

PAGES

MISSING

Educational Review.

Devoted to Advanced Methods of Education and General Culture

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The wall card containing Lord Roberts' message to the children of the Empire on the causes of the war may be had from the Church Book Store, 116 Germain Street, St. John.

The Nova Scotia Technical College has issued a Calendar setting forth the opportunities offered to those who cannot take a full Technical Course, by their short courses, which are held from January 5th to March 6th. Prospective students must have had a good common school education and satisfy the Principal that they are able to profit by the course. The fee for each course is \$15, and a diploma may be secured by work reaching the required standard.

The Council of Public Instruction of Nova Scotia has ordered that "a B.A. or B.Sc. from a recognized university may be accepted in qualifying for a teacher's license as the equivalent of a "Teacher's Pass of Grade XII."

A "recognized" university is defined in Regulation 119 (2) as follows: "No degree or university shall be *recognized* unless the course is proven to be at least one of four years following the Provincial high school pass of Grade XII, or a matriculation standard shown to be its virtual equivalent."

Amidst all the work that is being done for the comfort and relief of our soldiers at the front, care for the horses is not neglected. Lady Smith-Dorrien, wife of the well known general, is President of "Our Dumb Friends League," a society for the encouragement of kindness to animals. This society manages what is called the "Blue Cross Fund" which supplies horse ambulances, drugs and other necessities for sick and wounded horses, and provides means and instructions for putting them painlessly to death, if need be.

Nor need the dumb animals be forgotten in our prayers to Him who feedeth the ravens, and marks the fall of a sparrow. The following prayer is said by the Russians, and might well be adopted by their allies:

"And for those also, O Lord, the humble beasts, who with us bear the burden and heat of the day, and offer their guileless lives for the well being of their countries, we supplicate Thy great tenderness of heart, for Thou hast promised to save both man and beast, and great is Thy loving kindness, O Master, Saviour of the world.
Lord have mercy."

We acknowledge with thanks the receipt of an exceptionally pretty calendar for 1915 from The Canadian Office & School Furniture Company of Preston, Ontario.

NATURE STUDY OF ANIMALS.

H. G. PERRY.

The first part of this article is devoted to a series of exercises, intended to serve as hints to show how this phase of nature study might be taken up in class; the second part is devoted to a brief descriptive outline of some of the subjects treated in the exercises, and is intended chiefly for the teacher.

1. Nature study exercises on the eggs of insects.

Use twigs of the apple and other trees on which you find the eggs of insects, e. g. the egg-mass of the Cankerworm or the Tent Caterpillar.

1. Introduce the work by showing a few twigs you have gathered for class illustration, with egg masses of the Cankerworm. Note the size of the twigs on which the eggs are usually found. What is the general appearance of the mass? How are the eggs placed and arranged?

After you are certain that the pupils know where to look for the eggs of the Cankerworm, and can identify them wherever found, direct them to search their own orchards and other apple trees near their homes, and each to bring a number of infested twigs for further study.

2. Ask each for a paragraph describing an infested twig. Have a particular twig sketched to accompany the written exercise. Insist on diagrams or sketches to the exclusion of pictures, in ordinary work.

Sketch an egg-mass enlarged, showing the arrangement of the eggs. And in subsequent study see that the following questions are considered: What will grow from each egg? How does this egg compare with the egg of the chick, in size, contents, and nature? Can you form any idea of the relative size of the Cankerworm on hatching? How large when full grown? From the description given in the December "REVIEW," do you think you have ever seen them? On what do they feed? How does this affect the tree and the fruit? What is the egg-laying form, in the life cycle of this insect? How does the orchardist combat these insects?

Discuss the best time of year to spray for (poison) Cankerworms.

3. Have each pupil in your class count the eggs in several masses, and record the number

for each mass. Gather all the data and place the figures on the board, asking the class to copy them and find the average. From the average determine something of the rate of increase of this insect in your locality, supposing the eggs yield males and females in about equal numbers.

What are the natural enemies of these insects? Tell of the work of birds, both in devouring the larvæ and the eggs.

Read accounts of the injury done by these insects, in Hodge's Nature Study and Life. Our Provincial Agricultural Reports and Experimental Farms Reports of the Dominion, always devote considerable attention to injurious insects, and frequently make mention of Cankerworms.

4. If you find the egg-rings of the Tent Caterpillar in your locality you may take them up in much the same way. Note that the eggs of the Tent Caterpillar surround the twig, and are covered with a resinous substance which quite obscures the eggs till it has been dissolved off with alcohol.

