offices, all of them held by distinguished citizens or prominent school workers, followed by a list of the events in order. Of course space cannot be taken to give the names of the officers and participants. Eager young athletes will be glad to have the record for each event with which to compare their own achievements.

Honorary Referees.

President of Games.

Director of Games.

Referee.

Judges at Finish.

Recorder of Times.

Timers.

Chief Field Judges.

Field Judges—Running High Jump, 85 lbs. Class.

Field Judges—Standing Broad Jump, 85 lbs. Class.

Field Judges—Running High Jump, 100 lbs. Class.

Field Judges—Standing Broad Jump, 100 lbs. Class.

Field Judges—Putting 8 lbs. Shot, 115 lbs. Class.

Field Judges—Standing Broad Jump, 115 lbs. Class.

Field Judges—Putting 12 lbs. Shot, Unlimited Weight Class.

Field Judges—Running High Jump, Unlimited Weight Class.

Inspectors.

Chief Scorer.

Clerk of Course.

Assistant Clerks of Course.

Announcer.

Starter.

Chief Weigher.

Weighers—Track Events.

Weighers—Field Events.

Custodians of Prizes.

Elementary Schools Track and Field Committee.

Chief Marshal.

Marshals.

Assistant Marshals.

EVENTS

and Best Previous Records

(Keep for reference)

Event No. 1.—50 Yards Dash, 85 lbs. Class. Record: 64-5 sec., Dec. 14, 1909. First and second in each heat to run in semi-final heats.

Event No. 2.—60 Yards Dash, 100 lbs. Class. Record: 72-5 sec., Dec. 16, 1911. First and second in each heat to run in semi-final heats.

Event No. 3.—70 Yards Dash, 115 lbs. Class. Record: 81-5 sec., Dec. 17, 1910; Dec. 16, 1911. First and second in each heat to run in semi-final heats.

Event No. 4.—100 Yards Dash, Unlimited Weight Class. Record: 11 sec., Dec. 11, 1909; Dec. 17, 1910. First and second in each heat to run in semi-final heats.

Event No. 5.—50 Yards Dash, 85 lbs. Class. Semi-final heats. First and second in each heat to run in final heat.

Event No. 6.—60 Yards Dash, 100 lbs. Class. Semi-final heats. First and second in each heat to run in final heat.

Event No. 7.—70 Yards Dash, 115 lbs. Class. Semi-final heats. First and second in each heat to run in final heat.

Event No. 8.—100 Yards Dash, Unlimited Weight Class. Semi-final heats. First and second in each heat to run in final heat.

Event No. 9.—50 Yards Dash, 85 lbs. Class. Final heat.

Event No. 10.—60 Yards Dash, 100 lbs. Class. Final heat.

Event No. 11.—70 Yards Dash, 115 lbs. Class. Final heat.

Event No. 12.—100 Yards Dash, Unlimited Weight Class. Final heat.

Event No. 13.—360 Yards Relay, 85 lbs. Class. Record: 46 1-5 sec., Dec. 16, 1911. First and second teams in each heat to run in semi-final heats.

Event No. 14.—440 Yards Relay, 100 lbs. Class. Record: 55 1-5 sec., Dec. 17, 1910. First and second teams in each heat to run in final heat.

Event No. 15.—440 Yards Relay, 115 lbs. Class. Record: 53 2-5 sec., Dec. 12, 1908. First and second teams in each heat to run in semi-final heat.

Event No. 16.—880 Yards Relay, Unlimited Weight Class. Record: 1 min. 47 3-5 sec., Dec. 11, 1909. First and second in each heat to run in final heat.

Event No. 17.—360 Yards Relay, 85 lbs. Class. Semi-final heats. First and second teams in each heat to run in final heat.

Event No. 18.—440 Yards Relay, 100 lbs. Class. Semi-final heats. First and second teams in each heat to run in final heat.

Event No. 19.—440 Yards Relay, 115 lbs. Class. Semi-final heats. First and second teams in each heat to run in final heat.

Event No. 20.—880 Yards Relay, Unlimited Weight Class. Final heat.

Event No. 21.—360 Yards Relay, 85 lbs. Class. Final heat.

Event No. 22.—440 Yards Relay, 100 lbs. Class. Final heat.

Event No. 23.—440 Yards Relay, 115 lbs. Class. Final heat.

Event No. 24.—Running High Jump, 85 lbs. Class. Record: 4 ft. 5½ in., Dec. 11, 1909.

Event No. 25.—Standing Broad Jump, 85 lbs. Class. Record: 8 ft. 4 in., Dec. 11, 1909.

Event No. 26.—Running High Jump, 100 lbs. Class. Record 4 ft., 8¾ in., Dec. 16, 1911.

Event No. 27.—Standing Broad Jump, 110 lbs. Class. Record: 8 ft. 10½ in., Dec. 16, 1911.

Event No. 28.—Putting 8 lbs. Shot, 115 lbs. Class. Record: 37 ft. 10½ in., Dec. 16, 1911.

Event No. 29.—Standing Broad Jump, 115 lbs. Class. Record: 9 ft. ¼ in., Dec. 16, 1911.

Event No. 30.—Putting 12 lbs. Shot, Unlimited Weight Class. Record: 37 ft. ½ in., Feb. 22, 1908.

Event No. 31.—Running High Jump, Unlimited Weight Class. Record: 5 ft. 2¾ in., Dec. 11, 1909.

A LETTER FROM THE FARM.

Dear Mother: I got here on Monday,

I'm having a whole lot of fun.

I rode on the hay of all one day,

I freckled all up in the sun.

There's cows, and there's bees making honey,

And a calf that is awfully queer.

I help feed the pigs—they're so funny!

I wish you were here.

My appetite's truly alarming.

So grandmama says. I eat some!

I help them a lot with the farming,

I guess it is lucky I come.

I get in the eggs, and I'm learning

To milk—I can milk pretty near,

And mornings I help with the churning—

I wish you were here.

Please send me my two baseball mittens,

Please send me my drum, don't forget!

The cat has five beautiful kittens,

They haven't their eyes open yet.

The weather is perfectly splendid,

The skies are so blue and so clear.

I tore my best pants, but they're mended—

I wish you were here.

I work with the man that is hired.

I go with him round everywhere.

At night I'm so dreadfully tired

I most fall asleep in my chair.

Except that I get awful dirty

I try to be good, mother dear.

Love to all.

From your little son Bertie.

P. S.—I wish you were here.

—Ethel M. Kelly in *The Youth's Companion*.

Teachers Magazine Supplement and Picture Page



SAVED.

One of Landseers' famous pictures. See Picture Study Department.
By this method the class can secure copies of the study picture for cutting and mounting.



Cut Out Dollies.

American Boys and Girls League

An interesting article on The American Boys and Girls League appeared in the January number of The Rural Educator. It was written by E. C. Bishop, State College of Agriculture, Ames, Iowa. All our young friends and all their friends will be pleased to read the following quotation indicating the purpose of this club of clubs:

"The idea of the organization is to be helpful, to collect information, to facilitate co-operation, to unify effort in general lines of endeavor, and to broaden and intensify the work of boys' and girls' clubs, leaving it to local management to organize and direct the work according to existing local conditions.

"The name 'American Boys and Girls' League' has been agreed upon as one sufficiently broad to include all forms of boys' and girls' club activities or associations. The emblem is designed to represent, through the nine letters 'H,' one or more of the interests included in all the boys' and girls' club organizations that have developed to any considerable degree in the United States.

"The design, reduced in size, is made into a regulation size pin or badge of good quality. Any American boy or girl who is a member of any boys' or girls' club or association which has for its object demonstration, experimentation, research, co-operation, study or other work designed for the improvement of the member, or industrial, social or community betterment, may become a member of the national league and is entitled to wear the badge and enjoy such other privileges as his activity merits. No fee is required.

"Membership in the national league does not in any way affect the relations of work of the member in his own local club. It rather intensifies his local work by giving it a broader recognition and outlook.

"The nine letters 'H' of the emblem indicate words representing virtues included in the various American boys' and girls' organizations. They are as follows: Head, hand, heart, honor, home, helpfulness, health, happiness, habit.

"The boys' and girls' demonstration work directed by the U. S. Department of Agriculture has on its emblem four letters 'h,' which represent 'head,' 'hand,' 'heart' and 'health.' The members of these clubs train the head to 'think, plan and reason'; the heart to 'be kind, true and sympathetic'; the hands to 'be useful, helpful and skillful'; the health to 'resist disease, enjoy life and make for efficiency.'

"These virtues are shared with the great number and variety in kind of state, county and local boys' and girls' clubs which are organized in corn clubs, sewing and cooking

clubs, poultry clubs, and others without limit of name and work. A fifth 'H' stands for the 'help another' of the Boy Scouts, and the 'give service' of the Camp Fire Girls. The 'honor' 'H' has strong relations in the Boy Scout and the Camp Fire girl organizations and is a ruling principle in all club work.

"The Camp Fire Girls' 'Be Happy' and the Boy Scouts' 'Be Cheerful' are represented in the 'happy' 'H,' which is characteristic of all club workers who learn to enjoy work by doing it well.

"The 'habit' 'H' stands for the training which comes from all earnest club effort, habits of industry, of definite thinking and doing, of self-reliance, of persistence and other virtues which come from careful, interested application to doing things worth while.

"The ninth, the large, all-inclusive letter 'H' of the emblem, which unites all the other letters, stands for 'home,' the great character building, efficiency training, citizen producing organization of our country.

"Further information concerning the work and organization of the American Boys and Girls League will appear later. Those who are especially interested as leaders in the work may receive direct information by addressing the writer, who is the appointed organizer of the league."

"Don't be a sport, be a Scout."—
Slogan of a Brooklyn troop of Boy Scouts.

Guess Who?



Send answers to Teachers Magazine

Ask Children to Save Birds

John Burroughs and Ernest Thompson Seton Issue Appeal

John Burroughs and Ernest Thompson Seton issued a joint appeal to the school children of America to aid in preservation of the birds in this country. The appeal was as follows:

"An urgent appeal we make to you in behalf of our native birds, many species of which are in danger of extermination. To you is now given the opportunity to render substantial help toward their preservation. A measure is now before Congress, the purpose of which is to place all migratory birds under the protection of the Federal Government. Such a law is greatly needed. If it is not passed our birds will continue to decrease—to the great and everlasting disadvantage and shame of the American people. The destruction of bird life is costing American farmers millions of dollars annually through the constantly increasing devastations of harmful insects upon which the birds feed. But a greater loss their slaughter is bringing to all who love God's great out-of-doors.

"The measure now before Congress is non-partisan and non-political. It should have the hearty endorsement of all patriotic and nature-loving Americans. But it is in danger of being lost in the great mass of less important legislation now pending in Congress.

"We, therefore, appeal to the school children of America to help in this vitally important matter. We ask you to get your parents, teachers and friends to write or telegraph to the Congressman of your district and the two Senators of your State, now in Washington, urging immediate action upon the pending bird protection bill—that they may understand how deep is the interest in it and how great is the need for it. If you will today get two or three such messages written and sent (they need not be long messages—a simple signed request will do) you will have the satisfaction of knowing that you have rendered substantial help in this great and good cause. Why not make this your task for today—and tomorrow? Your teacher or your newspaper will give you the names of your Senators and Congressman. The messages should be sent at once.

"And this appeal is big enough and important enough to extend to all the grown-up children who are out in the greater school of life—men and women who would help conserve one of the country's most valuable and interesting resources. To such we appeal for immediate co-operation. A message—to Washington—sent today—from you—will help to save our birds from destruction. Surely, you'll send it!"

Rhythmic games of the Kindergarten tend to develop the freedom and mastery of the body. The Heel and Toe March is a favorite one, and it is a happy day for every child when he (or she) feels that he has mastered the way to balance his body and to have his feet take turns, while the music plays—"Heel, Toe and away we go."



3: This sitting on the floor permits plenty of bodily activity, and gives the children room in which to move freely and exercise large muscles. The benefit of playing and working in a group is that every child is stimulated by every other child, and gives and receives ideas. The necessity for measuring and counting and judging of distances in building gives the children excellent mental training, and neatness and accuracy and prepares for primary school.

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.

Information also may be had from the Association concerning a motion-picture film of Kindergarten children at play and at work.

MARCH PRIMARY CLASS PICTURE



This picture is submitted by Miss CARRIE A. COOKE
Landerdale School, Memphis, Tenn.

The children are dressed for a Washington's Birthday Celebration. They seem to be happy and are certainly patriotic. The picture conveys its own lesson and will be appreciated by other primary classes.

A Look at London.



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HOUSE OF PARLIAMENT

IT is no doubt true that the vast majority of the children whose teachers take Teachers Magazine have never seen London, the largest city in the world. It is altogether probable that but a small percentage of the teachers themselves have had such a privilege. The primary teacher may not find it amiss to entertain the little folks with a talk about the great city just across the Atlantic, and the pictures on this page will help focus attention. Somewhere in the higher grades the study of geography or history will bring the name of England's capital before the class and practical use can be made of the illustrations, for sometimes a glance at a picture fixes a lesson so that it will 'stay fixed' in the mind of the learner.

About seven million people live in London. How does that compare with the po-

pulation of your State? The radius of London is about fifteen miles. Can you name a place about fifteen miles from your present location? Nelson's Encyclopedia will give you all the information you want on the subject. Follow out the suggested method of comparison and see how much fun and profit the children will get out of it.

These world famous buildings are well worth studying. Each scene might be made the subject of an essay. An imaginary tour could be arranged. The fortunate mortals who will join the Teachers Magazine Tour

next summer will have an opportunity to become familiar with London and its great buildings, monuments, bridges, museums, towers, parks and palaces. In the meantime the illustrations will give all a look at London.



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WESTMINSTER BRIDGE AND CLOCK TOWER



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SOUTH KENSINGTON MUSEUM



VI. Grade Work.

Edited by

Charles H. Davis.

Term Plan in Hygiene

- 1st week:
Shock—treatment.
- 2nd week:
Fits—treatment.
- 3rd week:
Drowning—treatment.
- 4th week:
Same.
- 5th week:
Choking—treatment.
- 6th week:
Fainting—treatment.
How to avoid it.
- 7th week:
Sunstroke—treatment.
How to avoid it.
- 8th week:
Bruises—treatment.
- 9th week:
Sprains—treatment.
- 10th week:
Fracture—treatment.
- 11th week:
Ways of carrying injured or unconscious persons.
- 12th week:
What to do with persons with clothing afire.
- 13th week:
Burns and scalds—treatment.
- 14th week:
Suffocation from gas—treatment.
- 15th week:
Snake and insect bites—treatment.
- 16th week:
Poisoning—carbolic, oxalic and acids in general.
- 17th week:
Poisoning—alkalis, ammonia, caustic potash, strong lye, saltpeter—treatment.
- 18th week:
Poisoning—alcohol, opium, paragoric, laudanum.
- 19th week:
Review, selected topic.
- 20th week:
Review, selected topic.

Nature Study

Birds

CLASSIFICATION OF BIRDS

- Summer residents:—Those who come in spring, rear young and go south in winter.
- Residents:—Those who remain all year.
- Winter residents:—Breed in north and come to us in winter.
- Migrants:—Those with us a few weeks in fall and spring in journey north and south.

- What part each bird performs in nest building.
- How bird choose place for nest.
- Time of nesting.
- Material used in making nest.
- Artistic building.
- Study of deserted nests.
- Make collection of deserted nests.
- Use picture with study.
- Know birds by nests.

HAND WORK

- Draw and cut pictures of birds.
- Paint and color them if possible.
- Outline birds' nests.

BIRDS' NESTS

- Those that appropriate last year's nests as eagle, bluebird, swallow.
- Those that build new nest each season or rearing more than one brood a year as phoebe.
- Those that build new nest for each brood as most common birds.
- Those that build no nests of own but use deserted nests of others as chickadee.
- Those that build no nests as water birds.

Spring Work

PREPARATION

A preliminary talk. Indications of spring observed by children. Nature's preparation for her spring's work. What was done by Nature in fall and why? Lead pupils to watch for return of birds.

RETURN OF BIRDS

General observation.

Suggestive questions after observation.

Results of child's observations as:

Where were birds during winter? Why?

Why return in spring?

Do they remain with us during summer?

FLIGHT OF BIRDS

Do they fly a long distance?

Hardest work they have to do.

Wind helps them in flight.

Some fly near ground; others high.

Some travel by day; some by night as owl, whip-poorwill.

How can birds tell when to go and come?

OBSERVATION WORK (IN AND OUT OF SCHOOLROOM)

Observe color, size, wings, tail, bill, eyes, feet, food, how it eats. Does it keep same feathers all year, when they fall and why, and is it a native of our country.

SENSE TRAINING

All work which tends towards cultivation of senses such as seeing birds, telling birds by sight, hearing birds, telling birds by song, knowing nests of different birds.

Robin (American)

OUTLINE OF LESSONS

First Lesson

General observation as to when first seen, size, color, manner of traveling over the ground, kind of feet, bill and what it eats.

Discuss these in class after observation; bring out points not observed by children.

Second Lesson

General observation followed by class study on *nest building* as to: How built, part each bird performs in building, size, shape, where found, what made of and how many eggs found in nest, their color and size.

Third Lesson

Young birds. Observe and study size, coloring, proportion and food of young birds. How differ from old birds. When they learn to fly.

Fourth Lesson

Emigration of birds. Where they go, why they go and when they go. When will they come back? What do they come back for?

Fifth Lesson

General summary of all work on robin. Have children tell story about the robin.

SUBJECT MATTER

Size 6 to 8 inches long. Height 3 to 4 inches.

Color—Back, head, tail and wings, slate color. Throat and breast, dull red. White circle around eyes. Males brighter than females. Coloring of young entirely different than old until about one year old.

Feet—Three toes in front, one in back.

A PERCHER

A summer citizen, although some often stay all winter. Belongs to the class of ground gleaners and seed sowers.

The Pansy

I.—Kind of Soil: The pansy flourishes best in a rich loamy soil.

II.—When and how to plant for blooming: For early spring blooming the seeds of the pansy should be sown in January and be transplanted as soon as ground will permit. For other seasons of year gage seeds accordingly. Sow seeds regularly and cover with $\frac{1}{4}$ inch of dirt.

III.—Hardiness: The pansy is a very hardy plant and will stand a wonderful amount of cold. The blossoms can often be found by brushing away the snow in the dead of winter.

IV.—Different kinds: Giant mottled, giant ruffled, butterfly, Emperor William.

V.—Northern Asia and Europe. Imported into America. A great favorite among cultivated flowers.

Nasturtium

I.—Kind of soil: Does not require a very moist or rich soil. Will thrive in a sandy soil.

II.—When and how to plant for blooming: Seeds should be planted about the middle of April and covered with about $\frac{1}{4}$ inch of dirt. Keep ground moist until plant is well started.

III.—Hardiness of plant: Plant is rather hardy, requiring little or no care. Blooms best when buds and blossoms are picked often.

IV.—Different kinds: Tom Ponce. Vines about 2 feet. No tendency to climb. Leaves leathery and dark green. Flowers are red and scarlet with citron colored blotches. Very profuse but smaller than regular flower. Twilight. Large, yellow flowers shaded with orange, rose and scarlet. Sunlight. Pure, rich, yellow butter flowers. Moonlight. Immense creamy white flowers.

V.—Nasturtium is a native of Peru where the natives eat the leaves as delicacies.

Arithmetic—4a

1. \$9 is $\frac{1}{5}$ of my money, how much money have I? Make a small drawing to show how you get it.

2. New York is 150 miles from Albany. After traveling $\frac{3}{5}$ of the distance, how many miles have I still to travel?

3. I bought $2\frac{3}{4}$ pounds of steak at 24 cents a pound and gave the butcher one dollar. How much change should I receive?

4. What will it cost to carpet a floor 18 ft. long and 15 ft. wide at \$1.35 per sq. yd. of carpet?

5. There are 135 apple trees in an orchard; this is $\frac{3}{4}$ of the entire number of trees. How many trees are there in the whole orchard?

6. By selling a store for \$350, a man gained \$37.50. How much did the store cost him?

7. How many cans, each holding 3 gallons, can be filled from 144 pints of milk?

8. How many hats can be bought for \$19.80, when each hat costs \$1.65?

9. If a dealer pay \$3.84 for a dozen books, how much will 144 books cost?

10. A tub of butter weighs $40\frac{1}{2}$ pounds. The tub alone weighs $12\frac{3}{4}$ pounds. What does the butter weigh?

Typical Questions in Geography

4B—GRADE.

1. (a) Name two motions of the earth.
(b) Tell what each causes.
2. (a) Name the five zones.
(b) Draw a picture of the zones.
3. (a) Name the five oceans.
(b) Name the five continents.
4. Mention 3 plants and 2 animals found in the Torrid zone.
5. Where is London, Paris, St. Petersburg, Berlin, Rome?
6. Locate the following: Mediterranean Sea, Caribbean Sea, Hudson Bay, Bay of Bengal, Gulf of Mexico.
7. (a) Name the five races of men.
(b) To which one do we belong.
8. (a) Locate the following rivers: Amazon, Nile, Mississippi and Volga.
(b) Locate the following mountains: Alps, Ural, Andes and Appalachian.
9. Tell in what continent each of the following countries are: China, Brazil, Egypt, Canada, Alaska, Spain, France, Russia.
10. Tell in what part of the United States the following cities are: Chicago, New York City, New Orleans, San Francisco and St. Louis.

3a—3b Language

1. Write the abbreviations of the months of the year.
2. (a) Write three questions.
(b) Write three statements.
3. Write the first stanza of "America."
4. Fill in the blanks with *is* or *are*.
(1) _____ you going home?
(2) Where _____ he?
(3) They _____ not absent.
(4) Mary and John _____ excused.
(5) You _____ not looking at the picture.
5. (a) Write three sentences using *has*.
(b) Write three sentences using *have*.
6. Address an envelope to yourself or a friend.
7. Write the abbreviations for doctor, Monday, pint, gallon, week, Saturday, Mistress, Wednesday, mister, street.
8. Write the plural of dog, girl, man, knife, day, boy, house, dress, mouse, fox.
9. (1) Change these to statements.
Did Mary go out?
Were you late this morning?
Have you my pencil?
(2) These to questions.
Mary went home.
You were not to blame.
He has finished his work.
10. Use these words in sentences: rose, picture, horse, Mary's, weather.

4a—4b Language

1. Copy these sentences; underline the subjects once, the predicates twice.
(a) The little girl was sent home.
(b) Where are you going?

- (c) That picture, hanging on the wall, is mine.
- (d) Up from his den, sprang the angry lion.
2. Write the plural of: fox, berry, child, leaf, goose, dress, man, house, day, valley.
3. Write the contractions for
are not I will
it is is not
would not
4. Write two sentences illustrating each of the four types of statements:
(a) What things do.
(b) What is done to things.
(c) Of what quality things are.
(d) What things are.
5. Write the first two stanzas of "America."
6. Write the abbreviations of:
(1) ounce
(2) pound
(3) mister
(4) peck
(5) bushel
(6) Wednesday
(7) February
(8) barrel
(9) Long Island
(10) doctor

7. (a) Write possessive plural of
ox
baby
deer
woman
ray
mountain
(b) Write the possessive of
dog
boat
sheep
child
girl

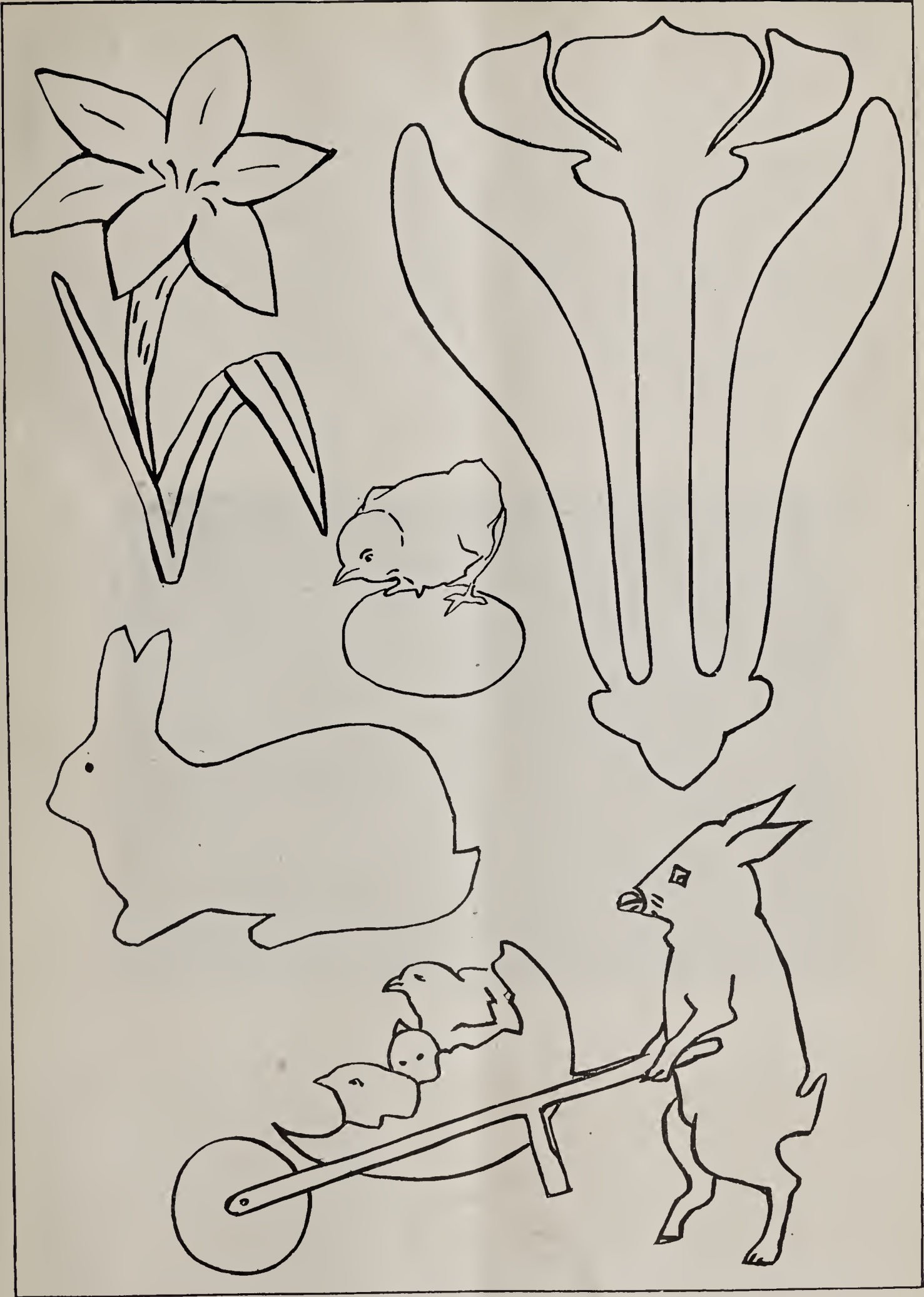
8. Dictate
Feb. 12, 1913.
Where are you going?
Mary and I went out.
Mary asked, "What is your name?"
"John," said her friend.
9. Write a letter to your friend asking him to come to your house and spend the afternoon.

FINGERS AND FORKS.

—"Are you hungry, little girl?" asked Dr. Wendell Holmes to one whom he saw looking with longing eyes at the good things before her.
"Yes, sir," was the reply.
"Then why don't you take a sandwich?"
"Because I haven't any fork."
"Fingers were made before forks," said the doctor, smiling.
The little girl looked, then said: "Not my fingers."



Easter Drawings



Easter Drawings

VII. Practical Pointers in Picture Study

"Beauty is truth, truth beauty."—JOHN KEATS.

"Art deals with things, however, incapable of definition and that belong to love, beauty, joy and worship."—PLOTINUS.

TWO PICTURES By SIR EDWIN LANDSEER

Of all the painters of animals there is none who has endeared himself in the hearts of the people more than Sir Edwin Landseer. During his lifetime all Europe and America were flooded with his pictures, or reproductions of them, and they are still very popular. In large measure, their popularity is due to their strong human appeal, for the critics find much in them that might be improved, and the vigor and freshness of their treatment. This touch of humanity that is so pronounced in nearly all of

ity, and should be no longer inclined to regard Landseer's representations as overdrawn. On the other hand, there have been great animal painters of equal knowledge and skill who have represented animals more nearly as we ordinarily think of them without making them seem human in their characteristics. While these artists have not always enjoyed the popularity with the people that Landseer has, yet they are as great in their way as he is in his. Then, too, the question of the reason of animals is still a de-



SAVED

them makes the chief figures, though they be dogs, horses, deer or monkeys, seem to partake of human qualities and intelligence, or feeling, as the case may be. Thus, some have complained that Landseer's animals are not truly animals, but human beings portrayed under the guise of animals, and thus they are too inaccurate and unworthy representations to be the work of a man of artistic sincerity.

Each must judge for himself whether this criticism is just or not. Perhaps if we studied animals as carefully and as profoundly as Landseer did, we, too, would find in them traits of almost human qual-

ity, and very diverse opinions are held by equally competent and trustworthy observers. There is opportunity likewise for idealism in art, and Landseer may be justified on this ground if he read into his animals more than they actually possessed in the matter of humanity and loveableness.

In the picture called "Saved" this human quality is strongly marked. Notice the proud, triumphant air of this dog, but there is reason for it! Think what a story of achievement lies back of this picture! The little child wandered away from home and came too near the water's edge, or the tide of

the sea came in where he was playing and endangered his life. There was no one near to see the danger; but the faithful dog was there, and he took it upon himself to bring the child to a place of safety upon the beach, and now there he rests from his toil with the exhausted little one safe in his great strong paws. He is looking eagerly shoreward, hoping that someone will come to assist him in carrying the child home. But we know that he will see that no harm comes to him now whether others are slow or quick to come to his assistance.

Notice carefully all the details of the picture, the birds, the point of land beyond the chief figures, the distant ship, the clouds overhead, the rocks upon the beach. The details are few, but they are significant, and all that we need to complete the scene is given. The most wonderful thing of all is the eager, proud, almost living face of the expectant dog. The force and vigor with which it is painted exemplifies the charm of Landseer's work.

Again in the "Highland Shepherd's Chief Mourner" we have a pathetic representation of the love of a faithful dog. The shepherd with whom he roamed the hills and fields so many years is dead,

of the joys that many of them do know is the love of their faithful dogs while they live, and the assurance of their grief and tender remembrance after they are gone.

Questions Upon "Saved"

What does this picture represent? Why is it so named?

What has this dog done? Does he seem proud of his achievement? How does he show that he is?

Do you think that he is the kind of a dog you would like to know?

Do you think he will protect the child from further danger?

What is the expression of his face? What do you think he expects will happen next? Do you think someone will come to relieve him? Do you think he expects they will?

What other objects do you see in the picture? Do you like this picture? Why do you like it?

Questions Upon the "Highland Shepherd's Chief Mourner"

What does this picture represent? What is the name of the picture? Do you think it is appro-



THE HIGHLAND SHEPHERD'S CHIEF MOURNER.

and, although his human friends may mourn his loss, there is none who feels it more deeply than the silent companion who has been with him through all his labors. Shepherds lead a lonely life. The nature of their work permits of but few human ties of intimacy, and so there is peculiar pathos and tenderness in this picture. The dog is represented as alone beside the plain coffin, resting his head upon its covering, and mourning for the one who has gone. Note the simple furnishings of the room. It is a poor, bare life that falls to the lot of most shepherds and there are few to pause and think of the hardships and trials of their meager lives, but one

priate? Do you think this dog cared a great deal for his master? How does he show that he did?

Do shepherds usually have many friends? Is their life an easy one? Do they have to endure many hardships?

Do their dogs usually love them? Do you think this is a sad picture? Do you think it gives you beautiful thoughts even though it is sad? Does it teach you something worth knowing?

Does it seem a beautiful picture to you? Why do you think so?

Does it make you think more of shepherds and their dogs?

Outline of Artist's Life

Sir Edwin Landseer, the most popular animal painter of the nineteenth century, was born in London, March 7, 1802. He very early showed a deep love for animals and great skill in sketching them. He was the youngest son of John Landseer, a distinguished engraver, whose children inherited his artistic talent. There were in the immediate family no fewer than eight persons who attained more or less distinction as artists: John, his brother Henry, and six of John's children, of whom Edwin became the most famous. John Landseer gave his gifted son his first lesson in drawing, directing him in a manner that meant constant improvement in the child's work and encouragement to do his best. Some of the pictures Edwin made between the age of five and ten were so good that his father kept them, and now, after a hundred years, they may still be seen in the Kensington Museum in London.

With two of his brothers the child studied art with an English painter in London, and in 1816 entered the Royal Academy. At this early age of fourteen Edwin sent pictures to several galleries. He studied for a while under the artist Haydon. A picture of his called "Dogs Fighting" (engraved by his father) was painted when he was sixteen, and "The Dogs of St. Gothard Discovering a Traveler in the Snow," also engraved by his father, appeared two years later. The people of London became interested in his pictures, and he immediately became the most noted painter of animals. No one else could paint dogs as Landseer could, and so his pictures were in great demand. He was elected an Associate of the Royal Academy at the age of twenty-four and received the rank of Academician four years later. He was expressly invited by Sir Walter Scott (as great a lover of dogs as himself) to visit Abbotsford, where he made himself very popular with Sir Walter and his wife by sketching their dogs for them. There he studied animals in their native haunts, in the deep forests, on the wild mountain sides and by the lakes and rushing streams. Thus he acquired a bolder and freer style in his work and became fond of deer as subjects for his paintings.

For fifty years Landseer's paintings formed the chief treasure and attraction in the Royal Academy exhibitions, and engravings from his works had such a circulation in England that in the sixties there was scarcely a house in which there did not hang one of his horses, dogs or stags. Even the Continent was flooded with them. Some of his pictures are "Night," "Morning," "Children of the Mist," "The Return from the Deer-Stalking," "Sir Walter Scott and His Dogs," "Alexander and Diogenes," "Dignity and Impudence," "The Sleeping Bloodhound," "The Connoisseurs," "The Old Shepherd's Chief Mourner" and "A Dialogue at Waterloo," representing the Duke of Wellington explaining to his daughter-in-law the incidents of the great fight years after it occurred. This is one of the best of the few figure-pieces he painted. He was knighted in 1850. In 1855 he received at Paris one of the two large gold medals awarded to Englishmen. The complete list of his works is very large. A sportsman who wandered about all day long in the open

air with a gun on his arm, he painted pictures with all the love and joy of a child of nature. This accounts for the vivid force of his work. Perhaps he owed a large part to his charming social qualities. He died a millionaire in 1873, and was buried with the honors of a public funeral in St. Paul's Cathedral, London.

ELSIE MAY SMITH.

Respect the Child's Natural Instincts

(From Dr. Groszmann's book: "Some Fundamental Verities in Education.")

"Our traditional education, with all its modern embellishments, is still only too deeply concerned in repressing the natural instincts of children. We force them to give up their paradise of dreams, fancies and play-activities, their glee and noise, and tie them down, at a tender age, to school benches and desks, and slates and books, torturing their immature brains into dullness. We rejoice when our artificial drill succeeds in making them precocious, and imitators of adult ways, not imagining that we have perhaps killed the divine germ of spontaneity and individuality in its very infancy. We praise the quiet, sedate, blase child who does not disturb the class room discipline as a laudable product of successful education, and wreak vengeance on the sinner who bustles about in unrestrainable boisterousness. And we ignore the fact that health means vigor, noise, activity with a child; that real, wholesome self-control can only come with maturity, and that the quiet child is generally an abnormal child, physically, mentally, or morally.

True, intellectual work, as ordinarily understood, is a form of activity very welcome to most children at certain stages of their growth, and becoming more and more enjoyed by them as their minds mature. But at no stage, during the age of childhood, can it form the exclusive occupation, or the principal, or most normal, form of the children's activity.

Even the most studious child, if in the enjoyment of normal health, will get weary of continuous poring over books, of memorizing, writing and figuring, in school and in the dreary hours of home work which curtails his rest and play; and in certain periods, a fit of aversion to study will take hold of every one. These symptoms of a rather healthy development we are only too apt to denounce as due to moral perversion, laziness, naughtiness, and what not. There would be fewer breakdowns, less of nervous debility and irritable temper, less inefficiency and failure in after life, if childhood were given its native rights, if the needs of children were better understood.

'Tis always morning somewhere;
And above the awakening continents,
From shore to shore,
Somewhere the birds are singing evermore.

—LONGFELLOW.

VIII. Merry Music for Little Musicians



Edited by

Grant Colfax Tullar

Nature's Voices

Chas. E. Ferguson

Grant Colfax Tullar

1. On this East - er morn - ing bright, To our Fa - ther sing - ing,
2. We are small, but we can do Lit - tle things for Je - sus;
3. By and by when we grow up, Faith - ful - ly to serve Him,

Lil - ies pure and lil - ies white Un - to Him we're bring - ing.
And we know He'll keep us true, If we let Him lead us.
Souls of men to Him we'll bring, For He died to save them.

REFRAIN

May we, like the lil - ies fair, . . . Pure and spot - less be; . . .

He will guard us ev - 'ry - where— He our King shall be. . . .

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Easter Lilies

S. C. Kirk

Grant Colfax Tullar

1. Breez - es soft and balm - y breathe the hap - py news; Na - ture brings her
 2. E'en the lit - tle stream - lets, as they glide a - long, Add their trick - ling
 3. 'Tis the love of Je - sus, not the touch of art, But the love of

greet - ing in her bright - est hues; And the sweet bird cho - rus in their
 ac - cents to the hap - py song, Ev - 'ry - where a - round us is a
 Je - sus, in each trust - ing heart, Gives the song its beau - ty, makes its

morn - ing lay Seem to give us "Wel - come on this hap - py day."
 joy - ous voice, Say - ing, un - to ev - 'ry one, "Re - joice, re - joice!"
 notes so sweet, Fills each day with glad - ness and with joy com - plete.

CHORUS

Day of glad - ness, hap - py day! Beams of sun - shine round us play!

Day of glad - ness all may share! Hearts are glow - ing, joy o'er - flow - ing ev - 'ry - where!

IX. Topical Quotations

[Easter!

Easter commemorates the Resurrection.

The Resurrection is the world's great symbol of victory.

As Easter comes this year in the month of March, what better topic can be chosen for our quotations? Victory! The soldier battles for it, the student studies for it, the teacher works for it, and all are animated by the hope of it. Hope gone, life itself is lifeless. There is no tomb strong enough to hold the dauntless spirit. In the beautiful light of the Easter-tide let us take new courage, confident that our hope is no delusion. So may effort find its culmination in victory.]

Defeat may be victory in disguise;
The lowest ebb is the turn of the tide.

—Longfellow.

If aught obstructs thy course, yet stand not still,
But wind about till thou hast topp'd the hill.

—Denham.

Our greatest glory consists not in never falling, but
in rising every time we fall.

—Emerson.

We rise by things that are 'neath our feet;
By what we have mastered of good or gain;
By the pride deposed and the passion slain;
And the vanquished ills that we hourly meet.

—Holland.

But life shall on and upward go;
Th' eternal step of Progress beats
To that great anthem, calm and slow,
Which God repeats.

—Whittier.

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Attempt the end, and never stand in doubt,
Nothing's so hard but search will find it out.

—Herrick.

Be good and let who will be clever;
Do noble things, not dream them all day long;
And so make life, death and the vast forever
One glad, sweet song.

—Kingsley.

One brave hero fans another's fire.

—Homer.

There is no end to the sky,
And the stars are everywhere,
And time is eternity,
And the here is over there;
For the common deeds of the common clay
Are ringing bells in the far away.

—Unknown.

Great things through the greatest hazards are
achieved,
And then it is they shine.

—Beaumont.

What the Mails are Bringing Us Now-a-days

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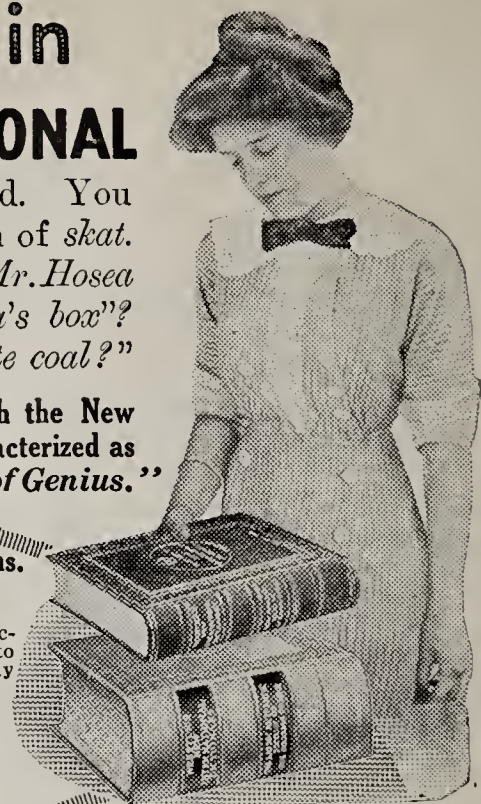
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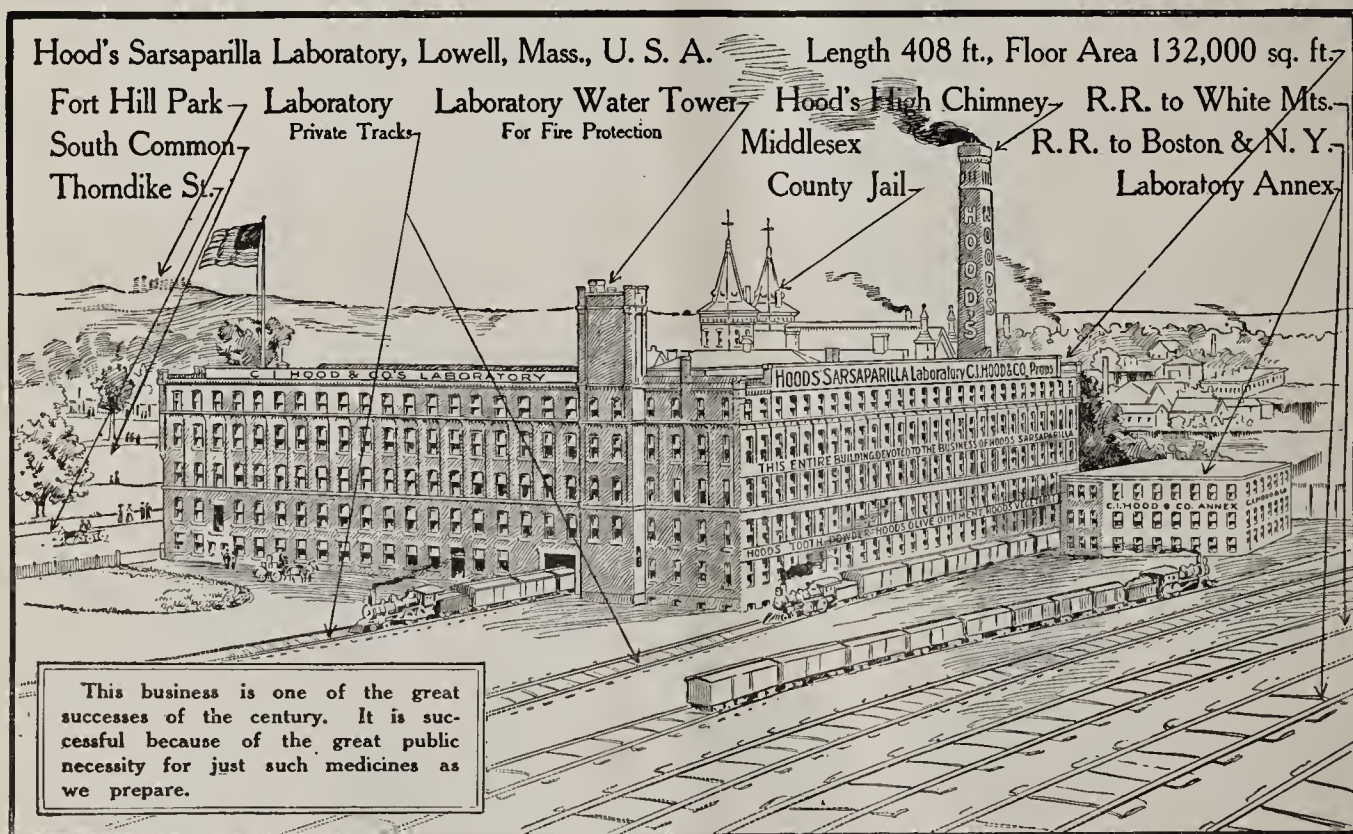
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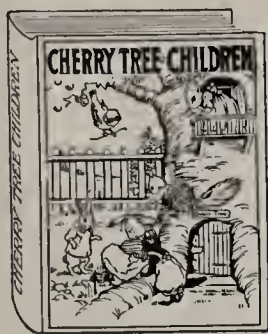
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by **WILLIAM CHARLES O'DONNELL, Jr.**
President.

(SEAL)

Sworn to and subscribed before me this 30th day of September 1913.

