

could." I would like to have you all go down town with me and see what the stores are showing for Christmas gifts, then we shall know how to play the game better."

The excursion proved to be a very happy one, and on the following day each child told what he would give to various friends if he had the power. Large additions were made to the vocabulary of the class by this means. The suggestions for gifts were used afterwards for reading lessons in the first grade, and for written work in the second, forming a Christmas letter of which the following is a typical sample:

DEAR MAMMA:—If I could do just as I wish, I would give you a beautiful sewing basket on Christmas. I would give Father a fine china cup for his coffee and would get a drum for little brother and a doll for sister. Perhaps when I am older I can give you all these things. Now I can only give you my love and the pretty things I have made you at school.

Your loving
DOROTHY.

For the tiny people's letter the teacher wrote on a big stocking made of paper, the words, "What I wish I could put in your stocking." Under the words the children drew, painted and pasted pictures of the things they would give if they could.

Stories describing Christmas customs of other lands are here quoted:

Christmas in Sweden and Norway.

In Sweden and Norway gifts are thrown into the room of the person to whom the gift is given, while the giver runs away, leaving the receiver to guess who gave it. On Christmas morning all go to church before daylight, and when they return, bread is sent to the poor and a sheaf of grain is tied to a pole for the birds, after which the children play singing and running games all day.

Christmas in Denmark.

In Denmark, at midnight Christmas Eve, it is said that the cows and all farm animals rise in their stalls to greet the Christmas Day. All the family go to the barn and feed the animals.

Christmas in Holland and Belgium.

Holland and Belgium are the countries to which Santa Claus comes. He is seen riding a white pony and dressed in a white fur coat and cap. He inquires as to whether each child has been good or

bad, gives the good ones gifts while the bad ones get sticks. The children fear Santa Claus and go to him very carefully for their presents, running back as soon as they have grasped the bundle.

The small presents are often done up in a very funny way, some of them being hidden in turnips, pumpkins or cabbages. While the children are watching Santa Claus, the father often throws candy into the air and when it falls among the children they think it rains from the sky. Sometimes as they go back into the house they find a queer figure standing on the threshold. His pockets seem full and they have great fun hunting for presents in his deep pockets and wide topped boots.

Christmas in England.

In England the children learn songs called carols and sing them about from house to house. Instead of the pictures and figures that we see of Santa Claus, they have a soberer figure whom they call Father Christmas. He brings them gifts in his pack in the same way, but has no reindeer.—*Adapted from School News.*

For Coming Citizens to Think Of.

My first is in Ontario.
My second is in Nova Scotia.
My third is in Prince Edward Island.
My fourth is in Quebec.
My fifth is in Port Arthur.
My sixth is in Fredericton.
My seventh is in Toronto.
My eighth is in Dalhousie.
My ninth is in Winnipeg.
My tenth is in St. John.
My eleventh is in Newcastle.
My whole is what some would like Canada to be.

ALFRED MACDONALD.

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Answer next month. Answer to October's puzzle
"Canada is loyal."

The first grade teacher should be absolutely sure of the common facts of nature, but accuracy is not the only requirement. She must have genius in making the facts live in the imagination of the child. They are not to be taught as facts, but lived as experiences.—*Selected.*