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is always strong, and survives the winter, the tree will carry its main stem throughout its height. But if lateral buds are the strong ones, a forking or zig-zag tree is the result. Compare the beech and apple tree. Compare the buds at the top of a young fir tree with the branches of a few years' age.

In any tree, there is a struggle among the branches for light. Try to read the history of such struggle in any tree you choose. Take, for example, a lilac shrub. At the ends of the twigs we find two buds. If both grow, the branch will be forked. If only one grows, the scar of the other will remain; and, moreover, a sharp bend will show itself in this part of the twig owing to the buds pointing obliquely outwards. Take a lilac branch, and notice its zig-zag growth. From one bend to another represents a year's growth. How do you know? When the branch forks, compare the relative size of each division. Thus read the history of its growth for some years back. Which year did both buds grow? Did they grow equally well? Which year did one fail to grow? Which year did both fail to grow? What happened them? Notice lateral buds arranged oppositely. Are they usually equal in size? Will all grow into branches? If not, which ones will? Mark a few this winter on a shrub to which you have access; and watch their growth next summer. Do you notice any agreement between sizes of buds and sizes of leaf scars below them? When the struggle comes, the large bud will have a better chance of growing, and the smaller one must give up. If the terminal buds fail, and a lateral one becomes leader, the twig will still be zig-zag. How can you tell, when examining a bend, whether the growth immediately above it came from a lateral bud or a terminal one?

There are several more questions to ask about the lilac twigs. Some of them would be about flower buds, and their influence on the shape of the shrub. I leave them, however, for the student. Try the same system of examination on other trees.

Character.

As sounding drum denotes its hollowness within, And pardoning grace betokens inwardness of sin, And slowly running streams make known a deeper flow; So we can often learn true character to know: A blaring loudness shows a shallowness of mind; But dignity of mien in greater men we find.

-C. E. Lund.

Primary Department. Preparing for Christmas.

The Christmas month offers a fine chance for all varieties of language expression since the childish interest reaches a high tide of enthusiasm that lessens self consciousness and makes self expression free and impulsive.

Let the keynote of the Christmas talks be sounded by using for opening exercises during the month, either as a memory gem or as a song, Eugene Fields' poem:

Why Do Bells for Christmas Ring?

"Why do bells for Christmas ring? Why do little children sing?

Once a lovely shining star Seen by shepherds from afar, Gently moved until its light Made a manger's cradle bright.

There a darling baby lay Pillowed soft upon the hay, And its mother sang and smiled, This is Christ, the Holy Child.

Therefore bells for Christmas ring. Inerefore little children sing."

Following the learning of stories about Christ's coming there may be the conversation lessons on getting ready for Christmas. The teacher asks the children this question, "If one of you had a birthday, what would we do to celebrate it?" The replies are written on the board, and state that we would decorate the room, prepare gifts, invite our friends and plan a pretty party.

"Since this is the greatest of all birthdays," said the teacher, "do you not think that our preparations ought to be the best of the year?" "Since the dear Saviour whose birthday it is has gone back to His heavenly home and we can send Him no gifts, what shall we do instead?" A child suggested that we send our gifts to others in His name, and the teacher quoted softly, "If you do it unto one of the least of these, my children, you have done it unto me."

Several lessons were given to the making of the Christmas plans for pretty gifts and means of getting them to sick children at the hospital. Plans were also made for the decoration of the room in

honor of the season.

In another lesson the teacher said, "I saw a story the other day in which four children played a Christmas game called 'What I would give if I