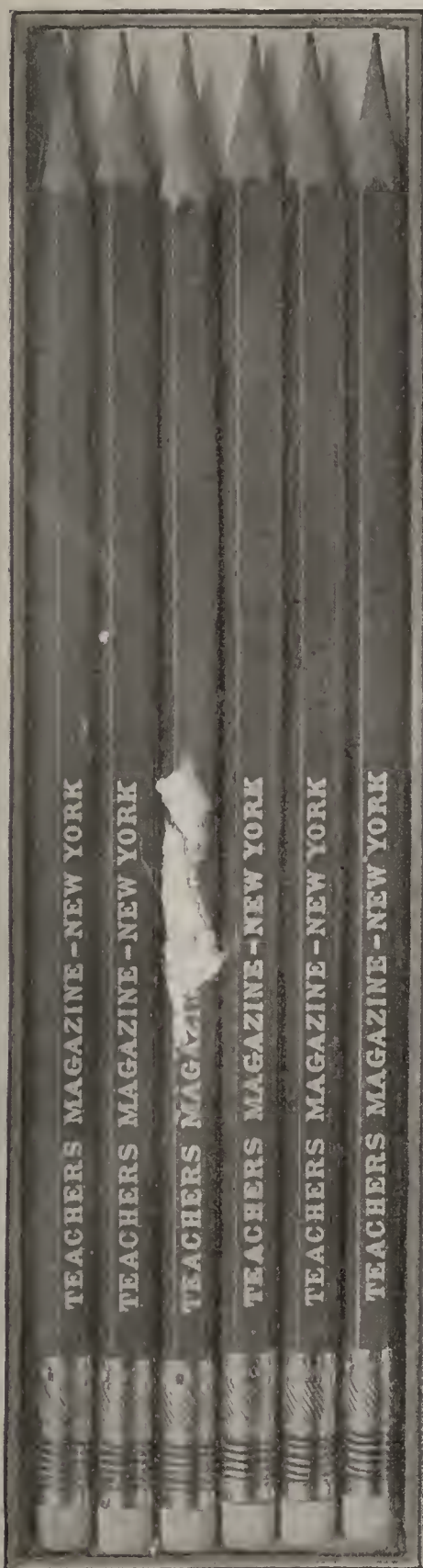
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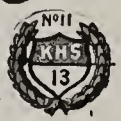
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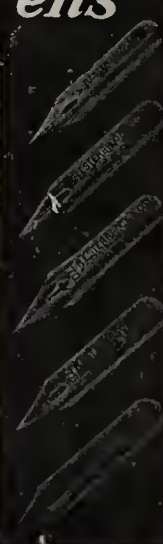
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Teachers Magazine

Vol. XXXV

APRIL, 1913

No. 8

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—For 1913-1914—

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A Department of Music, Games and Plays

By

LAURA ROUNTREE SMITH

Author of The Bunny Books

See page 253 this number.

Picture Study

ELSIE MAY SMITH

See page 265 this number.

Cut Out Pictures

RUTH O. DYER

See page 263 this number.

Mr. CHARLES H. DAVIS will continue in
charge of the Grade Work Department.

The Pennant

See page 255 this number.

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Managing Editor.

William Charles O'Donnell, Jr.

Departmental Editors.

Maximilian P. E. Groszmann, Charles H. Davis, Grant Colfax Tullar, Elsie May Smith.

Contents for April

DEPARTMENTS

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| II. EDITORIAL EXPRESSION & SELECTION. | VII. PRACTICAL POINTERS IN PICTURE STUDY. |
| III. PASSING PLEASANTRIES. | VIII. MERRY MUSIC FOR LITTLE MUSICIANS |
| IV. APRIL CALENDAR & RECORD. | IX. TOPICAL QUOTATIONS. |
| V. CULTURAL DIVERSIONS:
Dramatization—"Princet and The Golden Blackbirds". | X. INSTRUCTIVE BOOKS. |
| | XI. OUR ADVERTISERS. |

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Teachers Magazine

Vol. XXXV

APRIL, 1913

No. 8

I. Round Table Talks With Subscribers

SCHEME DEPARTMENT

The second number of THE PENNANT is comprised in this issue of Teachers Magazine.

Many are the possibilities connected with this special feature. Some of us had a good time with the first number, and have swung into line as Pennant advocates. When all of us shall have had sufficient opportunity to comprehend the real purport and value of such a publication we shall all of us adopt it to our great benefit.

Frankly, it is the schematist's hope to see the little section break loose from Teachers Magazine and become a lively, thrifty, popular companion paper. As it is, extra copies will be published separately and furnished to subscribers for twenty cents a year, in clubs of ten. Organizers of clubs are wanted in every city, town, and school. Cooperation of principals and teachers with the boys and girls for whose benefit the section is to be conducted is respectfully solicited. The Pennant will always stand for loyalty to school and to teacher, and for the advancement of all organizations and enterprises effecting the well being of the children.

The announcement on our front cover will surely convey the idea of adaptability as to the program of Teachers Magazine. The best writers on the most important and popular subjects will co-labor for the success of this magazine in the months to come. The persons named in the announcement are widely known, and out of their experience they will furnish the best to be had anywhere at any price.

On the strength of this announcement we urge our readers to renew their subscriptions at once, availing themselves of the special terms to be offered directly through the mails or to be had on request at any time during the month of April.

Prospective subscribers are reminded to look for the special premium offer on page VI of this number. The publishers do not obligate themselves to continue the offer beyond the month of April.

II. Editorial Expression and Selection

April.

A Lesson in Optimism.

"April! The singing month. Many voices of many birds call for resurrection over the graves of the flowers, and they come forth."—Beecher.

In the young Spring when the warm fingers of the sun's golden beams were unlocking the buds, and beauty was responding to the call of the birds, came Aprilis, from *aperire*, meaning to open. The cheeks of April are flushed with the glow of nature's resurrection. The most inspiring thoughts that ever enter the human mind, stirring men to noble action and lifting them to sublime heights, fame and ambition, come to us at this time.

Life is but a triad of anticipation, realization and memory. April is the month of blessed promise and glad anticipation. We catch the foregleam of victory slanting through the mists of defeat, and we learn again the lesson of the ultimate triumph of the good over the bad, of life over death. Ugliness and darkness are but seemings, beauty and light are realities. Even adversity has its sweet uses. The flower flames its gorgeous color from the crannied wall, the golden grain arises from the dead seed, midnight reveals more of the heavens than midday, the heat of the furnace is for the refining of the silver. We know that the darkest night has its succeeding dawn, that the closed shall open, that the dead shall live, therefore the voice of lamentation is hushed and the sound of singing fills the land.

With what magnificent and eloquent optimism, then, did the great apostle of Plymouth pulpit call April the singing month; and his illustrious kinswoman, Harriet Beecher Stowe, has thus sounded the same gospel of hope and happiness:—"It is said that gardeners, sometimes, when they would bring a rose to richer flowering, deprive it for a season of light and moisture. Silent and dark it stands, dropping one faded leaf after another, and seeming to go down patiently to death. But when every leaf is dropped, and the plant stands stripped to the uttermost, a new life is even then working in the buds, from which shall spring a tender foliage and a brighter wealth of flowers. So, often in celestial gardenings, every leaf of earthly joy must drop before a new and divine bloom visits the soul." Yet foolish men grieve when the faded leaf is stripped off to make room for the bright one. April is the singing month.

"Oh, Robin, you,
In your belief, are strong and true:
By storms undaunted, with your notes of cheer
You sing, and we grow blither as we hear,
Till, echoing your content,
With larger faith we lift our heads, low bent,
And by past sorrows, know
What may have seemed life's desolating snow
Only prepares the soul for summer's flowers to grow."

Bismark, Clay, Jefferson, Shakespeare, and Grant were born in April. The darkest problems of civilization need not dismay us when humanity has such possibilities of greatness and glory, for

"In God and God-like men we trust."

The United States has been engaged in four wars that began in April: the Revolutionary war, the Black Hawk war, the Civil war, and the war with Spain. We have yet to suffer the humiliation of defeat, or the shame of dishonorable victory. The career of the Republic has been clearly providential, and even the severest shocks and the saddest bereavements of our national life have miraculously contributed to the progress of mankind onward and upward forever. April showers, literally and figuratively, bring forth May flowers. Among all the people of the forty-odd principal governments of the earth, we of the United States of America have the best reasons to sing.

The pessimist should cut April out of his calendar, or he should repent and join the choir of earth's singing pilgrims in their anthems and pæans. Said Epictetus, expounder of Stoicism and one of the world's great thinkers: "Were I a nightingale I would act the part of a nightingale. Were I a swan the part of a swan. But since I am a reasonable creature it is my duty to praise God. This is my business. I do it. Nor will I ever desert this post so long as it is permitted me, and I call on you to join in the same song." The universal song of praise was written for everything that hath breath. Praise ye the Lord. Optimism is sanity. Singing is an indication of spiritual health. Listen to the birds! Listen to the stars

"Forever singing as they shine
The hand that made us is divine."

The first of April joke is perpetrated universally throughout Europe and America. The origin of the custom is obscure, but its pervading spirit is one of good natured, if not always considerate, fun. In France the victim is called an April fish; in Scotland, a gowk; in England and in our own land, an April fool. To be sent to a shoe store for five cents' worth of strap oil, or to a paint store for white lamp black, or to a book store for the History of Adam's Grandfather, or to a dairy for a pint of pigeon's milk, may not result in much pleasure to the unsophisticated messenger, but the jokers' shouts of laughter may be interpreted also as the joyous hailing of April's genial return. Even frivolous fun is less dangerous to health and to morals that surliness and censoriousness.

The Anglo-Saxons called this month Ooster or Easter-month, whence our word Easter. Our great Christian festival commemorating and celebrating the resurrection of our great and loving Lord, and called by the name of the heathen goddess of spring, is the common jubilation of soil and of soul. The

intonations of chimes, the triumphant harmonies of great organs, the pealing of bells, the shouting of trumpets, the hallelujahs of the happy, the anthems of choirs, the songs of congregations, the carols of many birds, the bursting of buds, the baptism of sunshine, the stone rolled away, the angel in the tomb; the Lord in the garden,—such is Easter. The feast is a movable one, occurring on the first Sunday after the first full moon after the twenty-first of March. It must therefore come between the twenty-second of March and the twenty-fifth of April. During the twentieth century it will be observed twenty-two times in March and seventy-eight times in April. Welcome April, month of anthems! May thy spirit pervade every schoolroom the whole round world over!

"I open wide the portals of the Spring
To welcome the procession of the flowers,
With their gay banners and the birds that sing
Their song of songs from their aerial towers.
I soften with my sunshine and my showers
The heart of earth; with thoughts of love I glide
Into the hearts of men;—"

The Lion of Lucerne



All the commendatory adjectives, in all the dictionaries in all lands would be insufficient to picture fairly the scenic charms of Switzerland, land of peaks and lakes. So profuse are the wonders of nature that it would be but prejudice to stand at any one spot and say, "This is the most beautiful place on earth," yet concerning Switzerland it would be perfectly safe to say, "There is no country to excel it in loveliness."

All lines of travel, from the North or South or East or West, seem to converge at Lucerne, and Lucerne possesses an advantage of location which must make it more and more a place of popular resort. About 300,000 travellers visit the town annually. And the reason is at once plain.

Here is a clean, hospitable, peaceful town in the very heart of Switzerland, just where the little River Reuss becomes the outlet of the Lake of the Four Cantons, while on all sides rise the noble mountains, many of them wearing flashing crowns of snow, and all of them imposing and grand like proud members of a royal household. Here at Lu-

cerne are the famous old bridges dating back many centuries, broad quays lined with thrifty trees, well stocked stores and modern hotels, while the genius of Thorwaldsen has left in the cliff's front that justly celebrated figure known throughout the world as "The Lion of Lucerne."

The figure is cut in the solid rock to commemorate the Swiss Guard who fell in the defense of the Tuilleries, Paris, August 10th, 1792. The illustration will give a correct idea of the general appearance of this famous work of art, although it must be seen to be thoroughly appreciated. As the subject for a story or an essay the teacher will find that it never fails to interest the class. The woman who said that she hoped to be in Lucerne when the keepers fed the lion had missed something in early educational advantages. Teachers should travel and should enlighten their pupils on the great scenic and art treasures of the old world. For such a purpose as this the TEACHERS MAGAZINE has organized its Summer Tour Department.



Bright Eyes and Twinkling Stars

A Moon Letter

Dear Bright Eyes:

So, dear star lover, you think my last letter was too short, do you? Better too short than too long! This letter must also be short. All I am trying to do is to help you understand the nature of those shining orbs you see in the heavens after the sun disappears, and to encourage you to make fast friends of them. You will find them interesting objects of study all your life, no matter how long you live and no matter where you go. Sometimes stars are better company than folks.

I think I promised to write something about the moon. Judging by appearances you would say that next to the Sun the Moon is the largest body in the skies. You have already learned *not* to judge by appearances. The fact is that the moon is the *smallest* object you see as you look up at the heavens. This means, of course, that it is much nearer to us than any of the others. How near? Let us say *about* 238,000 miles—for sometimes it is nearer than that and sometimes farther away. You will not think that the moon is so close after all when you look at these figures. It has been figured out that a train going a mile a minute would reach the moon in 166 days. That would be a tiresome journey. But to get to the nearest *planet* you would have to travel 50 years at the same rate, and to the nearest *star*, 40 million years. Just think of it!

Again, judging by appearances, you would say that the moon is very bright and very smooth and very beautiful. But the moon has no brightness of its own, it is very uneven and when you see it through a telescope you would hardly call it beautiful. We can continue to admire it, however, for as the sunlight strikes it, it shines out in the darkness of the night like a great lantern, the most radiant object in all the heavens. No wonder men call it "Queen of the Heavens."

Sometimes you see but a thin bright edge of the moon, a crescent-shaped band of light. We call it the *new* moon. The band of light grows larger each night and when it spreads over half the globe, we call it the *first quarter*. When the moon looks quite round we say it is *full*, and when it diminishes to one-half again, we say it is the *third quarter*.

What causes these changes? Perhaps you had better ask your teacher this question. She may be able to explain by diagrams how the moon is constantly travelling around the earth and thus showing different *phases*. That is the word to remember; *Phases*. When you see it in a newspaper or almanac, just stop and ask yourself what you know about the moon's *phases*, or changes in appearance. What are *new* moon, and *full* moon, and *first quarter*, and *third quarter*.

Our word month is closely related to the word moon. Do you know what a month is? You may say it is one of the twelve great divisions of the year, or you may say it is a period of four weeks, or you may give the answer in days,—it is really a matter that has to do with the travelling of the moon around the earth. Take any point in the moon's orbit and the length of time it takes the moon to travel from that point around the earth and back to the same point will be a month—a lunar month it is called as the old Latin word for moon was Luna. We have already found the sun's Latin name. Do you remember it?

How about the "Man in the Moon"? Just a fancy, that is all. A shadow cast by a mountain has an outline curiously like a human face.

Oh, there are so many things I would like to write about this curious moon of ours, but this is all you will have time to read, I think, so I will just stop and sign myself,

Your admiring,

UNCLE BOB.



III. Passing Pleasantries

KNOWLEDGE IS POWER.

Should children be educated?
It is the breakfast table of the Clinton Streets.
Mr. Street and his little daughter are talking.
"You will have a holiday next week, won't you?"
"Yes, papa, on the 12th."
"Whose birthday is it?"
"Abraham Lincoln's."
"There's a great man's birthday the week following. Whose is that?"
"James Russel Lowell's."
"Lowell's? You're mistaken, I think."
"No, I am not, papa. James Russell Lowell was born on Washington's Birthday. We had it in our literature lesson at school."
So the father went humbly to work.—*Newark News*.

THE PROSPECT.

—A teacher in a local Sunday school desired to reprove a small boy. "Johnnie," she said, quite solemnly, "I'm afraid I shall never meet you in the better land."
Johnnie put on a look of astonishment. "Why, teacher," he said, "whatever have you been doing now?"

MAKING FUN OF PAPA.

According to *The Cherryvale Journal*, some unrighteous person taught little Josephine Shaw, daughter of the Rev. Robert W. Shaw, pastor of the Baptist Church, this little piece, and to the enjoyment of those present she recited it at the Helpers' Society entertainment:

Up in the study,
High, high, high,
My papa writes sermons,
Dry, dry, dry.
They make the old folks
Weep, weep, weep;
And they make the young folks
Sleep, sleep, sleep!

—*Kansas City Star*.

HIS FEVER.

Small Harold complained of having a fever and persuaded his mother to let him stay at home from school. Later he asked permission to go out and play.
"Why, I thought you had a fever, Harold?" she said in reply.
"So I have, mamma," he explained; "but it's the baseball fever."—*Chicago Daily News*.

THE FUZZY ONE.

"Who can describe a caterpillar?" asked the teacher.
"I can, Teacher," shouted Tommy.
"Well, Tommy, what is it?"
"An upholstered worm."—*Ladies' Home Journal*.

THE MOTIVE.

Tommy's mamma—"Why aren't you a good boy like Willie Bjones?"
Tommy—"Huh! It's easy enough for him to be good. He's sick most of the time."—*Judge*.

A HARD WORD.

—A school teacher instead of giving the customary spelling lesson to her young pupils asked them to write out names of the things they had for breakfast that morning.
One of the little girls told her mother about the spelling lesson and about the names she wrote.
"Why," said the mother in surprise, when the little one told her that she had written bread and milk, "you didn't have bread and milk this morning."
"I know," replied the youngster, "but I didn't know how to spell sausages."

OMNISCIENT.

—Willie—Do you know everything, Paw?
Paw—Yes, my son.
Willie—Well, is a freckled bookkeeper a spotted adder?

CONUNDRUMS.

1. In a race with time why should a singing master win? Because time flies and he beats time.
2. When was Adam married? On his wedding Eve.
3. If the poker, shovel and tongs cost \$7.50 what will a ton of coal come to? Ashes.
4. What odd number when beheaded will become even? Seven.
5. What enlightens the world though dark itself? Ink.
6. What is that which no one wants, yet when he has it does not wish to lose it? A bald head.
7. What is a put-up job? The paper on the wall.
8. Why is the wick of a candle like Athens? Because it is in the midst of Greece.
9. Name me and you break me. Silence.
10. Why should a cab man be brave? None but the brave deserve the fare.

IV. April Calendar and Record.



APRIL

S M T W T F S

APRIL BIRTHDAYS

- | | |
|------------------------------|--------------------------------|
| 1. Bismarck 1815. | 22. Henry Fielding, 1707. |
| 2. Charlemagne 742. | 23. William Shakespeare, 1564. |
| 2. Thomas Jefferson 1743. | 24. Anthony Trollope, 1815. |
| 3. Washington Irving 1783. | 25. Oliver Cromwell, 1599. |
| 5. Cecil Rhodes, 1853. | 25. Marconi, 1874. |
| 7. William Wordsworth, 1770. | 26. David Hume, 1711. |
| 10. William Booth, 1829. | 27. U. S. Grant, 1822. |
| 21. Charlotte Bronte, 1816. | 29. Shirley Brooks, 1816. |

APRIL EVENTS

- | | |
|---|--|
| 2. Battle of the Baltic, 1801. | 19. Battle of Lexington, 1775. |
| 3. Murillo died, 1682. | 19. Death of Lord Byron, 1824. |
| 4. Abdication of Napoleon, 1814. | 21. Alexander the Great died, B. C. 323. |
| 5. Robert Raikes died, 1814. | 21. Mark Twain died, 1910. |
| 10. Battle of Toulouse, 1814. | 23. Shakespeare died, 1616. |
| 11. Treaty of Utrecht, 1713. | 23. Wordsworth died, 1850. |
| 13. Outbreak of American Civil War, 1861. | 24. Russo - Turkish War, 1877. |
| 15. President Lincoln assassinated, 1865 | 26. Daniel Defoe died, 1731. |
| 17. Benjamin Franklin died, 1790. | 27. Ralph Waldo Emerson died, 1882. |
| 17. War declared between Greece and Turkey,
1897 | 30. Battle of Fontenoy, 1745. |
| | 30. Battle of Manila, 1898 |



V. Cultural Diversions

Maximilian P. E. Groszmann

Princet and the Golden Blackbird

Dramatized Fairy Tale, By Maximilian P. E. Groszmann

DRAMATIS PERSONAE

The King
Surly
Lazy
Princet

His three sons

The White Rabbit
The Porcelain Maiden
The Master of the Royal Stables
Ladies and Gentlemen of the Court

(There is no need of special directions as to the dressing of these parts except the Rabbit and the Porcelain Maiden. The Rabbit ought to wear a rabbit mask and a canton flannel suit which covers hands and feet, in the way of paws. The Porcelain Maiden should be dressed in a short white dress of some stiff material, with white stockings and shoes, and much lace in skirts and petticoats, to imitate the well-known Dresden figures.)

FIRST SCENE

(The scene represents a street in an old-fashioned town.)

Princet (entering from the left):

My poor father, the king, is so very sick, and a Wise Man has told him that only the Golden Blackbird would cure him. My two brothers had started out before me to find the way to the land of Nobody-Knows-Where—where the Golden Blackbird lives, but they are staying at the Evil Inn gambling and merry-making and have forgotten their poor father. So I have started out and will not rest until I have found what will make him well again. But, oh, how can I find the way?

Rabbit (entering from the right):

Good morning, my laddie! Where are you going?

Princet:

I am on my way to Nobody-Knows-Where. I want to find the Golden Blackbird and fetch him home to cure my father who is sick.

Rabbit:

You have a long way to go, for it is at least 700 miles to the place where the Golden Blackbird sits.

Princet:

Oh, dear! How can I can ever travel so far?

Rabbit:

Get on my back, and I'll carry you. I can run swiftly. But first I will tell you what you must do. Right by the Golden Castle in the land of Nobody-Knows-Where there is a little log hut in the woods, And in the log hut there is a golden birg-cage, and sitting on a perch close beside the bird-cage you will find the Golden Blackbird. When you take the Blackbird do not put him in the cage, for then the people of the Castle will think you are trying to steal him. But the law of the land says that he belongs to anyone who can take him.

Princet:

I will do as you say.

Rabbit:

So jump on my back and we'll be off!

(Princet seats himself on the Rabbit's back and they run off the stage.)

SECOND SCENE

(Woods. On the right, the gates of the Golden Castle.)

Princet (comes running out of the gate):

Help, help!—Oh, they're gone. How foolish I was not to heed the Rabbit's advice. But the Golden Blackbird was so stiff and cold when I found him that I thought he was dead, and so put him the cage. But at once he opened his eyes and began to sing so loudly that everybody in the Castle rushed at me and drove me away. And they said I cannot have the Golden Blackbird unless I bring the Porcelain Maiden to the Castle. Oh, dear, oh, dear, how can I find the Porcelain Maiden?

Enters:

Rabbit:

What is the matter, my laddie?

Princet:

They will not let me have the Golden Blackbird unless I find the Porcelain Maiden and bring her to them.

Rabbit:

Foolish boy, if you had only done what I told you, this would not have happened. The Golden

Blackbird doesn't belong to the people of the Castle, but to the first one who is wise enough to carry him away. If you had not put him into the golden cage, he would have kept still, and you might have carried him away; and then he would have been rightfully your own.

Princet:

But what about the Porcelain Maiden?

Rabbit:

Ah, yes! The Porcelain Maiden sits on a shelf in the Queen's Pantry. two hundred miles from here. She is very pretty, but she is deaf and dumb. If you can only make her sing, she will lose her deafness and come with you.

Princet:

I will try; but how am I to find her?

Rabbit:

Get on my back, and I will carry you to her.

(Exeunt, as in first scene.)

THIRD SCENE

(The Queen's China Pantry. Cupboards with china all around. In the middle stands a separate cupboard, with extension shelf, on which sits the Porcelain Maiden, sleeping.)

(Enter Rabbit and Princet.)

Rabbit:

This is the Queen's china pantry, and there is the Porcelain Maiden sitting on the shelf. When you carry her back to the Castle, don't be foolish. Remember that the Golden Blackbird is yours if you are wise enough to carry him away. So take him in one hand and the golden cage in the other, and walk away with them. You have the right to do this, and nobody will hinder you. Good-bye!

(Exit.)

Princet:

Don't leave me!—Oh, he's gone! (Looking at the Porcelain Maiden.) How pretty she is! Prettier than any lady I have ever seen. But how am I to make her sing? Oh, I'll try to wake her up. (Steps up to her and shouts into her ears:) Booh!

Porcelain Maiden (startled and jumping down):

Oh, my—what was that? (Rubs her eyes, then sings and dances dreamily.)

(Music: Riley and Gaynor, Songs of the Child World, II, p. 29, "Poppies.")

Sleeping 'mid the plates and cups

Deaf and dumb was I,

In the china pantry here,

Till I heard a cry.

Now I'm waking from my sleep,

Yet feel strangely dazed;

And to see this princely boy

Stand here, I'm amazed!

(Turning to Princet:)

Who are you?

Princet:

I am Princet, and I want you to go with me to get the Golden Blackbird to take to my father who is very sick.

Porcelain Maiden:

Certainly, I will go with you.

Princet:

But it is 200 miles back to the Castle.

Porcelain Maiden:

Oh, I cannot walk so far.

Princet:

Then I'll buy a little horse for you to ride upon, and we will speed thru the woods at a wondrous rate. So come and we will travel to the Castle.

(While the music repeats the air of "Poppies," the two walk out hand in hand. Curtain.)

FOURTH SCENE

Village street. On the left of the stage is the Evil Inn, on the right, in the background, an old-fashioned well. The latter can be represented by using a large pocking-box, painting it on the outside so as to look like a well; some uprights and a cross beam on top, with a bucket hanging from a chain, will complete the arrangement. Have a mattress or some pillows inside so as to avoid a hard fall for Princet.)

(Enter Princet, carrying the cage in one hand, and the Golden Blackbird in another; the Porcelain Maiden riding on a pony. The pony is represented by two boys, one standing upright and wearing a horse's head of paper maché, the other bending forward with his hands on the first one's hips. A light horse blanket thrown over them completes the illusion, and the Porcelain Maiden has a comfortable seat on the second boy's bent shoulders.)

Princet:

Now my father will soon be well again.

Surly and Lazy (coming boisterously out of the Inn):

Ah, my esteemed Lord and Lady, will you not come in and rest a while?

Princet:

No, we will not. My father is very sick, and I am taking the Golden Blackbird to him; for it is the only thing in the world that can cure him.

Lazy:

Oh, is it you, little Princet? What a lucky fellow you are! But I hope you will take us along so that we may see father well again.

Princet:

I am so glad to have found you, my brothers! Certainly, I am glad to return home with you. And this is the Porcelain Maiden who has helped me to fetch the Golden Blackbird.

(Sets down the cage and gives the bird to the Porcelain Maiden.)

Surly (with mock politeness):

We are pleased to meet you, Miss.

(The two brothers make an obeisance which the girl returns as well as she can, sitting on her horse.)

Lazy (aside to Surly):

We must get rid of him or he will steal our father's kingdom from us. Let us throw him in yonder well!

(They seize Princet and throw him into the well. Then they rush off, pulling the horse with the Porcelain Maiden and the Blackbird after them. The girl screams aloud.)

Rabbit (rushing in from the right):

Who screamed here? (After looking around a while, he finally looks into the well.)

Indeed, how did poor Princet get in here? (pulls him out.)

How is that, Princet?

Princet:

My two brothers threw me in here, and have now gone with the Porcelain Maiden and the Golden Blackbird to my father's castle where they will make out that they, and not I, succeeded in finding the cure for my father's illness.

Rabbit:

Now, my little laddie, since you have served your father so well it is not right that your big brothers should treat you in this way. Dress yourself up as a stable-boy and go and offer to work for your father. Things will turn out well for you if you are wise. And after all, you can be happy to think that you will find your father well when you return, and that you have been the real means of saving his life.

Princet:

Thank you, dear Rabbit, you are right in what you are saying, and I will do as you say.

(While they shake hands in good-bye, the curtain falls.)

FIFTH SCENE

(Hall in the King's palace. To the left, the King, sitting on his throne. Surly and Lazy stand on either side of their father. Ladies and Gentlemen of the court in the background and on the right. When the curtain rises, enter the Master of the Royal Stables with Princet who is dressed as a stable boy.)

King:

Now, Master of the Royal Stables, tell me your strange story.

Master (bowing deeply before the King):

It is this way, your Majesty. You remember the little horse which the two young princes brought home with them when they returned with the Golden Blackbird that made you well again. Well, nobody could touch that horse. He had already kicked the gardener and two stable boys almost to death when this young fellow came along to take hire as stable boy, and said he could manage the horse. And sure enough, as soon as he went into the stable the little horse became as gentle as a lamb.

King:

That is very strange. But go on.

Master:

And then I said: If only some one could manage the Porcelain Maiden as well, we should all feel a good deal safer. Then he asked me who that was, and I told him how the young princes had brought her home with them, and what a terror she was: how she bites and scratches and screams all the time, and how she had broken every piece of china in my lady's pantry. And what do you think this fellow then said?

King:

Well, you must tell us.

Master:

He said he could manage her as easily as he could the little horse! So I asked leave of your Majesty to bring him here before the court so that

he may make good what he said, or be found out as a boaster and a fool.

King:

We shall soon see. Bring the Porcelain Maiden before our throne!

(Two courtiers leave and return presently with the Porcelain Maiden who carries the Golden Blackbird in his cage. As soon as the bird sees Princet he begins to sing.* The Porcelain Maiden runs up to Princet and shouts with joy.)

Porcelain Maiden:

Oh, how happy I am to see you again, my dear Princet! I thought your wicked brothers had killed you. But now I can sing for joy.

(She sings and dances, addressing herself to the Golden Blackbird, "Awakening," Riley & Gaynor, Songs of the Child World, II, 46. All express their astonishment by proper gestures.)

Wake, little bird, and draw your head

Out from beneath your wing,

Shake your feathers in the sun,

Sing, wee birdling, sing!

Spread your wings and do your best,

Dear little bird, do fly,

Till we see you like a spec

In the big blue sky!

(The bird accompanies the song with cheerful chirping.)

King:

Tell us what all this means.

Porcelain Maiden:

It means that this is Princet, your youngest son, who had gone out to find the Golden Blackbird to cure your illness. And with many dangers he found it, and found me, and brought us back to this country from the land of Nobody-Knows-Where. But his wicked brothers who had been too lazy to brave the dangers of the quest, stole us from him and threw him into a well just outside of the Evil Inn. I thought he was dead, and that made me so unhappy that I became what you knew me to be.

King:

Is this true?

Princet:

Yes, father; it is true. And had it not been for the good White Rabbit who pulled me out of the well I would have been drowned. But now I am happy to see you well again; and I beg of you not to be too harsh with my brothers.

King:

As you pray for them, they may live. (Turning to Lazy and Surly, who had been hiding their faces):

But I banish you from my sight and kingdom!

Surly and Lazy exeunt.

King (to Princet):

But you shall be king after me, and have my kingdom, and have the Porcelain Maiden for your bride. Come that I may bless you!

(Princet and the Porcelain Maiden kneel before the King. He lays his hands on their heads.)

Ladies and Gentlemen:

Hail! hail!

* Use an ordinary bird-whistle.

(They sing, with appropriate march movements, saluting the King and the young couple, after the air of "Salute the Flag," Riley & Gaynor, II. 98:)

Oh, bring the fife and bring the drum
 And bring the colors too,
 To greet this noble princely pair
 These hearts so good and true!
 Then roll the drum and shrill the fife
 And let the banners fly,
 We'll all salute our King and Prince
 As we go marching by.
 So we go marching and greet you true.
 Hail to our Princet and Princess too!
 May your love forever live,
 To our country blessings give!
 So we go marching and greet you true!

(Curtain.)

AN APRIL POET

William Wordsworth

Born April 7, 1770—Died April 23, 1850

SELECTIONS

Our birth is but a sleep and a forgetting;
 The soul that rises with us, our life's star,
 Hath had elsewhere its setting,
 And cometh from afar
 Not in entire forgetfulness,
 And not in utter nakedness,
 But trailing clouds of glory, do we come
 From God who is our home;
 Heaven lies about us in our infancy.

The primal duties shine aloft like stars;
 The charities that soothe and heal and bless
 Are scattered at the feet of man like flowers.

A primrose by a river's brim
 A yellow primrose was to him,
 And it was nothing more.



NEW STREET SCHOOL, Grade I, Danbury, Conn.

JOSEPHINE M. BEERS

Teacher in Training Department State Normal School.

(Prize class-room picture for April)

Arbor Day Play

By Laura Rountree Smith

SCENE I.

(The scene is in the woods. The woodman wears overalls and blue shirt, red handkerchief about his neck. The children representing trees may stand behind twigs placed in boxes or flower pots.)

Enter *Woodman* with axe:

Here is a fine tree; I guess I will cut it down!

First:

Please do not cut me down, I have just put out a few green leaves.

Woodman:

I am pretty deaf, but I thought I heard a voice. I wonder if there is a fairy imprisoned in that tree. (Passes on.)

Second:

Please don't cut me down, there is a little old man living inside of my tree-trunk, don't you hear a little old man chuckle sometimes when you put logs on the fire?

Woodman:

I certainly do hear voices, but I don't hear plainly yet. I must be in an enchanted forest. I will cut the next tree at once. I need fire-wood for my wife and little boy.

Third:

Don't cut me down, please don't cut me down, think for a minute how the birds will miss building nests in my branches!

Woodman:

Dear me, is there no tree in this forest that I can cut down?

Fourth:

Don't cut me down, see how splendid and tall I am. Think what shade I give the passers by!

Woodman:

I dare not return home without any fire-wood.

Fifth:

Don't cut me down, don't cut me down. See, my fine sap is already beginning to flow. Ho! ho! for the maple syrup!

Woodman:

I am so tired and puzzled I do not know what to do.

(He sits down on a log to rest and falls asleep.)

(Many children enter, wave green branches, circle round the Woodman, singing tune, "Yankee Doodle.")

(Song)

Woodland Fairies:

Oh, happy are we, one and all,
The woodland fairies singing,
Oh, hear our merry voices call,
Sweet dreams we all are bringing.

(Chorus)

Happy fairies in the woods,
'Mid gentle breezes blowing,
Come and sing on Arbor Day,
Where flowers are growing.

(The children pass to one side and say in concert.)

All:

Oh, who will chop without delay,
A tree for us on Arbor Day?
(Enter Boy Blue.)

All:

Little Boy Blue, come chop down this tree.

Boy Blue:

I must tend my sheep as you all can see.
(Enter Tommy Tucker.)

All:

Oh, Tommy Tucker, come chop down this tree.

Tommy Tucker:

I go sing for my supper,
Please do not stop me!
(Enter Simple Simon.)

All:

Oh, Simple Simon, come chop down this tree,

Simple Simon:

I must meet the Pie-man,
I've no time, you see.
(Enter Tom Thumb.)

All:

Oh, who will chop without delay
A tree for us on Arbor Day?

Tom Thumb:

I am little Tom Thumb, I come, I come,
The woodman's wife is cold and dumb,
The fire is out, without a doubt,
I'll find the woodman round about.
With my little hatchet I'll chop down a tree,
I'll fell it with strokes now, one, two, three.
(He cuts down a tree, and all the Mother Goose characters help carry it off the stage.)

Trees (in concert):

That tree was dead, we have no fear
Now that we are left standing here.

Woodman (wakens):

Alas! alas! what will my wife say?

I fell asleep in the woods on Arbor Day!

(Pretty songs and recitations may be inserted here.)

(He goes slowly off.)

SCENE II.

(In the Woodman's Cottage.)

Wife:

Who comes, ho! ho! to the door I go,

For it is Arbor Day, you know!

(Mother Goose children, with arms full of wood, enter.)

Mother Goose children:

Heap on the fire—wood, good and plenty,

For your shed shall ne'er be empty.

Wife:

Ho, ho, you pile the wood so high,

Our fire'll be roaring by and by!

Boy:

Oh, mother dear, who comes to play?

Are they the fairies on Arbor Day?

Wife:

Come, come, we'll work now, as we should,

They're really fairies of the wood.

(The children go to and fro, and pile up the wood box; the wife and boy set a table, etc.)

Woodman (returns):

What have we here, oh, tell me, pray?

It is very cool for Arbor Day!

Wife:

You spared the green trees as you should,

So came the fairies of the wood.

Here's maple sap, a gift, you see,

From some very grateful tree.

(Wife goes and gets pail from outside the door, full of sap.)

(Boy goes to door and returns with nest full of eggs.)

See, here is a nest with blue eggs in it,

Oh, are they the eggs of a robin or linnet?

Woodman (goes to door and returns with a branch covered with cones):

A beautiful branch with cones, if you please,

Is another gift from the wonderful trees.

(Enter a little old man with three gold bowls.)

I'm the little old man who lives in the tree,

Ha, ha, I'm as happy as happy can be,

I dance and I sing and I never quite tire,

Ha, ha, I may dance right into your fire!

On Arbor Day I laugh and I shout,

When I'm tired of the fire I just jump out.

Now we'll reward you as we should,

For sparing the green trees in the wood.

I give you each a bowl of gold,

Food in plenty they'll always hold;

Kind friends, I bow myself away,

And wish you a happy Arbor Day!

(Bows and goes out, after leaving the three gold bowls.)

All:

Hurrah for the trees in the forest that sway,

Hurrah, hurrah for bright Arbor Day,

Hurrah for the sunshine, hurrah for the breeze,

Hurrah for the gifts from the wonderful trees.

A Schoolboy's Visitors

LUCIA B. COOK, Greenville, S. C.

(Five children, suitably attired to represent their different countries, enter while the American boy speaks.)

American Boy:

Altho' I love America,

The dearest land and best,

I'd like to know the people

Of north and east and west.

My wish is really coming true—

I'll bid these strangers howdy-do.

(Bows to children.)

First Child:

The home I think so cozy

Is just a hut of snow;

I'm very fond of sleighing,

For I'm an Eskimo.

Our window-panes are blocks of ice,

But after all, they're very nice.

Second Child:

Beneath the sky of Italy,

So clear and mild and blue,

Beside a rippling fountain

Are grapes of purple hue.

I love the cluster of the vine

That make such red and sparkling wine.

Third Child:

I live in sunny Africa,

The elephant is there,

The monkey lives among the trees,

The lion in his lair.

The cocoanut is swinging high

In forests deep where bright birds fly.

Fourth Child:

I live upon a mountain

In Europe far away;

I gather Alpine roses,

As innocent as they.

I milk the cows and make the cheese.

Do you not like the Tyrolese?

Fifth Child:

I'm a little Chinese maiden,

With very tiny feet.

I'll give you now a cup of tea,

A bowl of rice to eat.

I've learned to sing, all sweet and low,

That "Jesus loves me, this I know."

American Boy:

Dear children of the nations,

I want to know you more,

So I intend to study

Much harder than before.

And when I grow to be a man,

I'll go to see you if I can.

THE PENNANT

VOL. I

JUNIOR SECTION

No. 2.

EXTRA COPIES TWO CENTS A COPY IN LOTS OF TEN TO ONE ADDRESS.

"The Pennant" at Work.

A fairly good picture of a pussy willow graced this page last month.

Beneath the picture was printed—"A picture prize is offered for the first *real* pussy willow to reach this office. Try for it."

The first specimen—and it was a good one—came from New Jersey. The sender received a full set of our Bo-Peep pictures.

The second specimen came from West Virginia. It followed the first so closely that it was evident that the sender deserved the same reward. So the pictures were started on their journey.

The third specimen arrived in good condition from Pennsylvania. By this time the office began to feel like a spring picnic. The influence of the little fuzzy nobs was a wholesome one and once more a set of pictures were pushed into the cardboard mailing tube and sent on their way.

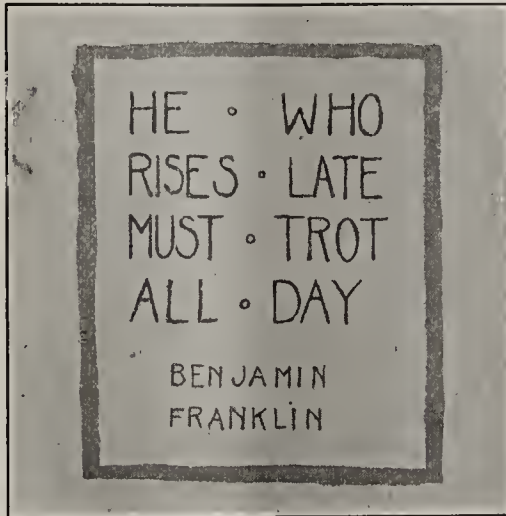
Of course this could not be continued indefinitely, so we must content ourselves with saying "Thank you" to those whose contributions came later.

This experience furnishes an illustration of what we mean by pleasant and reciprocal relations with our subscribers. To do such things is one of the joyous duties of The Pennant. Mayhap the reader has some idea to present or some suggestion to offer in this direction. Give us a plan that will promote pleasantness and that will help us all get that "happy family" feeling. Always glad to hear from our boys and girls as well as from their teachers.

Our pussy willow friends. (See last month's Penant.)

1. Constance Durrant, Plainfield, N. J.
2. Virginia Trimmer, Bethany, W. Va.
3. Ruby E. Godall, Wheatland, Pa.
4. Cora E. Wilson, Belington, W. Va.
5. Helen Andrews, Stillwater, R. I.
6. N. B. Chamberlain, Highgate, Ontario.
7. Elizabeth Scott, Easton, Pa.
8. Florian Parker, Central City, Neb.
9. Hazel M. Holmes, Pikes Creek, Pa.
10. Anna Wolf, Sugarloaf, Pa.

Others will be reported next month.



Make Money !

Organize Pennant Clubs.

Is there a boy or a girl in your school who would like to become an organizer of Pennant clubs?

Ten subscribers to the Pennant at twenty cents a year for each subscription constitutes a club. Papers sent to one address.

For every club of ten the organizer will be entitled to one extra subscription free which he is at liberty to sell or to dispose of as he pleases. Also a subscription to *TEACHERS MAGAZINE* to be sent to any address.

In all cases the teacher or principal must be consulted and the subscriptions sent with their approval.

To the organizer of five or more clubs we will give a cash prize equal to twenty per cent. of the order.

Young Americans like to earn their own spending money. Habits of industry and thrift are thus cultivated. *Now* is the time to begin.

A box of our *TEACHERS MAGAZINE* lead pencils to the first ten organizers to report subscriptions.

Any teacher may become an organizer.



A great thing has just happened in this country. Another name has been added to our list of Presidents. Schoolboys and girls of the future will study in their history books about Woodrow Wilson and what happened when he was in the White House as the head of the nation. It might be well to become familiar with the life story of this great man so that we can understand future history better. Here is an outline of his career which some of our young friends will be glad to preserve and which the teacher may find helpful.

Leading Facts in Life of Woodrow Wilson

Born in Staunton, Va., Dec. 28, 1856. Father—Rev. Joseph R. Wilson.

Mother—Jessie Woodrow Wilson.

Christened Thomas Woodrow Wilson (dropped the Thomas before entering college).

Studied at private school in Columbia, S. C.; Davidson college, North Carolina, Princeton college (now Princeton university) and law school, University of Virginia.

Practised law in Atlanta, Ga., 1882-3.

Studied at Johns Hopkins university 1883-5.

Married June 24, 1885, to Miss Helen Louise Axson of Savannah, Ga.

Three daughters—Margaret, Jessie and Eleanor.

Associate professor of history and political economy in Bryn Mawr college 1885-8.

Professor of history and political economy, Princeton university, 1890-1902.

President of Princeton university 1902-10.

Governor of New Jersey 1911-13.

Nominated by Democratic national convention in Baltimore July 2, 1912.

Elected president of the United States Nov. 5, 1912.

Inauguration day March 4, 1913.

LET US BE LIKE HIM.

When we think of Abraham Lincoln

Then the angel voices call,
Saying: "Try to be just like him!

Be as noble, one and all.

Be as truthful, as unselfish;

Be as pure, as good, as kind;

Be as honest; never flatter;

Give to God your heart and mind.

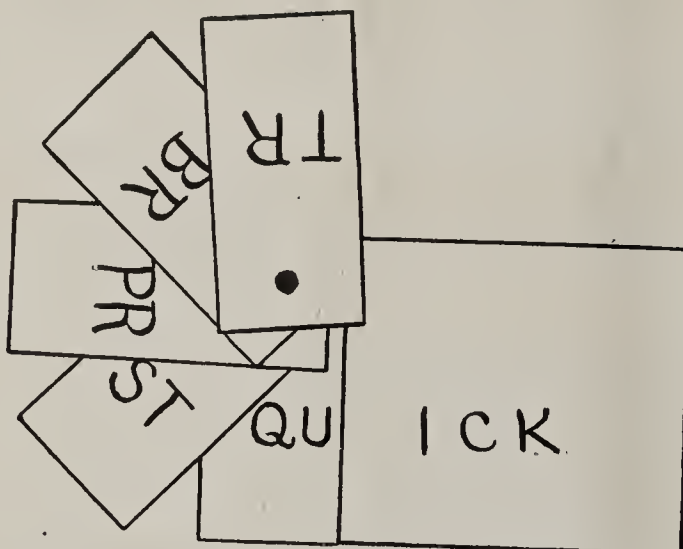
Seek not praise, but do your duty

Love the right and work for it;

Then the world will be the better

Because you have lived in it."

—Lydia Avery Coonley.



For those who enjoy contests the following is suggested:

Study the opposite cut. Notice that ick is the ending of five words beginning in qu, st, pr, br, and tr. Now suppose we try to make a similar card representing a word with some other ending. The smaller cards with the initial letters must be arranged on a pivot so that they can be adjusted in turn to the final letters. The trick is to see who can make the largest number of combinations with words of five letters. For instance, with the ending ant we might put pl, gr, sl, etc. Choose your own words, make the card as neatly as possible and send to *TEACHERS MAGAZINE*. Who will win the game? It is interesting and instructive.

A Borrowed Editorial

We would like every schoolboy and girl in the country to read the following selection. It appeared in a paper written for young people, although not a school paper. The editor of that publication knows something about schools, however, and about the people who attend them.

"Do you like to go to school? In all probability you do, for our schools are interesting places nowadays, and boys and girls are generally fond of school life. But the time was when school life was not so pleasant. It was beneficial, of course, but the hours were long, and the desks were hard, and the books were prosy, and the discipline was not as humane as it should have been.

But why do you like to go to school? What are the things that you like best in school? Are you sure that you like the best things best? We suggest that these questions are worth thinking about a little.

There are many sports and games before and after school and during intermissions. Are these what you like best?

There are songs and story-telling hours and calisthenics. Are these what you like best?

There are festal days, and sometimes clubs and fraternities and societies. Are these the best things in school?

We should say not. None of these things are equal to the lessons which we study and learn, and recite and remember, to make us well-informed and wise.

* * *

But as we look at it, even the lessons are not the best things in school. That which we now think most of in our school life, which is many years in the past, is the virtues which it taught and exemplified.

There may be no textbooks for these, but in every good school we learn to be diligent, to be industrious, to be honest, to be clean, to be faith-

ful. These moral lessons we learn from all the books and all the exercises of the school. They are taught incidentally, but none the less really.

