

## PRIMARY NUMBER WORK.

I once visited a primary school where the children sat in stiff positions and kept their hands folded behind them a great part of the time. The principal seemed to think this prevented mischief and also helped the children to sit up well. She was a good woman and meant well, but let us hope she has left no descendants to perpetuate such methods of discipline.

The primary teacher of today has learned to utilize the natural activity of the child in teaching every subject. The hands love to touch.

In counting, for variety appeal occasionally to the sense of hearing, as clap three times, 1, 2, 3. Clap four times.

Let the children close their eyes and listen while another child taps on the floor with a stick. How many times? Let them count as the clock strikes if there is one to be heard. Let them also find the figures on the face of the clock if Roman numbers have been discarded.

Do not confuse them with both kinds of numbers until later.

When Roman numbers must be introduced, tell a story about how people who lived far away used to write numbers. Teach the strokes first 1 11 111 1111.

Then as the Romans did not want to go on making strokes, they made something that looks like a hand for five. Look at your hand. Hold the thumb out as far as you can. What letter do you see? V. So they made the letter V for five.

Then can you guess what they added to V for six? etc.?

Later show that those people chose the letter X for ten because it has two fives.

Who can find them? One is upside down.

Then someone said when we put I after X it means eleven, but when we put I before X it will mean to subtract I.

Then they thought of putting I before V. What would that mean? and so on?

These are mere hints to give the spirit of number work in the first year. Begin slowly. If you do, you can double the work later on.—KINDERGARTEN PRIMARY MAGAZINE.

It has been asked why it was worse to send the German armies through Belgium in violation of Belgian neutrality than it is to send French and British troops through Greece without permission. Perhaps the question needs no answer, as the troops of the Allies had permission to land in Greece, and were sent there at the request of Premier Venizelos before he resigned. But there is an answer. Great Britain and France were not bound by treaty to respect the neutrality of Greece; and in infringing upon Greek neutrality, if they chose to do so, they would not be violating their treaty obligations. It might, indeed, be considered a violation of international law; but they have not even infringed in this way by landing troops at Saloniki to aid the Serbians, for Serbia has a treaty right to free access to the sea over Greek territory, and it is strictly in accordance with international law for the Allies to take advantage of their privilege.

## The Christmas Story.

(Give the Christmas story in the beautiful wording of the Bible. The following is arranged from *St. Luke ii*. It should be given understandingly and reverently by the children, or groups of children.)

*First:*

There were shepherds keeping watch over their flocks by night.

*Second:*

And lo — the angel of the Lord came upon them.

*Third:*

And the angel said, Fear not — for behold I bring you good tidings of great joy.

*Fourth:*

For unto you is born this day — a Saviour which is Christ the Lord!

*Fifth:*

Ye shall find the Babe . . . lying in a manger.

*Sixth:*

And suddenly there was with the angel a multitude of the heavenly host praising God and saying —

*All:*

Glory to God in the highest and on earth peace, good will toward men!

## A Christmas Carol.

RECITATION — FOR FIVE CHILDREN.

(Repeat the last verse in concert, join hands.)

*First:*

"What means this glory round our feet,"  
The magi mused, "more bright than morn?"  
And voices chanted, clear and sweet,

*All:* "Today the Prince of Peace is born."

*Second:*

"What means that star," the shepherds said,  
"That brightens through the rocky glen?"  
And angels answering overhead  
Sang, (*All*) "Peace on earth, good-will to men!"

*Third:*

'Tis eighteen hundred years and more  
Since those sweet oracles were dumb;  
We wait for Him like those of yore;  
Alas! He seems so slow to come.

*Fourth:*

But it was said in words of gold  
No time or sorrow e'er shall dim,  
That little children might be bold  
In perfect trust to come to Him.

*Fifth:*

All round about our feet shall shine  
A light like that the Wise Men saw,  
If we our loving wills incline  
To that sweet life which is the law.