All the "Reports," mentioned above, have of late years contained references to the injury done by this insect.

5. Look for scales on the bark of apple twigs, similar to those pictured in Fig. 1, c. Poorly nourished trees, in neglected orchards, and along roads and in pastures, are usually badly infested with these scales.

After an introductory lesson, similar to that given on the Cankerworm, ask your pupils to search for Scale Insects, and bring the twigs to school. The search may be extended to a variety of trees and shrubs, as rose bushes, lilacs, hawthorn, mountain ash, red-osier dogwood, etc. Perhaps some one can supply specimens of Scale Insects from house plants. Ferns are especially susceptible to a large scale, which, although not the same species we find on our apple trees, illustrates very well the different phases in the life history of Scale Insect in general.

6. See that each pupil is provided with a twig infested with scales. Study more minutely their shape, size and color. How does crowding seem to affect their shape? Does their color vary on different colored trees? Do you find many scales on the growth of the past summer? Select fresh looking scales from the

growth of the summer before, and place over a black surface (a small square of window glass over a piece of black paper answers admirably) and turn over several scales with a pin or knife point, and examine their contents with a hand lens. You will find small round oval bodies, the eggs, either in the scale or out on the surface of the glass. Note their color. Where is the body of the insect that laid these eggs, and secreted this shell, and lived under it? It died soon after laying its eggs, but its remains are often found at the small end of the shell, close to the eggs. Are the eggs found under all the fresh looking scales of this size? The eggs of the older scales hatched last spring. Of what sex are these insects? The shells of the male insect are smaller (see Fig. 1, e) and you have probably not found them on these twigs. Look for them? In what stage of their life cycle do these insects pass the winter? How are they distributed from place to place?

II. The Oyster-shell Scale.

The Oyster-shell Scale was introduced into America about 125 years ago, and is now found

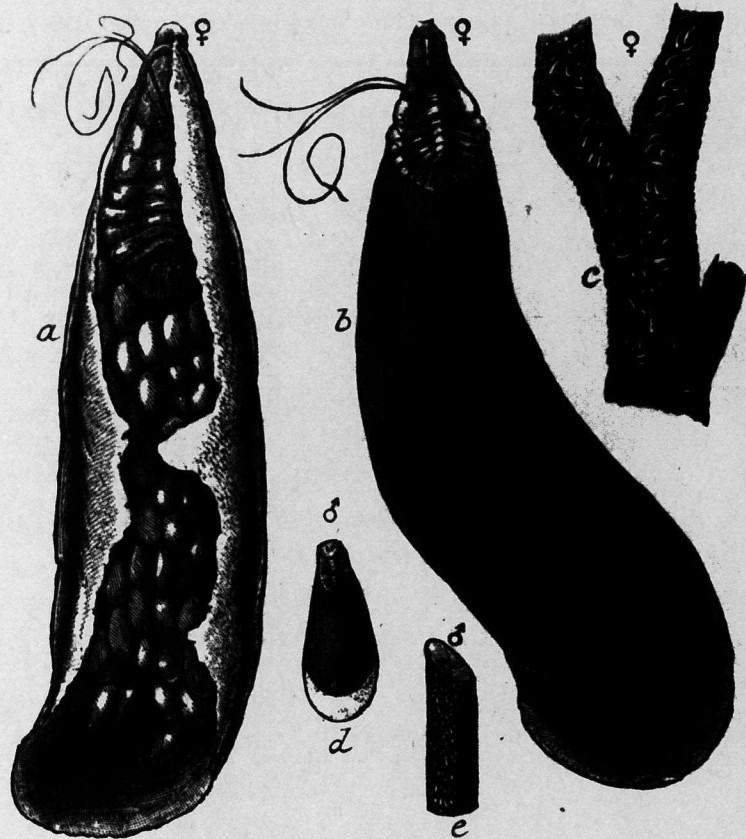


Fig. 1. Oyster-shell Scale. a, female, from beneath, showing eggs protected by scale, x24; b, female, from above, x24; c, female scale on branch, natural size; d, male scale, x12; e, male scales on twig, natural size.

in all parts where the apple is grown. It flourishes upon a variety of trees and shrubs, but the hawthorn, red-osier dogwood and the apple are its favorites.