A school is a society. The teacher is the head of it, and all the pupils are members. It cannot live at all without the virtues. The very maintenance of the school means the culture of the social virtues".

"COFFIN NAILS."

In a list of educational bills before the Wisconsin Legislature we find the following:

No. 61, S. Every person who shall sell or give to any person under the age of sixteen years, a cigar, cigarettes, or tobacco in any form, without the written consent of the parent or guardian, shall be punished by a fine of not less than ten nor more than twenty-five dollars for each offense.



An Early Arrival

Can you name it?

HA! HA!

OBEDIENCE REWARDED.

A teacher had been telling a little boy the story of the disobedient lamb that was eaten by the wolf. "You see," said she, "had the lamb been obedient and stayed in the fold, it would not have been eaten by the wolf, would it?" "No, ma'am," said the boy promptly; "it would have been eaten by us!"

THE ONE TO LOSE.

Tommy had been given two new pennies—one for candy and the other for Sunday school.

By and by he came in from play and said:

"Mamma, I lost one of my pennies."

"Which one, dear?" she asked.

"The Sunday-school one," he replied.—*Chicago Daily News*.

Teacher—"A man bought a neck of mutton for one-and-twopence, a pound of tomatoes for threepence, some potatoes for twopence-half-penny, and some onions for a penny. Now, can any boy tell me what that makes?"

Tommy—"Please, teacher, stew!"

A schoolboy, who gave "a nanny-goat" as the definition of "a buttress," was asked to explain.

"Why, if a billy-goat is a butter," said he, "a nanny-goat must be a buttress!"

KEEP AWAY.

The capital of Grumbles,
Is Disagreeable Town.

The children there do naught at all
But grunt and scowl and frown.

I shouldn't think it pleasant
To live there long, should you?

Where grunting, scowling, frowning
ing

Is all that they can do?

If ever you should travel
And stop at Grumble City

And not come back, I think 'twould be

A most amazing pity.

—*Chicago Ledger*

Teachers Magazine Picture Study

The value of Picture Study would be greatly increased if each pupil had a copy of the picture to be studied. Supply the class with *THE PENNANT*.

See page 265

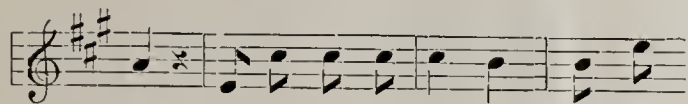


"WHICH DO YOU LIKE?"

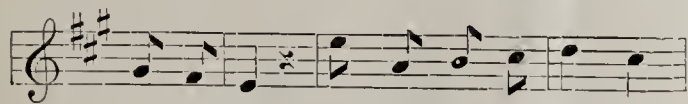
LITTLE BIRDIE.



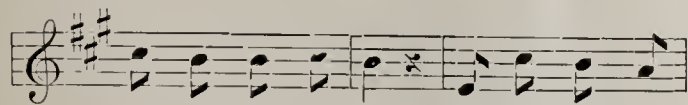
Jump, you lit - tle bird - ie, Hark! the moth-er



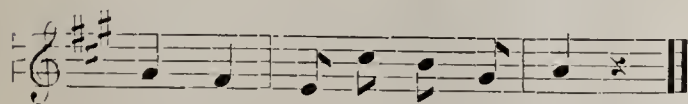
sings. Fly, you lit - tle bird - ie, Spread your



lit - tle wings. See! the lit - tle bird - ie



Jumps from off the bough; Dar-ling lit - tle



bird - ie, Do be care - ful now.



A Little Lay and a Little Lady

CONCEALED GEOGRAPHY.

In each of the following sentences may be found the name of one of the cities of the United States. For example, Annapolis is hidden in the first. Can you find the other nine?

1. The servant, Anna, polishes the silver plate.
2. Ask me any question you like, but I can't answer.
3. He will not bear this rebuff a long time.
4. I saw a little maiden very gayly clad.
5. Rent in the suburbs is low, but rent on Main Street is high.
6. Like a weary traveler I entered the town.
7. We were college students then, but I am her steady company now.
8. He follows the blacksmith art for dollars and not for health.
9. Is there a railroad over the bridge?
10. Now, let the doctor see Jumbo's tongue.

—New York Sun.



This picture appeared in The Pennant with the words "Guess Who?" above it.

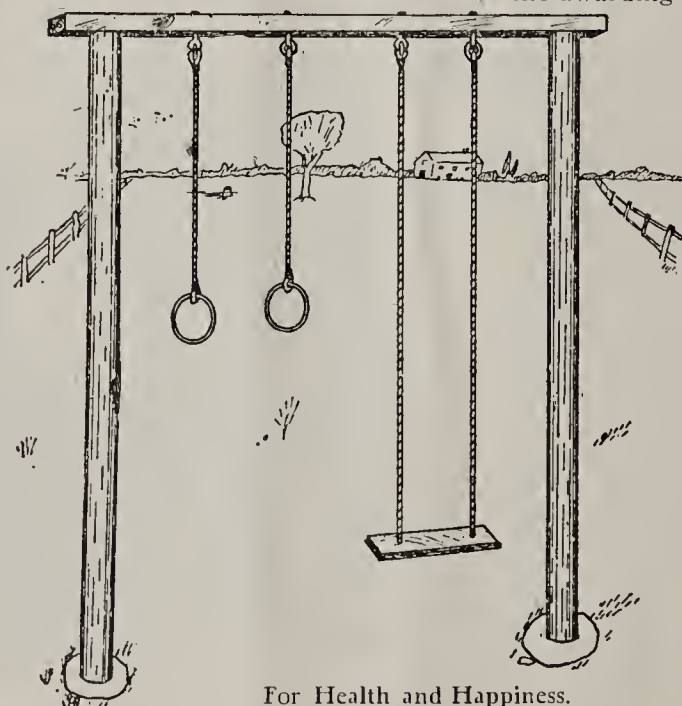
The following answers come from a fourth grade class, Germantown, Pa.

Christopher Columbus
Henry Hudson
Sir Walter Raleigh
Ferdinand Magellan
Balboa
Captain Myles Standish
Henry VIII, King of England
President Wilson

Dear Pennant:—Maybe you will be interested to know that some of your boy friends have organized a library of their own by putting together all their story books. Here are some we like most:

All of the Rover Boys' Series: The Dreadnought Boys in Battle Practice, The Dare Boys with General Green, with Lafayette, and at Vincennes; The Boy Scout's Patrol, The Boy Scouts of the Air, The Boy Scouts of the Eagle Patrol, The Boy Scouts' Mountain Camp, Three Hickory Ridge Boy Scouts, The Boy Scouts in the Canal Zone, Try Again, Treasure Island, The High School Captain of the Team, The Substitute, In the Line, A Sophomore Half-Back, The Crimson Banner. The Spy of Yorktown, The Minute Boys of Yorktown, The Bishop's Shadow, Submarine Boys on Duty, The Boy Aviators in Nicaragua, Washington's Young Spy, Many Cargoes, More Cargoes, Messenger 48, The Sea Wolf, Honest Ned, Captain John Crane, Motor Boys Series, Every Inch a Sailor, Riflemen of the Miami, Prodigious Hickey, A Thoroughbred Mongrel, Gulliver's Travels, Uncle Remus, American Boys' Life of William McKinley, The Adventures of Ned Minton, Guy Harris, Sherlock Holmes, Hans Brinker or the Silver Skates, The Young Engineers Series, Swiss Family Robinson, Saddles and Lariats, The Night Riders of Cave Knob, The Putnam Hall Champions, Robinson Crusoe, War of the Revolution Series, Mad Anthony's Young Scout, Ken Ward in the Jungle, The Motor Boat Series, Princeton Stories, U. S. Midshipman in Japan, The Great K. & A. Train Robbery, Beautiful Joe, and seventeen Horatio Alger, Jr., books.

—Book Boys



The following news item illustrates something of the purposes and activities of the Camp Fire Girls:

Camp Fire Girls Drill

Show Indian Customs and Receive Rewards for Work.

A council meeting of the Camp Fire Girls of America was held recently at the home of Mrs. Sidney Cecil Borg, 40 East Fiftieth Street, New York. Outsiders were invited, so that the interest in the Camp Fire work might be widened and support gained for the maintenance of the central organization. Before the girls gave a demonstration of their work, Mrs. Luther H. Gulick, the Guardian of the Camp Fire, told something of the aims of the movement which tries to do for the girls in their homes what the Boy Scout movement does for the boys in the out of doors. There are councils now in every State in the Union, and in all parts of the world, and the girls of the Camp Fire now number nearly 47,000.

After the explanation the girls filed in, eleven of them, dressed in Indian costume. They entered Indian fashion, gave the Indian greeting and squatted in a circle on the floor. The first ceremony was the striking of fire. They used no patent lighters and no matches, but twirled a drill on a bit of wood, got their sparks, let them catch in a little heap of dried leaves and then nursed the flames until there was a real blaze. In actual camp, this would have served to start the campfire, but as the meeting was in a Manhattan house, the flames were used only to light three candles, which signified work, health, and love.

The girls then reported on their tasks and for the work done received the recognition implied in the awarding of beads for the necklaces. Each bead's color had some significance drawn from the task accomplished, and the awards were made for such varied things as ability in long distance walking, in keeping free from colds, in canoe paddling, in diving, in abstemiousness as to candy and soda water, and for ability, too, in such homely tasks as the keeping of accurate household expense records.





VI. Grade Work.

Edited by

Charles H. Davis.

Drill Problems in Mental Arithmetic.

The following sets of mental drill problems are those now used by the Edison Phonograph Company. These problems have all been tested in the classroom, and in all cases each set has been dictated and worked in four minutes.

Try them and report your results to the Editor of this department.

Rapid drill in the fundamental operations. Time—four minutes.

Perform the operations in the order given and give result of each.

1. $30 \times 6 \div 9 \times 5 - 50 + 5 - 35 \div 2 - 5 = ?$
2. $20 \times 20 - 200 \div 10 + 30 - 25 + 10 = ?$
3. $9 \times 9 - 80 + 12 \times 2 - 6 + 40 \div 3 = ?$
4. $35 + 50 - 5 \div 20 \times 4 + 8 \div 12 + 7 = ?$
5. $25 \times 25 - 25 \div 30 + 18 \div 2 - 9 = ?$
6. $8 \times 7 - 6 + 25 - 50 - 1 \div 12 + 2 = ?$
7. $4 \times 10 + 10 \times 2 + 75 - 25 \div 3 = ?$
8. $8 \times 8 - 4 \div 10 \times 6 \div 4 - 7 \times 2 - 4 = ?$
9. $70 \times 2 - 100 \times 2 - 60 + 17 - 5 = ?$
10. $32 \times 2 \div 8 \times 2 + 2 \div 9 + 15 \times 2 = ?$
11. $27 + 7 \div 17 \times 10 + 5 \times 3 + 25 \div 5 = ?$
12. $20 \times 4 \div 4 + 20 - 10 \div 15 + 8 = ?$
13. $7 \times 9 \div 3 + 3 \div 12 \times 9 \div 2 \times 3 = ?$
14. $3 \times 7 \times 3 \div 11 \times 6 \div 12 \times 3 = ?$
15. $9 \times 8 \div 2 \div 3 \times 9 \times 7 - 6 = ?$

Time is up.

Table Drill

Time—Four Minutes.

1. How many ounces make one pound Avoirdupois weight?
2. How many ounces make one pound Troy weight?
3. How many pounds make one ton?
4. How many pounds make one long ton?
5. How many inches make one yard?
6. How many feet make one rod?
7. How many feet make one mile?
8. How many units make one score?
9. How many sheets of paper make one quire?
10. How many sheets of paper make one ream?
11. How many dimes make one dollar?
12. How many cubic feet make one cord of wood?
13. How many cubic feet make one cubic yard?
14. How many quarts make one peck?
15. How many pounds make one barrel of flour?

16. How many cubic inches make one cubic foot?
 17. How many cubic inches make one gallon?
 18. How many square inches make one square foot?
 19. How many cubic inches make one bushel?
 20. How many units make one gross?
- Time is up.

Primary Geography

1. What is the shape of the earth?
2. Give three proofs that the earth is round.
3. What is the axis of the earth?
4. What is the diameter of the earth?
5. How many degrees are there in the circumference of the earth? How many degrees are there from the equator to the North Pole?
6. What does the turning of the earth on its axis cause? How long does it take the earth to turn once on its axis?
7. What does the turning of the earth around the sun cause? How long does it take the earth to turn once around the sun?
8. When is the first day of spring? of autumn? of winter? of summer?
9. Name the zones in order starting from the North.
10. Where does the Torrid zone lie?

A Few Good Reasons For Using The Phonic Method in Reading

Mr. James L. Hughes, Inspector of Schools, Toronto, Canada, says: "The reasons for using the phonic method are both educational and practical." Mr. Hughes gives the following among other arguments in its favor:

1. "We recognize new words through life by the phonic method only."
2. "The phonic method makes the pupil self-active from the first day."
3. "During the whole of this progressive development the child is self-active and independent in his operations."
4. "The child's work by the phonic method is the repetition of operative processes of a constructive character."
5. "The phonic method preserves and develops the child's interest."
6. "The phonic method makes it possible to give

the child constructive problems; and the solving of a properly related sequence of constructed problems is the surest, the most natural, the most logical, the most effective, and the most truly pedagogical method of teaching any subject which is adopted for such teaching."

We take pleasure in announcing a series of articles in Domestic Art, the first of which is given below. Any questions pertaining to these articles will be gladly answered by the editor of this department.

Outline in Domestic Art

The need of teaching handwork in the schools is becoming more and more recognized. The teaching of handwork to large classes is often a difficult problem. But the secret lies in the proper method of conducting a lesson. The motive in work is *practical use*. All articles made should be so constructed as to have a practical value. The making of a finished article useful for home or school means much more to the child than working without aim.

Below is an outline of study in handwork from 1A to 5B. Of course, the work must always be adapted to the child's intellect and some changes are always necessary.

1A. *Single, double and triple knots.*

Application—Fan or whistle chain; curtain cord holders.

Chain stitch.

Application—Horse rein.

Single knot mesh.

Application—Curtain or bag.

1B. *Loop stitch, single and double.*

Application—Picture frame or napkin ring.

See-Saw Knot.

Application—Horse reins.

Spiral chain.

Application—Watch fob.

2A. *Hammock—single knot.*

Solomon's knot.

Application—Bag.

Mat—circular weaving.

Whisk-broom holder or table mat.

2B. *Box—loop-stitch—double or bannister knot.*

Woven bag—handkerchief bag.

Round box—sides of flat reed.

3A. *Braided mat and Indian basket; braided raffia hat.*

3B. *Chair caning and basketry (reed).*

3A. *Canvas work.*

1. Overcasting stitch.

2. Basting stitch.

3. Running stitch.

Application—Needlebook; muslin work, stitches practised and applied in button bag

3B-I. *Canvas iron holder.*

3B-II. *Pencil case.*

1. Overhanding.

2. Backstitch.

4A. *Hemming—Model.*

Patching—1. Hemmed.
2. Overhanded.
3. Backstitch.

Darning.

4B. *Bag for carrying work.*

5A. *Apron—Model of decorative stitches.*

1. Catch stitch.

2. Feather stitch.

5B. *Large size flannel petticoat.*

1. Combination stitch.

2. Goring skirt.

3. Use of decorative stitch.

The Language Lesson

To, Too, Two

Three words pronounced alike but different in spelling and meaning.

These three words are used every day—indeed many times every day. Pupils cannot confuse them when they speak, but in writing great care should be not taken to spell one when you mean another.

I. To.

(a) I went to school yesterday.

(b) I will bring the book to you.

(c) I am sorry to miss my lesson.

(d) It is time to go home.

II. Too.

(a) Did Mary expect me, too?

(b) John, you are too small for this work.

(c) I, too, shall soon go to college.

III. Two.

(a) James has two pencils.

(b) The book cost two dollars.

(c) Two men entered the house.

1. What spelling is used when the word means "to do something?"

2. When it means "to some person or thing?"

3. When it means "to some place?"

4. When it means "the number 2?"

RULES. To is used when we mean "to do something; to some person; to some place."

Too means "also, more than enough."

Two means the number 2.

Have pupils write original sentences illustrating the use of these three words.

Nature Study

PARTS OF APPLE BLOSSOM

Petals

Function—To attract insects to the blossom, so as to cause the pollen to shake from the stamen or to collect them on wings and feet and carry to other blossoms.

Calyx

Function—To hold seeds and enclose ovary.

Stamen

Function—To bear pollen to fertilize seeds.

Pistils

Function—To gather fallen pollen and to convey it to seeds below.

GERANIUM

- I. *Kind of Soil*—Thrives best in soft, loamy soil.
- II. *When and How to Slip for Blooming*—For winter blooming, slip in fall and keep in sunny place. For summer blooming slip in January or February and keep in sunny place until time to transplant. When slipping, choose small branch having at least one node and put in water until root starts and transplant or plant in flower pot at once. Old plants may be revived by hanging roots up with only enough dirt to keep alive.
- III. *Kinds*—Peppermint, rose, scented, horse-shoe.
- IV. Imported from South Africa.

VIOLETS

Common Blue Violet—Of a purplish-blue color. Petals enlarged at bottom into a spur. Leaf heart shaped and of a light green color. This is very common in this locality.

Bird-Foot Violet—Sometimes called Hemstead violet. Lighter than common blue violet and very large. So called because leaf resembles a bird's foot.

Dog-Tooth Violet—Found Mostly in damp places. Yellow in color. So called because part of flower resembles a dog's tooth.

White Violet—Small and white. Grows on banks of streams and ponds. Early and very fragrant.

LADY SLIPPER

So called from resemblance of flower to a slipper.

Plant grows from 6 to 10 inches high in damp, shady places. Leaves are broad and long, like the leaves of the lily of the valley. Flower quite large and of a pink or yellow coloring. Petals grow together in such a manner as to resemble an Indian moccasin, as it is sometimes called.

Wild flower differs greatly from cultivated one and is very rare.

MARSH MARIGOLD (COWSLIP)

The Marsh Marigold, incorrectly called Cowslip, is commonly found in the marshes of America and Great Britain. It is a hardy, herbaceous plant with hollow stems and large roundish leaves. The flowers are of a bright yellowish color, each one having five roundish, but regular, petals. Sometimes known as "May Blob."

Composition

PLAN AND TOPIC FOR COMPOSITION.

Topic: A SNOW FIGHT.

I. Introduction:

Building the Fort.

(a) Size.

(b) Place.

II. Body:

Fight Starts.

(a) Attacking party driven back.

(b) Charge again with loud yells.

(c) This time they reach the fort.

(d) A fierce fight ensues.

(e) Attacking party gains the fort.

III. Conclusion:

The party driven out try to recapture fort.

(a) They climb over walls.

(b) They are pushed back.

(c) They are driven down the hill.

(d) The end.

A MISUNDERSTANDING.

Write a composition of about one-half page on the following outline:

A Frenchman at a German hotel.

Did not know German.

Wanted mushrooms for dinner.

Drew picture on wall.

Waiter nodded.

Went off.

Brought umbrella.

Remarks of Frenchman.

Remarks of waiter.

Draw an oblong to represent an envelope and direct it properly to your principal.

ARITHMETIC—4A.

(1) Dictate:

2,786

49,693

75,406

6,807

989

6,386

(2) Dictate: Subtract 8,603 from 10,281.

(3) Add $65\frac{2}{3}$, $81\frac{1}{2}$, $205-6$, $74\frac{7}{8}$, $86\frac{3}{4}$.

(4) $736 \times 9\frac{7}{8}$.

(5) $\frac{3}{4}$ of man's farm is worth \$837. What is the whole farm worth?

(6) A man owned a farm having $765\frac{1}{2}$ acres of land. He sold $230\frac{2}{3}$ acres. How many acres left?

(7) A man earned \$1,075. He spent $\frac{2}{5}$ of it for an automobile. How much did the automobile cost?

(8) How many square feet in a floor 16 feet wide and 24 feet long?

(b) Make a diagram of this floor to the scale 1 foot = $\frac{1}{8}$ inch.

(9) How many lots each worth \$275 can I get for \$78,650?

(10)

693

$\times 346$

First Aid Information

Send for a physician without delay. While waiting his arrival the suggestions given applying to the specific case.

DROWNING

Expose the face, neck and chest to the air, except in severe weather. Turn the patient on the face and elevate the body so that the water in the lungs may flow out at the nose and mouth. Next turn the patient on the side, slightly, and apply snuff or ammonia to the nostrils; dash cold water in the face and the body briskly until it is warm. To imitate respiration: turn the patient on the face,

then turn gently, but completely ON THE SIDE and a little beyond, repeating persistently fifteen or sixteen times per minute. When the prone position is reached each time, make equable but efficient pressure along the spine, removing this before rotation to the side. To induce circulation and warmth continue these measures, also rubbing the limbs upward with firm pressure and energy. Replace the patient's wet clothing by drying as soon as possible. Above all, don't give up, for patients have been saved after hours of work. When breathing begins get the patient into a warm bed and give warm drinks, plenty of fresh air and absolute quiet.

SUN STROKE

Loosen the clothing, get the patient into the shade and apply cold water—ice if possible—to the head.

WOUNDS

If bleeding from an artery stop the flow by pressure on the artery between wound and the heart. Use a compressed pad or twist a strong string about the limb and tighten it by further twisting of a stick. If from a vein, apply pressure directly over the wound, using plenty of clear cold water. Peroxide of hydrogen or perchlorid of iron may be applied, if available, as the bleeding checks. Cleanse the surfaces, fasten edges with adhesive plasters, give stimulant.

BURNS AND SCALDS

Cover with cooking soda or even flour and lay wet cloths over all. Or use whites of eggs mixed with olive oil, or linseed oil, plain or mixed with chalk or whiting.

SHOCK

If faint and cold give stimulant, small doses every fifteen minutes; obtain warmth by external applications or by rubbing.

LIGHTNING STROKE

Dash cold water over the patient.

MAD DOG OR SNAKE BITES

Tie cord tight above the wound; suck the wound to remove poison and cauterize it with caustic or white hot iron; use whiskey freely, internally.

INSECT STINGS

Apply ammonia, oil, salt water or tincture iodine.

BRUISES

Apply tincture of arnica, wormwood, hamamelis (witch hazel); keep well covered.

FAINTING

Place the patient flat on the back, give fresh air and sprinkle with water.

UNCONSCIOUSNESS FROM BLOW

Place the patient flat with head slightly elevated; do not give alcoholic stimulants.

FIRE IN CLOTHING

Don't run; wrap woolen about person to smother flames; keep head away to prevent inhalation of flames.

GAS ASPHYXIATION

Get the patient into the fresh air; place in hori-

zontal position; give ammonia, twenty drops to a tumbler of water, at frequent intervals.

POISON ANTIDOTES

Induce vomiting by tickling the throat with a feather or finger, or by giving strong mustard and water, sweet oil, whites of eggs. Acids are antidotes for alkalies, and vice versa.

ACIDS: MURIATIC, OXALIC, ACETIC, SULPHURIC (OIL OF VITRIOL), NITRIC (AQUA FORTIS)

Give soapsuds, magnesia, lime water.

PRUSSIC ACID

Give ammonia in water; dash water in the patient's face.

CARBOLIC ACID

Give whiskey or diluted grain alcohol, flour and water, mucilaginous drinks.

ALKALIES, POTASH, LYE, HARTSHORN, AMMONIA

Give vinegar or lemon juice in water.

ARSENIC, RAT POISON, PARIS GREEN

Give milk, raw eggs, sweet oil, lime water, flour and water.

BUG POISON, LEAD, SALTPETER, CORROSIVE SUBLIME, SUGAR OF LEAD, BLUE VITRIOL

Give whites of eggs or milk in large doses.

CHLOROFORM, CHLORAL, ETHER

Dash cold water on head and chest; use artificial respiration, as in drowning.

CARBONATE OF SODA, COPPERAS, COBALT

Give soapsuds and mucilaginous drinks.

IODINE, ANTIMONY, TARTAR, EMETIC

Give starch and water, astringent infusions, strong tea.

MERCURY AND ITS SALTS

Give whites of eggs, milk, mucilaginous drinks.

OPIMUM, MORPHINE, LAUDANUM, PAREGORIC, SOOTHING POWDERS OR SYRUP

Give strong coffee, hot bath; keep awake and moving at any cost.

ALCOHOL

Give emetics, apply cold water to the head, give diluted ammonia.

BELLADONNA

Give mustard and water, vinegar and water or strong lemonade.

RULES IN CASE OF FIRE

Familiarize yourself with the location of windows and open spaces; learn the position of all stairways; keep doors of room shut; open windows from the top; wet cloth over the nose and mouth and breathe through it to prevent inhaling smoke; stand close to window, and if room fills with smoke crawl close to the floor when moving about; never jump until flames reach you; never go to the roof except as the last resort; never jump through flames without first covering the head with heavy woolen cloth; never get excited.



WHAT WE SEE IN FAIRY LAND
Paper Cutting Design by RUTH O. DYER.

IN THE HIGHER GRADES

6A GRADE

Arithmetic

ANSWER ANY TEN QUESTIONS

1. Write five fractions, each of which is equal to $\frac{1}{3}$, and whose denominators are all different.
2. Change $\frac{3}{5}$ and $1\frac{8}{25}$ to decimals and divide the greater by the less.
3. A gentleman had 1200 books in his library and gave away $\frac{3}{5}$ of them. He lost $\frac{1}{6}$ of the remainder. How many books did he still have?
4. A teacher had 200 pupils in her school. During one month $4\frac{1}{2}\%$ were late. How many were *not* late?
5. A bag holds 1 bushel 2 pecks of apples. How many bags will be filled from a bin containing 42 bushels of apples?
6. The floor of a room is 15 feet long and 14 feet wide. What did it cost to floor it at $62\frac{1}{2}$ cents per square yard?
7. A bin is 8 feet long, $6\frac{1}{4}$ feet wide, and $4\frac{1}{2}$ feet high. How many bushels will it hold? (2150.42 cubic inches=bushel.)
8. Find the area of a triangle whose base is 20 feet 9 inches, and whose altitude is 3 times as long as the base.
9. John Smith, living at 275 Flushing Avenue, Jamaica, N. Y., buys goods to-day of George F. Jones & Son as follows: $25\frac{1}{2}$ lbs. coffee at \$0.25 per pound; 8 gallons 3 quarts kerosene at \$0.12 per gallon; $9\frac{1}{2}$ lbs. sugar at \$0.05 per pound; 1 barrel flour at \$5.00. The bill is paid to-day. Make bill and receipt it.
10. How many cords of wood in a pile 24 feet 10 inches long, 3 feet 6 inches wide, and 8 feet high?
11. Two places are 785 miles apart. A starts from one place and B starts from the other and travel toward each other. A travels $36\frac{5}{6}\%$ miles a day. B travels $70\frac{1}{9}$ miles a day. How far apart are they at the end of $5\frac{1}{2}$ days?

12. Find area in square feet of a square $\frac{3}{4}$ of a foot on a side.

13. How many sheets of paper in $\frac{7}{8}$ of a ream?

14. A cistern containing 1728 gallons of water is 7 feet long and 3 feet wide. How high is it? (231 cubic inches=gallon.)

6B GRADE

1. Reduce to common fractions: (a) .008; (b) .325; (c) .98; (d) .0125; (e) .064.
2. Reduce to decimals: (a) $2\frac{1}{40}$; (b) $14\frac{8}{625}$.
3. Add: 12.25, 21.9, 32.015, 45.0019, 50.05, 89.0336.
4. In what time can a team run 293.7 miles, if it runs 35.6 miles per hour?
5. If $3\frac{1}{2}$ bushels of apples cost \$33 $\frac{3}{5}$, how much will 5 bushels cost?
6. (a) Base \$420, Rate 4%, Percentage=?

- (b) Rate 8%, Percentage \$64, Base=?
- (c) Percentage \$12, Base \$96, Rate=?
- (d) Amount \$6.00, Rate 20%. Find base.
- (e) Base \$520, Percentage 45. Find difference.

7. Bought a team for \$450 and sold it for \$531, what per cent did I gain?

8. I paid a debt of \$135 which was $18\frac{3}{4}\%$ of my money. How much money did I have?

9. A trader having \$1960 spent 15% of it. How much did he spend?

10. Bought a house for \$3580 and sold it so as to gain 12%. Find the selling price.

History

6A GRADE

1. (a) Give three causes of the Revolution. (b) What was the Stamp Act?
2. (a) Describe the Boston Tea Party. (b) How was Boston punished for her tea party?
3. (a) Where was the first fighting of the Revolution done? (b) Name the battles fought near this place.
4. (a) When was the Declaration of Independence adopted? (b) Who wrote it?
5. (a) With what battle did the British get possession of New York? (b) Name two victories Washington gained in New Jersey.
6. (a) What great victory caused France to aid America? (b) What and when was the last battle of the Revolution?
7. Tell what you can of Nathan Hale, Patrick Henry, Lafayette.
8. Give causes of the War of 1812. Give result of the War of 1812.
9. Give events for following dates: 1775, 1783, 1789, 1803, 1815.
10. (a) Name the branches of the National Government. (b) Name two things which the National Government does for the people of New York City.

6B GRADE

1. What events occurred in 1825, 1846, 1861, 1776, 1893?
2. (a) Give the cause of the Mexican War. (b) Name one general on each side.
3. (a) What was the Missouri Compromise? (b) What was the Monroe Doctrine?
4. Give the causes which led to the Civil War. Give the results of the war.
5. Who were John Brown and Jeff Davis?
6. (a) Name 5 battles of the Civil War. (b) Name 2 northern and 2 southern generals. (c) What battle ended the Civil War?
7. Describe the battle of the *Monitor* and *Merri-mac*.
8. Name 2 inventors and their inventions.
9. (a) What was meant by a seceding state? (b) Give the names of the states which seceded.
10. (a) What was the Northwest territory? (b) How did the United States obtain it?

VII. Practical Pointers in Picture Study

"Beauty is truth, truth beauty."—JOHN KEATS.

"Art deals with things, however, incapable of definition and that belong to love, beauty, joy and worship."—PLOTINUS.

Two Pictures of Friendly Pets

By G. A. HOLMES



"WHICH DO YOU LIKE?"

It is pleasant to note the happy friendship which often exists between children and their animal pets. It is a beautiful sight to see them playing joyfully together. We know that the friendly tie which binds the simple nature of a child to some pet dog or cat is often stronger than that felt by an adult, and this is natural because the child and his pet have more in common. The child's nature, unaffected and sincere, easily responds to the simple affection of his little friend. Thus a bond of sympathy exists between them which others do not feel. Because children usually love animals so

fondly they are especially drawn to pictures representing animals or children with their animal pets. And while the children love their animal friends and pictures representing them, it is true that the companionship is also treasured on the other side, for a dog will often show great affection for a little child, miss him sorely when separated from him, reveal the most devoted attachment to his welfare and display a feeling for him far more intense and affectionate than that he shows for any older person.

"Which Do You Like" is a charming representa-

tion of a little girl and her pets. We feel drawn to it at once. The little girl with her two pet dogs evidently cares a great deal for each of them but is undecided as to which is the prettier. So the artist appeals to us for our opinion. The children will enjoy deciding this interesting question. Notice the difference between the two puppies. These are shown in their color, their looks and their attitudes. Notice the expression in each face. The little girl has placed them on the overturned tub to show them off to better advantage, and it makes a very good pedestal for them. Observe the dog on the left with his roguish little face. The other looks more alert as though watching something in

the representation of a little girl, not old enough to recognize the difference between herself and her pet dog, kneeling before him and wistfully asking him if he cannot talk to her. The picture is beautiful in the suggestiveness of childish innocence and wonder which it portrays. The child's lovely, inquiring face gazes up into the eyes of the fine shepherd dog who looks down with a thoughtful countenance and seems almost wise enough to answer "yes." The attitude of the child is full of grace and unconscious beauty. The wide-open, upturned eyes, the pretty mouth, the wavy hair, the beautiful shoulder, the chubby arms and hands and the kneeling attitude all attract our attention. And then



"CAN'T YOU TALK?"

the distance. Notice the beauty of the little girl, her large bright eyes and the sweet expression of her face. She has dropped her flowers to play with the more attractive pets. While she is kneeling beside them pussy comes into the room. Note how startled she looks when she catches sight of the puppies. She is willing to remain but only at a safe distance for she knows that it is perhaps the best place for her. Notice the care with which the different details of the room and its meager furnishings are represented,—the brush-broom in the corner of the picture, the iron ring fastened in the wall, the cracks in the wall and floor, and the bands and nails of the tub.

In the picture called "Can't You Talk?" we have

there is that wise looking dog! He too, has a face which is worth studying, as he looks down into the eyes of the little girl. Pussy appears in the door-way, looking as if she has been running very fast and has suddenly stopped upon the threshold to consider the strange sight. Few pictures of children with their animal pets are more appealing than this one.

Questions Interpreting "Which Do You Like?"

How would you answer the question asked by the title?

Do you think these are attractive looking puppies?

What differences do you notice between the two puppies?

What difference in the look of the two faces?

On what are the puppies resting? Why do you think the little girl placed them on the over-turned tub?

What has the little girl dropped beside her while she plays with her pets?

Describe the little girl. What is the look in her face and eyes? What is she probably thinking about?

Do you think she looks as though she would hurt one of her pets?

Do you think she loves them? What makes you think so? What animal do you see in the picture besides the dog? Does the cat look more sly than they?

Why does the cat look startled? Is she afraid of the puppies? What makes you think so?

Do you like this picture? Would you like to have it hanging in your home?

Does it give you pleasant thoughts of a happy friendship between the little girl and her pets?

Would you like to own two little puppies like those in the picture?

If you had them what would you do with them and how would you treat them?

Questions Interpreting "Can't You Talk?"

What question is this little child asking her dog?

Why does she ask this question?

What look do you see in the little girl's face?

Describe her appearance. Is she a beautiful child? Why do you think so?

What look do you see in the dog's face? What does he seem to be saying?

Do you think the child and the dog love one another? What makes you think so?

What do you see in the door-way? What do you think the kitten has been doing? What is she watching now?

Does she seem interested in watching the others?

Do you think this is an attractive picture? Why do you like it? Would you like to know this little girl and her dog?

THE ARTIST.

G. A. Holmes is an obscure English artist who has painted some pleasing pictures showing children and animals in happy association. The kinship between these two forms of life and their mutual sympathy is his underlying theme. The two pictures here treated are good illustrations of his style of work. In both pictures the emphasis is laid upon the bond of sympathy and affection that exists between the child and his animal pet. Both are satisfactory pictures which leave a pleasant impression upon the mind, and are especially adapted to appeal to children without possessing any marks of great or original genius.

ELSIE MAY SMITH.

Arbor Day Is Coming

A Word to Boys and Girls

How many trees do you know at once by sight as you walk along the roadside through the woods? Do you know the ash, the beech, the basswood and the horse-chestnut? Can you draw from memory the leaf of the oak, the maple and the elm? Very likely you know the shag-bark hickory; but do you know the bitter-nut hickory and the pig-nut hickory? Of course you know a pine tree in a general way but do you know a white pine from a red pine? Did you ever see a tamarack tree? Can you tell a spruce tree from a pine? How would you know a balsam fir? And so one might go on with questions. There are 95 native and 21 naturalized trees in the State of New York. Take account of your knowledge on Arbor Day and set about it to make more friends among the trees. To know them is to love them. Plant trees now and then even for your own pleasure in contemplating them when you grow old. You will thus add to the richness of your own lives and leave something worth while to those who come after you.

WHAT TREES DO

They help to keep the air pure for man and the lower animals.

They supply a large part of all the fuel in the world.

They give us wood, and wood furnishes us with building material, furniture, implements, utensils, tools and other useful things in great variety.

They furnish one of the most striking and permanent forms of beauty.

They improve the climate and conserve soil and water.

They furnish safe shelter and natural resting places for birds.

They furnish a great variety of miscellaneous, useful products.

VIII. Merry Music for Little Musicians



Edited by

Grant Colfax Tullar

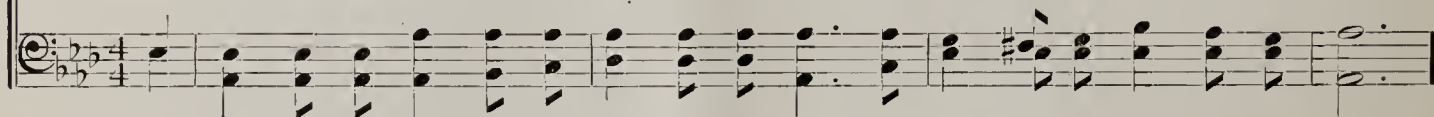
Three Cheers for the Boys

Lyman Whitney Allen

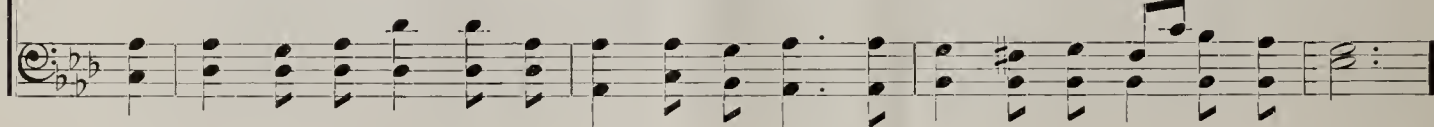
Grant Colfax Tullar



1. Three cheers for the boys, and the Knight-hood they share,—True lieg - es wher - ev - er they roam.
2. With right as your watch-word, with faith as your shield, Press for - ward to Lib - er - ty's gate.
3. To serv - ice de - vote, be not i - dle nor dumb, For souls of your fel - lows make search.



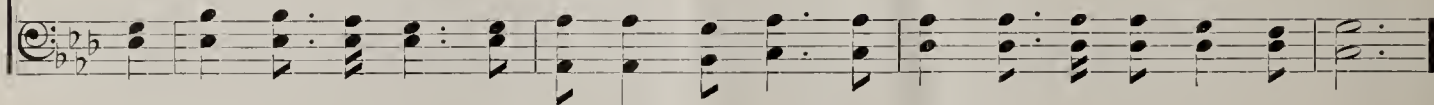
E - quipped for life's com - bat by love and by prayer,—Cru - sa - ders of Christ and the Home.
The swords of your fa - thers ere long you shall wield,—Cru - sa - ders of Christ and the State.
A - rise! for the day of God's pow - er is come,—Cru - sa - ders of Christ and the Church.



CHORUS.



Three cheers for the boys, Their strug - gles and joys, Three cheers and a ti - ger, a - gain!



Here's heart and here's hand For the hope of our land,—The boys who are soon to be men.

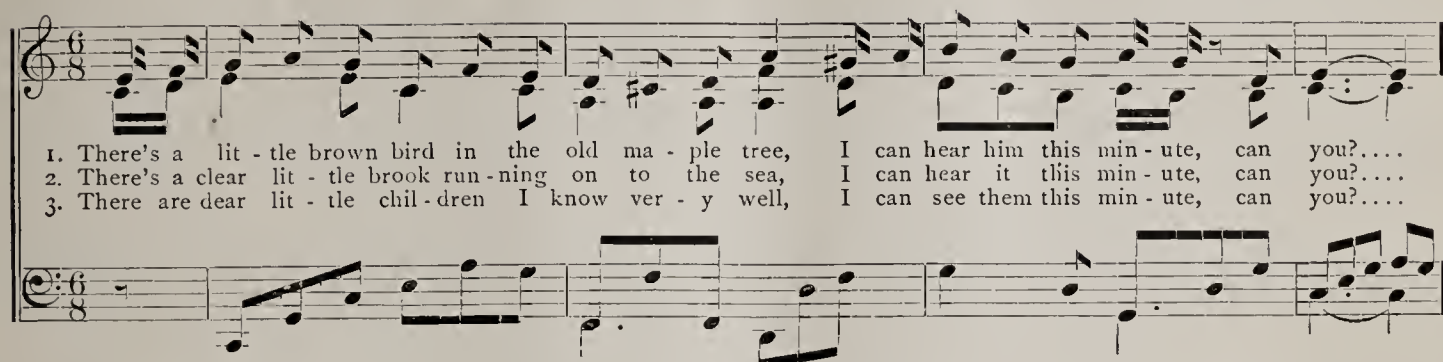


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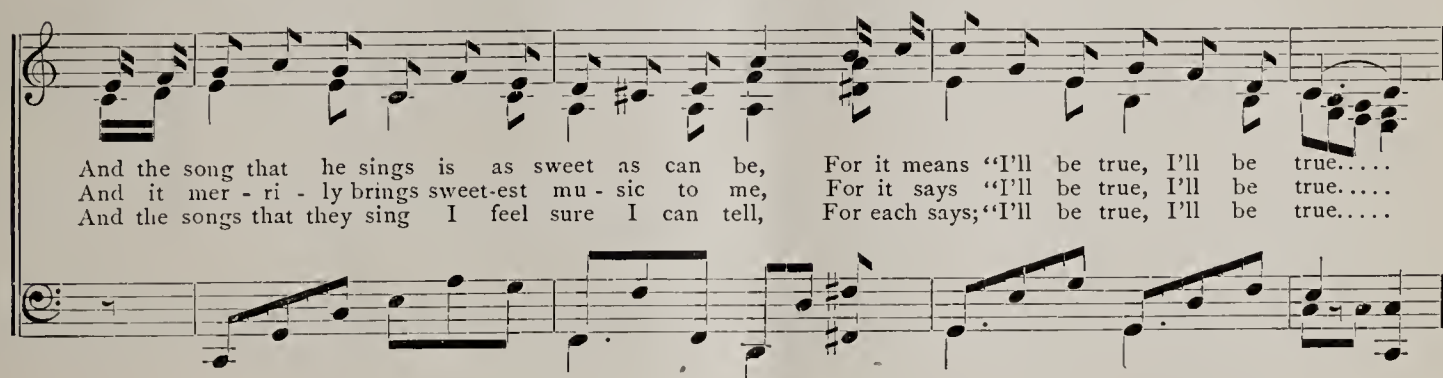
I'll Be True

Alice Annette Larkin

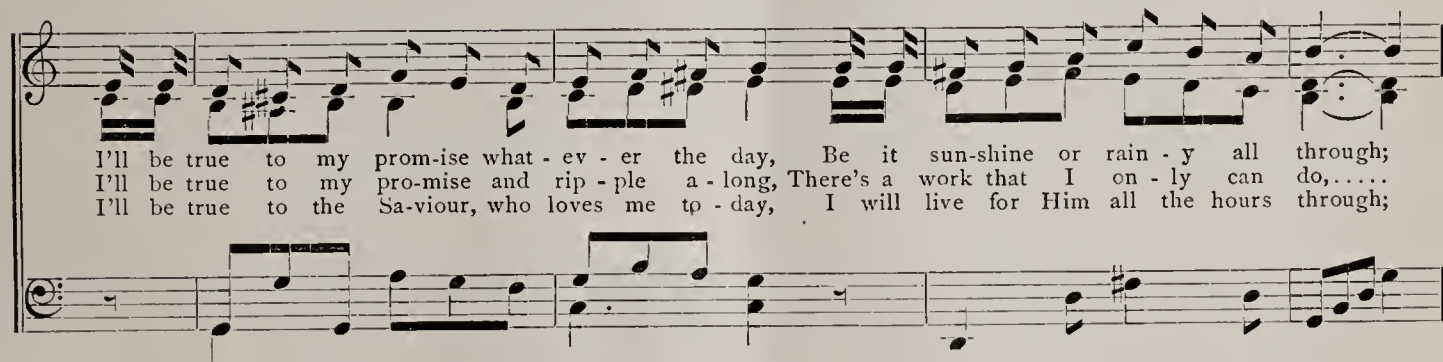
Grant Colfax Tullar



1. There's a lit - tle brown bird in the old ma - ple tree, I can hear him this min - ute, can you?...
 2. There's a clear lit - tle brook run - ning on to the sea, I can hear it this min - ute, can you?...
 3. There are dear lit - tle chil - dren I know ver - y well, I can see them this min - ute, can you?...



And the song that he sings is as sweet as can be, For it means "I'll be true, I'll be true....
 And it mer - ri - ly brings sweet - est mu - sic to me, For it says "I'll be true, I'll be true....
 And the songs that they sing I feel sure I can tell, For each says, "I'll be true, I'll be true....

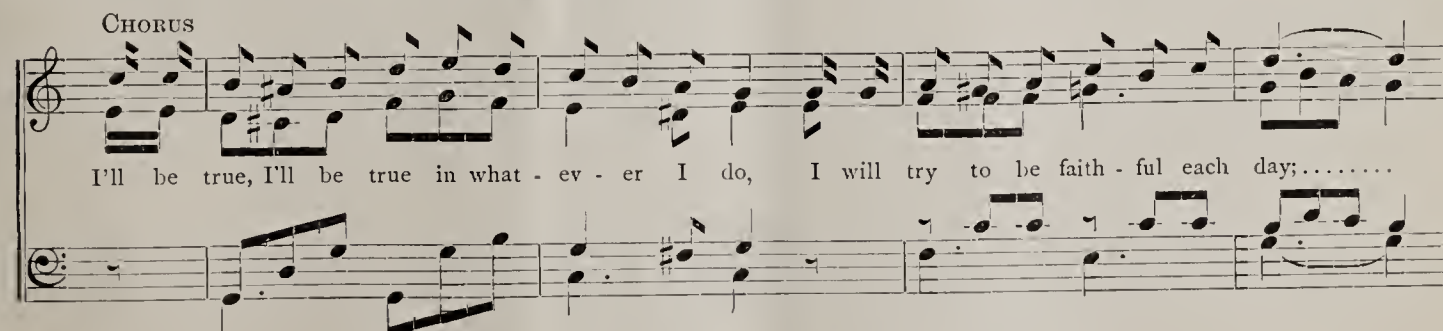


I'll be true to my prom - ise what - ev - er the day, Be it sun - shine or rain - y all through;
 I'll be true to my pro - mise and rip - ple a - long, There's a work that I on - ly can do,....
 I'll be true to the Sa - viour, who loves me to - day, I will live for Him all the hours through;



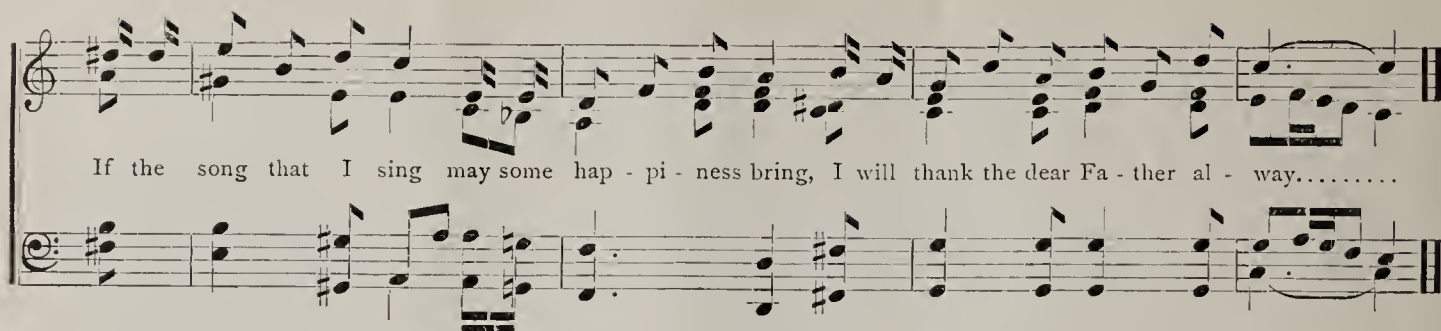
What - ev - er the weath - er, at work or at play, Count on me, I'll be true; I'll be true..."..
 For brooks may make riv - ers, so this is the song I will sing, I'll be true; I'll be true..."..
 I'll do the kind deeds and I'll speak the kind words Ev - 'ry day, I'll be true; I'll be true..."..