The adult female scale, which is the only stage noticed by fruit growers, is about one-eighth of an inch long and scarcely one-third as broad. It is of a characteristic oyster-shell form, tapering towards one end, and is brownish in color, though varying somewhat on different colored bark.

The male scales are in shape like diminutive females, and are rarely seen.

The Oyster-shell Scale passes the winter in the egg stage. The eggs are glossy white, and number from 20 to 100 under each scale. The hatching depends upon the temperature and takes nearly a week, about the first of June, about the time the petals have fallen. During the last of May or the first of June place infested twigs in glasses of water in the school, and watch for the young as they hatch. They appear to the unaided eye as minute specks, slowly crawling in swarms over the twig. Examine them with a hand lens and note the antennæ, and the three pairs of legs, and other characteristics of their insect nature. This makes a good exercise for spring nature study, and affords a good opportunity for reviewing their life history.

The young as they hatch from the eggs are white or cream-colored, and are called larvæ. They spend a few hours, or a day at most, in wandering over the bark, and then settle down, and each inserts its long hair-like sucking tube, proboscis, through the bark, and feeds on the sap of the tree. Life is now easy, and they soon cover their backs with brownish waxy coats, which enlarge as they grow and at last become the familiar brown scales of the adults. The female insects never move after they once settle down; the males on the contrary, when full grown, back out of their shells as tiny two-winged little creatures.

The eggs are fertilized early in July, while the female is yet growing. She reaches her full development in August, and her body is so distended with eggs at that time that it occupies the whole of the cavity beneath the shell. She then begins to lay her eggs, and as the process continues her body gets smaller and smaller,

until by the time they are all laid, it is so small that it can be seen only with difficulty, at the small end of the scale, close to the eggs. She dies soon after, and the life cycle of the species is complete.

We have but one generation of these insects per year, though in countries farther south there are said to be two broods.

The San Jose Scale.

The San José (pronounced, San Ho say) Scale should also be mentioned at this time, as it is one of the worst pests known to fruit growers, and has lately found its way into the Maritime Provinces.

This scale has its native home in China, and was first introduced into San José, California, about 1870, whence it soon unwittingly spread throughout the United States, chiefly on nursery stock. It has been in southern Ontario for over twenty years, but does not seem to make much headway in the colder climate of the northern part. As a rule it is said to flourish in any place where the peach grows. Too much care cannot be exercised when receiving nursery stock from infested regions. Note the fruit laws providing for the inspection and fumigation of such stock. All young trees from such sources should be further inspected as they grow, from year to year.

Fig. 2, shows the San Jose Scale both in its natural size and enlarged. The largest scales

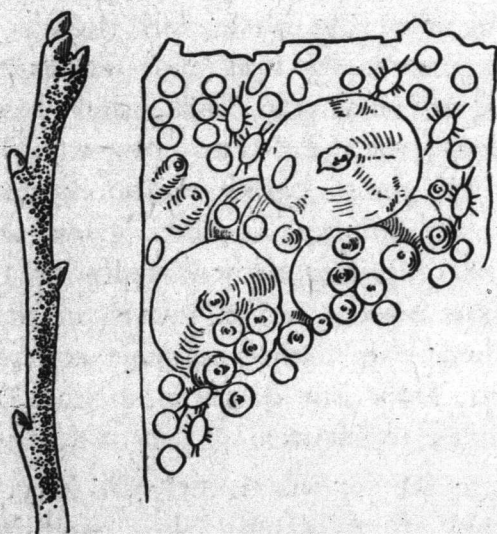


Fig. 2. The San Jose Scale. The twig to left with scales natural size; drawing to right, scales much enlarged.

shown in the picture are the adult female scales and average about 1.5 millimeters in diameter.

They are of an ashy-gray color, and with a minute prominence near the centre. The male scales are somewhat oval in shape, about twice as long as broad, and in length about half the diameter of the female. The other tiny black specks are the scales in which it winters, and are called the black or winter stage scales.

In the spring these small black scales develop into male and female scales respectively. Upon maturity the males back out from beneath their cover as tiny two-winged forms, similar to those of the Oyster-shell Scale. The females do not lay eggs, but bring forth their young alive, producing several young every day for a period of about fifty days, so that the total number of young from each may be over four hundred. Now, since there are four or five generations in a season, it is easily seen that a single pair may be the progenitors of an immense host by late summer; the number has been given as 3,216,080,400. With all these forms sucking up its life sap the poor plant has no chance for growth and little for life.