CHORUS



I'll be true, I'll be true in what - ev - er I do, I will try to be faith - ful each day;.....

I'll Be True



How to Teach Sharp Four

Sing 8, 7, 8. Call it "loo." Call it 5, 4, 5 (sol, fi, sol), fi being the singing name for 4.

Then drill on diagram, pointing first on one side, then to the other, using the singing names at first and later "loo."

The sharp chromatics, 1, 2, 5, 6, are developed on the same plan and are taught in a manner similar to that of teaching 4.

SCALES

A major scale is a series of eight tones with intervals of whole and half steps, the latter occurring between 3 and 4 and 7 and 8. In order to keep this order of intervals, sharps or flats are needed, except in the key of C.

The names of tones are:

- 1—Tonic.
- 2—Supertonic.
- 3—Mediant.
- 4—Submediant.
- 5—Dominant.
- 6—Submediant.
- 7—Leading Tone.
- 8—Tonic.

TENDENCY NOTES

- 7 tends up to 8.
- 2 tend down to 1.
- 4 tends down to 3.

SCALES

There are two kinds of scales—diatonic and chromatic.

Diatonic

- Major
- Minor
- Natural
- Melodic
- Harmonic

A diatonic scale is one which has a tonic or keynote.

A chromatic scale has no keynote.

DEFINITIONS

A sharp is a character causing the degree on which it is placed to represent a degree one-half step higher than that of the natural degree.

A flat is a character causing the staff degree to represent a pitch one-half step lower than that of the natural degree.

A natural is a character which cancels a flat or a sharp.

A note is a character placed upon the staff to indicate the degree chosen and to determine the relative length of the tone.

A rest is a character indicating silence during the rhythmic movement.

A staff—the horizontal parallel lines and spaces which represent pitch and upon which the musical characters are placed.

Pitch—tones are higher or lower according to the number of their vibrations.



IX. Topical Quotations

[The lure of the out-of-doors is especially strong at this time of the year. Nature is assuming her most winning manners and is decking herself in her most gorgeous raiment. The love of nature in these moods is as fundamental as the love of country and the love of God. The light, beauty and fragrance of the season should be hailed in the classroom, for education is not a thing confined to books and desks, but leads rather to harmonious relations with the throbbing universe.

Nature is our topic this month.]

How fair is the earth, how fair! The rivers and
lakes know it well,
And paint on their clear, pure bosom, hill, city and
garden in blossom,
With the clouds that over them sail.

—J. G. Herder.

There is beauty in the sunlight
And the soft blue heavens above;
Oh, the world is full of beauty
When the heart is full of love.

—W. S. Smith.

Accuse not Nature, she hath done her part;
Do thou but thine.

—Milton.

Land of the forest and the rock,
Of dark blue lake and mighty river,
Of mountains reared on high to mock
The storm's career and lightning's shock,
My own green land forever!

—Whittier.

To him who in the love of nature holds
Communion with her visible forms, she speaks
A various language; for his gayer hours
She has a voice of gladness, and a smile
And eloquence of beauty, and she glides
Into his darker musings with a mild
And healing sympathy that steals away
Their sharpness, ere he is aware.

—Bryant.

Is this a time to be cloudy and sad,
When our Mother Nature laughs around;
When even the deep blue heavens look glad,
And gladness breathes from the blossoming
ground?

—Bryant.

If Mother Nature patches the leaves of trees and
vines,
I'm sure she does her darning with the needles of
the pines;
They are so long and slender, and somewhere in
full view,
She has her thread of cobweb and thimble made of
dew.

—Lucy Larcom.

Of all the schoolrooms in east or west,
The schoolroom of nature I love the best.

—Katherine Lee Bates.

Kind hearts are the gardens,
Kind thoughts are the roots;
Kind words are the blossoms,
Kind deeds are the fruits.
There's not a leaf within the bower,
There's not a bird upon the tree;
There's not a dewdrop on the flower
But bears the impress, Lord, of thee.

—Mrs. Opie.

And Nature, the old nurse, took
The child upon her knee,
Saying, "Here is a story book
Thy father has written thee."

—H. W. Longfellow.

It is my faith that every flower
Enjoys the air it breathes.
Come forth into the light of things,
Let nature be your teacher.
One impulse from a vernal wood
May teach you more of man,
Of moral evil and of good
Than all the sages can.

—Wordsworth.

Nature! great parent! whose unceasing hand
Rolls round the seasons of the changeful year;
How mighty, how majestic are thy works!
With what a pleasing dread they swell the soul
That sees astonished! and astonished sings.
Who can paint like Nature?
Can Imagination boast amid its gay creation
Hues like hers? Or can it mix them
With that matchless skill and lose them in each
other
As appears in every bud that blows?

—Thompson.

X. Books.

Some Books Recently Received

The Autobiography of Benjamin Franklin. Edited by George B. Aiton, State Inspector of High Schools for Minnesota. Illustrated by Homer W. Colby. Price 45 cents. Rand, McNally & Co.

The Hiawatha Reader. Edited by Robert George. "Pedagogically it has unusual merit. Artistically it is in a class by itself." Lakeside Book Company, Cleveland, Ohio.

Medical Inspection of Schools. By Luther Halsey Gulick, M. D. and Leonard P. Ayres, Ph. D. A revision of the volume published in 1908. Russell Sage Foundation.

The Early Sea People. By Katharine Elizabeth Dopp, Lecturer in Education, in the Extension Division of the University of Chicago. Rand, McNally & Company. "First steps in the conquest of the waters."

A Guide for Laboratory Geography Teaching, with A Laboratory Manual for Physical and Commercial Geography. By Ralph S. Tarr and O. D. Von Engeln.

For use in connection with courses in physical and commercial geography in High Schools, Normal Schools and colleges. The Macmillan Company. Price 25 cents.

The Three Gifts of Life. A Girls Responsibility for Race Progress. By Nellie M. Smith, A. M., with an introduction by Thomas Denison Wood, M. D. Dodd, Mead & Company.

Walks and Talks. By William Hawley Smith. Boston, L. A. Rankin & Co.

Scientific Management in Education. By J. M. Rice. Published by Hinds Noble and Eldredge. Price \$1.25.

ROOTS, BARKS, HERBS

Are skilfully combined with other valuable ingredients in Hood's Sarsaparilla, making it, in our opinion, the strongest and safest, the most successful, and the most widely useful medicine for the **Blood, Stomach, Liver and Kidneys**. It contains not only Sarsaparilla, but also those great **Alteratives**, Still-ingia and Blue Flag; those great **Anti-Bilious** and **Liver** remedies, Mandrake and Dandelion; those great **Kidney** remedies, Uva Ursi, Juniper Berries and Pipsissewa; those great **Stomach Tonics**, Gentain Root and Wild Cherry Bark; and other valuable curative agents.

It is of wonderful benefit in cases of **Rheumatism, Sciatica, Catarrh, Stomach Troubles, Kidney and Liver Affections, Scrofula, Eczema, Skin Diseases, Blood Poisons, Boils, Ulcers, all Eruptions, General Debility, Loss of Appetite, That Tired Feeling, and other Ills**, arising from impure blood.

THE ROUND ROBIN READER, issued last month, is the new name for The Young Idea magazine, which has been published for the past twenty-five years, THE ROUND ROBIN READER is a monthly magazine of good reading for boys and girls, and is published in Boston, by L. A. Rankin & Company. One of its unique features is the wide field which it covers. In the Art Section there is "The Story of Edwin Landseer"; in the Nature Section, "The Sleep of the Trees"; in the Biography Section, "The Story of Daniel Boone"; in the Literary Section, "Selections from Edgar Allen Poe"; and in addition, a story by Henry Turner Bailey.

THE ROUND ROBIN READER is beautifully illustrated with full page half-tones and beautiful pen and ink drawings. The magazine is set throughout in large type, which makes it both attractive and easy to read. While THE ROUND ROBIN READER is educational in character, it is so varied and so interesting that it will be welcomed by parents and teachers who are looking for interesting reading for their children.

Literary Notice

A new edition of Mr. William Hawley Smith's famous book, entitled "Walks and Talks," has just been published by L. A. Rankin & Co., of Boston. Next to Mr. Smith's "Evolution of Dodd" this is probably the most widely known of all his books, as it includes his famous "Rat Story," which has been said to contain more common sense pedagogy than any book on education ever written. "Walks and Talks" ought to be in the hands of every teacher on account of the "Rat Story," if for nothing else. The titles of other chapters of the book indicate the variety of subjects treated and suggest the entertaining and illuminating manner in which they are presented—"The Bad Boy's Mother," "Specialty Business," "Whistling," "Light, Air, Heat and Health," "Housecleaning and History," "Exams," "Born Short."

It is in "Walks and Talks" that William Hawley Smith has advanced his theory of "born short" and "born long" which has made him famous. "Born Short" as well as the "Rat Story" have become "classic" and have had a wide influence in modifying the attitude of thousands of teachers toward their pupils.

"Walks and Talks" is a book of 228 pages, attractively printed on fine paper with a cover in gold and blue and is published at a price of 50 cents, postpaid.

Distress After Eating is quickly relieved by Dys-pep-lets. Sugar-coted. 10c. Made only by C. I. Hood Co., Lowell, Mass.



TABLE SETTING

From "TRAINING THE LITTLE HOME MAKER"—Reviewed last month

XI. Our Advertisers.

I. The Advertiser.

There must be a widespread confidence in magazine advertising or there would not be so much of it. The advertiser is not mistaken in his confidence. Yet the uncertainty of results from any one advertisement is freely commented on by experts. It is probably true that the amount of business actually effected cannot be traced and cannot be scientifically tabulated. Only recently we have had a communication inspired by an advertisement in a last year's Teachers Magazine, which will mean business for that advertiser. The "ad" is at work while the "ad-er" sleeps. In many ways it is producing results. Money spent in this way is not squandered, but invested.

INVEST in Teachers Magazine advertising.

II. The Advertisee.

The word is in the dictionary, so it must be proper—although it has never come our way before. It applies to the person who is to be reached by the advertiser. We are all advertisees—some more fortunate and some more intelligent than others. The people who want to sell us things are very solicitous for our welfare. Unselfishly so, too. Fact is, they cannot succeed unless we do, and sometimes they are we and we are they. It is our plain duty to read advertisements. It is also our plain duty to patronize the honest advertiser. It is, thirdly, our plain duty to mention the publication in which the advertisement appears. So don't forget to support our advertisers and don't forget to say "Teachers Magazine."



SEE THE PANAMA CANAL BEFORE THE WATER IS LET IN

Every patriotic School Teacher should see the greatest of engineering feats, sometimes referred to as the eighth wonder of the world.

This year, we are told, will witness the opening of the Canal. Therefore, NOW is the time to go while Culebra Cut, the Giant Locks at Gatun and Pedro Miguel are exposed to the view of the tourist.

The way to go is on one of our big, new, air-cooled steamers, specially built for tropical travel, sailing from New York every Wednesday and Saturday. Summer climate at the Zone is delightfully cool and even. Average summer temperature at Colon on the Atlantic 84°; on the Pacific side 74°.

SPECIAL SUMMER RATES MAY TO DECEMBER

22-day cruise, including Jamaica, Panama Canal and Colombian Ports, \$110 and up; 24-day cruise including Jamaica, Panama Canal and Costa Rica, \$115 and up. Special 17-day cruises out of New Orleans every Wednesday and Saturday, \$75 and up. Our booklet tells the whole story. Send for a copy to-day.

UNITED FRUIT COMPANY

STEAMSHIP SERVICE

17 Battery Place,
New York.

Long Wharf,
Boston.

630 Common St.,
New Orleans.

SLEPT SIX WEEKS

When the strange case of the Iowa woman who had slept constantly for 43 days was reported, many people who could not sleep at all wished that they might have a similar experience.

You would be surprised to know how many people there are right around here who hardly ever get more than two or three hour's sleep at night, owing to bad health, general weakness and worn-out condition. Miss Louisa Ludwig, Newark, N. J., who went through all this, has written a letter saying:

"Having felt weak, tired and badly run-down, with little appetite, and inability to sleep well, I began to take Vinol which I had heard was the best remedy for that condition. It has done me great good by building up my strength, improving my appetite and enabling me to sleep soundly."

If you are worn out and weak and want new strength so you can eat well, sleep well, and be well, Vinol, our delicious cod liver and iron remedy is what you need and we guarantee it to satisfy you. J. C. Brady, Druggist, Fall River.

For sale at the leading Drug Store in every town and city in the country. Chester Kent & Co., Chemists, proprietors, Boston, Mass.

"THE VICTOR."

How educational methods are affected by scientific inventions is being beautifully illustrated by the use now made of the Victor talking machine. Thousands of schools throughout the country are using this wonderful instrument, which in the days of the fathers was all unknown. Teachers and children are coming to look upon it as indispensable as the piano or the black-board. For the teaching of music and for all occasions requiring good music, such as folk dances, drills, calisthenics, etc., the Victor is a valuable instrument. It is winning its way everywhere, therefore is well named.—Victor.

FICTION UNDER FIRE.

Commander Edward L. Beach, U. S. N., whose story of the real Navy, "Roger Paulding, Gunner's Mate," is being read delightedly by boys from nine to ninety, says that his first experience in making fiction was at the battle of Manila Bay, where he was serving as second engineer officer on the "Baltimore."

His station during the long hours of the battle was at the bottom of the speaking tube leading down from the bridge and in front of another that led into the fire room. The men working in that inferno besieged him for news of what was going on above decks. The bridge was, of course, too busy to give any news.

"But every time they asked for it," he says, "I stoutly shouted back the name of another Spanish ship that had been sunk or driven ashore. Long before the end of the battle, I had disposed of the entire Spanish fleet, quite to the satisfaction of my hearers. The event proved that I was not so far wrong, but I guess that was where I began to manufacture navy stories."

THE PENNANT

Junior Section

TEACHERS MAGAZINE

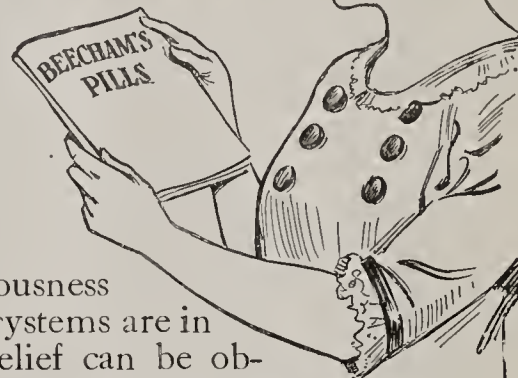
for and by the Public School

Boys and Girls of America

Extra copies 20c a year.

To the Woman Who Does Not Know

this may be said:—the majority of the ailments from which women suffer are caused by improper nourishment and poor circulation. Headaches, backaches, lassitude, worry and extreme nervousness do not afflict those whose systems are in natural condition; but relief can be obtained and every suffering woman ought to know that



Beecham's Pills

"The Largest Sale
of Any Medicine
in the World"

act safely, speedily and certainly. They help the digestive organs; free the body from poisons; purify the blood; increase strength and insure good health.

There ought to be comfort in the knowledge that so economical and convenient a remedy can so quickly improve the feelings and the appearance. Try Beecham's Pills and you will find they

Make All the Difference

The special directions with every box are very valuable to women wishing to be and to appear at their best.

Sold everywhere in boxes, 10c. and 25c. If your dealer should not have them, send price to Thomas Beecham, 417 Canal Street, N.Y.

For Your School Library.

A GREAT BOOK

Our Presidents and Their Office

BY

WILLIAM ESTABROOK CHANCELLOR, Ph. D.

With an Introduction by

CHAMP CLARK

603 pages, \$3.00 net. Postage 20c.

SOLD BY

EDUCATIONAL MAGAZINE PUB. CO., 31 E. 27th Street, N. Y.

In answering advertisements please mention "Teachers Magazine"

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An Appropriate Gift from Teacher to Pupil at School Close. Send for Samples Today—2c Stamp Appreciated

Booklets consist of cover and two inserts, united with silk tassel. Cover is embossed from steel dies, and hand water colored. Printing in inserts consists of closing day poem, miscellaneous poem and farewell greeting. All printed from Pen Print and illustrated with appropriate etchings.

We Print To Your Order: Name of your School, District number, Township, County, State, names of School Board, Teacher and names (and grades) of your Pupils.

Photo of Teacher or Building or both added to first cover of either style at a very small additional cost.



No. 2

Send any photo, large or small, securely wrapped and write your name and address on outside of wrapper. We guarantee our photos to be the best made.

No. 1—12-Page Booklet—Size 5½x7½ inches.
First 10—\$1.00; additional ones.....7c each
With Photo—10 for \$1.25; additional ones.....8c each

No. 2—12-Page Booklet—Size 3½x5½ inches—Oval
Photo, 35 or less, 5c each; additional ones.....4c each
With Photo—35 or less, 6c each; additional ones.....5c each

No. 3—12-Page Oblong Booklet—Size 3½x5½ inches.
35 or less, 6c each; additional ones.....5c each
With Photo—35 or less, 7c each; additional ones.....6c each

No. 4—A 3 Fold Design—Size 5½x10 inches. Printed in 2 colors—Cover design has a flag in colors, and a photo reproduction of the Liberty Bell. Portrait of Washington 25 or less—1½c each; additional ones.....30c each
With Photo—25 or less, 5½c each; additional ones.....4c each

When Photos are not used, an engraved design will be printed in Photo space in No's. 1, 2 & 3. In No. 4 reproduction of Washington Portrait.

Souvenirs Assembled: It costs us about 12c per order to assemble your Souvenirs, tie and paste the Photos on. Our prices are no higher, and in some cases lower than other firms who do not assemble. WILL you send 5c extra with your order to pay part of this expense—PLEASE?

Samples Are Free. A stamp will be appreciated, yet not necessary. An order blank and return envelope included with sample. However, you may order without samples.

Envelopes to match 2, 3 and 4, 10 cents dozen.
No. 1, 15 cents dozen.

Address all orders to

THE OHIO PRINTING COMPANY,
W. E. Seibert, Prop.
New Philadelphia, Ohio.

Box M.

The Study of Individual Children

A System of Records, including a Complete Child History, Medical Examinations, Physio-psychological and Mental Tests, Daily Regime and Disease Record, Case Diagnosis, Classification, etc.

SUGGESTED BY

Maximilian P. E. Groszmann, Pd. D.

*Educational Director of the
National Association for the Study and
Education of Exceptional Children*

The volume is not a picture book, but presents a working manual for the worker.

Price 60c. Postage extra.

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Secretary N. A. S. E. E. C.,

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No. 1

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From Ancient and Modern Sculpture

Drawing Models and Plaster-line for Drawing Schools

Schools without funds should write to learn how they can obtain Casts though lacking money.

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ON REQUEST

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ENCYCLOPEDIA OF EXAMINATION QUESTIONS AND ANSWERS, taken from recent examinations in 31 states. The material for these books has been compiled and published at a cost of \$8,000. They are termed the most helpful reference works ever offered. Will help in passing any examination. In two volumes, price, \$1.40 each; the two at one time for \$2.50. Money back if dissatisfied.

HOW TO PREPARE 100% MANUSCRIPTS. Deals with errors English, correct form of manuscripts, and many other interesting topics. It costs 60 cents, but it's worth its weight in gold.

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The leading Magazine of Methods

\$1.25 per year.

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Select any one of the following books as a premium:

1. Special Days in Primary Grades by Mary L. Hood. Recitations, Songs, Dialogues, Exercises. Also a Mother Goose operetta.
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Also a box of Teachers Magazine lead pencils in addition to the book premium.

No matter when your subscription expires, **renew now** and get the benefit of this offer.

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Actual Size



Send us a subscription for Teachers Magazine and get a box of these pencils for yourself and one for the new subscriber.

Act promptly : They are going fast.

Latta's Blackboard Stencils

HUNDREDS OF SUBJECTS—BEST STENCILS MADE. SENT PREPAID



Borders, each 5c. Sunbonnet Babies; Dutch Babies; Brownies; Chicks; Rabbits; Easter; Tulips; Roses; Pansies; Dutch Boys; Dutch Girls; Birds; Morning Glories; Brownies Planting Trees; Apple Blossoms; Flags; Strawberries; Butterflies; Dandelions; Jack-in-Pulpit; Ivy. Portraits, Animals, etc. Size 17x22 inches, each 5c. Longfellow; Field; Washington; Lincoln; Special Easter; Horse; Cow; Dog; Fox; Bear; Elephant; Pig; Lion; Sheep; Wolf; Owl; Hen; Rooster; Eagle; Locomotive; Steamer; Mill.



Other Stencils. 22x34 inches, each 10c. Log Cabin; Washington on Horse; Flag; Program; Roll of Honor; Welcome; Hiawatha; Name any Calendar, Map or Physiology Subject. Map Stencils. 34x44 inches, each 20c. United States; Any Continent; Any State; Any Group of States. You may name any of above maps 9x12, at 3c each for seat work. Special Stencils. Fifty different Busywork Stencils, medium size, 35c; Fifteen different Common Bird Stencils, 15c; Forty different Phonic Stencils, about 9x12 inches, 60c; Five-inch Ornamental Alphabet, 20c; Script Alphabet for blackboard, capitals, small letters and figures, complete set for 10c. Roosevelt on Horse 10c; Uncle Sam 10c; Spread Eagle 10c. Colored Chalk. Very best, doz. assorted, 15c; 2 doz. 25c. Blue Stamping Powder, 1 bag 10c. Note. You may have one-fifth off if you order not less than \$1.00 worth of above goods.



Latta's Helps for Teachers

THE BEST ON EARTH AND THE LEAST EXPENSIVE

One-third off if you order not less than \$1.50 worth of following goods.

Goods are sent prepaid at once.

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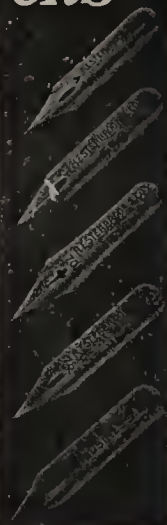
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Teachers Magazine

Vol. XXXV

MAY, 1913

No. 9

Round Table Talks With Subscribers.

(SCHEME DEPARTMENT.)

RESOLUTION.

WHEREAS, at this time of the year many teachers are considering the question of their magazines for the next school year, and

WHEREAS, Many prospective teachers are about to graduate from schools and colleges to enter the profession next year, and

WHEREAS, Teachers Magazine has long been recognized as the leading magazine of methods especially for primary and intermediate grades and is the only one of this class now being published in the great metropolis of the nation, therefore be it

RESOLVED that the attention of teachers be called to the plans already perfected for the year 1913-1914 whereby the increased usefulness of Teachers Magazine is assured, in particular—

The Department of Music, Games and Plays to be conducted by Laura Rountree Smith,

The Department of Picture Study to be conducted by Elsie May Smith,

The Department of Grade Work to be conducted by Charles H. Davis, associate editor of Teachers Magazine,

The Department of Paper Cutting to be conducted by Ruth O. Dyer,

A Department now announced for the first time to contain Original Verse and Classroom Talks on Current Events, to be conducted by Lucia B. Cook.

These and other features of interest to constitute a better and brighter periodical than ever. Be it further

RESOLVED that in order to better acquaint new teachers with the merits of Teachers Magazine we agree to send the magazine to them for three months on trial absolutely without cost unless they wish to continue the subscription for the year, in which case they are to remit promptly at the usual rate of \$1.25.

RESOLVED that this offer be published in Teachers Magazine and that teachers be invited to avail themselves of its benefits at once.

Publishers.

TEACHERS MAGAZINE FOR 3 MONTHS ON TRIAL!

Editorial Expression and Selection.

May. The Growing Month.

Lo, the winter is passed, the rain is over and gone; the
flowers appear in the earth.
Song of Solomon.

What potent blood hath modest May!

—Emerson.

Ave Maia, Queen of the Spring! Thine the regal velvet of the pansies, the blazonry of the tulips, the heraldry of the hawthorn, the embroidery of the arbutus, the coronet of sunshine, the scepter of loveliness. Plant, foliage, vine and flower cast their jewels at thy feet; at thy coming the trees clap their hands, the fields wave their banners, the brooks break forth into singing, and the rivers leap for joy.

Maia was worshiped as the goddess of growing. May is the growing month. Magnus, meaning great, was from the same root. Greatness is achieved by growing. The etymological kinship of our word magnificent is evident. Growth in goodness and in wisdom is the magnificent program of Providence for the individual. This is May's message to man, coming through the soft harmony of tint and odor like the voice of prayer mingling with the subdued tones of an organ.

Every branch, petal and leaf in this magnificent process of development sounds the praise of a beauty-loving and life-giving Creator.

"Not worlds on worlds in phalanx deep
Need we to prove a God is here,
The daisy fresh from winter's sleep
Tells of his hand in lines as clear."

Wilberforce recognized in the flowers "the smile of the Father's countenance." Another exclaims, "All about me, tree unto tree is uttering speech and flower unto flower showeth knowledge." Confidence in God is to beauty of character what the sunlight is to the purple of the pansy and to the blue of the violet. Atheism dwarfs the spirit. No Godless man can become a great man.

How silently grow the flowers! No stamping of steeds, no burst of heraldry, no clanking of arms, no din of procession, no beating of drums, no blast of trumpets; yet this is the very pageantry of paradise, here are the advancing cohorts of celestial color. Remember, then, that growth is not noise; that noise is not greatness. Trajan built his column one hundred and forty-seven feet high, wound from base to summit with scenes from the Dacian wars;

Hadrian wrote his name on the Vocal Memnon in Egypt; Darius inscribed a record of his achievements on the Behistun rock, and Constantine changed the name of Byzantium to Constantinople in his own honor; Alexander was buried in a golden coffin; Napoleon finally reposes amid the grandeurs of Hotel des Invalides, and Grant is entombed in a famous mausoleum of marble. Such achievements and honors, however, do not comprehend greatness. Not to have one's name shouted from the mountain top, and graven on enduring stone, but quiet growth toward the full stature of manhood—such is greatness according to the standard of Heaven.

How rare a virtue is patience! The movement of the plant from seed to stem, from bud to flower, is imperceptible. Who can measure its strides? Nature holds a tight rein and drives with a steady hand. The mountains' swaying pine, Vallombrosa's venerable shade, the coral reefs and islands are the results of long centuries of growth. Cologne's cathedral is the pride of all Europe, but six centuries rolled by from the beginning of its foundations to the completion of its towers. The American aloe, or century plant, gathers strength through a hundred years before it thrusts forth its flower. So we advance toward moral excellence, not by long leaps but by patient gradation. Ambition and patience should lock arms and keep step with each other. He is right who said,

"Patience is powerful."

In this divine program we see now the place assigned to perseverance. In some form or other the doctrine of Evolution is well established in modern science. The facts presented and correlated by Charles Darwin are the philosophic material of the age. The biography of the universe is written in four words—Creation, Growth, Adaptation, Survival. Man alone of all creatures who tread the earth is conscious of this universal process; he only feels and recognizes the impulse of growth. The daisy is unconscious of its purity, the anemone knows not that it blooms and blushes. This knowl-

edge on the part of the rational creature implies a great responsibility. He cannot like the flowers be the passive subject of life forces, but must actively co-labor with them. Hence Garfield's maxim, "Labor is still the genius of success," and hence Lincoln's homely motto "Peg Away." It may be said that the two greatest blessings given to the human race are the necessity of striving and the consciousness of growing.

This brings us to the secret of all true and abiding pleasure, for God's plans always embrace the happiness of His children. Is not May a happy month? The May time of life is the period of vivacity and virility.

"What a thrill of delight in spring-time,
What a joy in being and moving."

The old Roman festival Floralia, in honor of the goddess of flowers, and the old English May-day celebration represent the same sentiment of joy at the sight of nature's floral display. In England gathering the hawthorn was called "bringing in the May," which was done at sunrise on the first day of the month, the King and Queen joining with the people in the observance of the custom. The prettiest maiden of the village was selected for the May Queen, and every honor was paid to her. The pious Puritans naturally objected to the frivolities of the season, and were especially shocked at the hilarious dancing around the gaily decorated May-pole. Thoughts of May are pleasant thoughts. The

pleasure of seeing things grow is second only to the pleasure of growing. The patriotic citizen is pleased at every evidence of his country's growth, and he recalls the wonderful miracle of Manila Bay and its coincidence with the beginning of the growing month. On Memorial day, too, we scatter garlands upon the graves of the soldier dead, and pin bouquets on the coats of veterans, thankful alike for the flowers and for the deeds they thus memorize. The nation's blood is good, the wounds of the Rebellion are healed, and we are growing.

The honest lover of Truth craves no profound philosophy, needs no keen-edged argument on the subject of immortality. He is an unanswerable argument unto himself, for as he increases in joy, in understanding, in usefulness and in capacity, he has internal evidence of his eternal destiny. Every summit reached reveals a loftier one beyond.

"Belond each hill-top others rise,
Like ladder-rungs, toward loftier skies:
Each halt is but a breathing space
For stirrup-cup and fresher pace;
Till who dare say ere night descend,
There can be ever such thing as end!"

The epitaph of the great English Historian Green reads, "He died learning." Let the teacher in teaching and the pupil in being taught get such inspiration from this glad month of May that they shall learn and keep on learning in order that they may grow and keep on growing until the end of life's journey—and beyond.

Bright Eyes and Twinkling Stars

What Uncle Bob Saw Through a Telescope.

Dear Bright Eyes:

Since my last letter to you I have seen a wonderful sight. How I wished you were with me so that we could see it together and talk about it later.

You know that there are some very large telescopes in the observatories where men make it their business to study the sky and keep records of their observations. These telescopes bring the far off heavenly bodies much nearer to us, apparently, so that many things can be seen with the aid of this instrument that cannot be seen without it. Some day I would like to have you read the story of the invention of the telescope and of the strange experiences of the man who invented it. Do you know his name?

Well, the wonderful sight I started to write about was the planet Venus through a four-inch telescope. Instead of being the perfectly round object you naturally think it to be, it looked like a *tiny new moon*. It was a beautiful crescent, just like the moon when you say it is new, only much smaller. It seemed to be set in a halo of soft golden light. No artist could paint such a lovely picture. If you know of anybody who owns a telescope do go and look at Venus before it disappears from the evening sky.

I also looked through the same telescope at the planet Saturn, higher up in the sky and not nearly so bright as the glorious Venus. Saturn looked like a small ball of light with a narrow ring around it.

The ring was "up on end" like a hoop when it is being rolled. Yet when you look at Saturn with the naked eye it looks like a speck of light, smaller than many others around it. Ask your friend with the telescope to show you Saturn with its ring also.

Next I looked at Sirius, that brilliant star further toward the East. My, how it did seem to flash all sorts of color, like a diamond when held in the light! So you had better find Sirius in that telescope as well as Venus and Saturn, remembering that Sirius is not a planet but the most brilliant of all the stars. People call it the dog star, because in the sky pictures that the ancients drew of various animals, this star was in the mouth of a dog.

Have you heard the latest gossip? Oh, no, I do not mean about your neighbors; I mean star gossip. This kind of gossip will hurt no one. Why, do you know that astronomers, after twenty years of study, have found out the distance of the nearest star in the part of the sky that we can see from this part of the world? Only a few weeks ago they told the news. In miles the distance is represented by the figure 46 with *twelve* ciphers after it. Write it out and see how it looks. It is not thousands, not millions, not billions, but *trillions* of miles away. Are you not glad this has been found out? What small creatures we are on a very small earth in a very big universe.

Your devoted,
UNCLE BOB.

Why the Reeds Wave.

An Ojibway Indian Myth.

By Theodore R. Jenness.

Wi-ni-do-jo was a great, wise being who was half man and half spirit.

He knew the language of the birds and beasts and insects, to the smallest living thing, and called them brothers. He would walk and talk with them for days, and there was none too wild to follow and obey him.

But there was one thing in Nature that the great, wise Wi-ni-do-jo had to learn.

As he was walking by a small lake one sultry summer noon he saw a throng of little people dancing sluggishly, close by the water's edge.

"O little brothers, I am fond of dancing; will you let me dance with you?" he called to them.

They slowly waved their arms and nodded languidly for him to come. He joined them and began to dance, but presently grew tired of their listless motions.

"Little brothers, why are you so lazy? I prefer to dance much faster," he exclaimed.

"It is too hot to dance the quickstep," came the droning answer from the little people. "When there is a cool wind to fan us we can dance much faster."

Presently a cool west wind sprang up. The little people now began to wave and nod and beckon merrily, all dancing with a right good will.

He danced the quickest with the gleeful throng in great enjoyment for awhile, but finally grew tired of the active exercise.

"O little brothers, haven't you danced enough, for once?" he said. "I wish to rest awhile."

"O great brother, why are you so lazy?" cried the little people in a roguish chorus. "We delight to dance the quickstep when the cool wind fans us."

Wi-ni-do-jo could not say another word. He kept on dancing with the merry, mocking throng, until at last he sank upon the ground.

"O little brothers, I can dance no more," he panted. "Three long days have I been walking in the forest, talking secrets with the birds and beasts and insects, and I was quite tired when I rashly undertook to dance with you. I pray you let me go to sleep right here."

Just then the sun set and the wind lulled. Suddenly the little people ceased to wave and nod and beckon and stood still as if in silent pity.

Then the great, wise Wi-ni-do-jo saw to his amazement that he had been dancing with the reeds the livelong afternoon. Their talk was but the rustle of the stems and blades.

And now when Indian children see the reeds wave fast they say to one another:

"Wi-ni-do-jo is dancing with the reeds."

And when the wind lulls and the stems and blades stand motionless, they whisper:

"Now the reeds have outdanced Wi-ni-do-jo. They are keeping very still to let him sleep."

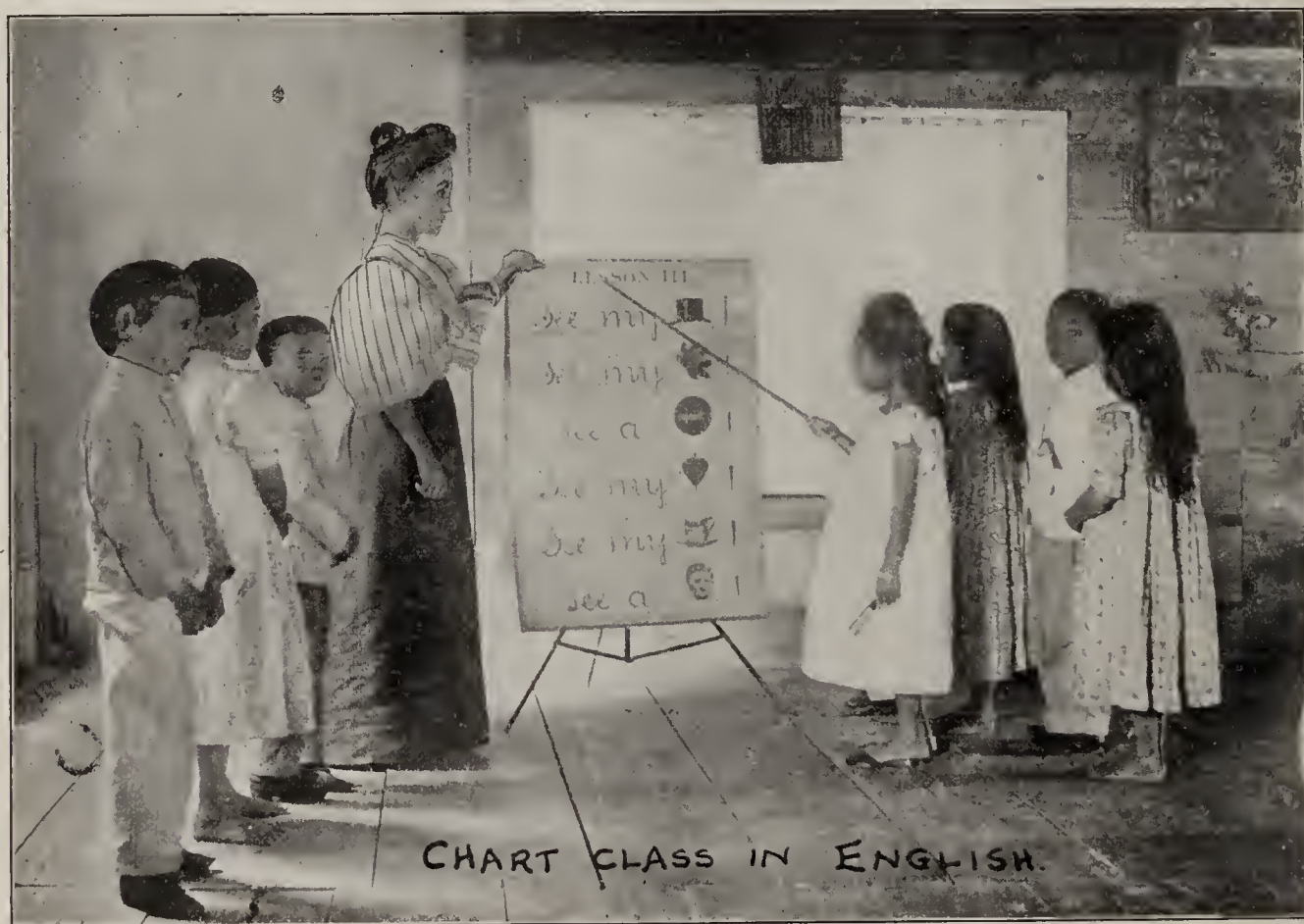


CHART CLASS IN ENGLISH.

Interior of a schoolroom in the Philippines under the American system.



Passing Pleasantries.

THE INDIGNANT FARMER.

"I'm just as mad as I can be!"

An angry farmer said;

"Those early strawberries of mine
Desire a folding bed!"

"And my potatoes have declined
To ripen underground,
Unless, to keep dust from their eyes,
Smoked goggles I have found!"

"The cabbage-heads, among themselves,
Indulge in secret chats;
But I have overheard them, and
They vow they'll have straw hats!"

"Such foolishness I cannot stand;
And now—just as I feared—
Each single stalk of wheat demands
A barber for its beard!"

"The squashes, too, are getting proud;
It almost makes me smile;
They want the very finest neckwear,
Of the very latest style!"

"But now the very limit's reached!
I learn, with stifled groan—
Each ear of corn insists upon
A private telephone!"

—Carolyn Wells, in *Harper's Magazine* for April.

MUSIC.

"And are your daughters musical?" we ask.

"I guess so," he replies, rather sadly. "One of 'em can sing things at the top of her voice so you can't understand a word, and the other can play the piano with her hands crossed."

SATISFACTORY.

Teacher—"Johnny, what is a skeleton?"

Johnny—"Please, ma'am, it's a man with his insides out, and his outsides off."—*Everybody's*.

NO PLACE FOR SPELLING!

Mother (looking over her boy's shoulder)—
"Your spelling is perfectly terrible."

Little Son—"That isn't a spellin' lesson. It's a composition."—*Good News*.

MULISHNESS.

"Young man," said the father of a bright boy, "this school report of yours is very unsatisfactory. I don't like it."

"I told teacher I didn't think you would," replied the little fellow, "but she was too contrary to change it."—*Chicago Daily News*.

THOSE EXAMINATIONS!

"Congress is divided into civilized half civilized and savage."

"An interval in music is the distance on the key board from one piano to the next."

"A Rest means you are not to sing it."

"Emphasis is putting more distress on one word than another."

"Physillogigy is to study about your bones stum-mick and berte-bry."

"We have an upper and a lower skin. The lower skin moves all the time and the upper skin moves when we do." •

"The body is mostly composed of water and about one half is avaricious tissue."

"The chyle flows up the middle of the backbone and reaches the heart where it meets the oxygen and is purified."

"In the stomach starch is changed to cane-sugar and cane-sugar to sugar-cane."

"Inertia is that probrerty of bodies by virtue of which it cannot change its own condition or rest or motion. In other words it is the negative quality of passiveness either in recoverable latency or insipient latescence."

CONUNDRUMS.

1. Why are guns like trees? Because people plant them and they shoot.

2. Why is a book like a king? Because it has many pages.

3. Why is "a" like 12 o'clock? Because it is the middle of day.

4. What is lower with a head than without one? A pillow.

5. Why are bad children like old trunks? Because they must be strapped.

6. What is a button? A small event always coming off.

7. What will turn without moving? Milk.

8. What thing is most frequently drawn? Cork.

9. When do 3 and 3 not make 6? When they make 33.

11. What can you take from 6 and leave 9? S, leaving IX.

Calendar Design and May Topics.



MAY

S M T W T F S

Topics of Study for May.

May Day.—May 1.
Memorial Day.—May 30.
Peace Day.—May 18.
Arbor Day.—(In some states).
The Farmer and the Gardener.
Mayflower or Trailing Arbutus.
Mother Nature's House Cleaning.
Plant Life,
The Grass.
The Dandelion.
The Morning Glory.

The Brook.
The Aquarium.
Germination. (Sunflower seeds).
The Earth Worm.
Fish.
Frogs. (Frogs eggs, the tadpole).
Toads.
Bird Lessons. (Robin, Bluebird, etc.).
Bird Day.
Stories of May.
Poems of May.

Classroom Talks on Current Events

With Original Poems

By Lucia B. Cook

OUR PRÉSIDENT

Now and then it is worth the while to spare a few moments from book study for a little talk on the events of to-day.

The inauguration of President Woodrow Wilson, March 4, 1913, is an event which reminds us of the fact that our republican form of government is something to be very thankful for. We honor our forefathers who fought and died for the liberty which we enjoy. How much better it is to be able to select a good man for our president than to be ruled by a king, who might be foolish or cruel; and if he were an absolute monarch might even put men to death if it pleased him to do so.

Our president does not make the laws, but men selected by the people do. The president carries out, or executes, the laws.

An aristocracy is a government by nobles. They are rich men who usually "inherit" the right to rule others, and who are poorly fitted for the task.

Our United States is neither a monarchy nor an aristocracy, but a grand republic—a "land of the free." James Wilson, one of the men who signed the Declaration of Independence, declared himself bold to assert that it was the best form of government which had ever been offered to the world. And we think the passing years are proving that he was right.

Having such a country we should all be loyal patriots—"lovers of our fatherland." Good boys and girls make good citizens, and good citizens are a country's best wealth.

THE SOUTH POLE.

We have learned the names of the different zones. The Antarctic, or South Frigid Zone, like the Arctic, is a very bleak, cold, flowerless belt.

Now and then we hear of exploring parties going into these dim regions. Very often they die and are not heard from. They suffer from frost-bitten feet and hands, and lose their way among terrible snowstorms.

Not long ago some explorers set off for the South Pole. We are told that the leader, Captain Scott, and four companions reached the pole, but none returned alive. A relief party found the dead body of the Captain and the notes he had made on his travels. Captain Scott was a brave man, and declared that he undertook the trip for the honor of his country. He wrote this note while he was in the Great Lone Land:

"I do not think human beings ever came through such a month as we have got through."

The land he found he named King Edward VII Land. He explored a range of mountains a thousand miles in length.

IN THE ALTHEA BUSH.

Bumblebee hunting! Johnny and I
Used to be hunters, nimble and spry.
Little hands hastened the blossom to close
When the bee entered. "Oh, see! there he goes."

John plucked the Althea, calling to me,
"Hear how he buzzes!" and then set him free.

When the small prisoner gladly had fled,
"I'll catch the next one, Johnny," I said.

In the pink blossom buzzed Mr. Bee;
"You'll never catch him," John said to me.

"Buzz," went the bee in an Althea white—
Now it was proven that Johnny was right.

That bumblebee gave me a terrible "squeeze,"
And since then I've never tried hunting for bees.

A RAINDROP.

"Little crystal raindrop
On this purple flower,
Where were you, I wonder,
Just before the shower?"

"Oh, I was a snowflake
Not so long ago,
On a little hillside
Near the Esquimaux.

"By the sunshine melted,
Soon I found the sea.
Many million raindrops
Went along with me.

"Many miles I traveled
Thro' the salty spray;
In a pretty sea-shell
Much I wished to stay.

"Oh, I was so little
In the mighty sea,
But the great Creator
Took account of me.

"Raised me with a sunbeam,
Sent me in a shower,
For the purple blossom
Of your garden bower."



Some Animals We All Like.

Paper Cutting by RUTH O. DYER.

Music, Plays and Games.

By LAURA ROUNTREE SMITH

Special features for next month:

The Circus Game.

Circus Day Parade—Words and Music.

A Japanese Entertainment for June.

L. Rountree Smith - Merry May -

Stella - M. Kromer.

1. Come sing a song of mer-ry may, and we will have a
2. Oh, we will choose our Queen of May, and to the wood-land
3. Oh, to the woods we soon will go, For it is ar-bor

hol-i-day; Sir rob-in's sing-ing in the rain and
we'll a-way, Then like the gip-sies glad and free, we'll
Day you know, and 'mid the pleas-ant spring-time breeze, we

hap-py spring has come a-gain!
dance a-round the green wood tree!
all wee go a-plant-ing trees!

Clayton F. Summy Co., Music Tablet.

MAY-POLE GAME.

The children choose a May Queen.
They stand in a circle singing:

We dance around the Maypole.
We're happy all the day,
We dance around the may-Pole,
For it is Merry May,

(Chorus.)

Oh, who will go a-Maying?
Oh, who will go a-Maying?
Oh, who will go a-Maying?
For 'tis merry May!

At the close of the song, every other child steps inside the circle and dances round the May Queen, while the children in the outer circle stand still.

They sing the chorus again, singing,

"Oh, we will go a-Maying," etc.

They then go back to their places in the outer circle.

The song is repeated and every other child goes in again, until all have had a chance to dance 'round the May Queen and return to their places as before.

This game may be played indoors or outdoors.

For a special occasion the May Queen may be dressed as a Queen, wearing a wreath of flowers. She may stand on a table holding the ends of many bright ribbons. Every other child in the circle may hold the other ends of the ribbons, and so dance round the Queen much like the May-Pole dance. After they sing they may hand the ribbons to those in the outer circle. In this way the game may continue some time.

L. Rountree Smith. *May Pole Game.*

S. M. Kromer.

We dance around the May-pole, We're happy all the day, We
dance around the May pole For it is merry May, Oh who will go a
Maying? Oh, who will go a-Maying, Oh, who will go a
Maying? For 'tis merry May.

SHOEMAKER GAME.

The children form a circle. They choose a Shoemaker who goes inside the circle.

The children sing the following verse, rapping their hands with fists clenched, and they go inside to the center of the circle and offer to shake hands with the Shoemaker, when they sing "How Do You Do?"

They sing:

A rat, a tat, tat, a rat a tat, tat,
Oh, it is fun to be making a shoe,
A rat, a tat, tat, a rat a tat, tat,
Old Mr. Shoemaker, how do you do?

They go back to their places in the circle.

Any child holding a shoe now runs in and says:

"Oh, Mr. Shoemaker, old and gray,
Will you mend my shoes to-day?"

The Shoemaker may accept the shoe. In this

case he and the child change places, and the new Shoemaker passes the shoe to any child he chooses.

If the Shoemaker shakes his head and refuses to mend the shoe, the first child returns to his place in the circle and hands the shoe to another child who runs in as before, saying:

"Oh, Mr. Shoemaker, old and gray,
Will you mend my shoe to-day?"

If the Shoemaker refuses to mend the shoe he may say:

"I cannot mend the shoe today,
For I am going far away."

If he wishes to mend it he may say:

"I will mend it nicely, as you see,

But some one must keep store for me."

Then he turns and hands it to any child, who passes it along. The shoe may be passed along any distance round the circle and the song may be sung each time before a child runs in.

L. Rountree Smith.

Shoemaker Game.

S. M. Kromer.

Clayton F. Summy Co., Music Tablet.

*A rat a tat tat, a rat a tat tat, Oh, it is fun to be making a shoe! A
rat a tat tat, a rat a tat tat, Old Mr. Shoemaker, how do you do?*

THE ANIMAL SHOW

The children wear animal masks. The long neck of the Giraffe may be made by putting the mask head on a broomstick and draping it with cloth and carrying above the head.

The animals may be placed inside screens across which are paper chains, to represent bars.

The name of each animal is placed in large letters upon his screen.

The children taking the part of animals are all in their screen cages. The keeper walks about. The drummer stands at the door and the play begins.

Drummer (beating a drum):

A rat, a tat, tat, tat, a tat, tat,
The big show will begin,
A rat, a tat, tat, a rat a tat, tat,
The animals are within.

(The children come in now and go from cage to cage while the Keeper explains the various animals, stopping by one cage after another.)

Keeper:

Within these cages you will find
Wild beasts indeed of every kind;
We travelled round the world you know,
To buy these wonders of the show.
Here you behold a Lion bold;
He is often playful, I am told,
But when he gets into a rage,
I'm very glad he's in his cage.

(The Lion growls. The children all reply.)

All:

We are very glad he's in a cage,
Tho' seldom seen in any rage.

Keeper:

The Polar Bear in Northern seas,
Will hug you often if you please;
So good friends, beware, beware,
If you go out to meet a Bear!

All:

We all will take the greatest care,
When going out to meet a Bear!

Keeper:

This is a wonderful Giraffe,
At him the people often laugh;

His neck now towers toward the sky;
He stands indeed quite ten feet high.

All:

We pass him rather slowly by,
'Tis wonderful he stands so high.

Keeper:

The Tiger has a pleasant smile,
You often meet his gaze,
And tho' he is a gentle beast,
We put him in a cage.

All:

Into his mild eyes we gaze,
But still we're glad he's in his cage.

(The animals break the paper chains and come out.)

First Child:

The Lion is out!

Second Child:

The Polar Bear is out!

Third Child:

The Giraffe is out!

Fourth Child:

The Tiger is out!

(The children run to their seats and the animals run 'round the room and back to their cages.)

Lion:

Now we are free, let us go far away and enjoy our Liberty!

Bear:

Let us go way up North and enjoy the ice and snow!

Giraffe:

No, I will tell you what to do; let us all go South and enjoy the jungle where the berries grow wild.

Tiger:

I rather like the jungle myself, but I am so hungry I will go back to my cage.

Lion:

Since we cannot agree where to go we had better return to our cages.

(They do so, and the Play is over.)

A Bunch of Hidden Flowers



- | | |
|--|---|
| <p>1. An animal both wild and fleet,
An instrument whose sound is sweet.
—Harebell.</p> <p>2. A wedding that is worldly, very,
In fact, 'tis really mercenary.
—Marigold.</p> <p>3. An article of daily food;
A drinking vessel sometimes rude.
—Buttercup.</p> <p>4. A household creature, fond of fight;
A pinch that's often short and fight.
—Catnip.</p> <p>5. What sugar is, or much the same.
A very common masculine name.
—Sweet William.</p> <p>6. A kind of man you'd call a fop,
Of Beast's, the one that's at the top.
—Dandelion.</p> <p>7. A State upon the Eastern shore.
A baby crawling on the floor.
—Virginia Creeper.</p> | <p>8. An animal that's very shy,
An article of dress all buy.
—Foxglove.</p> <p>9. When companies of birds you see
You surely then will think of me.
—Phlox.</p> <p>10. A bird that sings when soaring high;
A thing that makes all horses fly.
—Larkspur.</p> <p>11. A passing brightness on the face;
A cutter, quite devoid of grace.
—Smilax.</p> <p>12. A useful animal to all,
A misstep that may mean a fall.
—Cowslip.</p> <p>13. All girls at parties will agree
They do not wish to be like me.
—Wallflower.</p> <p>14. A vehicle that moves apace
The people of one land and race.
—Carnation.</p> <p>15. A number that is rather small;
A feature used to speak and call.
—Tulip.</p> |
|--|---|



Arbor Day.

A page in facsimile from the New York State Arbor Day Annual for 1909.

These Annuals are very beautiful and very helpful publications.

That for 1913 is unusually so.

TREE PLANTING



Joy for the sturdy trees;
Fanned by each fragrant breeze,
Lovely they stand.
The song-birds o'er them trill;
They shade each tinkling rill;
They crown each swelling hill,
Lowly or grand.

Plant them by stream and way,
Plant them where children play,
And toilers rest;
In every verdant vale,
On every sunny swale;—
Whether to grow or fail,
God knoweth best.

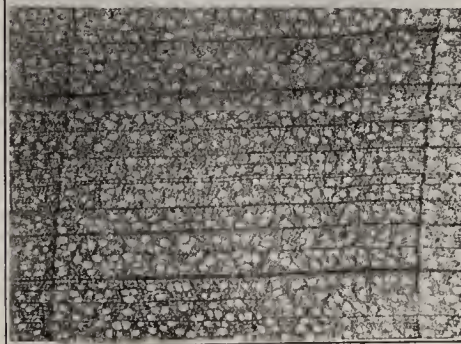
Select the strong, the fair;
Plant them with earnest care,—
No toil is vain;
Plant in a fitter place,
Where, like a lovely face
Set in some sweeter grace,
Change may prove gain.

God will his blessing send;
All things on Him depend,—
His loving care
Clings to each leaf and flower,
Like ivy to its tower,—
His presence and His power
Are everywhere.

Samuel Francis Smith.
From *Poems of Home and Country.*
Copyright 1895 by Silver, Burdett & Co.



Trunk of basswood tree in Black River valley, N. Y.



Wood structure magnified 15 times.

School Gardens.

No school is doing the right thing for its pupils if the school garden is omitted. Educate to and not from the soil.

The following quotations deserve a place at this time:

"A children's garden is a place where children grow flowers and vegetables under the guidance of a person trained to show them nature's laws in operation, and also to show them how to apply a knowledge of these laws in the work and observation of life."—Henry Griscom Parsons.

"Is it not strange that the garden as a means of teaching children should never have been used in public school systems till within the last few years?"—Charles Eliott.

"Rich or poor, we can all help some way in the management of small parks, school gardens or the cultivation of vacant lots."—Wilhelm Miller.

"The well-being of a nation is not to be measured by total figures of wealth, but by the number of individuals who are doing well. The spread of children's gardens is to be a tremendous force for the individual well-being throughout the land."

The great incentives to good work in the school garden, or in any child's garden, are two—the natural love which all children have in seeing

things grow, and the desire to enjoy the flowers or fruit which their imagination pictures as the result of their labors.

Teachers who have worked in school gardens know:

That boys are made better boys;

That girls become more womanly and carry a world of rich experience for use in a future household;

That children become positively stronger and healthier;

That their idle time is profitably occupied;

That they become wonderfully interested;

That they learn much of the greatest of all industries—agriculture;

That they grow to love the beautiful;

That they learn to do things with their hands;

The dignity of labor is inculcated;

That they acquire tastes opposed to congested living—that bane of society;

That they become more sensitive to one another's rights—moral culture;

That they bring the school and home into closer relations by the children's applying at home what they have learned in the school garden.

If you have not started a school garden this spring—begin now.



THE PENNANT

VOL. I

JUNIOR SECTION—TEACHERS MAGAZINE

No. 3

EXTRA COPIES TWO CENTS A COPY IN LOTS OF TEN TO ONE ADDRESS.



How to Fly Flag

Instructions to Schools from Maine State Superintendent.

The following circular has been issued from the office of the State superintendent of schools for the guidance of all concerned:

I. Under no circumstances, either in raising or lowering a flag, should it be allowed to touch the ground.

II. Care should always be taken that the union is at the top of the flag. In hanging a flag horizontally from a building the union should be on the side away from the building.

III. The national flag should be above the State flag when both are displayed from the same staff.

IV. When a flag is displayed at half-staff it should first be raised to the top of the staff and then lowered to the proper position, which is half way between the top and the middle of the staff—literally at three-quarters staff.

V. A flag displayed at half-staff as a mark of respect should be returned to the top of the staff at the conclusion of the funeral services of the person thus honored.

VI. For Memorial Day flags should be at half-staff from sunrise until noon. At noon they should be raised to the top of the staff and remain there until sunset.

VII. Flags should not be allowed to remain flying at night.

VIII. The union of the national flag now consists of 48 stars, in six rows, eight stars in each row.

A Flag Vote.

There is some talk of changing the design of "Old Glory," grouping the stars as in the picture.

Thirteen in the center,=Original States, 1776.

Twenty-four in circle=added before 1876

Ten outside circle=added since 1876.

Are you in favor of the change?

Take a vote of the class and send result to *The Pennant*, care Teachers Magazine, 31-33 East 27th Street, New York.

Who Said?

1. "Bread is the staff of life."
2. "A thing of beauty is a joy forever."
3. "Man proposes but God disposes."
4. "God helps those who help themselves."
5. "A man's house is his castle."
6. "Variety's the spice of life."
7. "Millions for defense but not one cent for tribute."
8. "Coming events cast their shadows before."
9. "Death loves a shining mark."
10. "'Tis distance lends enchantment to the view."

A pretty book is waiting for the one sending the most perfect list of answers before May 20. In case of a tie preference will be given to the list *first received*. Correct answers will be given next month.

Hurrah for the Boy Scouts!

Ex-President Taft is the happy possessor of a gold knife presented to him recently by the Boy Scouts of Augusta, Ga. This is only one more bit of evidence of the alertness of Young America. The surest way to keep boys from doing things that are harmful is to get them doing things that are helpful. Hurrah for the Scouts! ! !

Too late for publication last month we received "real pussy willows" from the following persons—to all of whom, many thanks:

Sybil Mobon, Randalia, Ia.
Earl I. Horner, Cozad, Neb.
Elmer Helgeson, Millington, Ill.
Marie Rouake, Missouri Valley, Ia.
Reba Dcanes, Hodges Ferry, Va.
Martha G. Bartlett, Westfield, Me.
C. Lois Hammond, North Java, N. Y.
Joseph Simmonds, Shamokin, Pa.
Grace Schuchardt, Bloomdale, O.
Lillie Kleeblatt Faulkton, S. D.
Minnie Homfeld, Valparaiso, Ind.
Garda Stockham, Maquoketa, Ia.
N. B. Chamberlain, Highgate, Ontario, Can.
Linnea Carlson, Albert Canyon, B. C., Can.
Hilda Sandberg, Albert Canyon, B. C., Can.
Annie Sandberg, Albert Canyon, B. C., Can.
Agnes Blackberg, Albert Canyon, B. C., Can.

These, in addition to those formerly announced, make a most interesting list. In some cases the names are those of teachers. In the majority of cases they are the names of children, one correspondent, Garda Stockham, taking pains to let us know she is ten years old. Some of the letters accompanying the pussies would look well in print but we have not room for all of them and, of course, we never show favoritism. We simply can't resist quoting from one letter, however, for it sounds rather like a passage out of a story book.

"Am sending a box containing three samples of pussy willows which three of my pupils went out on snowshoes to-day to gather. The snow at present is about eight feet deep and they walked about half a mile to get them."

The Pennant goes to all parts of the continent and while some of our little friends are walking on snowshoes others are paddling in rippling brooks to keep cool. As for the editor's office, just enough steam is crackling in the pipes to take the chill off! This is a big country and we want friends in all parts of it.

Two more guesses have come in on the "Guess Who?" picture. One has it John Winthrop, the other Sir Walter Raleigh. Sir Walter has the majority of votes and we think the artist must have intended it for him.

ATHLETICS IN THE PHILIPPINES.



Winning Half-Mile Relay
1912.



Start of 100-Yard Dash
1912.

Value of Athletics.

The athletic exercises and games introduced into the schools during the past three years have banished the tenement pallor and introduced a standard of truthfulness and honor higher than in many colleges.—Gen. Geo. W. Wingate, President Public School Athletic League.

Going to College some day?

Thousands of our boys and girls now in the elementary grades are looking ahead to the time when they will be old enough and wise enough to enter college. All should aspire to a college course and determine to get as much education as possible. Many fifth and sixth grade boys can talk knowingly about colleges and are familiar with colors, yells, athletic records, special advantages, etc. Here is a list of the "big" colleges—those having an enrollment of one thousand or more students:

	1912.
1. Columbia	9,002
2. California	6,457
3. Chicago	6,551
4. Harvard	5,729
5. Michigan	5,620
6. Cornell	5,412
7. Wisconsin	5,141
8. Pennsylvania	4,843
9. New York University.....	4,843
10. Illinois	4,375
11. Minnesota	3,737
12. Northwestern	3,632
13. Ohio State	3,698
14. Syracuse	3,529
15. Yale	3,265
16. Texas	3,016
17. Missouri	2,871
18. Nebraska	2,811
19. Kansas	2,493
20. Indiana	2,340
21. Tulane	2,249
22. Iowa	1,944
23. Pittsburgh	1,833
24. Stanford	1,670
25. Princeton	1,568
26. Western Reserve	1,378

The largest faculty is that of Columbia with 867 members.

How did the days get
their names?

The days of the week get their names from very, very long ago, when the Norsemen had never heard of Christianity. In those days they worshipped the sun, and Sun's Day was named for it. Moon's Day (Monday) was the wife of the sun, and, of course, had to be honored also. Tyr was the god of war, and so they had Tyr's Day (Tuesday), while Wednesday is Woden's Day, the god of the Norseman's heaven. Thor was the god of strength, so he has Thursday. Friday is Freya's Day. Freya was the Woden's wife and Thor's mother. The last of the days, Saturday, gets its name from a Roman god, Saturn, who presided over the games on a holiday called the Saturnalia, so that it is quite appropriate that our Saturday should be a holiday, too.

One Use for Arbor Day.

The inexperienced district school teacher had exhausted all other expedients for the maintenance of discipline. Going out into the school yard she broke off a good-sized switch that was growing there and administered primitive punishment to Jimmy Kelley.

There were strange expressions of horrified amazement on the faces of the children, and when school was dismissed at noon they gathered in excited groups and talked in whispers. Finally the teacher's curiosity could stand it no longer. Calling Henry Thomas to her she demanded the cause of the discussions.

Write a letter to The Pennant.
We want to hear from the pupils themselves.

An Overworked Reciter.

Once there was a little boy whose name was Robert Reece,
And every Friday afternoon he had to say a piece.
So many poems thus he learned that soon he had a store
Of recitations in his head, and still kept learning more.
And now this is what happened: He was called upon one week,
And totally forgot the piece he was about to speak!
His brain he cudgled. Not a word remained within his head!
And so he spoke at random, and this is what he said:—
"My beautiful, my beautiful who standest proudly by.
It was the schooner Hesperus—the breaking waves dashed high!
Why is the forum crowded? What means this stir in Rome?
Under a spreading chestnut tree there is no place like home!
When Freedom from her mountain height cried, Twinkle, little star;
Shoot if you must this old gray head, King Henry of Navarre!
Roll on, thou deep and dark blue castle crag of Drachenfels;
My name is Norval; on the Gram-pian Hills ring out, wild bells!
It you're waking call me early, to be or not to be;
The curfew must not ring tonight! Oh, woodman, spare that tree!
Charge, Chester, charge! On, Stanley, on! And let who will be clever!
The boy stood on the burning deck, but I go on forever!"
His elocution was superb, his voice and gesture fine;
His schoolmates all applauded as he finished the last line,
"I see it doesn't matter," Robert thought, "what words I say,
So long as I declaim with oratorical display!"
—Tit Bits.

An Age of Wonders.

Children of to-day live in the most wonderful age of the world, for even boys and girls of ten and fifteen can remember when there was no "wireless," and when the first flying machines were made. Talking pictures, which means the moving picture and the phonograph combined, are just beginning to be made. "Skyscrapers" are being built up to the forty-seventh story. Doctors are discovering remedies for all the old, supposedly incurable diseases, and Mr. Burbank is making the stoneless cherry and the pitless grape.

In the matter of history, there never was an age when so many interesting things were happening. The old, old Christian countries of Serbia and Bulgaria and Greece are steadily taking his country away from the Turk. Within the memory of the smallest children Japan has arisen to a great world-power, whipping the soldiers of that mighty Russia which defeated even the invincible Napoleon.

The young men and young girls of the next graduating classes will be able to remember the beginning of that most astonishing thing of all the history of the earth—the waking of China—old, old, unchangeable China—into a republic.

Subways in great cities are the products of the last fifteen years. Rapid transit has practically sprung into being within the same period. Concrete houses, electricity as a means of lighting and great department stores had their real rise while the girls and boys of this generation were growing up.

The use of automobiles for every purpose of transportation began not more than ten years ago, while printing, warfare, manufacturers and every line of commerce have changed all of their aspects.

It's a wonderful age to be born in—an age of miracles and wonders!—New York Sun.

Hints for Bright Girls.

Some one has suggested fifteen things every girl can learn before she is 15. Not every one can learn to play or sing or paint well enough to give pleasure to her friends, but the following "accomplishments" are within everybody's reach:

Shut the door, and shut it softly.

Keep your own room in tasteful order.

Have an hour for rising, and rise.

Learn to make bread as well as cake.

Never let a button stay off twenty-four hours.

Always know where your things are.

Never let a day pass without doing something to make somebody comfortable.

Never come to breakfast without a collar.

Never go with your shoes unbuttoned.

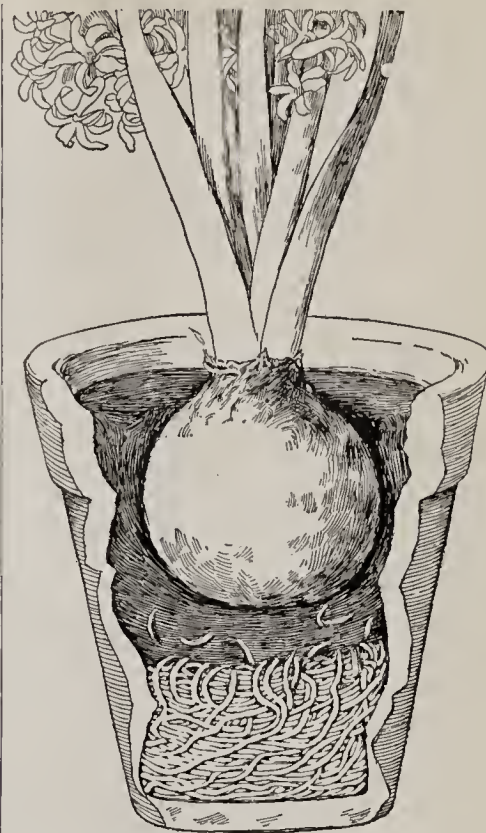
Safety Day.

The New York City schools had a "Safety Day" recently. At 2 P. M. each of the teachers read to the pupils a paper on "Safety and Caution," which had been prepared by the American Museum of Safety. This was done in accordance with a circular sent by City Superintendent Maxwell to the principals of all the schools in the five boroughs.

The children were told of the agencies of civilization, such as fire, electricity and gas, and of the dangers from trolley cars, etc. They were told that annually 7,000 persons were killed in fires throughout the country, and about \$200,000,000 worth of property was destroyed. Among the safety rules laid down were the following:

Never buy any except safety matches. Never allow matches to lie around loose. Never use matches to light dark closets or cellars. Never light matches in a place where there is waste paper or rubbish. Never throw lighted matches anywhere. Never allow a match to lie on the floor or street; step on it and put it out at once. Never carry matches loose in the clothing. Never play with matches.

The children were also warned against the danger of live wires in the streets and against some of the dangers of the use of gas for lighting and cooking.



A hyacinth bulb that formed strong roots while it was in the dark.

From *School and Home Gardens*. Ginn and Co.

One of the many illustrations of a very practical book.

In Wisconsin May 2nd is three days in one. It is Arbor Day, Bird Day, and Fire Prevention Day.

The Governor issues a proclamation as follows.

A Proclamation by the Governor.

ARBOR DAY AND BIRD DAY AND FIRE PREVENTION DAY

In harmony with approved usage, I, Francis E. McGovern, Governor of the State of Wisconsin, hereby name

Friday, the second day of May, 1913

as Arbor Day and Bird Day, to be observed with appropriate exercises in all the schools of Wisconsin.

Arbor Day was established to instruct children in the economic value of flowers and birds, to instill in their hearts a love of Nature and to encourage them in making home and school surroundings more attractive. Experience abundantly justifies us in continuing the custom.

While thus engaged in beautifying the landscape, protection from fire should not be overlooked. Every nook and corner should be cleared of all refuse and inflammable material, so as to prevent the spread of fire. With this object in view I designate this day also as Fire Prevention Day.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Wisconsin to be affixed. Done at the Capitol in the City of Madison this 14th day of March, A. D. 1913.

By the Governor: FRANCIS E. MCGOVERN, Governor

JOHN S. DONALD, Secretary of State

WOODCRAFT

Do you know what these signs mean?



Probably not unless you have read "The Book of Woodcraft," by Ernest Thompson Seton. Ah, but it is a wonderful book for boys who like the ways of Indians and the life of the woods. It is rather a large volume and contains many things to interest and instruct us in all out-of-door matters, hunting, camping, nature study and the habits and characteristics of the Indians. We have permission of the publishers to quote from these pages and to reproduce the illustrations, but it would be a very good thing if every young lover of the woods could own and study it for himself.

Mr. Seton admires the Indians very much and seems to know all about them, and this is what he says of his Woodcraft Indians:

Our watchword is "Blue Sky." For under the blue sky, in the sunlight, we seek to live our lives; and our thoughts are of "blue sky," for that means "cheer"; and when there are clouds, we know the blue sky is ever behind them, and will come again.

Our totem is the white horned-shield, with horns of blue. The horns are given to fight, and the shield to ward off. In these, we symbolize that we are ready for all manner of trial.

Our war-cry is "How Kola! How Kola! How Kola! Shunka meneetu Yaooooooooo!" (which is the "Hail! Brother," and the wolf, and the howl of the wolf).

Our sign is the closed hand held up, with little finger and thumb out as horns, and raising the hand, so held palm forward to the head, and down, is both a courteous salute and a sign that we are of the Brotherhood. Some also in salute add the word "How" or "Haw."

These two pictures are explained in the Picture Study Department of Teachers Magazine this month. Every teacher should have Teachers Magazine and every pupil should have The Pennant.



The Judgment of Paris.



The Basket of Cherries.

Practical Pointers in Picture Study

"Beauty is truth, truth beauty."—JOHN KEATS.

"Art deals with things, however, incapable of definition and that belong to love, beauty, joy and worship."—PLOTINUS.

Two Pictures

By ELIZABETH GARDNER BOUGUEREAU

The Judgment of Paris and The Basket of Cherries

(Pictures on page 292)

Elizabeth Gardner Bouguereau is very fond of painting subjects relating to children. Many of her pictures reveal intense sympathy with the joyful pranks and happy, childish ways of the little ones. She thoroughly understands their characters and the things which appeal to them, as well as those traits which make them interesting studies to their elders.

The picture called "The Judgment of Paris" is very charming in its way, although it requires more thought and study than most pictures, in order that its real meaning may be thoroughly understood and appreciated. The meaning of the picture and its title take us back in thought to a very old and famous story about Paris and the three goddesses. "But who was Paris?" some one will ask.

The Greek poet Homer tells us in the greatest poem that was ever written the story of the siege of the ancient city of Troy. The king of Troy had a son whose name was Paris. One day there was a marriage feast, to which all the gods and goddesses came, except Eris, the goddess of strife, who was not invited. Naturally Eris was angry, and so she planned her revenge. In order to mar the pleasure of the company at the feast she threw among them a golden apple on which was written "To the most beautiful." Three goddesses named Hero, Athene and Aphrodite, or Venus, as she is more commonly called, each claimed the apple. Thereupon the god Zeus referred the goddesses to Paris for a decision. Paris hesitated very much because he did not like the responsibility of deciding which of the three goddesses was the most beautiful, but at length he awarded the apple to Venus. This is the famous story of the dispute that led on to the great Trojan war and that forms the basis of our picture. Here a little boy takes the part of Paris. He holds the apple in his hand and offers it to one very attractive little girl who represents Venus, while the other two stand aside looking none too pleased because they have not been chosen. Notice the group carefully. The little boy looks smilingly into the face of the little girl whom he has chosen. She seems to hesitate before accepting so great an honor. Notice her face carefully and the position of her hands. She wears a garland of flowers on her head and seems better dressed than the other little girls. Note that the others are bare-footed while she is not.

Notice the expression on the face of the little girl next to the boy. She does not seem to like the decision, but looks more disappointed than angry, while the third little girl, with her finger to her lip, looks askance at the favored one with a look of real jealousy. Notice the expression of her face, especially of her eyes, as she watches the proceedings. She seems the most poorly dressed of the three, possibly she is a little waif from some neglected quarter. However, she has a beautiful, winsome face, whose attractiveness she seems well aware of. There is no passive submission to the decision of the judge as in the case of the other child. Behind the children we see indications of beautiful country scenery. The little boy sits on a large stone about which we notice delicate vegetation, while a cluster of trees and vines fills in the remote background.

The picture called "Basket of Cherries" reveals to us two little girls sitting, the one upon the lap of the other, upon a large flat stone. The elder one holds in her hand a small basket of cherries which the other seems to take delight in handling. Behind them we notice a gate opening out upon what appears to be a beautiful garden in the distance. Overhanging vines make a pleasant canopy for the children. The elder girl looks like a motherly sister who is pleased to have her time taken up in amusing the younger child, who sits upon her lap. Notice the serious expression of her face as she looks down upon the basket of cherries, one hand resting upon the shoulder of her little charge. The other sister tries, in comical fashion, to look up into her eyes as she handles the cherries. We enjoy this scene as the representation of two happy-hearted children. We feel that we would like to be sitting on the large flat rock beside them.

Questions interpreting "The Judgment of Paris"

What is the story upon which this picture is based?

What, then, is meant by the words of the title?

Do you think the little boy has made a wise choice?

Do you think he has considered only the beauty of the little girls?

Do you think he has been influenced by the clothing and general appearance of the favored one? If so, was this fair to the others?

Do you think they were pleased with the decision?
What makes you think so?

How do each of the others show their feelings?

Which little girl seems disappointed but submissive? Which seems jealous? How do they show these traits?

How does the favored little girl take her honors?

Does she seem proud, anxious or simply pleased?
Does she seem to hesitate to take the apple? How does she show this?

What is the look in the face of the little boy?
Is he attractive? Why do you think so?

Does the little girl who seems jealous please you?
Do you blame her? Do you think she is as pretty as the winner? What makes you think so?

What do you see in the picture besides the children?

Do you think the picture has a pleasant background?

Do you like this picture? Why do you like it?
Would you like to know these children? Would you have made the same choice that the little boy made? Why?

Questions interpreting "Basket of Cherries".

What does this picture represent?

What are the children doing?

Where are they, indoors or out? What do you see behind them?

Upon what do they sit?

What relation do you think exists between them?
Why?

What is the expression of the older girl's face?

Do you think she is a kind, motherly sister who is good to her little charge? What makes you think so?

What look do you see in the face of the younger child? What is she watching?

Do you think these children enjoy playing together?

Why do you think so?

Do you think this is a pleasing picture? Why do you like it?

THE ARTIST.

Elizabeth Jane Gardner Bouguereau, an American artist, was born in Exeter, New Hampshire, in 1837. She was the daughter of George and Jane Lowell Gardner. Graduating from the Auburndale, Massachusetts, Seminary in 1856, she then studied art in Paris under Barye, Hughes, Merle, Lefebvre and Bouguereau. The Paris Salon of 1879 conferred upon her the distinction of honorable mention. Principally known as a figure painter, specializing in figures of an ideal nature, she excels in the portrayal of children. The pose of her figures is graceful, while her coloring is usually subdued and harmonious in tone.

She married the French artist, William Bouguereau, her former teacher, in 1896. He was an artist of considerable prominence. His death occurred in 1905. Mrs. Bouguereau's work is scarcely inferior to that of her husband. Both in the United States and foreign countries she has exhibited constantly. Among her more important works are "Cornelia and her Jewels," exhibited at Boston in 1872; "Cinderella," exhibited in the Paris Salon of the same year; "Corinne," shown in Paris in 1874; "Moses in the Bulrushes," exhibited in Paris in 1878, and "Maud Muller." Her "Corinne" and "The Fortune Teller" were shown at the Philadelphia Exhibition of 1876, and received a medal. Two years later, at the Exposition of 1878 in Paris she exhibited her "Ruth and Naomi," a picture of considerable note. This picture received much praise because of its peculiarly Eastern aspect. It reveals Ruth and Naomi in the gray light of an Eastern morning. The surrounding landscape is represented with much boldness and truth to nature. A companion picture is called "The Mother of Moses Parting from Her Child." Other examples of the artist's work are the "Sorceress," exhibited in 1875; "Priscilla," "Water's Edge," exhibited in 1881; "Daphnis and Chloe," 1882; "Captive," 1883, a number of portraits; "Improvised Cup," 1884, and "Corner of the Farm," 1885. Mrs. Bouguereau has a studio in Paris, in which city the greater part of her professional life has been passed.

ELSIE MAY SMITH.



Arbor Day Suggestions for Teachers.

I suggest that teachers devote a portion of Arbor Day to the planting of trees, shrubs and vines—the same typifying the great principle of origin and growth, at the same time beautifying the school buildings and grounds. The great lesson coming from this planting is not so much a lesson in plants, nor yet a lesson in agriculture or forestry, but the greatest good of this work comes from the creative spirit it engenders, with the industry that gathers about. In the advance of the school system of America, and throughout the civilized world, deal-

ing with real things and real life is the watchword—the great life of usefulness before the child, calls for more than mere school room instructions from books. As we plant these trees and shrubs, as we press down the soil and sod, let us keep in mind the words of that great sage and lover of nature, *ingens summa totalibus virorum animalium florumque*—that great thought so admirably expressed in the Latin tongue.

HERBERT L. WILBUR.



Grade Work.

Edited by

Charles H. Davis.

Arithmetic

3A Grade.

ORAL.

1. 4×5
 3×2
 9×5
 8×4
 3×5
2. $2 + 1 + 5 + 2$
3. $9 - 6 =$
 $8 - 5 =$
 $7 - 4 =$
 $8 - 2 =$
 $9 - 2 =$
4. Count by three's up to 18.
5. Write the Roman numeral for 49.

Written.

1.
$$\begin{array}{r} 912 \\ \times 4 \\ \hline \end{array}$$
2.
$$\begin{array}{r} 2) 24,086 \\ \hline \end{array}$$
3. Add:
$$\begin{array}{r} 9,046 \\ 1,824 \\ 7,350 \\ 2,789 \\ \hline \end{array}$$
4.
$$\begin{array}{r} 7,943 \\ - 601 \\ \hline \end{array}$$

5. Write the following with their answers:

$$\begin{array}{l} 8 \times 5 \\ 9 \times 3 \\ 7 \times 5 \end{array}$$

Write the Roman numerals for the following: 59,

41.

ARITHMETIC—3B GRADE

Oral.

1. $9 \times 7 =$
 $6 \times 8 =$
 $9 \times 8 =$
 $7 \times 6 =$
 $9 \times 6 =$
2. $1 + 3 + 5 + 6 =$

3. $9 - 6 =$
 $8 - 5 =$
 $7 - 4 =$
 $8 - 2 =$
 $9 - 2 =$
4. Count by seven's up to forty-nine.
5. Write the Roman numeral for 984.

Written.

1.
$$\begin{array}{r} 42,184 \\ - 38,978 \\ \hline \end{array}$$
2.
$$\begin{array}{r} 9,073 \\ \times 7 \\ \hline \end{array}$$
3. Add:
$$\begin{array}{r} 98,342 \\ 17,506 \\ 53,879 \\ 30,497 \\ 45,621 \\ \hline \end{array}$$
4.
$$\begin{array}{r} 7 \div 498.827 \\ \hline \end{array}$$
5. Write these in number form:
 - (a) Twenty-seven dollars and ten cents.
 - (b) Ninety-eight dollars and six cents.
 - (c) Sixteen dollars and nine cents.
 - (d) Find their sum.
 - (e) Write the Roman numerals for 979 and 896.

Primary English

1. What does a statement do?
2. What does a question do?
3. Place *is* or *are* in the blank spaces.
The dog — old.
Trees — budding.
John — a good boy.
The train — going swiftly.
4. Write a statement.
5. Write a question.
6. How is the subject of the sentence used?
7. Pick out the subjects in the following by drawing a line under each:
The horse is drinking.
The rabbit can jump.
The cow gives milk.
Horses can run.
The snow is falling.
8. Copy the following:
Truth is honest, truth is sure;
Truth is strong and must endure,
Falsehood lasts a single day,
Then it vanishes away.

9. Copy the following sentences and place *was* or *were* in the blank spaces:
 The horses — drinking.
 The bird — singing.
 Henry — ill.
 Flowers — blooming everywhere.
 The children — playing.
10. Copy the following:
 The gardiner chose a sunny spot and dug it over and raked it. Then the little boy and the little girl planted the tulip roots and the seeds, while the gardiner showed them how.
11. Fill the blanks in the following with proper forms of *lie* or *lay*:
 (a) I — down at night and sleep soundly.
 (b) The dog has — there two hours.
 (c) He — the book on the table and went out.
 (d) He — down to rest as soon as the sun went down.
 (e) — the book on the table.
12. Fill the blanks in the following with the proper forms of *sit* or *set*:
 (a) John is — cabbage plants.
 (b) Who — the table last night?
 (c) John and Paul now — on the front seat.
 (d) He — down under a tree and read the story.
 (e) The hen is — on fourteen eggs.
7. Draw an envelope form and address it properly to contain the letter in No. 6.
8. Rewrite the following sentences, changing the phrases in them to adjective or adverbs:
 In what place did you leave your books?
 Our grocer wishes to hire a boy of industry and of good manners.
 That book with red covers is very pretty.
9. Give the possessive singular of girl, pupil, fox, merchant, Agnes.
10. Write a story of about 50 words concerning some dog or horse you know or of which you have read.
11. When should *a* be used? When should *an* be used?
12. Write a sentence using *at*; a sentence using *to*.
13. Copy the following sentences, using capitals and punctuation marks where they are needed:
 Listen is not that a cry of fire.
 bring your sister's book to school.
14. From the following sentences select a verb, a common noun in the plural number, a compound subject, a compound predicate, an object word:
 Merchants buy and sell large quantities of goods.
 The boys and girls applauded the speaker.
15. Write from memory the first stanza of "America."

TYPICAL QUESTIONS IN ENGLISH.

1. Write the abbreviations for February, August, October, Wednesday, Saturday, year, hour, doctor, avenue, street.
2. Separate the following sentences into subject and predicate, and underline the chief word or words in each:
 Many persons will visit Buffalo this summer.
 Hurriedly up the street rode the excited troops.
 A meeting of the cabinet was called at once.
 We were delighted to meet our former schoolmates.
 A great many cherries have been spoiled by the rain.
3. From the sentences in No. 2. select a common noun in the singular number, a proper noun, an adjective, an adverb, a phrase.
4. Write not less than four nor more than eight lines of poetry you have learned this term.
5. Give the plurals of these nouns: Fly, valley, box, child, church, sheep, bird, man, river, tree.
6. Write a short letter to John Wanamaker, Broadway, New York, ordering a croquet set for which you inclose \$5.40.

Composition

Plan and Outline.

TOPICS FOR COMPOSITIONS.

3A GRADE

WHAT THE GARDEN SPIDER HAD FOR DINNER.

(The Spider and the Fly.)

I. What are you? What do you look like? What kind of home have you? Where is your home?

II. Where were you sitting one day at dinner-time? What did you wish for dinner? What suddenly flew near your web? How did you catch the fly?

III. What did you do to the fly? When you had finished eating what did you do?

I am a spider. I have eight eyes on my head and eight legs on my body. There are claws at the ends of my legs. My home is a web. It is among the branches of an apple tree.

One day at dinner time I was sitting in the middle of my web. I wished a fat fly for my dinner. Suddenly a fly flew near my web. I caught him in my two front claws.

I poisoned the fly in order to kill him and then I ate him. After I had finished eating him I crawled to the center of my web, curled myself up in a ball, and went to sleep.

5A GRADE

I. What the spider looks like.

- (a) He has eight eyes.
- (b) He has two feelers with sacs on the under side of each.
- (c) He has silk in his body with which the web is made.
- (d) He has eight legs, at the ends of which are claws.

II. His home.

- (a) It is made of silk and is called a web.
- (b) The web is round.
- (c) The spider lives in the center of the web.
- (d) His web is among the branches.

III. How he caught his dinner.

- (a) One day, he was watching for a fly.
- (b) A big fly flew near his web.
- (c) The spider caught the fly in his front claws.
- (d) He killed the fly by poisoning him.
- (e) He enjoyed a fine dinner.

Subject: OUR SCHOOL GARDEN.

I. Introduction:

1. *Its location.*

- (a) In regard to school building.
- (b) In regard to road.

II. *Body:*2. *Its size.*

- (a) Estimate its size.
- (b) Size of beds.
- (c) Arrangement of beds.

3. *What was planted.*

- (a) Names of seeds.
- (b) How they were planted.

III. *Conclusion:*

Tell what should be done in order to make our garden a success after the seeds were planted.

Geography

1. Draw a line three inches long without measuring.
2. Name two wild and two domestic animals found in the United States.
3. What is the most useful mineral? Name places where it is found.
4. Name two villages in your county, and tell in what direction each is from the school house.
5. What continents are on the eastern hemisphere?
6. What are three of the principal occupations of the people of your vicinity?

7-8. Draw a map, and on it represent a lake, an island and a river.

9. When wet clothes become dry, where does the water go?
10. What animal furnishes much of the material from which clothes are made?

Drill Problems

PERCENTAGE.

TO FIND A CERTAIN PER CENT OF A NUMBER.

1. What is $87\frac{1}{2}$ per cent. of 720 acres of land?
 2. Gained 3 per cent on a house that cost \$5,000. What was the selling price?
 3. In a certain school there are 450 pupils. 40 per cent of them are girls. How many boys in the school?
 4. Gained 10 per cent on a house that cost \$6,000. What was the selling price?
 5. How many pounds is 5 per cent of one ton of hay?
 6. What is $\frac{1}{4}$ per cent. of 400 quarts of milk?
 7. Mr. Jones bought a horse for \$150 and sold it at a loss of 10 per cent. What did he receive for the horse?
 8. A dealer paid \$25 for a bicycle and sold it at a profit of 20 per cent. What was his gain?
 9. A boy bought 25 per cent of a gross of pens. How many pens did he buy?
 10. A man is 3 score and 10 years old; his son is only 40 per cent. as old. How old is the son?
- Time is up.

TO FIND THE RATE.

1. 4 quarts is what per cent of one bushel?
2. A grocer pays 30 cents a pound for butter, and retails it at 36 cents a pound. What is his gain per cent?
3. Sold a horse for \$240 and gained \$40. What per cent was gained?
4. A jeweler bought a watch for \$25 and sold it for \$20. What was his loss per cent?
5. Sixteen rods is what per cent of one mile?
6. A grocer bought eggs for 20 cents per dozen and sold them at 10 eggs for a quarter. What was his gain per cent?
7. By selling a carriage for \$200 a man gained \$50. What per cent did he gain?
8. Mr. Smith sold a piano for \$250, which was \$50 less than he paid for it. What per cent of the cost did he lose?
9. Half of a dollar is what per cent of 75 cents?

10. Tea that cost 40 cents a pound was sold for 60 cents a pound. What was the gain per cent?

Time is up.

TO FIND THE BASE.

1. Four dollars is 4 per cent of what number?
2. By selling ribbon at a gain of 6 cents a yard, 25 per cent of the cost was gained. What was the cost?
3. Silk is sold at a gain of 33 1-3 per cent, which is a gain of 30 cents on a yard. What is the selling price per yard of the silk?
4. Henry spent \$3 for a pair of shoes, which was 20 per cent of the money he received for one week's work. What was his weekly salary?
5. George earns \$25 per week, which is 33 1-3 per cent more than John earns. What does John earn per week?
6. A doctor's expenses are \$480 per month, which amount is 80 per cent of his earnings. How much does he earn in one year?
7. A bookseller sold a book for \$5, gaining 25 per cent of the cost. What did it cost him?
8. Flour was sold at a profit of 12½ per cent of the cost and the gain per barrel was 80 cents. What did it cost per barrel?
9. A pair of skates cost a boy \$2.50, but the merchant sold them at a gain of 25 per cent. What did the skates cost the merchant?
10. By selling silk at 90 cents per yard, 10 per cent of the cost was lost. What did the silk cost per yard?

Time is up.

BUSINESS PROBLEMS IN PERCENTAGE.

1. A real estate broker sold a house for \$8,000, receiving 2½ per cent commission for selling it. What was his commission?
2. How much will it cost to insure a ship for \$60,000 at 2 per cent premium?
3. What is the interest on a \$5,000 note for 60 days at 6 per cent?
4. A man earns \$100 per month and saves 20 per cent of it. How much does he save in a year?
5. A clothier bought overcoats at \$25 each and sold them at \$30 each. What was his gain per cent.
6. A farmer sold 62½ per cent of his farm and had 120 acres left. How many acres did he own at first?

7. Of \$250 deposited in a bank, 40 per cent. was withdrawn by check. How much was withdrawn?
8. By selling shoes at a gain of 50 cents on a pair, a merchant made a profit of 33½ per cent. What was the cost of the pair?
9. Find the net cost of a piano, listed at \$360, if a trade discount of 25 per cent is allowed for cash.
10. A pair of roller skates cost a boy \$2.40, but the merchant sold them at a gain of 20 per cent. What did they cost the merchant?

Questions in Nature Study

1. What color is the bluebird?
2. What time of the year does the bluebird come here?
3. Where does the bluebird build her nest?
4. What color is the phoebe-bird?
5. Of what is the phoebe-bird's nest built?
6. What is the call of the phoebe-bird?
7. Where does the phoebe-bird build her nest?
8. How many eggs does the phoebe-bird lay?
9. Of what is the blackbird's nest made?
10. What is the color of the blackbird's eggs?

DOMESTIC ART

II

Knotting the First Year

Cord and raffia work—simple knotting and looping—application whistle or fan chain, curtains, horse-reins, picture frames, twine bag materials, coarse cable cord, cotton lacers, raffia (assorted colors), flat reed, card-board frames.

Exercise I.—Whistle chain. Single knot.

Material.—1½ yards colored cable cord.

Directions.—Find center of cord. Hold cord at center between thumb and first finger of left hand. Take right end in right hand and make a ring by placing this end over left hand. With the right hand, bring end, which is over left hand, under the ring just where the left hand is holding cord and draw up knot tightly to thumb of left hand.

Make knots one-half thumb's length apart or in groups of two, one-half thumb's length between groups. Leave eight inches at ends of cords. Tie ends together, using same process with two cords at one time. Tie on whistle and fringe ends.

Exercise II.—In making double knot, pass the cord through the ring twice.