Careful search should be made for these scales on all recently imported fruit trees and all cases of their occurrence reported at once to the Department of Agriculture for your Province.

Lime-sulphur wash, properly applied, will readily control these two species of scale insects. Directions for making and applying this wash may be obtained from the Department of Agriculture, Ottawa.

Other Scale Insects.

There are more than eight hundred species of scale insects known, and among them many of interest and value to man. Notably the cochineal insect, found on the cactus in Mexico, is the source from which cochineal and carmine are derived; to another, of India, we are indebted for shellac; and a Chinese species yields a white wax. The manna mentioned in the Book of Exodus was probably the secretion of a scale insect, as a similar sweet substance secreted by a scale is used to-day by the Arabs as food.

Fig. 1 is copied from General Zoology by Linville and Kelly; Fig. 2, from Nature Study and Life by Hodge, with the kind permission of their Publishers, Messrs. Ginn & Co., Boston.

Since the Panama Canal was opened, more than a million dollars has been received in tolls; but the amount is not sufficient to pay the running expenses, to say nothing of the interest on the cost of the canal.

SCHOOL COLLECTIONS.

L. A. DEWOLFE.

In all the larger American cities, a school museum sends its delivery wagon with collections to any school in the city desiring illustrative material. If, for example, a teacher desires to give a lesson on the woodpecker, she applies the previous day for stuffed woodpeckers and samples of their food. Thus, a museum under those conditions has a right to exist. It is not a place for musty *curios* but an educative collection of material in constant use.

Cannot every country and town school have its own collection? In the November number of the REVIEW, the subject of School Collections was opened. May we not discuss it further?

For example, a lesson on our clothing suggests a rather extensive collection of raw material, finished products and by-products. At this season, wool would probably be the first suggested. If wool were not thread-like in its structure, thus permitting its being spun into yarn and woven into cloth, it would not have been useful for clothing. After a little discussion, therefore, the children will draw the conclusion that anything composed of or containing threads or fibers may be useful for clothing; and that some quality makes them useful for many other things.

Let us, then, classify our material woven, spun, or braided from fibers.

Wool, already mentioned, is an animal fiber. Do we know any other? Silk will suggest itself to some one. Here, then, we need collections showing various grades of wool and the various steps in its manufacture. Pictures will help to animate the geography of wool-producing countries, the transportation of the raw material, and the various factory processes; but the lesson has the breath of life breathed into it when the teacher can show real wool from sheep not only of our own country, but from those of same far-off European or Asiatic land.

Silk in its finished form is attractive, but how much more it means if we have cocoons of the silk "worm," mounted specimens of the full-grown moth, mounted twigs bearing the mulberry leaves, and pictures of the countries where the silk worm is grown. It is possible to get these if we really try.

Better than nothing would be a study of the

silken cocoons of our own *Cecropia* Moth and *Polyphemus* Moth.

Following up the subject of Clothing, cotton and linen claim attention. These are made from plant fibers. Some boy who likes to ask "smart" questions will want to know if cloth can be made from mineral fibre. Answer him by showing him a piece of sheet asbestos such as his mother possibly uses in the kitchen.

But can we not get a very interesting collection showing flax and its products or cotton and its products? Try growing some flax next summer. Press and mount some of the plants when in flower. Let others mature their seed if they will. Get some old lady to show you and tell you how in her young days the flax was manufactured into cloth. From the flax you grow, get as many stages of the process as you can. Find out and collect material made from flax seed. In November, I hinted at a fairy story a teacher might construct relative to the iron used in making a steel pen meet its brother iron that was used to make the ink. Can you not use a similar story about two neighboring flax plants, or, even, two parts of the same plant, which, after many wanderings, met when the house-wife brightened her furniture by using an old linen rag to rub on a little linseed oil? In story form the common origin of the rag and the oil sets the child's mind to thinking how closely, after all, so many of our common objects are related; and how far we have carried them from their natural condition. Then it is that human industry becomes a living reality. Words in a text-book are lifeless, and often meaningless; but the real material collection is living evidence of intelligent effort.

Cotton and its products will give another somewhat extensive collection.

But while we are talking about vegetable fibres, there are others beside those used for making clothing. A collection of coarser fibers, therefore, such as Manila hemp, Mexican, Russian, Italian and other kinds of hemp should belong to our school collection. With these should be samples of rope, twine, burlap, matting, brushes and other things made from these fibers. Pictures of the plants producing the fibers can be obtained. Children will be interested to learn that stems of some plants, leaves of others, fruits of others and seeds of others all contribute to their comfort.