Exercise III.—In making triple knot pass cord through the ring three times. Hold knot last made when making next knot spacing about two inches. Show children how large a two-inch space is.

(To be continued.)

IN THE HIGHER GRADES

Geography

6A GRADE —

1. (a) Bound the Dominion of Canada. (b) Name four provinces.
2. Name four islands off the coast of Canada.
3. What is the capital of Canada? What is the largest city. Name two other large cities.
4. Tell about the surface of Canada and from that state the industries.
5. (a) Name four islands of the West Indies. (b) Tell to what country each belongs. (c) Name four products of these islands. (d) Name and locate the chief city of the largest island.
6. (a) Name three plains of South America. (b) What river drains each plain? (c) Describe briefly the surface of South America.
7. (a) Give the surface and climate of Mexico. (b) Give the capital, one seaport and two products of Mexico.
8. Name the countries of South America bordering on the Pacific Ocean; (b) on the Atlantic Ocean.
9. About what Republic do we hear a great deal? Why?
10. What and where is each of the following: Horn, Magellan, Blanco, Falkland, Vancouver, Halifax, Vera Cruz, Cotopaxi, Newfoundland, Yucatan, Lower California, Popocatepetl, Nova Scotia, Winnipeg?

6B GRADE—EUROPE —

1. Name the countries of Europe that border on the Baltic Sea. Give the capital of each.
2. Give the highest peak of the Alps and the country in which it is. Name three seas of southern Europe.
3. Name a boundary mountain range of Europe and the countries that it separates. Name two important islands of the Mediterranean and the country to which each belongs.
4. Name four large rivers that rise in the Alps and the water into which each flows. Name a Mediterranean port of France and one of Italy.
5. What is a glacier? Name a country of Europe in which glaciers are found. What becomes of the lower end of a glacier (a) at the sea coast? (b) in a warm interior?
6. Describe the course of the Gulf Stream and state any effect that it has on Europe.
7. What is an absolute monarchy? a limited monarchy? a republic? Name a limited monarchy and a republic of Europe.
8. Tell the following about Russia: (a) surface, (b) capital, (c) largest river and water into which it flows, (d) an important export.
9. Locate Liverpool, Glasgow, Hamburg, Vienna, Constantinople.
10. Name three exports of Great Britain; three of France; three of Germany; one of Greece.

7A GRADE—UNITED STATES —

1. How many states in the Union? Which was the last state admitted? When?
2. Name and give the location of the territories of the U. S. (b) State the most important thing about each. (c) Give capital of each.
3. (a) Into what three great parts is the U. S. divided by its physical features? (b) Name two of the most important productions of each part.
4. Name and locate in order of size the 5 largest cities in the U. S.
5. Name and locate the 3 highest mountains in the U. S.
6. Name and locate the 3 most important trunk railways in the U. S., and 3 important railway centers on each line.
7. Describe the climate of the Pacific coast; state cause of said climate and advantages resulting therefrom.
8. Name and describe three important rivers emptying into the Atlantic Ocean and important city situated on each.
9. How is the latitude and longitude of a place determined? Give the latitude and longitude of city of Washington; of New York City.
10. What parallel forms the greater part of the northern boundary of the United States? What parallel forms part of the northern boundary of New York State?

7B GRADE —

ANSWER ANY TEN QUESTIONS

1. Locate Liverpool, Glasgow, Hamburg, Vienna, Constantinople.
2. Name three peninsulas of southern Asia, and state what waters two of them separate. Tell into which water each flows.
3. Name three exports from Great Britain, three of Germany, three of France, one of Greece.
4. Name two large rivers of Asia flowing southward and three flowing eastward. Tell into which water each flows.
5. Name (a) the capital of China, (b) two important seaports, (c) two important exports.
6. What is the capital of India? Give two exports from India. Locate Madras and Bombay.
7. Name four drainage slopes of North America and mention at least one great river of each.
8. Where are the great farming sections of the United States. Give reasons why these sections are well suited for farming.
9. Mention four important agricultural industries of the Southern States. In which section is this extensively carried on?
10. (a) Of what two parts does the Congress of the United States consist? (b) Give four titles of the secretaries in the President's Cabinet.
11. (a) Name three rivers of Africa. (b) Locate Cairo, Sydney, Cape Town, Melbourne, Monrovia.
12. Write about seventy-five words concerning the Philippine Islands.

For Memorial Day.

What My Grandpa Said

(Recitation for a Boy Carrying a Flag.)

This is my country's flag;
I love each snowy star
Set in its azure corner space,
Each white and crimson bar.

I'd love to see it float
Above a battlefield,
I'd fight for it until I died,
And never, never yield.

I told my grandpa so,
He smiled and stroked my head,
"You can defend the flag to-day,"
That's what my grandpa said.

He said that to fight in war-time
Was not the only way
To serve the country that we love;
We can serve her every day.

He said that every wrong thing done
Was weakening our land;
Unless the evils are put down,
Our country may not stand.

He talked of Greece and Egypt
And Rome and Babylon,
And how, because they were not good
Their mighty power is gone.

"A boy who loves his flag," he said,
"Will battle for the right.

A boy can serve our country,
Being good with all his might."

He said that the dearest country,
And the best the sun shines on,
Should have the best and bravest boys
To put the wrong things down.

I mean to always think of this,
When I see our banner bright;
We boys may serve our country well
By trying to do right.

Memorial Flowers

By SADIE S. PALMER.

For Four Girls.

Each speaker should carry a bouquet of the flowers.

1.

A bunch of fragrant violets
As my offerings I've brought,
True blue, as were the soldiers
When for the right they fought.

2.

I bring the golden buttercups,
So hardy and so brave;
What flowers can be more fitting
To deck a soldier's grave?

3.

I bring a bunch of daisies,
Some humble grave to crown,
As innocent as the pure, young lives
So willingly laid down.

4.

This bunch of purple lilac
As my offering I bring;
'Tis fragrant as the memory
Of those whose praise I sing.

All.

We've often heard the story
Of how the brave men fought,
And as a tribute of our love
These flowers we have brought.

We will ne'er forget the soldiers,
And when we've passed away,
May other hands the flowers bring
Each Decoration Day.

—From *All the Holidays*, by Clara Denton.

How To Teach Sharp Four

Rhythm is the periodic recurrence of strong and weak accents.

Legato—bound together; smoothly; evenly.

Staccato—detached; short.

A tie is a curved line uniting two notes of the same pitch, indicating that they are to be sung in a continuous tone with the length of both notes.

A slur is a curved line connecting two or more notes of different pitch, denoting that they are to be sung to one syllable.

D. C.: Da Capo—repeat from the beginning and end at Fine.

D. S.: Dal Segno—repeat from sign X.

Grade 1A.

I. Simple rote songs—simple with voice compass suitable; e, fourth space, to e, first line of staff.

II. Song first sung by teacher in as perfect a manner as possible and a sufficient number of times to enable child to get a good knowledge of words and music in their completeness.

III. Child learns by imitation, mistakes should be corrected immediately; words and music should be taught together, generally speaking good tone quality and distinct enunciation with well opened mouth. Children should sing softly "head voice." This should be continued to lower notes as well. Have pupils sing upper "do" first, then down the scale and up again.

Grade 1B.

Rote songs; the scale taught as song; scale relation in simple form; tone relations and accents developed from songs; simple melodies exercises in tone relationship by imitation and by dictation.

Voice Compass—2—5th line—to d—first space below staff.

Major Scale should be taught as a song—later sung with syllables.

In dictating the teacher says: Sing one, and the class sings "do"; sing two, and class sings "ra."

Dictation may be given orally ("sing one-eight") or visibly (1—8 written on blackboard) by pointing to blackboard, chart, or hand staff.

Comments—It is best to use the staff whenever possible; still this would be too extreme for a 1B grade at first.

Use the pitch pipe frequently!

The teacher should not sing with or for the class, except in teaching rote songs, ear training exercises, or vocal drills.

Children should frequently be called upon to sing individually.

Grade 2A.

Rote songs; exercises in tone relationship by oral and visible methods of dictation; tone relations and accents developed from songs; recognition of tone relations by the ear, development of rhythmic sense through medium of song.

Compass of voice same as in the preceding grade. The dictation exercises may now be extended so as to bring each tone of the scale into relation with all the others, and to establish the principal harmonies: Common chords, 1 3 5 8; 8 5 3 1; 1 4 6 8; 2 5, 7, 8, 5 3 1.

For ear training related tones should be sung by the teacher on loo or low; children imitating and using singing tones.

The rhythmic sense should be developed by means of songs from which the musical accents, loud and soft, may be recognized. For example, a song clock, song—tick-tock—other examples ding, dong. Marching, left, right, choo-choo train.

Grade 2B.

Rote songs; tone relation and accent developed from songs as in 1B and 2A; exercises in tone relationship by oral and visible methods of dictation, and recognition of tone relations by the ear; rudiments of staff rotation; recognition of two-part and three-part measure, applying measure words, "loud, soft, loud, soft," with the use of quarter-note, half-note, and corresponding rests; simple exercises in two-voice parts.

Exercises in tone relationship should include all possible steps within the limits of the scale, from 1 to 8, gradually adding tones below 1 and above 8.

Exercises should frequently be sung on a neutral syllable, such as "loo," or "low."

In the first lessons in rotation the empty staff should be used, 1 being placed on any degree. Exercises in 2-4 and 3-4 time, employing quarter notes and dotted half notes and their corresponding rests should be sung at sigh.

Tests in the recognition of two-part and three-part measure should be given for ear training.

For singing in two-voice parts, the class should be divided into two sections without classifying voices. Change off voices generally soprano.

The sections should alternate in singing alto or soprano. Two-part singing may be introduced by means of a round or canon.

Topical Quotations.

"The summer cometh with flower and bee"—so let us take the flowers as our topic for the glad month of May. No exhortation is needed to awaken an interest in flowers. Their beauty is Nature's eloquence calling us to the open. The more of Nature's own charm and freedom we can bring into the classroom the better for teacher and pupils in these days of the world's blossoming. We can gather flowers in our imaginations when we cannot gather them in our hands. Beautiful flowers occasion beautiful thoughts, and beautiful thoughts make beautiful lives."

"Flowers are not trifles as we might know from the care God has taken of them everywhere. Not one unfinished, not one bearing the marks of brush or pencil. Fringing the eternal borders of mountain ranges, gracing the pulseless beat of the gray old granite, everywhere they are harmonizing. Murderers do not ordinarily wear roses in their button-holes. Villains seldom train vines over their cottage doors."

Full many a flower is born to blush unseen
And waste its sweetness on the desert air.
—Gray.

What shall we say of flowers—those banners of the vegetable world—which march in such various and splendid triumph before the coming of its fruits?
—Argyll.

How does the meadow-flower its bloom unfold?
Because the lovely little flower is free
Down to its root, and in that freedom bold.
—Wordsworth.

THE VIOLET.

The violet in her greenwood bower
Where birchen boughs with hazels mingle,
May boast herself the fairest flower
In glen or copse or forest dingle.
—Sir W. Scott.

THE TULIP.

Not one of Flora's brilliant race,
A form more perfect can display;
Art could not feign more simple grace,
Nor nature take a line away.
—Montgomery.

THE SNOWDROP.

First-born of the year's delight,
Pride of the dewey glade,
In the vernal green and virgin white
Thy vestal robes arrayed.

THE WATER LILY.

Know that the lilies have spread their bells
O'er all the pools of our forest dells;
Stilly and lightly their bases rest
On the glimmering sleep of the water's breast,
Catching the sunshine through leaves that throw
To their scented bosoms an emerald glow,
And a star from the depth of each pearly cup,
A golden star unto Heaven looks up,
As if seeking its kindred, where bright they lie,
Set in the blue of the summer sky.

—Mrs. Hemans.

The rainbow comes and goes,
And lovely is the rose.
—Wordsworth.

STATE FLOWERS.

The following are "state flowers," as adopted in most instances by the vote of the public school pupils of the respective states:

Alabama—Goldenrod.
Arkansas—Apple blossom.
California—Eschscholtzia.
Colorado—Columbine.
Delaware—Peach blossom.
Idaho—Syringa.
Illinois—Rose.
Indiana—Corn.
Iowa—Wild rose.
Louisiana—Magnolia.
Kansas—Sunflower.
Kentucky—Goldenrod.
Maine—Pine cone and tassel.
Maryland—Goldenrod.
Michigan—Apple blossom.
Minnesota—Moccasin.
Mississippi—Magnolia.
Missouri—Goldenrod.
Montana—Bitter root.
Nebraska—Goldenrod.
New York—Rose.
North Dakota—Wild rose.
Ohio—Scarlet carnation.
Oklahoma—Mistletoe.
Oregon—Oregon grape.
Pennsylvania—Goldenrod.
Rhode Island—Violet.
South Dakota—Pasque.
Texas—Blue bonnet.
Utah—Sego lily.
Vermont—Red clover.
Washington—Rhododendron.
West Virginia—Rhododendron.
Wisconsin—Violet.

Books.

(All books may be ordered through the publishers of Teachers' Magazine.)

Books Recently Received.

School and Home Gardens. By W. H. D. Meier, A.M., head of the Department of Biology and School Gardening, State Normal School, Framingham, Mass. Ginn & Co., Price 80 cents.

Carlyle's Essay on Burns. Edited by Robert Armistead Stewart, Ph.D., Professor in Richmond College. Graded Classic Series. B. F. Johnson Publishing Company. Price 30 cents.

Human Behavior. A First Book in Psychology for Teachers. By Stephen Sheldon Colvin, Professor of Educational Psychology, Brown University, and William Chandler Bagley, Professor of Education, University of Illinois. The Macmillan Company. Price \$1.00 net.

Synonyms, Antonyms and Associated Works. A manual of reference designed to be of practical assistance in the expression of ideas through the use of an exact and varied vocabulary. By Louis A. Flemming. G. P. Putnam's Sons. Price \$1.25 net.

George Macdonald Stories for Little Folks. The Princess and the Goblin. Simplified by Elizabeth Lewis. With six full page illustrations in color by Maria L. Kirk. J. B. Lippincott & Co.

Open Air Crusaders. The individuality of the child versus the system. Together with a report of the Elizabeth McCormick Open Air Schools. By Sherman C. Kingsley, Director of Elizabeth McCormick Memorial Fund. Illustrated. Elizabeth McCormick Memorial Fund, Chicago.

Color Balance Illustrated. An introduction to the Munsell System.

The Book of Woodcraft and Indian Lore. With over 500 illustrations by the author, Ernest Thompson Seton. Doubleday, Page & Co, Garden City, New York. (Cf. The Pennant, page 292.) Price \$1.75.

If you are spring-languid, out of sorts, tired night and morning, have bad taste in your mouth and no appetite,—there is just one medicine that will quickly put you right—Hood's Sarsaparilla. Be prudent. Get a bottle today.

Schirmer's Music Spelling-Book. A simple and straightforward method of teaching beginners to read music. By Anice Terhune. G. Schirmer, New York. Price 30 cents net.

School Dances. By Melvin Ballou Gilbert. Edited by Susan Hoffman Gilman. G. Schirmer, New York. Price \$1.00 net.

An Encyclopedia of Examination Questions and Answers. Taken from recent examinations in Arkansas, Colorado, Idaho, Iowa, Kansas, Michigan, Minnesota, Mississippi, Nebraska, New Mexico, Nevada, Texas, Utah, Washington, Wyoming. Vol. I. A. E. Young, Alta, W. Va. Price, \$1.40.

An Encyclopedia of Examination Questions and Answers. Taken from recent examinations in Virginia, Georgia, Rhode Island, Vermont, Alabama, Louisiana, Maine, Connecticut, Florida, New York, Missouri, Ohio, New Hampshire, New Jersey. Vol. II. A. E. Young, Alta, W. Va. Price, \$1.40.

School and Home Gardens. By W. H. D. Meier, Head of the Department of Biology and School Gardening, State Normal School, Framingham, Mass. 8vo. cloth, 319 pages, profusely illustrated. 80 cents.

Meier's "School and Home Gardens" gives definite instruction for planning for, planting, and caring for plants that are grown in the house, yard, or garden. It is not a book of experiments, nor does it deal with generalities. The problems confronting the student in cultivating each individual plant are considered, one at a time, and definite directions given to meet them. The book serves the purpose equally well as a textbook for grammar grades or as a handbook for the home gardener. In districts where there is no school garden, the instruction may be given at school, and the lessons put into practice at home. Primary and intermediate-grade teachers will find in it ample material from which they may select.

The numerous drawings and photographs with which the work is illustrated have been made expressly for this book under the personal supervision of the author.

Two of these illustrations are reproduced in this number of Teachers Magazine.

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Office of the Secretary-General, Fourth International Congress on School Hygiene. College of the City of New York, New York City.

NOTABLE INTERNATIONAL CONGRESS
ON SCHOOL HYGIENE AT BUFFALO,
AUGUST 25-30.

All the leading nations, every state in the Union, every college and university of note in this country, and various other leading educational, scientific, medical and hygienic institutions and organizations, as well as various women's organizations, will be represented in Buffalo, August 25-30, according to a preliminary statement just issued by Dr. Thomas A. Storey, of the College of the City of New York, Secretary-General of the Congress.

Mr. Woodrow Wilson, as President of the United States, has accepted the honorary office of patron of the Congress. The president of the Congress is Mr. C. W. Eliot, one-time president of Harvard University. The vice-presidents are Dr. William H. Welch, the great pathologist of John Hopkins University, formerly president of the American Medical Association, and Dr. Henry P. Walcott, president of the recent International Congress on Hygiene and Demography, and chairman of the Massachusetts State Board of Health.

It is the aim of the organizing committee in charge to bring together at Buffalo a record number of men and women interested in improving the health and efficiency of school children, and to make this Congress—the first of its kind ever held in America—one of direct benefit to each individual community. A program of papers and discussions is now being arranged covering the entire field of school hygiene. There will be scientific exhibits representing the best that is being done in school hygiene, and also commercial exhibits of educational value.

Nor will the entertainment of delegates in any way be neglected. Buffalo has just subscribed \$40,000 toward covering the expenses of the Congress. The Buffalo citizens' committee has planned for a series of social events, including receptions and a grand ball, a pageant in the park, and excursion trips to the great industrial plants, and to the scenic wonders of Niagara Falls.

The Congress is open to all persons interested in school hygiene, who may join as regular active members upon the payment of a \$5.00 fee. Application for membership should be sent to Dr. Thomas A. Storey, College of the City of New York, New York City.

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JUST READY TO DROP

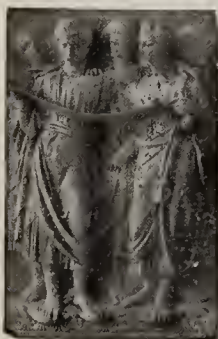
When you are "just ready to drop," when you feel so weak that you can hardly drag yourself about—and because you have not slept well, you get up as tired out next morning as when you went to bed, then you need help right away.

Miss Lea Dumas writes from Malone, N. Y., saying: "I was in a badly run-down condition for several weeks, but two bottles of Vinol put me on my feet again and made me strong and well. Vinol has done me more good than all the other medicine I ever took."

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—"Bobby, you must go to church with me this morning."

"Mamma, why don't you say, 'Bobby wouldn't you like to go to church with me?'"

"Well, Bobby, wouldn't you like to go to church with me this morning?"

"Nope."

A HARD ONE.

Alfredo—Pa, I wish you'd tell me something I can't quite understand.

Pa—Well?

Alfredo—How do you get soft water from a hard rain?—*Montreal Gazette*.

A farmer named a pet rooster Robinson because he said it Crusoe.

WHY STUDY GRAMMAR?

School Teacher—"Now, Jimmy, give me a sentence containing the word 'seldom.'"

Jimmy—"My father used to have a couple of pigs, but he solded 'em!"

DIDN'T EVEN HINT.

Billy, aged four, often called on his nearest neighbor, Mrs. Brown, who petted him a great deal, and usually gave him a couple of her nice cookies. And if she happened to forget to pass them out, he sometimes reminded her of it.

His father learned of this and chided him for begging and told him he must not do so any more. Last year, just before Christmas, Billy came home with cookie crumbs in evidence.

SCILLA SIBIRICA IN THE LAWN.

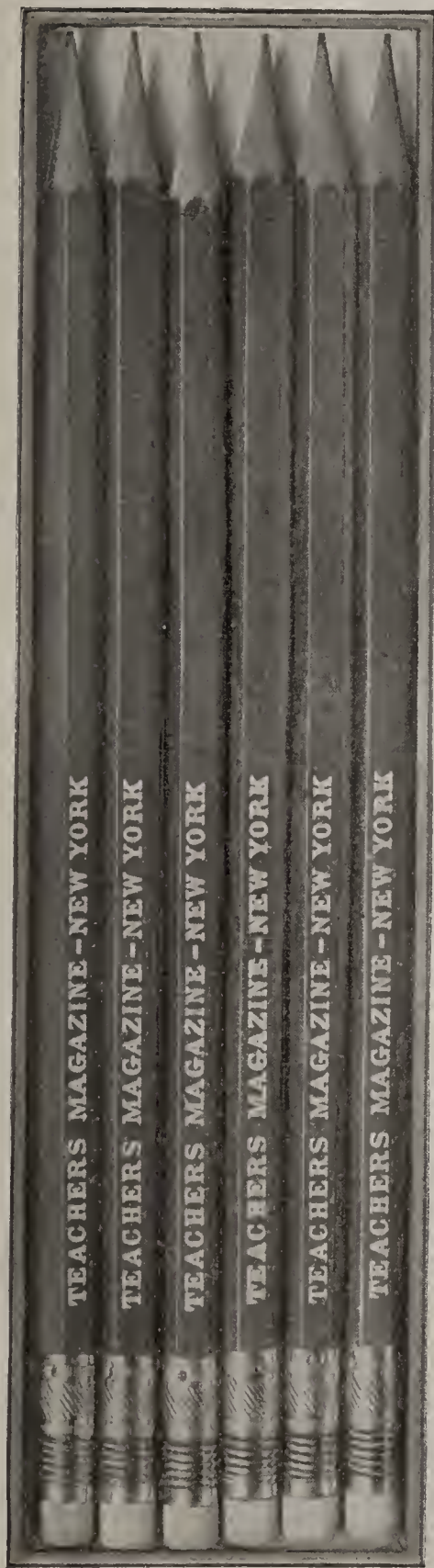


(From School and Home Gardens)

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GERMAN CONTINUATION SCHOOLS.

Germany does not allow her boys and girls to enter "blind alley" employments if she can help it. The German continuation school system takes hold of the boy of 14 or 15 as soon as he finishes the elementary school and prepares him for some particular trade or business. What the work of these vocational schools means in the sum total of German industrial efficiency and social progress is well indicated in a bulletin on "Prussian Continuation Schools" just published by the United States Bureau of Education. The information was obtained from American consuls located in important German cities.

In Magdeburg boys completing the common school are assisted by the school authorities in securing desirable situations, and are required to attend the continuation schools while employed. There are classes for bakers, butchers, barbers, waiters, painters, decorators, blacksmiths, tailors, cabinetmakers, and, in fact, for any other occupation in which it is practicable for a boy to engage. Even if the boy does not aspire to be a skilled workman, but is content to become a street cleaner, house servant, messenger, or to engage in any other form of unskilled labor, he is nevertheless required to spend three years in the continuation school.

In Erfurt and other Prussian cities employers are compelled by law to excuse their employees for the lesson hours without loss of pay, for four to six hours a week. Furthermore, the employers pay the tuition fees in these industrial schools, amounting to about \$1.50 per year for an apprentice or \$1 for unskilled workers. The main financial burden is met by the municipality, with some aid from the State. The State makes its appropriation contingent upon compulsory attendance, with the result that compulsory continuation schools are gradually replacing the optional type.

Barmen has a continuation school with an attendance of nearly four thousand. The pupils are divided into 131 classes. There are classes in textiles, lace making, machine-tool making, art forging, plumbing, electric installation, furniture and weaving, loom making, house carpentry, house painting and decorating, shoemaking, saddlery, upholstery, tailoring, gardening, printing, bookbinding

and box making, lithography and engraving, baking and candy making, as well as for butchers, barbers and wigmakers, messengers and helpers.

Instruction in these continuation schools is by no means confined to technical branches. Besides definite vocational training, the pupils receive instruction in certain branches designed to aid them as citizens—civic affairs, trade history, and community welfare—in addition to composition and arithmetic based chiefly on the vocational work.

A New Demand Upon Teachers

Reasons why educators should attend the Summer School of the Massachusetts Agricultural College.

In arranging the courses of study for the Summer School of the Massachusetts Agricultural College, Professor Hurd seemed to have in mind the special needs of teachers. For the past few years there has been a constantly increasing interest in the subject of organized play for school children. Folk dancing has also come in for a great deal of attention, its esthetic value being recognized by all educators. The organization and work of the Home and School Garden Clubs, carried on under direction of the Extension Service, mean that teachers must have some knowledge of garden work. In some sections of the country school boards have introduced the teaching of handicrafts and practical arts.

In view of all these things it is necessary that school teachers be given an opportunity to study certain subjects which are required of them now but which were not taken up very thoroughly in the normal schools a few years ago. For this reason teachers will be especially interested in the Summer School bulletin issued by the Massachusetts Agricultural College.

All of these points considered, it is easily seen how advantageous it will be for a teacher—or for anyone interested in agriculture and country life—to spend the month of July at Amherst in the beautiful Connecticut Valley, combining study with organized play and delightful tramps through fine old woods. If interested send for a bulletin to Professor W. D. Hurd, Amherst, Mass.

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By William Charles O'Donnell, Jr.,
President

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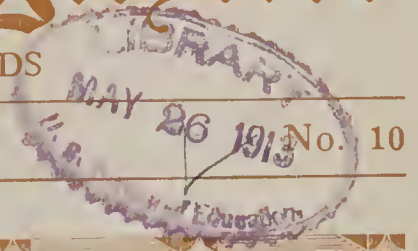
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VOL. XXXV

JUNE, 1913



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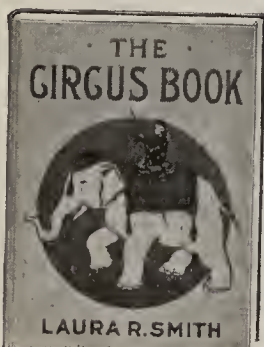
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Teachers Magazine

Vol. XXXV

JUNE, 1913

No. 10

Round Table Talks With Subscribers.

(SCHEME DEPARTMENT.)

Minerva.



¶ This lady is not altogether unknown to us, albeit she is not of this modern world, except, perhaps, as she may be used as a symbol.

¶ Minerva was a goddess and not of the mean race of mortals. She was a favorite of the Romans and is identified with Athena of the Greeks. She was the goddess of wisdom. As such, she is naturally interesting to those of us whose mission in life is to impart wisdom to others. She was also the goddess of war. Wisdom and war have not always had common interests. The Schematist has felt, at times, somewhat like a warrior fighting against indifference and seeking the victory of increased popularity for Teachers Magazine.

¶ Has he succeeded? To some extent, at least. Some of his schemes have worked well—others have gone down in the smoke of battle.

¶ Shall he continue to strive manfully for fresh laurels, or can this page be put to better uses? This is the question now agitating his mind and beclouding his brow. The answer will be found in the September number.

¶ For the present, he is satisfied with the prospect of a brighter and better magazine. No teacher in the primary grades and few in the intermediate grades can get along quite so well without Teachers Magazine. This number is prophetic of the great advantages to be enjoyed by our readers for the school year 1913-1914.

¶ May the "Good Old Summer Time" witness a plentiful ingathering of subscriptions.

SUCCESS TO OUR AGENTS!

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Editorial Expression and Selection.

June. THE LOVING MONTH.

"Month a man kin railly love—
June, you know, I'm talking of.
* * * * *

June wants me, and I'm to spare!
Spread them shadders anywhere,
I'll git down and waller there,
And obleeged to you at that!"

—James Whitcomb Riley.

Our sixth month evidently took its name from the Roman gens, Junius, a name conspicuous in the legendary and historical annals of the people. To this clan belonged Lucius Junius Brutus, who having escaped death at the bloody hands of Tarquin by feigning idiocy, put an end to the old monarchy and became one of the first consuls of that splendid republic that withstood the shock of innumerable conflicts and cabals for nearly half a millennium. Strangely enough it was Marcus Junius Brutus who caught the last despairing glance of Julius Cæsar and heard from his lips the sorrowful rebuke "*Et tu Brute!*" This was "the noblest Roman of them all," and according to Mark Antony's eulogy, in the language of Shakespeare,

"His life was gentle; and the elements
So mixed in him that Nature might stand up
And say to all the world, This was a man."

June was also spoken of as the month of Juno, who as the sister and wife of Jupiter was the radiant queen of the immortals, and the special protectress of women. Her month was therefore considered to be the most auspicious for marriage, and modern fancy being in full accord with the ancient faith, June is rhythmic with the marches of Mendelssohn and Wagner, and resonant with the tintinnabulations of the wedding bells.

Roses and honeysuckles are the billets-doux of June. The divine Artificer who spangled the sky with stars sprinkled the earth with roses. In all lands of temperate climate in the Northern Hemisphere these winsome flowers grow, in various species and in countless varieties. Admired and cultivated since earliest times they girdle the earth with glory. They cuddle affectionately to the warm sod, they hide modestly in the shade of the woodland, they creep close to the edge of the marsh, they mass themselves boldly on thick bushes, they are trained on wall and trellis, they run rampant across the prairie, they climb mountains and luxuriate in valleys, they penetrate far toward the land of eternal winter and delight to feel the balmy breath of the southland. They beautify royal gardens, they

adorn the palaces of the rich, they cheer the huts of the humble, they bring hope to the invalid, while

"Many a rose was born to blush unseen,
And waste its sweetness on the desert air."

Roses may have the whiteness of the dove's breast, the yellow of pure gold, the red of the ruby, or the pink of the sunset. We do not wonder that the ancients held them sacred to Cupid and Venus, expressing the sentiments of beauty, joy and love. Their language altereth not through the millenniums.

June is also redolent with the scent of the honeysuckle. We all know the meaning of Tennyson's lines,

"How sweetly smells the honeysuckle
In the hushed night, As if the world were one
Of utter peace and love and gentleness."

With flowers of rich creamy color and delicious odor, the honeysuckle is sought for in wood and thicket, is welcomed into the select society of the shrubbery, and spreads its satisfying shade over the retreats of lovers. The branches twine around each other as they grow, and the flowers appear in pairs or in whorls. Perhaps on account of these intimations of an affectionate and confiding nature, in the symbolism of flowers the honeysuckle has long meant generous and devoted love, and has been recognized also as the symbolical flower of June. By such kindly communications, then, is the message of June conveyed to us. It is well. Our mortal ears are not adjusted to catch the sounds of the fair Heavenly City, but we fondly imagine that love is the favorite theme of conversation and of song. It seems to us that angel lips can whisper no sweeter chord, streets of gold and walls of jasper and eternal hills of living green can resound with no diviner melody. Love is the ever-lingering word upon the lips of nature. Love is humanity's most precious token and supreme delight. Love is the life of the soul, and the soul of life.

"Love is ever busy with his shuttle,
Is ever weaving into life's dull warp
Bright gorgeous flowers and scenes Arcadian,
Hanging our gloomy prison-house about
With tapestries that make its walls dilate
In never-ending vistas of delight."

Love is the proper adjustment and direction of the sympathies and the affections, and looks with gentleness on man, woman, and child, beast, bird, insect flower and star, recognizing a relative in every human being, the imprint of God's almightiness on every creature and object, and

"Pities as much as a man in pain
The writhing honey-bee wet with the rain."

Man is never at his best until his emotional nature has attained the equilibrium of love.

Scholastic attainments do not measure the man. Longfellow's "The Building of the Ship" gives us the truth:

"Ah, how skilful grows the hand
That obeyeth Love's command!
It is the heart and not the brain,
That to the highest doth attain,
And he who followeth Love's behest
Far excelleth all the rest!"

Consult the roster of love's heroes and heroines. It wrought through Granville Sharp in England and Abraham Lincoln in America the abolishment of Negro slavery. It prompted Robert Raikes to establish the Sunday school. It sent John Howard to the hospitals and prisons of Great Britain and Europe, and Florence Nightingale to the Crimea, and Clara Barton to Cuba, and Frances Willard

around the world. It led John Eliot to the American forest, and William Cary to India, and David Livingstone to Africa, and John Wesley to the coal-pits, and Booth to the slums, and Father Damien to the lepers at Molokai. It brought Queen Victoria from her palace to visit humble cottagers; it spurred Dr. Jenner to the discovery of vaccination as a preventive of smallpox; it impelled St. Francis of Assisi to devote himself to poverty as to a bride; it incited Fenelon to a life of benevolence and piety. The list is practically endless, and yet some say that selfishness is so deep-rooted in the human heart that it never can be supplanted by love. They are ignorant of God and of history and of humanity. They libel their Maker and their fellow men.

Say we that the multiplicity of business, professional or public duties affords no time for heart-culture? Has the warm heart been chilled by care and disaster? It is related that Dr. Kane the arctic explorer was once surprised to find a bright poppy under seven feet of snow. Let us profit with him by the lesson of this "flower of the burning heart."

"Flower, thou shalt counsel me
Though fathom-deep of care,
Of faded hopes and gnawing fears,
May o'er me drift through careless years,
Yet warm my heart shall be
To do and trust and dare.

* * * * *

It shall be true and bold,
The heart of long ago
Shall keep its hold on truth and right,
On love and faith through earth's black night;
Not all her drifting snow
Shall make the warm heart cold."

Bright Eyes and Twinkling Stars

Dear Bright Eyes:

Let us see if we can now write down the names of all the members of this Solar System about which we have been studying—

1. The Sun.
2. The Planets and their moons.
3. The Minor Planets.
4. Comets.
5. Meteors.

Do you think of any others? Of course, this list does not include those far-off stars that are not in our "Sky Yard." We can "save them up" for some future time. As this is to be my last letter to you for several months it will do no harm if I should repeat one or two things mentioned in former letters. This is a kind of summing up, although in looking at the list you will notice one or two new words.

1. The Sun is an immense ball of fire around which all the other objects are in constant motion. How large is it? Well, you could put a million balls the size of this earth in the sun and still have room for hundreds of thousands more. Imagine all these great planets rolled into one huge sphere. It would take 700 of them to equal

the sun. Hardly worth while to try to comprehend anything so vast, is it? It needs a mighty furnace to keep these planets warm, to furnish them with light and to keep them in order. The sun is supposed to do all these things:

2. The Planets and their Moons. Perhaps we should say the "Major Planets." You have already learned their names, their relative sizes, and their distances from the sun. Think a moment. Can you name them from memory?

At least five of these eight planets have moons. How would you like to see two or three moons in the sky instead of one? If you lived on Mars instead of on the earth you would be able to count two moons. Uranus has four, Jupiter seven, Saturn ten, and Neptune one, according to the latest report I have seen. It may be that there are still others not yet discovered. Yes, it may even be that there are large planets as yet unknown to us. Remember, even the most learned astronomers have many things yet to learn.

3. The Minor Planets. As the name indicates these are small planets. They revolve around the sun like the larger planets, but are too small

to be seen without a telescope. Sometimes they are called planetoids and sometimes they are called asteroids. They are located between the orbits of Mars and Jupiter and are four or five hundred in number. We will not stop to name them now. The one to be first discovered is called Ceres. If you remember that one name you will be doing well.

4. Comets. You may have seen a comet. I know that you have never seen more than one. I know this because only one has been visible since you have been old enough to do any star gazing. Perhaps you did not even see that one. If not you have something to wait and watch for—it may be many years for these comets are very infrequent visitors. They travel a long, long distance from the sun before they turn to approach it again. In the year 1844 astronomers watched a comet which they concluded would require 100,000 years to complete its journey. You have seen pictures of comets, no doubt. If not, ask your mother or your teacher to show you one. It will look like a star with a long streamer of light behind it. The streamer or tail of the comet may be one hundred million miles long.

5. Meteors. These also are very strange in their actions. Perhaps you have seen them and have called them “shooting stars.” I suppose that there are millions of them scattered around among the planets, of all shapes and sizes, like so many stones or pieces of metal. When they meet the atmosphere of the earth they become heated and flash across the sky like streaks of light. They belong to the sun’s family and so we put them in our list.

The summer time will give you more opportunity to watch stars than you had during the winter. Your eyes are bright enough to notice that some of the stars you saw in January you cannot see in June. Do you understand the reason for this? Some stars, however, can be seen the year round. For instance, the North Star and all the stars in the Big Dipper. I want you every clear night to look for the North Star. Get some one to point it out to you and to tell you how you may be sure that it is the North Star. Then, think at least one little kind thought for one who loves the stars as much as you do.

UNCLE BOB.



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MAKING HISTORY.

"George Washington was born in 1492."
 "Washington wrote the Declaration of Independence in 1492."
 "St. Bartholomew was massacred in 1492."
 "The Britains were the Saxons who entered England in 1492 under Julius Caesar."
 "The earth is 1492 miles in circumference."
 "Queen Isabella of Spain sold her watch and chain and other millinery so that Columbus could discover America."
 "The Indians pursued their warfare by hiding in bushes and then scalping them."
 "The Puritans found an insane asylum in the wilds of America."
 "The Stamp Act was to make everybody stamp all materials so they should be null and void."
 "Washington died in Spain almost broken-hearted. His remains were taken to the cathedral in Havana."
 "Henry Eight was famous for being a great widower having lost several wives."
 "Lady Jane Grey studied Greek and Latin and was beheaded after a few days."

TRUE MODESTY.

Mrs. Kawler—Who is the smartest boy in your schoolroom, Bobby?
 Bobby—Well, Johnny Smith says he is.
 Mrs. Kawler—But who do you think is?
 Bobby—I'd rather not say. I'm not so conceited as Johnny Smith.

A PRACTICAL TEACHER.

In a country school the poor teacher was telling the children the story of Columbus and the egg. A sudden inspiration seized him and he said:

"In order to make the story clearer to you, by way of illustration, you may each bring me an egg tomorrow. Those who have no eggs may bring a quarter of a pound of butter."

A CORNER IN KNOWLEDGE.

"My father and I know everything in the world," said a small boy to his companion.
 "All right," said the latter, "where's Asia?"
 It was a stiff question, but the little fellow answered coolly: "That is one of the questions my father knows."

PRACTICAL ADMONITION.

(From the Washington Star.)
 Be gentle and kind
 To the creatures you meet
 And life, you will find,
 Is more placidly sweet.

Be kind to the mule,
 As he plods day by day;
 At least, as a rule,
 Keep some distance away.

Be kind to the bee;
 To the wasp be polite,
 And do not make free
 With the hornet in flight.

If thus you forbear
 Humble creatures to fret,
 Yourself you will spare
 Many hours of regret.

LOFTY ASPIRATIONS.

"You're continually begging for pennies. What on earth do you do with them?"
 "I'm saving them up, ma, so's I can buy a aeroplane an' fly over Willie Jones' yard an' drop bricks onto him."

CONUNDRUMS.

1. Who is the first boy mentioned in the Bible?
Chap. I.
2. When was the first game of tennis played in the Bible? When Joseph served in Pharaoh's court.
3. What made the fly fly? Because the spider spied her.
4. What made the quail quail? Because she was afraid the woodpecker would peck her.
5. What words have all the vowels in alphabetical order? Facetiously and abstemiously.
6. What is invisible yet never out of sight? The letter I.
7. Why is a teacher whipping a scholar like your eye? Because she has a pupil under the lash.
8. Why is the letter D like a squalling child? Because it makes ma mad.
9. A word of five syllables—take one away and syllable will remain. Monosyllable.
10. Why is the letter G like the sun? Because it is the center of light.



MOTHER GOOSE IN SILHOUETTE

Old Mother Goose when she wanted to wander,
Would ride through the air on a very fine gander.

Teachers Magazine will furnish a set of 12 Mother Goose Designs for 40c. Copyright, A. Flanagan Co.

Classroom Talks on Current Events

With Original Poems

By Lucia B. Cook

MEXICO.

A "civil" war is a quarrel between brothers, and is known to be the most terrible kind of conflict. We all know something of the terrible fight between the "American brothers—the North and the South." We know that bitter feelings outlasted the four years of war.

In Mexico the political parties have wrangled and battled until Europeans (who are interested on account of having money invested in Mexico) have declared that the United States should take some part in settling matters. Many Americans, however, think interference would be bad policy.

Madero and Diaz are names that will go down in history in connection with this war. Madero is called by some "a very weak character"; others think that he died a martyr in the cause of better government for his people. He was killed by Federal soldiers February the twenty-third. One of his generals, Victoriano Huerta, became president. The New York Times had this to say of him:

"General Huerta must needs be a man of courage, of resource, and of fortitude to restore and preserve order in such a country after such a disturbance."

"Mexico," says Richard H. Edmonds in the Baltimore News, "is a country of extremes—of great wealth and of dire poverty, of land as rich as the valley of the Nile and of arid deserts that produce little but cactus and intolerable dust; of low, rich, tropical coast lands, and of mountains nearly 18,000 feet high; of mineral resources that have been the envy of the world, and of vast stretches of barren regions; of homes of splendor and of huts of indescribable dirt and poverty."

"The City of Mexico has a population of about 400,000. It is a beautiful city; indeed, very justly often called the Paris of America."

HOW ALLAN FLEW.

Once Allan said, "If birds can fly,
I think that I will also try."

And so one day with Patty near,
He climbed into the rocking chair.

He flapped his arms and said, "'Twill be
A very funny thing to see!

"I'll just go soaring through the hall;
And for my wings I'll wear a shawl.

CHINA.

We hear the older people at home who read the newspapers say that there is a disturbance in old China—the land that wakes up as we are going to sleep.

Russia has been trying to seize one of the Chinese provinces, and there is much confusion in the new republic, which has not yet been recognized by the nations. President Wilson desires to be friendly with China. He says: "The awakening of the people of China to a consciousness of their possibilities under free government is the most significant, if not the most momentous, event of our generation."

These olive yellow Chinese have been "living unto themselves" it would seem, because for centuries they have been contented to live at home, cut off from other nations by ocean and mountains, and a great wall about 1500 miles long. They now have a few railroads and telegraph wires, and in many places are not quite so prejudiced against "foreign devils" as they have been.

The Chinese prefer "one son with a crooked foot" to "eighteen goddess-like daughters." They believe in the use of the cudgel.

Though there is a difference between home and the schoolroom, the spirit of love should bless them both. We cannot talk and laugh at school as we do at home, but there should be love in the pupil's heart for his teacher, companions and studies; love in the teacher's heart for every pupil, the unfortunate and faulty as well as the bright and good.

Only the spirit of Love can make us kind to the unlovely, but the first and greatest commandment is to love.

"Love is service and thought of others."

"It will be fine to rest a bit,
Upon the mantel—think of it!"

Said Patty, "Are you not afraid?"
But Allan stoutly shook his head.

"Down! Down! Down!" said Patty,
"Oh! didn't I just tell you so?"

Almost into tears he burst,
"Little birds can't fly at *first*,

"And I guess if I should try
Long enough, I'd learn to fly."

LUCIA B. COOK.

BREEZES, SNOWFLAKES AND DAISIES.

(Children representing daisies, sing:)

We are little daisies glowing in the sun.
Summertime has found us every golden one.

Chorus:

Daisies! Daisies! staring at the sky,
Smiling at the little children passing by;
Harking to the breezes that whisper low,
"It's nice to be a daisy in the field a-grow."

We are little daisies for the rain to kiss
In a summer shower we are full of bliss.—Cho.

We are little daisies for a bride's bouquet;
Soon we shall be gathered from the field so gay.
—Cho

BREEZES.

(Group of children representing breezes, sing:)
We are little breezes, light and free and fair.
We are happy wanderers thro' the earth and air.

Chorus:

Breezes! Breezes! gentle soft and sweet,
Playing with the daisies at the summer's feet;

Passing thro' the meadows with the butterflies;
Kissing all the blossoms with the golden eyes.

We are little breezes always soft and low,
Over hill and mountain and over sea we go.—Cho.

We are little breezes. When we cross the sea,
All the wavelets laugh and dance about in glee.

—Cho.

SNOWFLAKES.