Instead of mechanically reciting from the

geography text-book the products of foreign countries, without any reference to their use, would it not be wiser to teach the geography of our clothing and our furniture by beginning with the article as we know it; and then, by means of our school collections, work back to the raw products and to the countries producing them?

Teachers of neighboring districts could combine when collecting material. One could beg from sea captains; another from friends in other countries; another through correspondence with unknown friends who would gladly exchange for some product of our own maritime provinces. Merchants would often help. If a dozen teachers each gathered material illustrating one industry; and then divided all their material equally, each of a dozen schools would have a dozen industries represented.

If any teacher has already done this kind of work, her experience would be worth reporting to the REVIEW. It would help others.

I have found operators of our provincial industries very courteous in their willingness to supply anything they can.

QUESTION.

A teacher asks, "Can cocoons be found in the winter? If so, where?"

Yes, cocoons can now be found. Though one may not find them the first time one searches, it is not wise to give up. Look on branches of alder, birch or apple for cocoons of the cecropia moth. It is our largest moth. For other cocoons, look in crevices of bark, on old fences, on rafters of sheds, in fact, in almost any sheltered place.

Writing Words from Memory.

A lesson having been assigned to the class and studied, when the time for recitation comes request one or more pupils to go the blackboard and write, from memory, four or five words of the lesson. After the first pupils take their seats, send others to the board to write such words of the lesson as have not been written by the first pupils. Continue in this way until the whole lesson has been written, or the time for this part of the exercise has been all taken up. If any words are misspelled, correct them at once.—*Western School Journal*.

HINTS FOR JANUARY AND FEBRUARY.

The month that we are in may be taken in one way or another as a point of departure for lessons in different subjects.

For the little ones, the names offer a lesson in spelling and pronunciation. Teach them the contractions, and how to write New Year's Day, St. Valentine's Day, properly. The word February is very commonly mispronounced. Divide it into syllables, and see that the second syllable has its "r" sounded.

For number work use the calendar. How many days in the month? How many school days? Saturdays? Sundays? Read the date of the year. What does it mean? Write it in words. 1915 years since what?

Here we get into history, and older children will be interested in different ways of reckoning dates before the birth of Christ; e. g. the Romans reckoned time from the founding of Rome. Compare our abbreviations A. D., B. C., and A. U. C. (Anno Urbis Conditae = the year of the founding of the city.) A recent writer says that there is only one date—now; and that the interest in all history is the finding out how things and people came to be as they are now. Where did the months get their names? Janus, a god of the Romans, was the god of gates and doors, and so of openings and beginnings. The first day of the month, and the first month of the year were sacred to him. He is represented with two faces, looking opposite ways.

Janus am I, oldest of potentates,
Forward I look, and backward, and below
I count, as god of avenues and gates,
The years that through my portals come and go

—*Longfellow*.

The word February comes from a word that means purification, because the Roman day of purification from sin came in this month. The second of February, commonly called Candlemas Day, is a Christian festival, commemorating the events recorded in St. Luke ii 22-38. The popular name keeps in memory an ancient custom of walking in procession with candles, and singing hymns.

Has the seasons of the year ever affected historical events? e. g., Napoleon's retreat from Moscow in 1814; Queen Matilda's escape from Oxford over the snow. Any in Canadian history?

In geography such questions will come up as:—

Is January a winter month everywhere? What countries within the Empire have no snow? What differences do frost and snow make in trade, transportation, etc.?

Nature study need only be mentioned. Abundant help for seasonal studies has already been given in the REVIEW. But do not neglect to cultivate the sense of beauty in winter. Direct attention to colour,—the contrast of sky and snow.

"Around the glistening wonder bent,
The blue walls of the firmament;"

of snow and evergreens, "the sombre green of hemlocks turned to pitchy black against the whiteness;" the shadows on the snow; beauty of form, in snow crystals, in bare branches against the sky, tracks in the snow, forms of ice, frost on window panes. Notice the distinctive sounds of mid-winter. How many can be named? Discuss "the streets were *dumb* with snow." Link your study of literature closely with observation of the world about you, and you will find new beauty in both.