(Children representing snowflakes sing:)

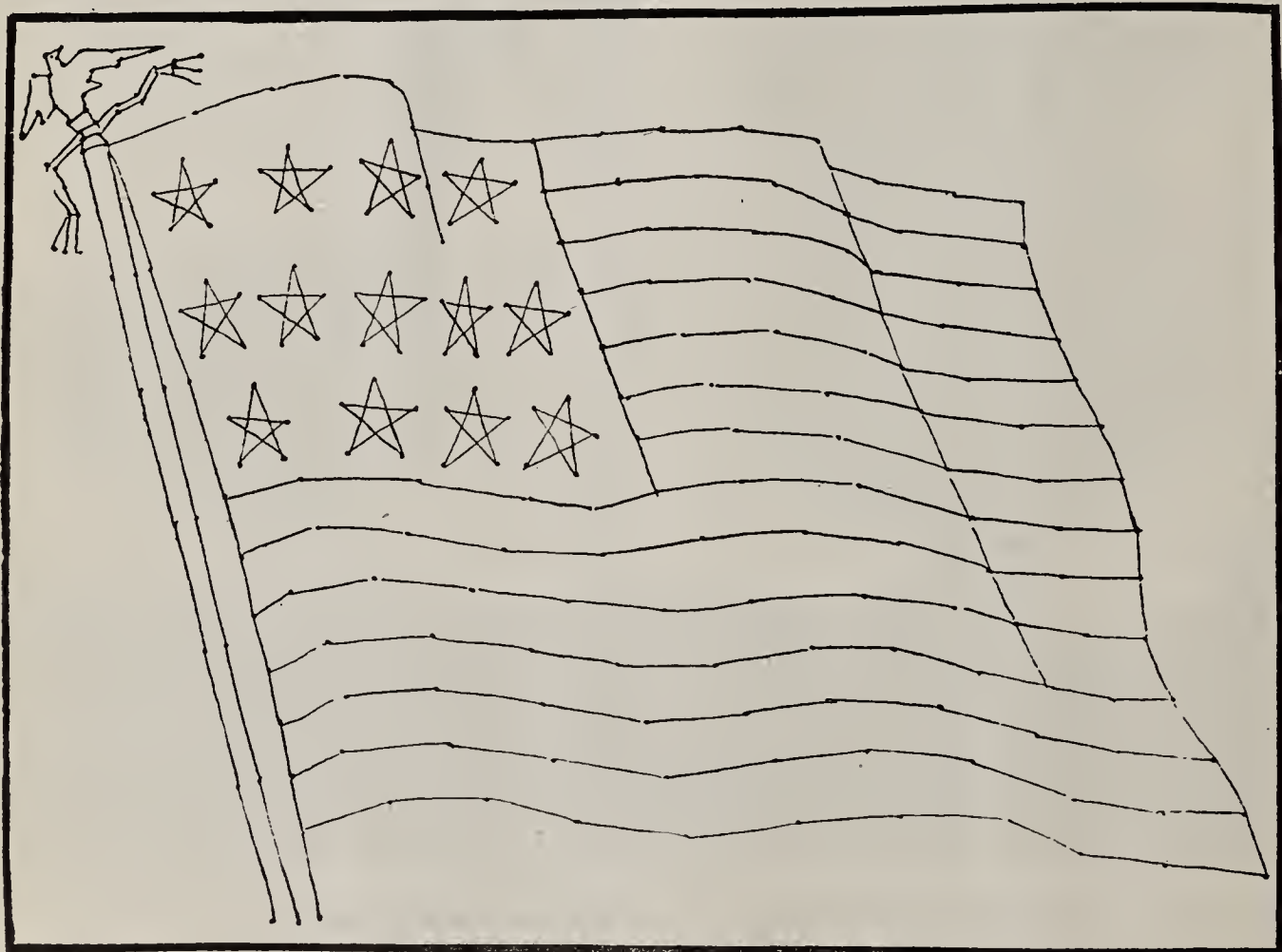
We are pretty snowflakes which the breezes bring,
When the winds of winter thro' the country sing.

Chorus:

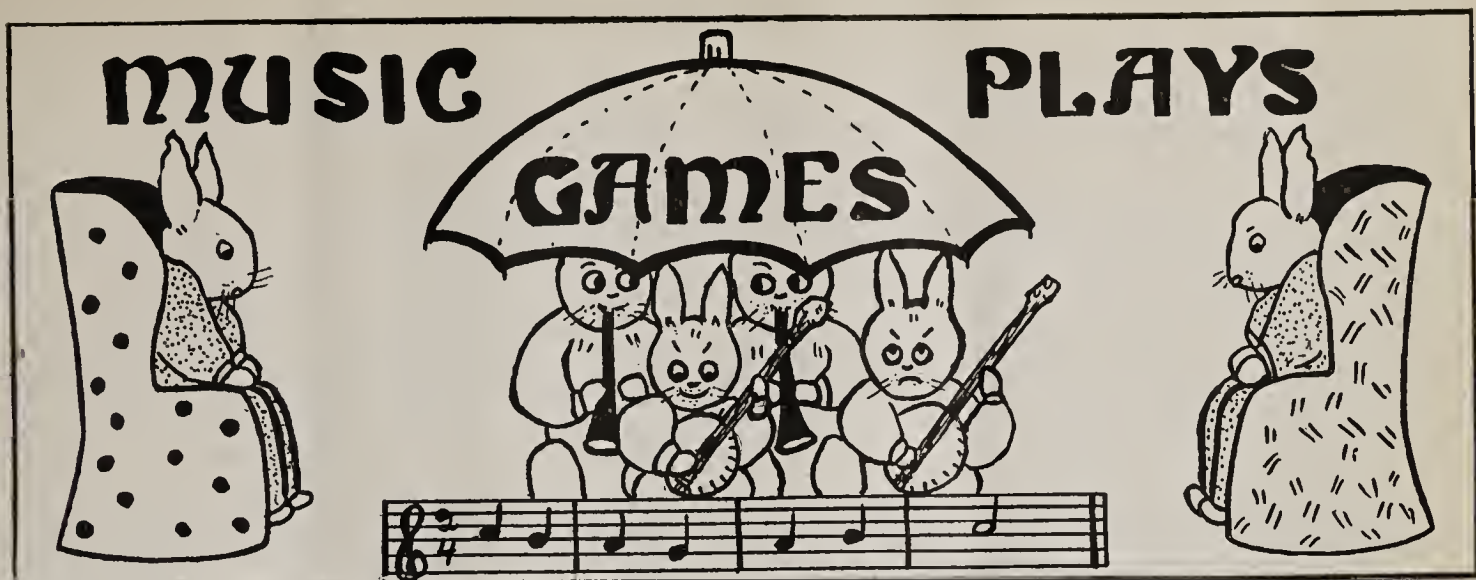
Snowflakes! Snowflakes! flutter thro' the sky,
Snowflakes! Snowflakes! o'er the flowers lie.
Every tiny, golden daisy lies asleep,
Dreaming while the snowflakes overhead are
deep. —Cho.

We are pretty snowflakes.: Little children all
Should have hearts as spotless as the flakes that
fall. —Cho.

We are little snowflakes; beautiful are we;
Synonym for eye of perfect purity. —Cho.

Lucia B. Cook in *Southern School News*.

FLAG DESIGN. Busy Work Sewing Card.



Conducted by LAURA ROUNTREE SMITH, Author of the Popular Bunny Books.
(Special features in preparation for the September number. All book rights reserved.)

A Japanese Entertainment for June.

The whole room may take part in this entertainment. The Japanese children wear Japanese costumes, and carry parasols and fans. The children who take part in the closing Fan-Drill wear white dresses, red and blue sashes, and carry gilt fans. If the part is taken by small children they may wear their dresses long, and their hair up on their heads.

The Japanese girls wear chrysanthemums in their hair at each side.

The Flag recitations and Vacation verses are recited by boys.

Girls for the opening recitation enter from the right and left, meet, march forward, in a line with parasols open.

Japanese Girls.

All:

We will bow on bended knee, (bow)
Japanese from across the sea. (rise)

First:

We whirl our parasols for so, (whirl parasols)
You'll see the colors as they glow.

Second:

With parasols we stroll about, (stroll a little)
For the sun may soon come out.

Third:

We read our books back-side before,
And leave our shoes outside the door (look at feet)

Fourth:

With parasol and painted fan,
You'll often meet us in Japan.

Fifth:

Oh tell me have you heard the news (face in, two and two)
It is midnight in Japan!

Sixth:

We often take a cup of tea,
In Tokio across the sea. (raise left hand to mouth)

(They separate in the centre, march right and left, pass each other several times, march, meet in circle, go to the centre of the circle and back. Every other one goes to the centre of the circle and back. Repeat. March round in a circle. Half go inside the

circle, march round in two circles. The circles change places, those inside go out, those outside go in, one circle marches right, one circle marches left, they now form two lines facing each other, sides to the audience, a larger girl in Japanese costume enters marches, between the lines, and leads them in singing the next song.)

Song. Tune, "Long, Long Ago."

I.

There was a maiden who lived in Japan,
Long, long ago, long, long ago,
And she delighted to use her gay fan, (all fan)
Long, long ago, long ago,
And with her parasol she strolled about (lines go forward)

She came from Tokio without a doubt,
And then she asked me, "Why don't you come out?"

Long, long ago, long ago.

2.

Then I decided to sail o'er the seas,
Long, long ago, long, long ago,
So I could visit the gay Japanese, (whirl parasols)
Long, long ago, long ago,
But when I got there no maids did I see, (turn backs to audience)

They may have been in some tall cherry-tree,
But I believe they were laughing at me (face audience)

Long, long ago, long ago.

(These children march to the back of the room and sit down in a semi-circle. Enter other children who represent the Americans.)

Japanese Girls (in concert):

You are strangers it is true,
In the Island of Japan,
But we are glad to welcome you,
In the Island of Japan.

(Enter Japanese boy with Japanese and American flags, he holds out the American flag first.)

I was given this flag to-day,
By a sailor-boy when he sailed away,
Now children can you tell me true,
What means the red, and white, and blue?

(The American children line up and sing the chorus of "The Star Spangled Banner." Three boys step forward with American flags and recite.)

Boys (in concert):

'Tis the bonniest flag for you and for me,
Proudly it waves o'er the land and the sea,
To-day we all take our caps off to you,
Oh bonnie flag of the red, white and blue.

First Boy:

I will wave my banner soon,
For our Flag Day comes in June.

Second Boy:

Salute the flag, and hold it high,
As for an army passing by.

Third Boy:

Hurrah for the flag that freedom gave!
Long may it's bonnie colors wave!

Song. Tune, "Yankee Doodle."

1.

We wave the bonnie banners high,
The stars and stripes are gleaming,
From every school-room in our land
The colors now are streaming.

Chorus:

Wave again the bonnie flag,
Hear our voices ringing,
Wave again the bonnie flag,
While we all are singing.

Japanese Boy:

The Japanese flag proudly waves,
We love it well, 'tis true,
Americans from o'er the sea,
We gladly welcome you,
We hope some day all war shall cease,
And I extend the hand of Peace.
(The boys all shake hands.)

Japanese Girls:

Why are you so glad and gay?

American Girls:

We all have a holiday!

June Recitations (by boys):

1. Recitation—June.

June with fun is bubbling over,
See her fields of fragrant clover,
Many new things we discover,
In merry, merry June.
June comes in her roses showing,
To the orchard we are going,
While the summer breeze is blowing,
In merry, merry June.

2. Recitation—The Merry June Month.

The merry month of June has come, you know,

Sing heigh! sing ho!

To the merry green woods we go,

Sing heigh! sing ho!

Singing low and singing high,

On the sea-saw by and by,

We will let the "old cat die,"

Sing heigh! sing ho!

3. Recitation—Merry Month of June.

In the merry month of June,

All our voices are in tune,

Hum of bees among the clover

Tell us lesson time is over.

"Hurrah," we cried for merry June,

"Glad vacation's coming soon!"

In the merry month of June,

Lighted by the golden moon,

In the garden swing we'll play,

Happily at close of day,

Hurrah! hurrah! for merry June,

Glad vacation's coming soon.

(Fan recitation and drill after each verse is given, the rest may face in two and two, and repeat the verse.)

1. We fan to and fro, with motion slow, (fan slowly)

We learned from the Japanese you know.

2. When we are in haste, you know,
We will fan more briskly, so. (fan fast)

3. Behind a fan our neighbor knows, (fans over face)

Many a secret to disclose.

4. When we visited fair Japan,
'Tis thus we learned to hold a fan. (under chin)

5. American Maids with motion quick,
Close their fans with a click, click. (close them)

6. One, two, three, we strike them so (on palm)
Back across the sea we'll go.

7. I open now my fan again, (open fan)
I fan thro sunshine and thro rain.

8. I hold my fan out, left, and right, (do so)
Is it not a pretty sight?

All:

We all will hold our fans up high,
And say to you, kind friends, good bye!
Little Maidens in Japan,
With gay parasol and fan,
We must bid you all adieu,
But our love we leave with you,
Fanning, fanning, to and fro,
We bow to you before we go.

(All march off, right, and left, while Pianist plays "Cherry Blossoms," Japanese Dance, Engelmann.)

Circus Day Parade.

A rat, a tat, tat, a rat, a tat, tat,
'Tis the Circus Day Parade,
A rat, a tat, tat, a rat, a tat, tat,
Oh who will be afraid?
We see the great band wagons all have come,
We hear the swift beating of big, red drums,
A rat, a tat, tat, a tum, ti, tum, tum.
'Tis the Circus Day Parade.

A rat, a tat, tat, a rat, a tat, tat,
We hear the drummer's song,
A rat, a tat, tat, a rat, a tat, tat,
We all will march along,
Then march the big elephants side by side,
For Jumbo you know is the Circus' Pride.
Who ever knew a clown but cried,
'Tis the Circus Day Parade.

Circus Day Parade.

L. ROUNTREE SMITH

CLARENCE L. RIEGE

[illegible]

MOTHER GOOSE SONG AND DRILL

To be given on the school lawn

12 girls wear Bo-Peep costume.
12 boys wear white suits and white caps.
The Bo-Peeps enter, line up and sing

Tune, "My Bonnie."

1.

My sheep I left out in the meadow,
My sheep I left under a tree,
My sheep I left out in the meadow,
Oh bring back my good sheep to me.

Chorus:

Bring back, bring back,
Bring back my good sheep to me, to me,
Bring back, bring back,
Oh bring back my good sheep to me.

2.

My sheep I took out in the morning,
I weep for oh where can they be?
They left me without any warning,
Oh, bring back my good sheep to me.

(They go to back of grounds, enter Boys as Sheep, singing.)

We wandered far out in the meadow,
We're looking for little Bo-Peep.
We wandered far out in the meadow,
We come back, your good little sheep.

(The Bo-Peeps form a circle and march round, The Sheep form a circle outside.)

They march round and round. The Sheep wind in and out among Bo-Peeps, and the Bo-Peeps later wind in and out among the Sheep. They form one circle, extend right and left hands go through "grand right and left." Sheep and Bo-Peep each pair, join hands and whirl round. They form two circles and march left again, many times round.

The Bo-Peeps take a white ribbon and pass it about the waist of the Sheep and drive them in one circle. They may skip round very fast and so skip off.

The changes may be indicated by a chord in the music.

Many other motions may be introduced such as, Bo-Peep and Sheep stand in two circle. Bow low to each other. Swing each other round with right hand. The same with left hand. Swing both hands. They may pause at any time and the Bo-Peeps sing, then the Sheep run and take a place beside them and back to their own circle.

THE CIRCUS GAME

The children may stand in a circle. They choose two children to represent the ponies. These two children join hands and skip around inside the circle singing,

Tune, "Lightly Row."

Here we go, here we go,
Little ponies in the show.
Who's afraid? Who's afraid?
In the big parade?
We go marching down the street,
Merrily the great drums beat,
Here we go, here we go,
Ponies in the show!

The children now all skip around in the circle singing the same verse. The two ponies then choose two other children to represent ponies, and take their places skipping, in the circle. The game may continue until all the children have had a chance to be "ponies," and skip around inside the circle.

Suggestions for Paper Cutting

What We See at the Circus

No day on our calendar is such a red letter day for the children as that on which the circus comes to town. The children delight to talk about the things they have seen in the parade or inside the big tents.

The clowns are specially interesting and their loose garments make the outline of their figures specially easy to cut.

If these cuttings are used as models for children the teacher should first talk to them about the general outline. Notice how the figure curves. Notice, too, the general outline of the face, and the position of the arms.

The animals are of great interest to the children, also, and their attention should be called to the general form. The elephant is unlike other animals in that it has a long trunk and large flapping ears. Notice where the trunk begins and how the back of the elephant is curved. Notice, also, his feet how flat they are. They are not shaped like a horse's feet and should be cut so as to show their peculiar shape.

There are only a few of the many things seen at a circus shown here, but they are given as a suggestion of the things which have appealed to the children in their visit to the circus. They might be allowed to select the object they desire to cut and do the cutting from their memory of the object, but the best results in paper cutting are gained where the teacher places a model before the children and points out to them the peculiarities of the outline and characteristics which they will be apt to slight in cutting. After the first trial the child's ability to cut an object may be increased by pointing out to him one part of his cutting which might be improved. When this is corrected another part of the peated trials the child is able to get a finished product much like the model.

Ruth O. Dyer.



WHAT WE SEE AT THE CIRCUS

The Trouble of Bess.

By F. ISABEL FOOTE.

A very indignant Bess burst into the pleasant sewing-room where her mother was busily working and humming happily to herself.

"Oh, mother! that old Reduction has just brough down my report. I know all the tables, but I just can't tell when to multiply or when to divide. Sometimes I answer right, but most of the time I am all mixed up. Miss Parker scolded me to-day and said she wasn't pleased with my work. It's just horrid!" and tears were very near the surface.

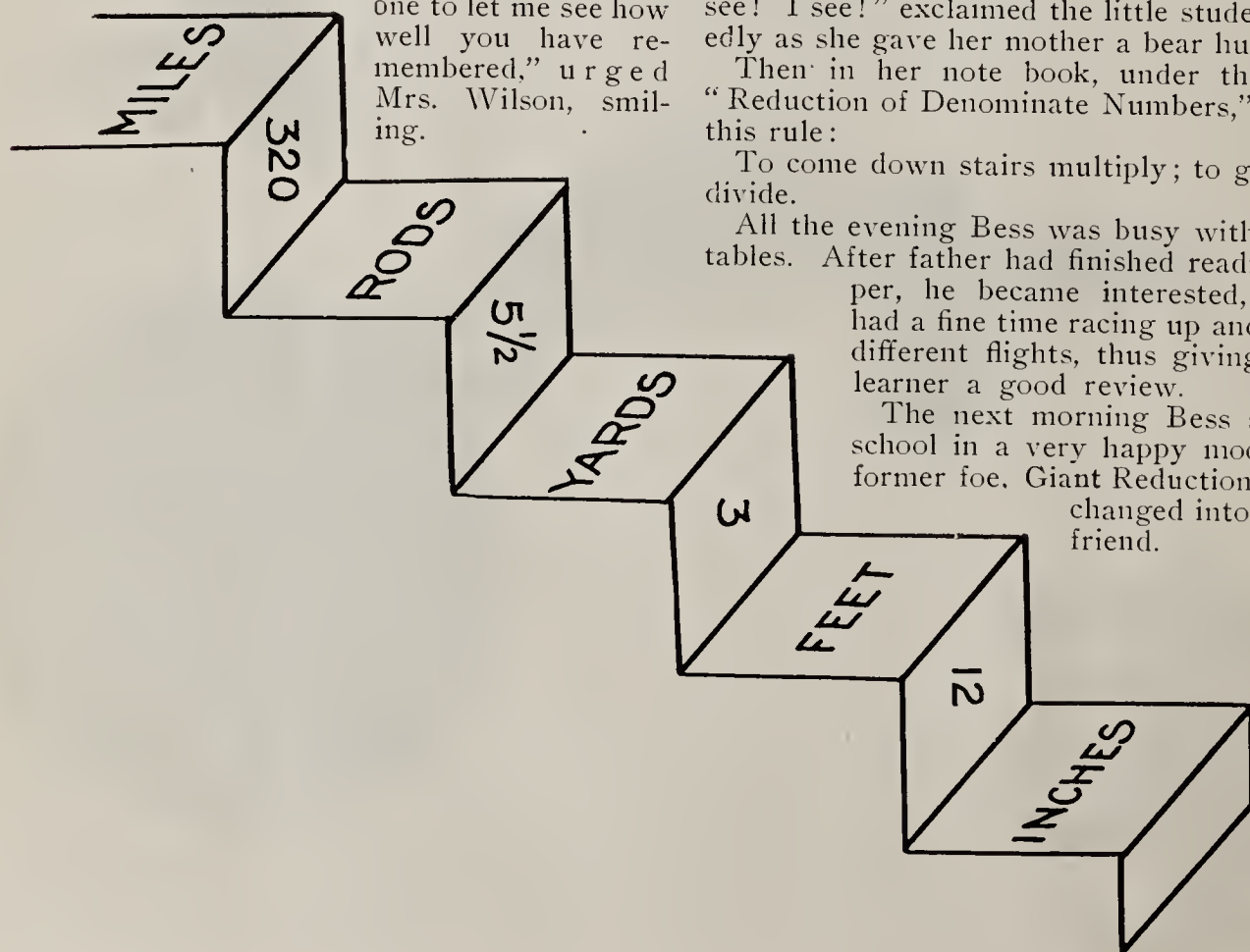
"Never mind, Honey, we'll see about it afterwards. Just go into the pantry, and you'll find some shortcake left over from dinner," said Mrs. Wilson, who, before her marriage, had been a teacher, much enjoying the work.

After the little lunch had been eaten, several games of tag and croquet with the children of the neighborhood made the time pass quickly until supper was ready. The Bess who came into the house was very different from the one who went out.

"Now, girlie," requested mother after the evening meal was over, "just get a pad and a pencil and draw a pair of stairs."

"Why, mother, I used to make those when I was a kid," half protested Bess.

"That was so long ago you may have forgotten them. Try one to let me see how well you have remembered," urged Mrs. Wilson, smiling.



A "kiddish" kind of drawing was produced, followed by a talk about the risers, steps, and reduction ascending and descending or going up and coming down as Bess said.

"What is the shortest length?" asked mother.

"An inch," was the reply.

On your lowest step write that, the next longer length on the next step, and so on to the top. On your risers, commencing with 12, write the numbers in the table of Long Measure."

When these directions were followed the drawing looked like the illustration below.

"Just imagine that 15 is on the step marked 'feet.' How shall you carry the number to the step above? What riser shall you use?"

The little girl looked carefully and answered, "It is going up-stairs to yards, so I divide. 3 is the riser that must carry it up. It's 5 yards sure. Why, that's easy."

"Now bring 5 yd. down-stairs to feet," said mother.

"Multiply the 3 and it is 15 ft., the same little fellow we started with. Oh, mother"—

"Wait a minute," interrupted Mrs. Wilson. "Try another. How many feet in 6 miles?"

"Six miles down stairs to feet," mused Bess. I multiply by 320, $5\frac{1}{2}$, and 3 or 6 mi.=5280 ft. I see! I see!" exclaimed the little student delightedly as she gave her mother a bear hug.

Then in her note book, under the heading, "Reduction of Denominate Numbers," she wrote this rule:

To come down stairs multiply; to go up-stairs divide.

All the evening Bess was busy with her stair-tables. After father had finished reading his paper, he became interested, and they had a fine time racing up and down the different flights, thus giving the little learner a good review.

The next morning Bess started for school in a very happy mood, for her former foe, Giant Reduction, had been changed into a pleasant friend.

THE PENNANT

VOL. I

JUNIOR SECTION—TEACHERS MAGAZINE

No. 4

EXTRA COPIES TWO CENTS A COPY IN LOTS OF TEN TO ONE ADDRESS.



AT PLAY IN THE ORIENT

Say Boys:—

How are you going to spend the summer vacation?

Some of you will remain at home with little or nothing to do but to engage in your favorite pastimes. You are fortunate.

Some of you will spend all or part of the time away from home—visiting folks on the farm, camping in the woods near some beautiful lake or river, at the summer cottage by the sea, just having a good time.

You also are fortunate.

Some of you by preference or through compulsion of circumstances will seek employment and become self-supporting in whole or in part. Work does not harm a boy. Work is good for mind and body. It is also good for the pocket book.

You also are fortunate.

At work or at play, at home or absent from home, you can be honest and you can be happy and in most cases you can be healthy. Take care of your health. It is a fortune that many a millionaire would give all his millions for. Cultivate happiness. Don't sulk. Don't envy other boys. Don't be ugly. Just be boys, jolly, hopeful, useful boys. Above all, be honest. Be fair and square whether you win or lose, a credit to yourselves, to your parents, to your teachers.

As for noise manufacture it to your heart's content. God made you so; and as for fun you are entitled to all you can get out of a long vacation. Life is a game—play it and play to win. Life is a climb—climb it and whistle as you go.

A SIGN OF PROGRESS.

You who are interested in The Pennant will smile a welcome to our first advertisement. This means actual money that will help the cause along just a little. It is not a Teachers' Magazine ad, but a Pennant ad. remember—the first to come our way. Can you get others to follow? The rates are very reasonable. Tell your friends to advertise in The Pennant. This is the sure road to success. See how fondly we treat our first and only. We give him special mention and we 'frame him up' so that everybody will take notice. Now if you are interested in stamps write, and be sure to mention "Pennant."

STAMPS 100 all different, Album and hinges, only 12c. 10 Animal Stamps, 10c. 20 Turkish Stamps, 25c. 10 U. S. Long Revenues, 10c. 8 Liberia Stamps, 20c. 20 different foreign coins, 25c. We buy stamps and coins. Buying lists, 10c. each. **TOLEDO STAMP CO., Toledo, O.**

THE PENNANT AT WORK.

Last month The Pennant published a list of ten familiar quotations and offered a little prize for correct names of authors, as follows:

WHO SAID?

1. "Bread is the staff of life."
2. "A thing of beauty is a joy forever."
3. Man proposes but God disposes."
4. "God helps those who help themselves."
5. "A man's house is his castle."
6. "Variety's the spice of life."
7. "Millions for defense but not one cent for tribute."
8. "Coming events cast their shadows before."
9. "Death loves a shining mark."
10. "'Tis distance lends enchantment to the view."

A pretty book is waiting for the one sending the most perfect list of answers before May 20. In case of a tie preference will be given to the list first received. Correct answers will be given next month.

Answers have been received from the following persons:

Edith McLellan Hale, 55 Brook St., Brookline, Mass.

Ethel Seely, Thompson Ridge, N. Y.

Gretchen F. Barr, Allentown, Pa.

Bernice Bowman, 497 S. Sandusky Ave., Upper Sandusky, Ohio.

P. Dutchess Westfall, Spencer, Ind.

Miss Linnie Horney, High Point, N. C. (Others too late for insertion.)

The lists are practically all correct. The prize is awarded to Miss Linnie Horney, mainly for the reason that she gives the most complete information as to authors and sources. Our thanks are extended to all who have taken an interest in the contest.

These little tests may be made a very enjoyable feature next year and while the prizes may not be very costly they will be worth winning in every case.

Miss Horney's list reads as follows:

1. "Bread is the staff of life"—said by Swift: Tale of a Tub.
2. "A thing of beauty is a joy forever."—said by Keats: Endymion, Book i.

ATHLETICS IN THE PHILIPPINES.



GIRLS' BASKET BALL TEAM, CAPIZ

3. "Man proposes but God disposes"—said by Kempis: Imitation of Christ, book i, chapter 19.
4. "God helps those who help themselves"—said by Sidney: Discourses on Government, chapter ii, section xxiii.
5. "A man's house is his castle"—said by Sir Edward Coke: Third Institute, page 162.
6. "Variety's the spice of life"—said by William Cowper: The Task, Book ii, line 606.
7. "Millions for defense but not one cent for tribute"—said by Chas. C. Pinckney, when ambassador to the French Republic, 1796.
8. "Coming events cast their shadows before"—said by Campbell: Lochiel's Warning.
9. "Death loves a shining mark"—said by Edward Young: Night Thoughts, line 1011.
10. "'Tis distance lends enchantment to the view"—said by Campbell: Pleasures of Hope, Part i, line 7.

Perhaps our good friends would like to try again, and others with them. Let us see what can be done with the following quotations (we have another pretty book):

WHO SAID?

1. "Pity's akin to love."
2. "When Greek joins Greek then is the tug of war."
3. "A fool at forty is a fool indeed."
4. "Moping melancholy and moonstruck madness."
5. "Love me little, love me long."
6. "Wise and masterly in activity."

7. "First in war, first in peace, and first in the hearts of his countrymen."—This quotation is not quite correct. Give correct form.
8. "Richard is himself again."
9. "Not much the worse for wear."
10. The end must justify the means.

Referring to the change of the design of the American flag as pictured last month, we are pleased to acknowledge the receipt of the following letter:

Mo. Valley, Iowa,
May 7, 1913.

The Pennant,
New York City.

Dear Messrs.:

The vote of my class was 18 in favor of the change.

Sincerely yours,

Mae R. Greene,
Mo. Valley,
Iowa.

(May we hear from others on this subject?)

A SCHOOL BOY 104 YEARS OLD.

William Huggins, 104 years old, has enrolled as one of the students at the North Dakota Corn and Clover Convention, to be held at Grand Fort soon. Mr. Huggins is a pioneer of this State, having come here from Canada many years ago. He is interested in diversified farming, and says that "a young man should always keep up with the times."—St. Paul Press.

THE BEST DAY.

What is the best day in the year?

Today is the best day.

Today is the only day we really have. It is much better than tomorrow, because we know it is ours. Tomorrow may not be ours; or, if we see the light of tomorrow, we may not be well enough to use it, or its troubles may embarrass us too much, or we may spoil tomorrow by failure to use to-day rightly.

One piece of pie when you are hungry for pie is worth two pieces promised for next day. The promise may not be kept, or we may be like Mr. Rockefeller who can afford several pieces but cannot eat one.

Today is worth two tomorrows. It is worth a hundred yesterdays. You cannot call back the past. You cannot avoid the mistakes of yesterday. You cannot wipe out the hasty words spoken yesterday.

But today you may speak kindly words, you may perform golden deeds. You are stronger, wiser, and more earnest to-day. All your noble impulses are alive to-day. Use them! Let them rule your conduct!

Keep out the mean thought to-day. Do the good deed. Help someone. Cheer someone. If you cannot think of the right words, whistle.

Look alive! Stand up! Be careful!

This is your great day—today!
—The World's Chronicle.

WILSON'S VIEWS OF LIFE.

President Wilson in presenting an American flag recently to a delegation of forty-seven school boys from San Francisco, made a little speech in which he said:

"I dare say you think that masters are often a bit hard on you in requiring you to do things in order that you may pass the tests of the school, but I want to warn you that when you get out of the school you are going to have harder schoolmasters than you had before."

"The world requires that we make good, no matter what happens, and the man who does things amounts to a great deal more than the man who wishes he had done things and who promises he will do things. The men I am sorry for are the men who stop and think that they have accomplished something before they stop at the grave itself. You have got to have your second wind in this world and keep it up until the last minute."

HER OPINION OF BOYS.

A little girl wrote the following essay on boys: "Boys are men that have not got as big as their papas and girls are women that will be ladies by-and-by. When God looked at Adam He said to Himself, 'Well, I think I can do better if I try again.' and He made Eve. Boys are a trouble. They wear out everything but soap. If I had my way the world would be girls and the rest dolls. My papa is so nice that I think he must have been a little girl when he was a little boy. Man was made, and on the seventh day he rested. Women was then made, and she has never rested since.—Philadelphia Inquirer.

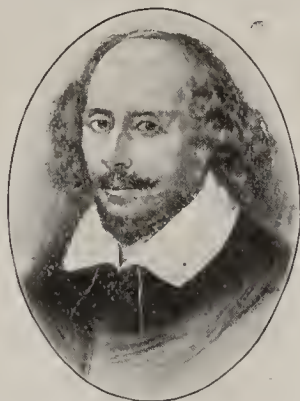
BOYS WHO MADE GREAT MEN.

A Swedish boy fell out of a window and was badly hurt, but with clenched lips he kept back the cry of pain. The king, Gustavus Adolphus, who saw the boy fall, prophesied that he would make a man for an emergency. He did, for he became the famous General Bauer.

A boy used to crush the flowers to get their color, and painted the white side of his father's cottage in the Tyrol with all sorts of pictures, which the mountaineers gazed at as wonderful. He was the great artist, Titian.

An old painter watched a little fellow who amused himself making drawings of his pot and brushes, easel and stool, and said, "That boy will beat me one day." He did, for he was Michael Angelo.

A German boy was reading a blood and thunder novel. Right in the midst of it he said to himself: "Now, this will never do. I get too much excited over it. I can't study so well after it. So here it goes!" And he flung the book into the river. He was Fichte, the great philosopher.

GUESS WHO?

An easy one

HEALTH PLEDGE FOR BOYS.

Public School Pupils Asked to Avoid Unwholesome Sweets and Pastry.

New York's schoolboys have been asked to start and continue until June 6 at least, a test of self-denial, in which they will abstain from using cheap candies, unwholesome pies, crullers and greasy pastry, and soda water flavored with highly colored syrups. The Public Schools Athletic League makes the request and promises to the boys who keep their pledge that they will excel in the athletic contests to be held in Central Park on June 6, when 10,000 young athletes will participate in a festival of sports. The league has obtained pledges from the boys not to use alcoholic beverages or smoke cigarettes.

The special hygienic programme for the boys who want to win honors has been arranged by Dr. C. Ward Crampton, Secretary of the Athletic League and Director of Physical Training in the public schools. Here it is:

Go to bed at 8 o'clock after a thorough wash and a cold splash over chest and trunk; scrub teeth and gums well. Have clothes and books ready for the morrow.

Open bedroom windows at top and bottom.

Get up not a minute later than 7 o'clock. Go through a two-minute drill and hygienic exercises. Clean face and neck and scrub hands. Finish up with a big cold splash and hard rub all over. See that feet and legs are clean and rub them hard to get them into condition. Brush teeth and gums thoroughly.

Breakfast and all meals: No coffee, no tea. Drink milk a little at a time. Chew all food to a pulp. Ask your teacher what foods to avoid. No smoking.

Before school look yourself over.

Am I clean from head to toe?

Are all my clothes clean and in order down to the skin?

Do I stand up like an athlete?

"We have not tried to outline an ideal training diet or system. We do not claim for these suggestions that they are complete. Our idea is to get parents to co-operate and insist upon this schedule at home. We therefore have suggested measures which will be easy for any home to follow. We leave the actual food suggestions to the teachers because they can fit their prohibitions to the natural dietary of the school district."

Teacher—Who was the first man?

First Boy—George Washington.

Teacher—Next.

Second Boy—Adam.

First Boy (indignantly)—I didn't know you meant foreigners.



The Oil Family



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These two pictures are explained in the Picture Study Department of Teachers Magazine this month. Every teacher should have Teachers Magazine and every pupil should have The Pennant.



Miss Bowles



The Strawberry Girl

Practical Pointers in Picture Study

"Beauty is truth, truth beauty."—JOHN KEATS.

"Art deals with things, however, incapable of definition and that belong to love, beauty, joy and worship."—PLOTINUS.

Two Pictures by Sir Joshua Reynolds.

(Pictures on page 322)

Probably no artist who ever lived is better understood or more passionately loved little children than Sir Joshua Reynolds. To him they were a constant study and delight, and so it is quite natural that he should have been eminently successful in portraying them. His pictures of children have a sweetness, naturalness and elegant simplicity about them that make them quite different from the creations of any other artists dealing with childhood. Nowhere do we find the same charm, the same fascinating, captivating manner, and the same truth to childish ways and feelings. Indeed his pictures of children are in a class by themselves. Notice "The Strawberry Girl." Did any one ever see anything sweeter than her face with its large, beautiful eyes, and its dreamy, happy look! It holds us captured, as it were, by its charm and we are content to gaze intently upon it for many seconds. There is a depth of meaning in those large dark eyes that seem to look straight into our very souls! So large, so wide-open, so peaceful, so happy, and so intent are they! We feel that we can never tire of their beauty and their fascinating glance. How natural and childlike the little girl appears! We notice the loveliness of her other features, her mouth, her pretty, chubby cheeks, her hands folded in front of her, her basket upon her arm, and we wonder where she is going to obtain her strawberries or if she already has them hidden away in the depths of her basket, and if that is why she looks so happy! Notice the neat little cap upon her head, her pretty hair peeping out beneath it, and her fine, high forehead. We are sure that we should enjoy knowing this delightful little girl and wish that we might meet her on some of our walks through the strawberry beds, or in the parks,—anywhere—but her dress tells us that she belongs to another time and so we are afraid that we shall not see her; but, at least, we can be alert for other beautiful little girls who are all about us, and who may be as charming in their way as she is, but who have no Sir Joshua Reynolds to preserve their charms for us upon the canvas of a great painting.

"Miss Bowles" has a pretty, childish, happy face. As she hugs her favorite dog and looks out toward us in her smiling, pleasant manner we wonder what she is thinking. Of course, it is about her dog whom she seems to love so devotedly, but we would like to know just what her

thoughts are! The dog has a look of perfect happiness and contentment on his face that it is a pleasure to witness. He seems to say, "Oh! isn't it lovely to be here." He could not fancy himself any happier than he is now, and his little mistress seems almost as happy. Notice her large, fine eyes, and her pleasant smile. The two appear to be out-doors in some beautiful park. Perhaps the little girl has been chasing her dog around it, and has just caught him in her arms and seated herself to give him one big hug before she lets him run about again. In any event, they are a very happy pair and we enjoy sharing their happiness, and wondering about the pleasant times they have together. How they must enjoy each other's society and what great frolics they must have!

Questions Interpreting the "Strawberry Girl."

What does this picture represent?

Do you like the appearance of this little girl? Why?

What feature of her face do you especially notice? Why?

Has she beautiful eyes? What look do you see in them?

What adjectives best describe them? Has she also a dreamy look in her face?

Describe her other features? What has she upon her head?

What does she carry upon her arm?

Why do you suppose she is called "The Strawberry Girl?"

Do you think she already has the strawberries or is just going after them? What makes you think so?

Do you think she is a natural looking little girl? Why?

Do you think she is attractive and beautiful to look at? Why?

Would you enjoy knowing her? Why do you think so?

Do you think the artist who painted this picture was fond of children? Why do you think so?

Would you like to have this picture hanging where you could see it often? Do you think it would be a pleasure to see it very often? Why?

Do the beautiful eyes of this little girl speak any message to you? What message do they seem to speak?

Questions Interpreting "Miss Bowles."

Where are this little girl and her dog, judging from the surroundings? What do you think they have probably been doing?

Do you think the little girl is fond of her dog? Why?

Do you think the dog is fond of her? How does he show it?

What look do you see in the face of the little girl? Of the dog?

Does the dog look real happy? Does he seem perfectly contented with his present resting-place? What makes you think so?

Do you think the little girl and her dog have pleasant times together? Why do you think so?

Have you ever had a pet dog? Did you enjoy playing with him?

Do you think dogs are pleasant companions? Why do you think so?

Do you like this picture? Why do you like it?

THE ARTIST

Sir Joshua Reynolds, one of the greatest English painters who ever lived, was born at Plympton Earl, in Devonshire, July 16, 1723. He received his education from his father, a clergyman and the master of the free grammar school of the town, who intended his son for the medical profession. However, the boy early showed a distinct preference for painting. When he was only eight years old he made a drawing of the Plympton school-house which greatly astonished his father. It was at length decided that the boy should devote himself to art, and in 1741 he went to London to study under Thomas Hudson, a mediocre artist who was popular in the metropolis as a portrait painter. Reynolds studied with Hudson for two years and acquired with great aptitude the technicalities of his art. The lad then returned to Devonshire and took up the profession of portrait painting. By the end of 1744 he was again in London. He now painted his portraits of Captain Hamilton, of Mrs. Field, of Alderman Tracey, and of Miss Shudleigh. To this period or to one slightly later belongs the artist's excellent bust portrait of himself. At Christmas, 1746, he was recalled to Plymouth Dock, which in the meantime had become the home of his father, to attend the last hours of the dying man. After his father's death he established himself with two of his sisters at Plymouth Dock, where he painted portraits, and, as he has himself written, received much instruction from a study of some works by William Gandy, notable for their broad and forcible execution.

In 1749 Reynolds went to Italy. He has confessed that he was sorely disappointed when he first saw the works of Raphael, and that it required lengthened study before he could appreciate his grace and correctness. The dignity and imagination of Michelangelo deeply impressed him, and to the end of life the great Florentine remained for Reynolds the supreme figure in art. His name was constantly on his lips. But it was

from the Venetians that he learned most for his own strongest instincts were toward richness and splendor of color, and in these qualities he found unsurpassable examples in the paintings of Titian and Veronese. After a residence of two years in Rome, Reynolds spent four months in visiting Parma, Florence, Venice and other important cities of Italy, and, after a short stay in Devonshire, he established himself as a portrait painter in London, where he continued to paint until his death.

He now produced his portraits to the Duchess of Hamilton, the Countess of Coventry, Lord Holderness, and his friend Keppel. His studio was thronged with the wealth and fashion of London, as some one has said: "with women who wished to be transmitted as angels, and with men who wished to appear as heroes and philosophers," and he was already afloat upon that tide of prosperity which never ebbed until the day of his death." If the magic of his painting brought him crowds of sitters, his charming manners gathered around him hosts of friends. He had made the acquaintance of Dr. Johnson the first year of his residence in London, and different as were their characters, they remained friends for life. Burke, Goldsmith, Garrick, and Hogarth also joined his circle of friends. At the hospitable table of Reynolds these distinguished men enjoyed the freest and most unconstrained companionship, and most of them were members of the "Literary Club" which was established at the suggestion of Reynolds in 1764.

In December, 1768, the Royal Academy was founded, and Reynolds was elected its first president. In a few months the king showed his approval of the election by knighting the new president, and intimating that the queen and himself would honor him with sittings for portraits to be presented to the Academy. "In the unwearied pursuit of his art, and in the calm enjoyment of his varied friendships, Sir Joshua's life flowed on peacefully and happily enough." Toward the end of 1791 it was evident to his friends that he was gradually sinking. For a few months he suffered from extreme depression of spirits, the result of a severe form of liver complaint, and on the 23rd of February, 1792, "this great artist and blameless gentleman passed peacefully away."

In the paintings of Reynolds we have "a host of admirable portraits in which the men and women and children of the time live still before our eyes, each possessed with a nameless dignity, or grace, or sweetness. As the artist advanced toward old age his hand only gained in power, his color in richness and splendor; his works show no decadence till the day when he finally laid aside his brush." He greatly loved child nature and thoroughly understood it, and consequently his pictures of children possess an undying charm. "Simplicity," "Angel Heads," "Age of Innocence," "Penelope Boothby," and "Infant Samuel" are among pictures of this class which are justly famous.

Elsie May Smith.



Grade Work

Edited by

Charles H. Davis.

Primary Arithmetic Test

Oral.

1. What is $\frac{3}{4}$ of 8?
2. Write: 206, 001, 200.
3. How many square inches are there in a square foot?
4. Write the factors of 24.
5. $9 - 4\frac{3}{4} = ?$

Written.

1. What part of $5\frac{2}{7}$ is $2\frac{3}{7}$?
2. $2862 \times 324\frac{3}{4} = ?$
3. 96 is $\frac{8}{9}$ of what no.?
4. What are the prime factors of 786?
5. $4.872 \times .95 = ?$

Four Minute Drill Tests

Test 1.

1. Henry's age is two-sevenths of his father's. Henry is 14 years old; how old is the father?
2. What is the value of a peck of peanuts at 2 cents a pint?
3. A road is 4 rods wide; how many feet wide is it?
4. If 12 tons of coal cost eighty dollars, what will 9 tons cost?
5. What is the greatest Common Divisor of 12, 15 and 18?
6. What part of one-half a yard is one-half a foot?
7. Sold a bushel of chestnuts at 10 cents a pint, how much was received for them?
8. If five-sixths of an acre of land cost 50 dollars, what will be the cost of 1 acre?
9. If 1000 books cost one hundred fifty dollars, what is the cost of one book?
10. Three-fourths of the cost of a house was three thousand six hundred dollars. What did the house cost?
11. If a grocer sells 8 eggs for a quarter, how many dozen can be bought for one dollar and a half?
12. If 8 tons of coal cost 48 dollars, what will 20 tons cost?

Time is up.

Test 2.

1. At six-sevenths of a dollar a box, how much must be paid for 35 boxes of candy?
2. At seven-eighths of a dollar a yard, how many yards of silk will 70 dollars buy?
3. A man spent 24 dollars, which was six-sevenths of his money. How much money had he?

4. If turkey cost one and one-half dollars each, how many can be bought for 36 dollars.

5. What will five hundred fifty pineapples cost at 2 dollars per hundred?

6. At fifty cents a yard, how many yards of silk can be bought for 42 dollars and fifty cents?

7. If silk is eighty-three and one-third cents per yard, how many yards can be bought for 5 dollars?

8. How many feet in one hundred forty eight yards?

9. A man sold three-fifths of his farm and had 20 acres left. How many acres had he at first?

10. Mary spent 48 cents for a book which was three-fourths of her money. How much money had she at first?

Time is up. **Geography---4A**

1. (1) Name the continents.
(2) Name the oceans.
2. Name the hemisphere, continent, country, state, city and borough in which you live.
3. Locate:
(1) Hudson Bay, (2) Gulf of Mexico, (3) Mediterranean Sea, (4) Greenland, (5) British Isles.
4. In what continent is the Rocky Mts. Highland? the Himalyan Highland?
5. (a) What is the largest continent in the world?
(b) The smallest continent?

South America

1. South America:
(a) Location. (c) Climate.
(b) Surface. (d) Drainage.
2. Name five products and tell where each is produced.
3. Locate the following countries: Chili, Peru, Brazil, Argentina, Venezuela.
4. Tell something about each of these cities: (a) Pasco, (b) Santos, (c) Para, (d) Punta Arenas.
5. Where is the rainless region of South America?
6. Tell about the government of the South American countries.
7. Name and locate five of the largest cities of South America.
8. Write at least five good sentences about the natives of South America.
9. Tell what foreign nations own land in South America.
10. Name five countries that border on Brazil, and give the capital of each.

READING

Editor's Note:—There are many good series of basal readers on the market to-day, but because of the splendid results obtained in my own school I desire to call attention to the following plan of work and series of readers.

C. H. Davis, P. S. 25, Borough Queens,
New York City.

The Progressive Road to Reading.

How often, in the far-away, golden days of childhood, have you said, "Tell me a story, please!" As often, doubtless, as there was a reasonable chance of your request being granted. For the love of stories is one of the universal instincts of human nature; the art of story-telling—the gift of spoken narrative—goes back to the dawn of civilization. From the minstrel who recounted the glorious deeds of warriors and stirred the hearts of his hearers to greater courage, to the omnipresent fiction of to-day, the influence of the story-telling art has steadily increased.

Strange, isn't it, that such a power should not have been utilized long ago as a means of teaching reading? Millions of children have learned to read by slow, dull and irksome ways while this delightful and thoroughly practical method was simply awaiting some one wise enough to see its possibilities.

The authors of these books, Miss Georgine Burchill, Dr. Edgar Dubs Shimer and Dr. William L. Ettinger, have made "The Progressive Road to Reading" a perfect expression of the story-telling method. And they have united this method with a remarkably simple yet definite and coherent phonetic plan. With a story-telling method the child learns to read by means of stories; he does not have to struggle with a long and stupid drill on meaningless phrases and disconnected sentences before he comes to the fascination of a real story.

From the very first lesson in "The Progressive Road to Reading" the story form lays its hold upon the child's imagination. He is at once animated by that most effective of all *stimuli*—interest. Then, little by little, there dawns upon him the charm of getting an interesting story from the printed page and he feels that the thing he most wants to do is to learn to read. Reading becomes to him a living joy instead of a hard, bewildering task.

The material in "The Progressive Road to Reading" is the result of classroom experience. The stories, as they appear here, and the method, grew out of the work done in one of the largest and most progressive public schools in New York City. Under the wise direction of Dr. Edgar Dubs Shimer, District Superintendent, and Dr. William L. Ettinger, then Principal, the teachers in this school began the primary reading work by telling the children stories—the favorite classics of childhood. The children retold the stories to the teacher; careful observation was made of the points in which the majority of the stories agreed; later, the teacher told the stories again to the children and again the

children retold them to the teacher. With each telling of the story it grew more direct, more dramatic; in short, it crystallized into a form which absolutely satisfied and delighted the children.

Isn't this an admirable way to winnow the chaff from the wheat? Such a process does away with the unnecessary words and the artificialities of style with which the mature mind is prone to confuse the naive, direct mind of the child. Wrought out in this way, these stories in "The Progressive Road to Reading" possess a strength, simplicity and vividness absolutely unparalleled in school readers.

Throughout these books the child reads only what is really worth reading. His lessons have literary value; they are not trivial nor of the "made to order" variety. They are the fables and legends, the fairy tales and myths that have endured the test of time because they are rooted in universal truth and emotion. And because this literature is as broad and deep as life itself it appeals to all children whatever their nationality or their environment.

A series of readers created, as it were, in the midst of life itself instead of being manufactured in the seclusion of a library, must necessarily be full of life and action. These qualities are strong characteristics of all the stories in "The Progressive Road to Reading"; there is not a dull page nor even a dull sentence in these readers. Phrase by phrase, sentence by sentence, the story, however simple it may be, progresses towards a climax. Since there are no unrelated sentences the child's curiosity is aroused to know what is coming next; his lesson holds his attention every moment of the time.

With these books he starts on the long road to knowledge which the power of reading opens up to him as one should start on a journey—with joy and eagerness. Think for a moment, you teacher sorely tried by the apathy or restlessness of your pupils, how much easier your task would be if they, too, had this enthusiasm!

It is only recently that educators have begun to realize that humor has its rightful place in the education of the child; a sense of humor has long been acknowledged—even by pedagogues—to be a desirable trait in an adult, but to have encouraged it, or even recognized it, in a pupil would have been to treat the serious art of teaching with too much levity! Now, however, the value of inculcating a refined sense of humor and of meeting with sympathetic understanding the delicious whimsicality of the child-nature, is steadily gaining pedagogical favor.

The stories in this series lift the child out of his every-day life; they give him new and interesting things to think about; they are a part of the great literature of the world which he, as "heir of all the ages," has the right to know.

The refinement and charm of the illustrations in these books unconsciously give the child a high standard of pictures. They are line drawings in black, and as the books are printed on unglazed paper of an excellent grade the effect is restful to the eyes and not productive of eye-strain.

Flag Day.



WASHINGTON AT TRENTON

Flag Day. June 14, 1777---Birth of the Flag of the United States.

Congress resolved, "That the flag of the thirteen united colonies be thirteen stripes, alternate red and white, and the union be thirteen stars, white in a blue field, representing a new constellation.

This day June fourteenth,—more cheerful always in its associations than Memorial Day, even as the weather is fairer in mid-June than at the last of May,—more widespread in its significance than "the glorious Fourth," or the birthday of Washington or Lincoln, since the flag is the symbol of every great deed or event of patriotism, and not of any one man or fact alone,—is not yet generally observed as a national holiday. But the signs are many that the time will come when the jubilee of the flag will be kept with a display of waving colors—the blending of matchless Red, White and Blue—such as will gladden the eyes of every American, young and old, and fan to a brighter flame the fire of patriotism in every heart. In this deepening and extending honor to the flag it is natural and possible for children to take the lead. And wherever and whenever they lead the way, the rest of us will fall in line. When the G. A. R. held its annual reunion in Buffalo a few years ago, there was no sight "half so fine," so "never-to-be-forgotten" as the "Living Shield" of red, white and blue, composed of school children, several thousand in number, suitably arranged.

When Syracuse kept the semi-centennial of its life as a city there was nothing that so drew and held the gaze of the thronging crowds as the sight of four hundred high-school girls arranged in the semblance and colors of a 'Living Flag.'—the boys meanwhile making the streets alive with color, as they marched in procession with waving banners. But, of course, it is not always possible, never necessary, to use such elaborate means in celebrating. At slight expense, let each boy and girl in a school be provided with a flag, and there is nothing rhythmic in speech or song for which they cannot easily supply an accompaniment of waving flags; no march whose movement they cannot "time" with moving banners. And out of each Flag-day exercise, whether annual or oftener, there should come a better appreciation of the worth of the flag and the meaning of true patriotism.

QUOTATIONS.

"One flag, one land, one heart, one hand,
Our nation, evermore."

—*Oliver Wendell Holmes.*

"Waves from sea to mountain crag,
Freedom's starry Union flag."

—*Fredrick Dennison.*

"Our glory's path by stars it shows,
And crimson stripes for Freedom's foes."

—*Henry P. Beck.*

"God bless each precious fold,
Made sacred by the patriot hands that now are
still and cold."

—*Jennie Gould.*

"Bear that banner proudly up, young warriors of
the land,
With hearts of love, and arms of faith and more
than iron hand."

—*Thomas Williams.*

"Let it float undimmed above,
Till over all our vales shall bloom
The sacred colors that we love."

—*Phoebe Cary.*

Our Flag.

I am so glad that our country is free;
Send the glad tidings far over the sea,
From the green hills of the old Bay State
To the bright streams of the Golden Gate.

All (waving flags).

Flag of the brave! O, flag of the free!
Here it shall wave for you and for me.
Flag of the brave! O, flag of the free!
Flower of Liberty.

The red tells of courage when brave men have died:
The white band of purity is at its side;
The bright stars which shine from a deep field of
blue,

Tell all who love it to ever be true.

All: Flag of the brave, etc., etc.

Th red, white and blue, on high may it float,
Bearing its message to countries remote,
And we will always to the colors be true
And love our bright flag of the red, white and blue.

All: Flag of the brave, etc., etc.

Our Native Land.

Old Mother Earth is so kind and true,
Giving us treasures both old and new;
But the dearest one at our command,
Is our own, our native land.

How we love her rocks and rills,
Lonely groves and dimpled hills,
Great tall oaks and maples fair,
Evergreens and redwoods rare.

Silver, gold and iron abound,
Coal and copper here are found;
All we need and some to spare,
Paying us for our toil and care.

George Washington.

To live a good and noble life,
Dishonest ways we'll shun;
We'll follow the example
Of brave George Washington.

So truthful in his boyhood days,
So just to every one;
If a quarrel came to settle
It was left to Washington.

And when he grew to manhood,
If a brave deed must be done,
No wonder that the people
Chose as leader Washington.

Then a ruler of the country,
He became to all so dear,
That throughout the land his birhtday
Is remembered every year.



The Wayne Monument, Valley Forge

A SCHOOL MANUAL of MANNERS AND DRESS.

(As edited by boys and girls of a graded school.)

Department.

HALLS.

Boys should remove their hats as they enter.
Pass behind persons standing in the hall.
Boys should allow girls to pass first.
Pass through the halls quietly.
In case of accident say "Excuse me."

CLASS-ROOM.

Do not laugh at the mistakes made by a class-mate.
When the first bell rings, pupils should take their seats and stop talking.
Always say "Good-morning" as you enter a room.
Do not eat in a classroom.
Do not chew gum anywhere in company.
Keep your feet under the desk.
Always stand when spoken to.
Pupils should put all waste paper in the basket.
Do not write or read when anyone comes in to speak to the class.
Do not stare when an individual is being spoken to but continue your own work.
Do not raise your hand when anyone is speaking.
Be careful of unnecessary noise. Do not slam desks, crumple papers, scrape feet, or throw books around.
Do not ask questions that you can answer yourself.
Keep your eyes indoors.
Always see that there are chairs and books for visitors.
Be courteous to all school and classmates.
Pass quickly and quietly from room to room.
If there is a misunderstanding between you and your teacher, it is better to wait until school is over to settle it than to discuss it in class.
Be orderly when the teacher is out of the room.
Don't be "eye-servants."
Keep out of doors during recess.
Always keep desks neat.

CHAPEL.

Do not touch seats in marching.
Do not yawn in chapel.
Sit quietly and do not whisper during exercises.
Always be ready to get chairs or books for teachers.
Pass books quietly.
Sing your best.
Keep your heads bowed during the prayer.
Do not turn to see what is going on at the rear.
Keep absolute order during a fire drill.
Do not swing out of line marching to chapel.

SCHOOL-YARD.

Do not loiter after school. Go straight home.
Do not throw rubbish around school-yard.
Boys playing rough games should keep on their own side.

Apologize for any accidental injury you cause.
Form on line promptly when bell is rung.
Do not disturb classes by unnecessary noise.
Do not gossip about those in school.
Report anything lost or found in the yard.

STREET.

Do not make yourself conspicuous on the street.
Keep to the right of the sidewalk.
Boys and girls should speak first to all the teachers.
Girls should speak first to boys whom they know.
Boys should lift their hats when with another boy who lifts his hat to a friend.
Be ready to give any assistance necessary to older persons.
Boys should walk, when with ladies, on the outside of the pavement.
On the way to manual training or to cooking, form in single file when passing persons.
In crossing the street, boys should make way for girls.

HOME.

When leaving always say "good-bye" to your parents.
Always wipe your feet on the door-mat before entering the house.
Do not grumble when asked to do anything.
Boys should remove their hats as they enter a house.
Do not stand between two persons who are talking.
Always stand when an older person enters and remain standing until he or she leaves or is seated.
Open the door for a person leaving your home.
Do not interrupt when persons are talking.
Make requests of helpers. Do not command them. Say "Thank you" for any service.

CARS.

Boys should give their seats to ladies, girls or old men. Girls should give their seats to old women or old men.
Girls should always say "Thank you" when given a seat in a car.
Do not make yourself conspicuous on a car.
Do not take up any more room than you need.
Boys should stand back to allow girls or women to enter a car first. Boys should go first in leaving a car if traveling with ladies so that they may help them off.

PUBLIC BUILDINGS.

Girls should remove their hats in a place of public amusement.
Do not in any way deface public buildings.
Girls and boys should walk and talk softly in the library.
If there are any ladies present in an elevator boys should remove their hats.
Speak courteously to clerks or saleswomen in stores.

Dress.

Always have your face and hands clean when you come to school.
Teeth and nails should be kept clean for two purposes, health and good appearance.

Girls should arrange their hair neatly, simply and becomingly. Dark ribbons are more appropriate for school than the light ribbons.

Boys should remember to brush their hair before they come to school.

Boys and girls should keep their shoes polished. It makes a neat appearance and preserves the shoes.

Boys should wear clean collars and never forget their ties. Dark colored ties are appropriate for school.

Boys should not wear sweaters under their coats when indoors. Girls should not wear sweaters indoors.

Girls' school dresses should be plain and sensible. Heavy cotton materials are more appropriate than thin muslins.

Girls should not wear very low-necked or short-sleeved dresses to school.

Do not come to school looking like a jewelry shop.

Girls should not use strong perfumery.

STREET—CHURCH—TRAVELING.

Girls should wear their hats when going into the business part of the town.

For church, street and traveling, dress plainly and inconspicuously. For sports, girls should wear heavy, rough clothes, no laces.

EVENING WEAR.

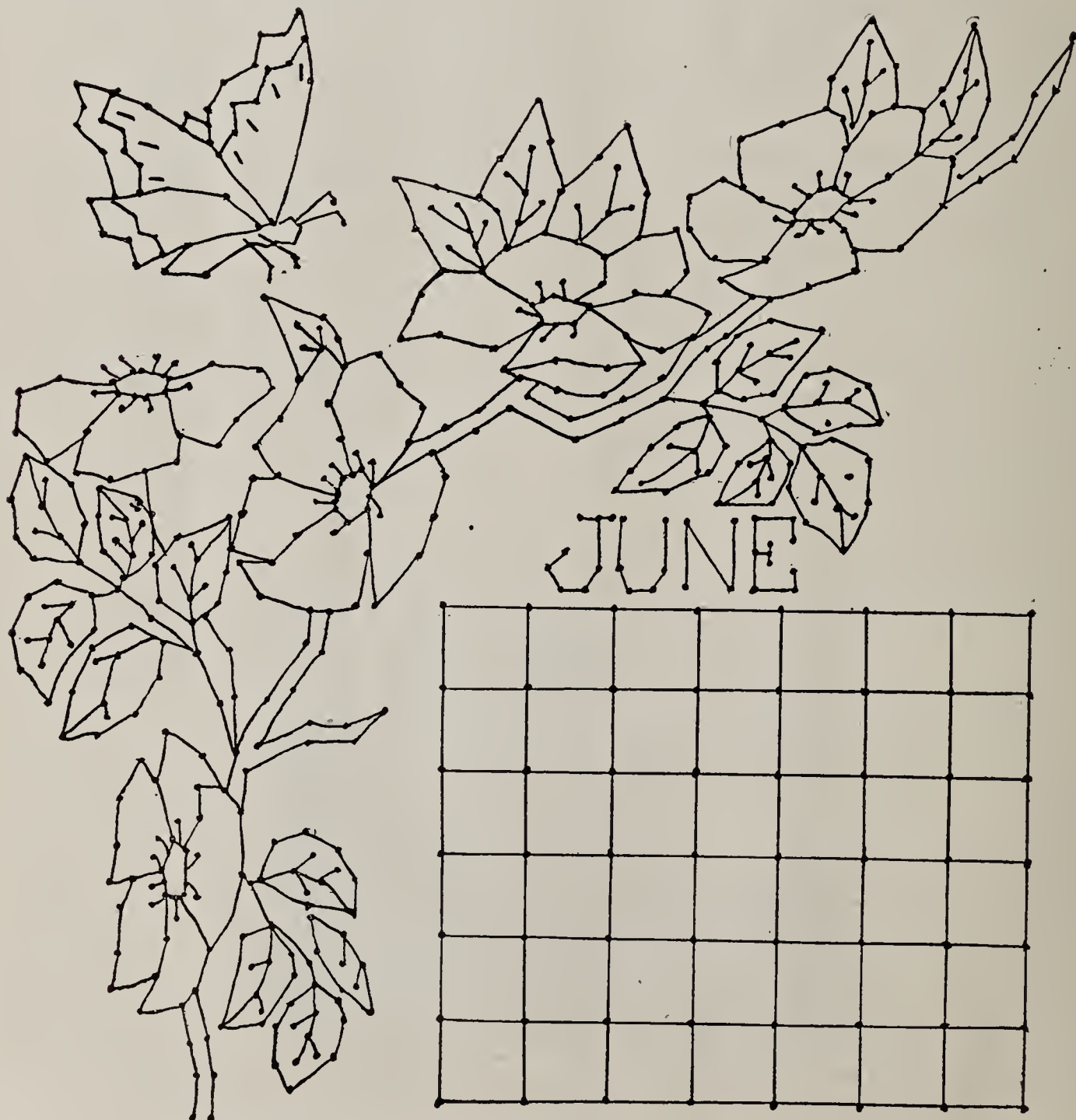
Girls should wear white or light colored dresses. It shows much better taste to have a simple dress of good material than a cheap, fancy dress. White or light colored hair ribbons are appropriate. Little jewelry should be worn.

Boys should wear their best suits and shoes, white shirts and collars, and light colored ties.

GRADUATION.

Girls should wear plain white dresses, no color at all, white ribbons, and black shoes and stockings.

Boys should wear the same costume that they would use for evening dress. White ties.



CALENDAR SEWING CARD FOR JUNE. (Published in complete sets, 20c.)

ENGLISH in the HIGHER GRADES.**6A GRADE —**

Wynken, Blynken and Nod one night

Sailed off in a wooden shoe,
Sailed on a river of crystal light,
Into a sea of dew.

"Where are you going, and what do you wish?"
The old moon asked the three.

"We have come to fish for the herring fish
That live in this beautiful sea.

Nets of silver and gold have we,"
Said Wynken, Blynken and Nod.

1. Select 7 common and 3 proper nouns.
2. Select 5 adjectives and tell what each modifies.
3. Select 3 adverbial phrases and 2 adjective phrases. Tell what each modifies.
4. Define an adverb. Write a sentence containing an adverb of manner. Underline it.
5. Define an adjective. Write a sentence containing an adjective of the superlative degree.
6. Write sentences containing personal pronouns used: (a) as subject, (b) as object of a verb, (c) as object of a preposition, (d) as possessive modifier.

7. Compare: soft, early, pleasant, careless, bad.
8. Write 8 consecutive lines of poetry you have learned this term.

9. (a) Write an imperative sentence. (b) Write an interrogative sentence.

10. (a) Write the plural of key, loaf, lily, ox, woman. (b) Write the masculine of girl, mistress, woman, tigress, daughter.

6B GRADE —**ANSWER ANY TEN QUESTIONS**

1. Write the abbreviation for *February, August, October, Wednesday, Saturday, year, hour, doctor, avenue, street.*

2. Separate the following sentences into subject and predicate, and underline the chief word or words in each:

Many persons will visit Buffalo this summer.
Hurriedly up the street rode the excited troops.
A meeting of the cabinet was called at once.
We were delighted to meet our former school-mates.

A great many cherries have been spoiled by the rain.

3. From the sentences in No. 2 select a *common noun in the singular number, a proper noun, an adjective, an adverb, a phrase.*

4. Write not less than four nor more than eight lines of poetry you have learned this term.

5. Give the plurals of these nouns: *Fly, valley, box, child, church, sheep, bird, man, river, tree.*

6. Write a short letter to John Wanamaker, Broadway, New York, ordering a croquet set for which you inclose five dollars forty cents.

7. Draw an envelope form and address it properly to contain the letter in No. 6.

8. Rewrite the following sentences, changing the phrases in them to adjectives or adverbs:

In what place did you leave your books?
Our grocer wishes to hire a boy of industry and of good manners.

That book with red covers is very pretty.

9. Give the possessive singular of *girl, pupil, fox, merchant, Agnes.*

10. Write a story of about fifty words concerning some dog or horse you know or of which you have read.

11. When should *a* be used? When should *an* be used?

12. Write a sentence using *at*; a sentence using *to*.

13. Copy the following sentences, using capitals and punctuation marks where they are needed:

Listen is not that a cry of fire
bring your sister's book to school

14. From the following sentences select a *verb, a common noun in the plural number, a compound subject, a compound predicate, an object word*:

Merchants buy and sell large quantities of goods.
The boys and girls applauded the speaker.

15. Write from memory the first stanza of "America."

7A GRADE —**ANSWER ANY TEN QUESTIONS**

The old town of Salem in Massachusetts was once a famous seaport.

Ships sailed out of its harbor to all parts of the world.

Why is it no longer so rich and so busily engaged in Commerce?

(The first seven questions refer to the above selection.)

1. Select (a) a proper noun; (b) a common noun; (c) an adverb; (d) a verb; (e) a conjunction.

2. What part of speech is *once? all? no? so? in?*

3. Select and compare two adjectives.

4. Give the modifiers of the word *parts.*

5. Select an adjective phrase and an adverbial phrase. Tell what each modifies.

6. What kind of a sentence is the second one of the selection? The third one?

7. Analyze, by diagram or otherwise, the first sentence.

8. Write a sentence containing a compound subject and an objective complement.

9. Give the possessive and the object form of *I, we, you, he, they.*

10. Write these sentences properly with plural forms.

- (a) I am going to New York.
- (b) He has written a letter.
- (c) She has broken her doll.
- (d) This is my book.
- (e) That is her pencil.

11. Write not less than four nor more than eight lines of poetry you have learned this term.

12. 13. Write a composition of at least fifty words telling how you spent the Christmas holidays, or describing the Christmas exercises at your school.

14. Write a note of thanks to a friend who has sent you a pair of skates.

15. Write the possessive plural of *box, man, child, book, sheep.*

BIRDS

(A Gymnastic Game suggested by Belle Ragnar Parsons in her book, "Plays and Games.")

Contributed by Dr. MAXIMILIAN P. E. GROSZMANN

In the fall, the subject of birds principally concerns itself with migration,—wild ducks, geese, etc., according to locality, furnish illustrative material. In the spring the return, nesting, and care of the young offer themes for activities.

The flight of the bird affords excellent arm movements. With the motion centered in the shoulders, work for ease and freedom. When the arm movement is well established, rise on toes as arms go up, sink bending knees, as arms come down.

When the children have gained the feeling of lightness, buoyancy, and freedom suggested by bird imitations, they are ready to represent the characteristic flight of different birds. Do not keep the class too long on the preparatory movements, as the inspiration of the subject will be lost. As soon as the children do the wing movements well, add running, combining the two rhythms.

Material for illustration should be drawn from the nature-study work. Ask the children to observe the flight and characteristic movements of different kinds of birds and bring you facts. Do not bring stuffed or caged birds into the classroom. We want the child to catch the spirit of the free life of the bird.

With the young children it will be enough to get the simple flying movement, the feeling of lightness and freedom. The older children may correlate the work with nature study, history, geography, and literature.

In connection with their nature work, the children could make a comparative study of wing movements,—what bird, or groups of birds, flutter, sail, soar, flap wings, etc.,—or of leg movements,—what birds walk, run, hop. The fact that birds fill themselves with air before flying makes good deep breathing a matter worth remembering. What better way of pointing out an anatomical difference than to have a child try to bend his knees as the flamingo does?

After the individual bird exercises are well developed a game may be made by letting the entire class represent how different groups of birds travel, whether scattered, bunched, in line, or with a leader.

a. Flying Birds.

1. Birds of Prey: vulture, eagle, falcon, turkey-buzzard, kite, owl.

Very large wing movements, sailing, wheeling, tipping, circling, soaring.

Use feet for grasping, walking, and a very fine springy run.

The turkey-buzzard rises from the ground with a single bound, gives a few flaps of the wings and then soars or sails.

Imitation of the owl give good head movements.

2. Perchers. This group includes most of the common singing birds.

Humming birds,—flutters, darts, hovers, flies in long undulations; seldom uses feet.

Sparrow,—short, rapid flight; waving, zig-zag course; cuts through the air; imitates the flight of many other birds; hops, chatters, scolds.

Swallow,—sails, skims, darts, wheels, captures prey in air, uses wings more than feet. The swallow plays on the wing.

Swift,—does not flap wings as often as the swallow.

Lark,—soars, rises almost perpendicularly, and when it reaches a great height drops head-long.

Robin,—continuous flapping of wings in short flights; little, quick hops and runs, head up, quick turns from side to side (perky bird).

Crow,—clumsy flapping of wings, alternate flapping and sailing for short distances; walks.

Lyre-bird,—makes great leaps, sometimes even ten feet from the ground.

3. Climbers.

Woodpecker,—gives good head-bending movements, tapping.

Cockatoo and parrot,—give good head-turning movement.

4. Stilt-birds or waders.

These birds stalk or run quickly and lightly over water plants, heads stretched forward.

Stork,—the finest example of soaring in circles.

Heron,—flies slowly but very gracefully, with regular, slow flap of wings, from directly ascending flight, sails in great circles; walks with great dignity, elegance and majesty.

Crane,—flies with long-sustained movement of wings for great distances; stands on one leg, neck back on shoulder.

Flamingo,—draws one foot up slowly, stretches wing far out, waves wing slowly once or twice and folds (good balance exercise).

Ibis of Egypt,—flight, lofty and strong; walk, deliberate and quiet.

Lap-wing,—sails, wheels, tips, circles, skims.

Sand-piper and plover,—dance along the shore in rhythm with the wavelets.

5. Web-footed Birds or Swimmers.

Duck,—flies with great velocity, waddles, swims.

Goose,—strong, rapid, steady flight; awkward on foot.

Swan,—when about to fly, runs about fifty yards before mounting; awkward on land; swims with great agility and grace.

Sea-gull,—large, graceful wing movements, tipping, circling, floating, hovering, poising, skimming over the water, characteristic of birds which get their food from the water; walks.

Snake-bird,—dives without leaving a ripple, can stay under water a long time. Try to imitate neck movements.

Loon, the "prince of divers,"—flies for great distance.

Piebilled grebe,—swims under water.

Penguin,—uses wings as paddles under water.

6. Scratchers or Game Birds

Pigeon,—graceful wing movement, sails for short distances, walks "pigeon-toed."

Chicken, turkey, peacock, partridge, quail, grouse, and pheasant,—drive wings with great velocity but do not fly far from the ground nor for great distances; walk, run rapidly aided by wings, scratch for food.

b. Running Birds.

Ostrich, emeu, cassowary, rhea, kiwi, kiwi.

These birds have great speed of foot, strength of limb, do not fly, but use wings to aid in running.

1. THE BARNYARD FOWLS.

1. Chickens.

(1) Roosters, flapping both wings, stretching neck and crowing.

(2) Stretching wing and leg on same side. Stretch right arm and leg, toe pointing toward the ground, fingers spread apart stretched to very finger tips.

(3) Walking, get good forward position.

(4) Running, head stretched forward and wings flapping to assist in rapid movement.

Order: Attention!—(Some signal to start work, such as "Run!" "Walk!" "Stretch!" followed by free work, one row at a time, ending exercise with)—Position!

(5) Drinking.

Head downward bend.

Head upward stretch, making rapid motion of jaw.

Order: Attention!—Heads down!—(hold)—Heads up!—etc.—Position!

2. Pigeons.

(1) Walking.

Ready—Toes turned in ("pigeon-toed") knees bent slightly, arms bent for wings.

Order: Attention!—Ready!—Walk!—(left), (right), (around)—Position.

(2) Drinking, pecking, cooing (same order as (1)).

(3) Flying.

Weight forward exaggerated.

Large rapid movement of wings, sailing through air, rapid flapping when settling on ground.

Order: Attention!—Fly!—(free work around room)—Position!

3. Turkeys.

(1) Strutting, gobbling, and looking around.

Ready—Chin drawn in, chest up.

Alternate, high knee upward bend.

Order: Attention!—Ready!—Strut!—(left right), (around room)—Position!

Try to get the forward and backward motion of body with bobbing of head, as the turkey does.

(2) Scratching, pecking, drinking.

4. Ducks.

(1) Waddling.

Ready—Toes turned in, knees slightly bend, arms bent for wings.

Walk, swaying from side to side.

Order: Attention!—Ready!—Position!—Walk!—(left, right)—(around room)—Position!

(2) Swimming.

Ready—Slight knee bend, toes turned in, trunk erect, head and chest high, using hands for legs, ducking or diving at intervals.

Arms alternately backward swing, in imitation of foot movements, fingers spread apart on backward strokes to represent webfoot, relaxing on return.

Order: Attention!—Ready!—Swim!—(left, right)—around room—Position!

References. For Teacher:

Chapman's "Birds of North America."

For Children: "My Pigeon House I'll Open Wide."

Walker and Jenks "Songs and Games for Little Ones."

"Mr. Duck and Mr. Turkey,"—Niedlinger's "Small Songs for Small Singers."

Pictures: Japanese Pictures.

II. WILD BIRDS.

1. Sparrow.

(1) Hopping.

Ready—Deep knee-bending, squatting position, weight on balls of feet, body erect, arms folded at sides for wings.

Hop with short, light, spring step.

Order: Attention!—Ready!—Hop!—Hop!—Hop—etc.—Position!

(2) Flying.

Ready—Weight forward on balls of feet, body lifted upward, head and chest high.

Running around the room, with short, quick, light step, make short, rapid arm movements.

Order: Attention!—Ready!—Fly!—(around room, free work)—Position!

2. Sea-gull.

(1) Walking.

(2) Flying.

a. Large, graceful movement of arms, combined with running.

b. Body rising and sinking in rhythm with arm movement, knee bending and extending.

Sailing, arms held quiet, running along evenly and noiselessly.

d. Tipping, arms held quiet, trunk bending to right and left. Always tip when changing direction.

e. Hovering, poising, staying in one place upon toes, continue arm movement, ending by sudden dive into water.

Order: Attention!—Fly!—(followed by free work)—Position!

3. Crow.

- (1) Walking, slight turning of body with each step.
- (2) Flying, alternate flapping and sailing. Let children really make flapping noise by striking sides, but the sailing must be quiet.

This movement lends itself to music and many rhythmic variations. For instance, standing in place:

- a. Flap wings four counts; sail, hold four counts.
- b. Repeat above, rising on toes and sinking, bend knees, in rhythm.
- c. Flap wings four counts, sail four counts.
- d. Tip to right and turn to left, holding four counts.

Repeat, tipping and turning to left.

It is well to use this exercise because of its controlled action, all other bird activities being more free. Although not a strict imitation, it is an adaptation which gives good movements and great enjoyment to the children.

3. Duck, Goose, Swan.

- (1) Walking.
- (2) Swimming.
- (3) Flying.

4. Stork.

- (1) Stalking.

Ready—Arms bent at sides, chin drawn in. Alternate high knee-bending.

Order: Attention!—Ready!—Walk!—(left, right) —(around room)—Position!

- (2) Flying, large, strong swoop of wings.

Order: Attention!—Ready!—Fly!—(free work)—Position!

5. Eagle.

- (1) Walking, springy hop from foot to foot.
- (2) Flying.

Ready—Weight forward, upward stretch of whole body.

Swooping movement of arms almost touching hands in front, bringing down obliquely in back.

Combine with knee-bending and rising on toes to give idea of large movements.

After flight is started, the eagle sails, soars, circles, tips, etc.

Order: Attention!—Ready!—Fly!—(free work)—Position!

Imitations of young birds looking up at the sky, or peering out of their nests at the ground, give good exercises in head bending and twisting.

Caution. Any running exercise, especially when combined with raising of arms, increases the heart action, and should, therefore, be given with discretion.

This work may also be correlated with geography, history or literature. The children could classify animals according to their zones or countries, or represent the characteristic movements of the animals mentioned in such a poem as "Hiawatha."

Teachers Magazine in the Home.

A lady whose intelligence was manifested in countenance as well as in the speech said to the editor recently, "I am not a teacher, but as a mother, I take your magazine for the benefit of the children at home." Others are doing the same thing. Many others would do so if they could be made aware of the advantage of having such a periodical. Teachers should encourage the practice. The following letter should appeal both to teachers and mothers:

My Dear Friend:

Nothing that makes for life is unimportant. It may seem trivial and yet still be linked with mighty issues. If this thought could but be burnt into the consciousness of those who are touching the child in the close relation of home life, many forces now ignored would be brought into play as recognized factors in home training.

The mother is the first teacher, which fact is true of all young life. Have you ever watched the mother cat train her kitten for its future? Let us take for granted that the business of the kitten is eventually to catch its own prey and learn the way of self care.

Watch the old cat—how with all sorts of wiles she woos and wheedles the kitten into those activities that will train it for its future. See how with lifted paw she tosses ball or spool across the room, thus inviting to the play that calls forth alertness and muscular strength which will later be used in more serious efforts. Or in quieter mood, see how suggestively she moves the tip of her tail until her babies, deceived by the simulated mouse-like motion, pounce upon it and no way abashed by the deception, repeat the same over and over again.

Some one said to me when I used this argument not long ago, in speaking of the need parents had for a knowledge of child nature to help them train their children in the early years, "Why, your very words are an argument against the thing for which you plead. If a dumb animal knows enough because of the fact of its parenthood to train its young, surely the human parent must have a God-given instinct that will lead him aright."

"Ah," said I, "instinct may do for the training of felines' but knowledge is required for the rearing of humans'!" The mother of the home is not dealing

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with kittens, but into her hands is put a finer stuff, the stuff that weaves itself through the warp and woof of the child's days into strong, imperishable character.

Did any one ever suggest that the home-training of children was an easy task? Why, over and over again in terms of human wreckage written large on the past centuries, or better—in terms of noble lives written large o'er the ages, have we been taught the lesson that the vital period of the child's life is that period when he is being fashioned in the early years upon the Wheel of Home Discipline under the hand of the Parent-Potter whose touch, while it is strong with purpose, is tender with love.

There is a mighty truth in the statement that what the world needs today is not more brains but more character. Pride and greed and lust and love of self will find small foot-hold in the heart of him who has been trained in a home the makers of which are filled with "a passion of righteousness."

Let the first lesson in the "bending of the twig" be that of self-control. The youngest child is old enough to be started in that direction. Always remember in the effort that you are in this way laying foundations for a richer, fuller life than you can in any other way give your child, for "the happy man is not the one who has possessions, but the one who has himself in possession."

Faithfully yours,

Mary V. Price.

The After School Club of America.

QUESTIONS IN HISTORY.

1. Tell what part of America each of the following nations claimed: (a) English, (b) French, (c) Spanish, (d) Dutch.
2. Give the place and date of the first settlement made by each.
3. Where, when and by whom was Plymouth settled.
4. Give an account of the settlement of New Amsterdam.
5. Give an account of the settlement of Pennsylvania.
6. Why did the settlers of the following places come to America: (a) Jamestown, (b) Albany, (c) Plymouth, (d) Boston.
7. Who was Marquette and what did he do?
8. Tell something about each of the following:
 - (a) Roger Williams.
 - (b) Capt. John Smith.
 - (c) Peter Stuyvesant.
 - (d) Pocahontas.
 - (e) LaSalle.
9. Name the five Objective Points of the French and Indian War.
10. Describe the Battle of Quebec.

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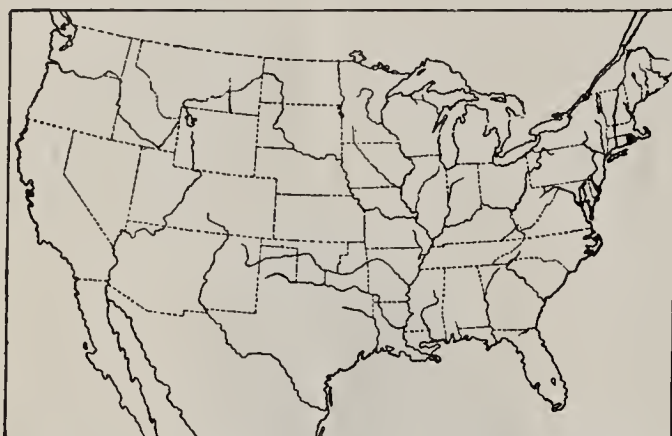
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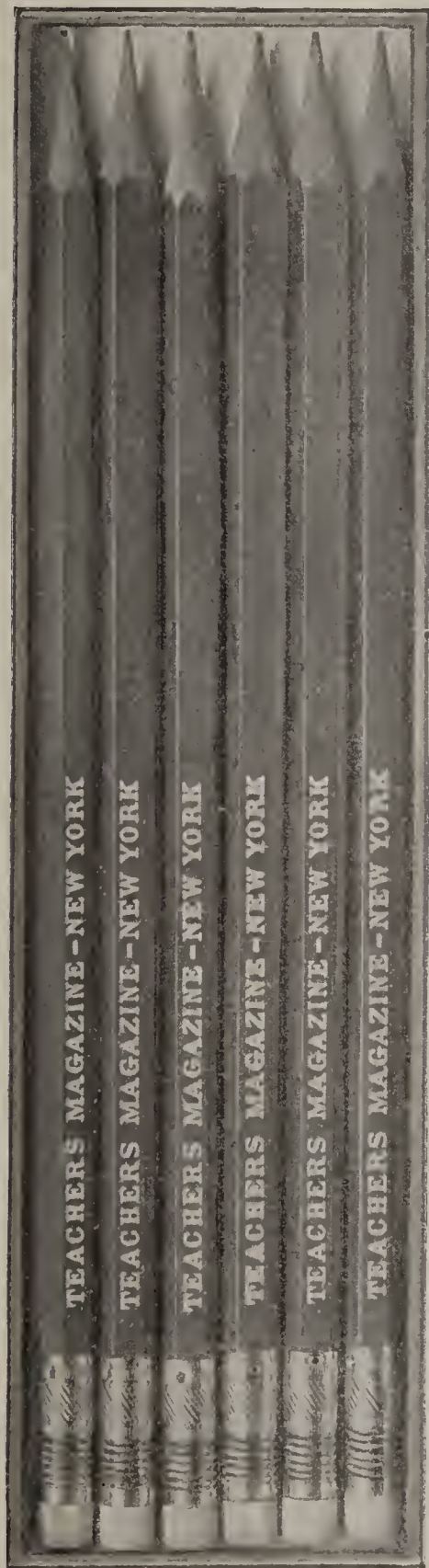
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Not the least interesting part of the general program of the Fourth International Congress on School Hygiene, which is to be held at Buffalo the last week in August, will be the special discussion devoted to the problem: "What do little Johnnie and little Susie eat for school luncheon? And what effect does it have upon their general feeling, as well as upon their ability to learn their lessons?"

One of the arguments now being urged in behalf of the school luncheon is that by having something to eat in the school itself, Johnnie and Susie are kept in closer touch with their class room interests. They are less likely, in other words, to play hookey in the afternoon, according to their school teacher. A light school lunch also gives them greater energy for their work in geography, arithmetic, spelling, reading and history. At the school luncheon they are more likely to become good friends with the other boys and girls and with their teacher as well. If they go out on the street to pick up a lunch from the side walk venders, Johnnie and Susie swallow such indigestible delicacies as sausage, pretzels and ice cakes. On the other hand, for a nominal sum at the school counter they are given such nourishing eatables as bean soup, rice pudding, cocoa, milk graham crackers, dates, sweet chocolate and stick candy.

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Johnnie and Susie might have had a school luncheon in Germany

as far back as the year 1790. In France school feeding was taken up for them in 1849, while Great Britain followed in the year 1866 and United States in the year 1895. Some idea of the amount of money spent on the school luncheon may be shown by the statement that each school year in Philadelphia Johnnie and Susie and their 170,000 fellow pupils pay out something like \$200,000 for food.

Those teachers and educators who have been looking into the subject of feeding Johnnie and Susie and their fellow pupils have recently been getting together some information about the results of this work. They say:

1. Nourishing food increases the mental efficiency of the children.

2. Lunches prepared and served under school supervision make for the formation of good habits of diet.

3. Supervised meals eaten in the group cultivate between teacher and children, and among the children themselves, a spirit of friendliness, of courtesy, and of democracy.

4. The school lunch forms a natural basis for the study of hygiene and physiology. It furnishes a working laboratory for domestic science classes, and for general instruction concerning the pure food movement, food costs, food values, and the relation of food to working efficiency.

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America! America!
Dear land of thee I sing,
For free and brave America,
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No men than hers are braver,
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Her boys and girls must ever
Create the good anew.
Like Lincoln and like Washington
And brave Lucretia Mott,
Seek the truth and stand for it;
Let wrong entice you not.

Dear land of wealth and freedom,
Thou only canst be great,
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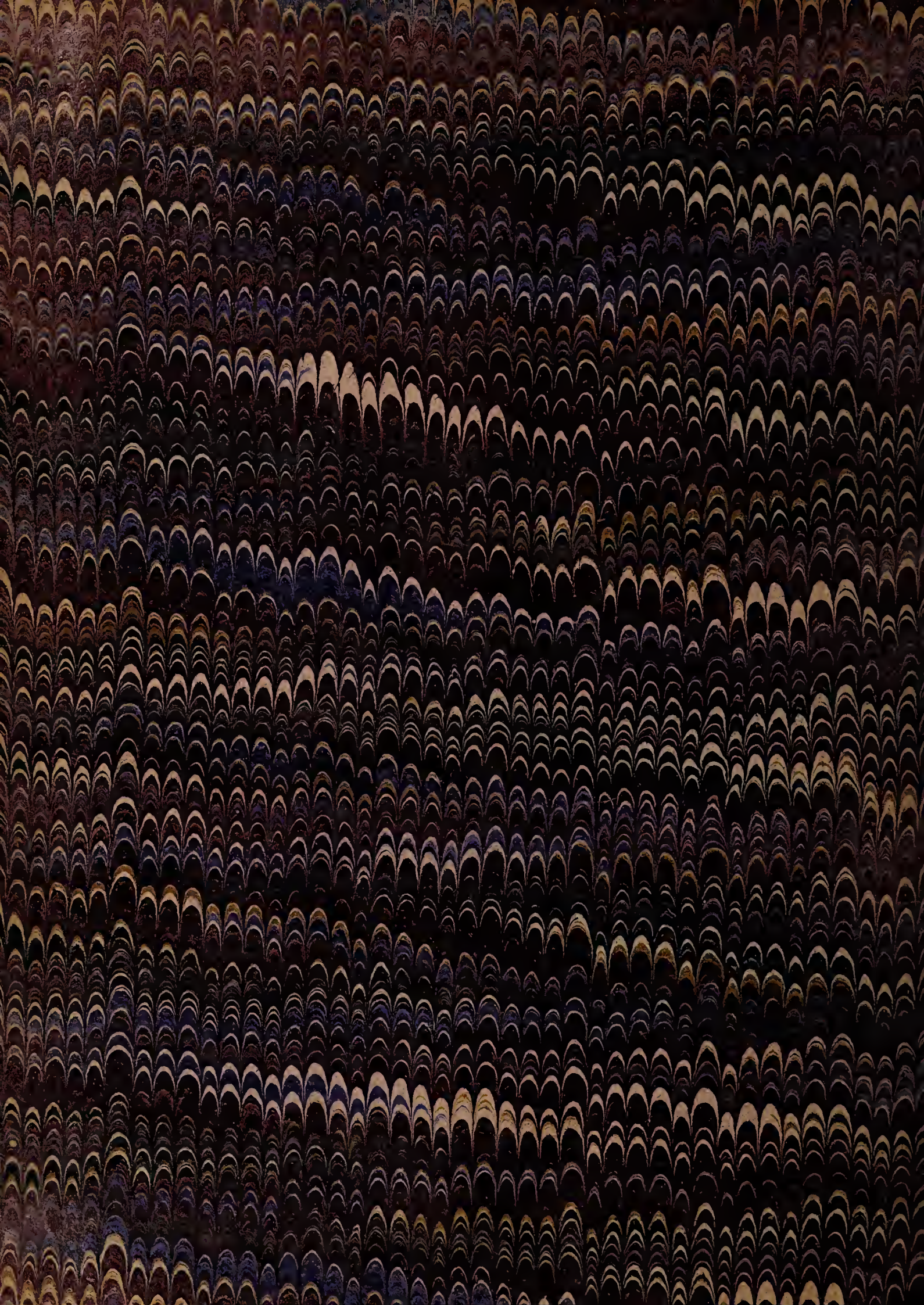
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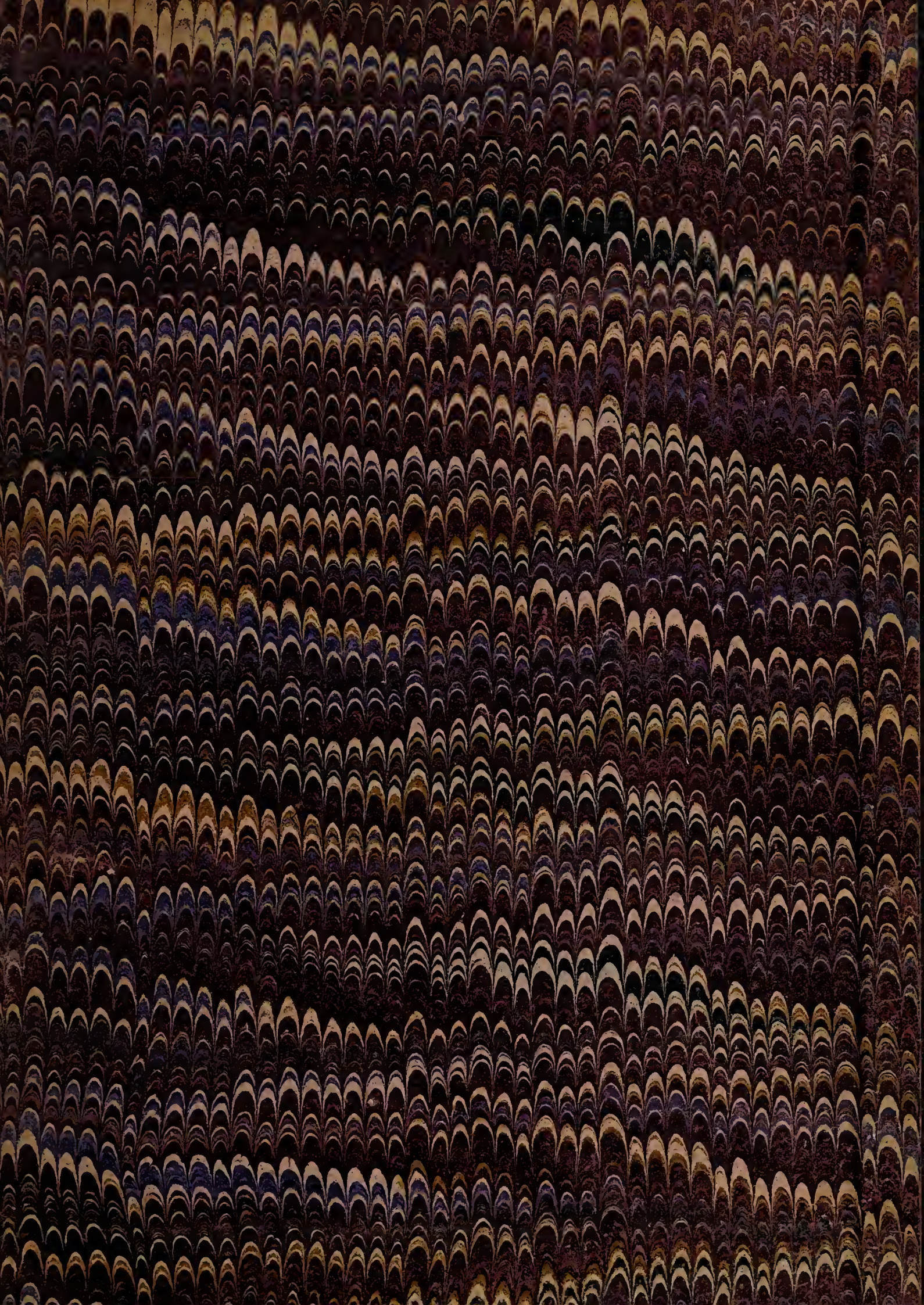
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