For reading take Emerson's "Snowstorm," Whittier's "Snowbound," the winter scenes in Lowell's "Vision of Sir Launfal," Longfellow's "Snowflakes;" from Hiawatha, the pictures of Peboan, the Winter, in sections 19 and 21; the description of the snowstorm in Lorna Doone, Chapters 41, 42, 43; the first stanza of Keats' "Eve of St. Agnes;" the description of skating in Wordsworth's "Prelude," Book 1, beginning, "And in the frosty season;" and from Cowper's "Task," passages from "The Winter Evening," "O Winter, ruler of the inverted year," "Fast falls a fleecy shower."

A careful study might be made of the January verses in Longfellow's "Poet's Calendar," beginning with the imagery and mythological references in the verse already quoted, and going on to the succession of pictures in the following:

"I block the roads and drift the fields with snow;
I chase the wild-fowl from the frozen fen;
My frosts congeal the rivers in their flow,
My fires light up the hearths and hearts of men."

some of these suggestions may be used in the opening exercises when the children are fresh from out of doors. The younger ones will enjoy Stevenson's "Winter-Time."

Late lies the wintry sun a-bed,
A frosty, fiery sleepy-head;
Blinks but an hour or two, and then,
A blood-red orange, sets again.

Before the stars have left the skies,
At morning in the dark I rise;
And shivering in my nakedness,
By the cold candle, bathe and dress.

Close by the jolly fire I sit
To warm my frozen bones a bit,
Or with a rein-deer sled explore
The colder countries round the door.

When to go out my nurse doth wrap
Me in my comforter and cap;
The cold wind burns my face and blows
Its frosty pepper up my nose.

Black are my steps on silver sod;
Thick blows my frosty breath abroad,
And tree and house, and hill and lake,
Are frosted like a wedding-cake.

Let them tell what the little boy saw and felt, and compare their own experiences, telling the likenesses and the differences. Are there any "colder countries" in the country schoolhouse? Was the country where this little boy lived as cold as ours? Was there snow on the ground?

BIBLE READINGS FOR OPENING EXERCISES.

1. Job XXXVII, 5-13.
2. St. Mark II, 29-39.
3. St. John X, 1-11.
4. Proverbs VIII, 10-21.
5. Psalm CXLVII, 1-11.
6. Deuteronomy VII, 9-13.
7. St. Mark II, 40-45.
8. Psalm CXLVII, 11-20.
9. St. John VII, 14-18.
10. Isaiah LXI, 7-11.
11. St. James II, 6-13.
12. Psalm CXLVIII.
13. Acts IX, 36-42.
14. Psalm C.
15. St. Mark III, 7-19.
16. Colossians III, 12-17.
17. I Kings IX, 1-7.
18. St. Mark III, 31-35.
19. Psalm CXLVI.
20. St. Mark IV, 35-41.
21. St. Mark VI, 35-44.
22. I John III, 18-24.

TEACHERS' INSTITUTE.

The joint meeting of the teachers of Carleton and Victoria Counties at Woodstock on December 17th and 18th was marked by the excellence of the lessons given and the papers read by the teachers themselves. Prominent among these were,—a lesson in Latin given by Miss Jennie King to pupils of Grade VIII. Miss King introduced the children, with much skill, to the uses of the ablative of means and the ablative of accompaniment, leading them to form their own rules for the proper translation of the English preposition "with"; a paper on the Teaching of History, read by Miss Bessie Fraser, who gave an inspiring account of her methods of relating history and geography, history and literature, and of presenting ideals of citizenship and patriotism; a paper on grammar by Miss Ruth Harper, and one on English composition by Miss Mildred Wallace. Good lessons were given in the Intermediate and Primary Sections on reading, nature study and other subjects. A paper on "Discipline" by Miss Lena Scott, read before the Intermediate Section, we hope to publish for our readers' benefit.

The hour spent in listening to Inspector O'Blenes' practical talk on Arithmetic, with illustrations of his methods of teaching, was felt to be well repaid. Primary teachers especially, must have profited by this instruction.

After listening to Mr. A. D. Jonah's excellent paper on Nature Study on Friday morning the teachers visited the Vocational School, where they were received by Miss Marvin and shown some of the work done in the Domestic Science and Manual Training Departments.

The evening meeting in the Assembly Hall of the Fisher Memorial School was addressed by Judge Carleton, Hon. J. K. Flemming, and Inspector Dixon, and Mrs. F. C. Squires and others sang. The Woodstock teachers served refreshments.

Discussions on the different papers and lessons were taken part in by Inspector Dixon, Mr. F. C. Squires, Miss Neales, Miss Robinson, Editor of the REVIEW, and others. Mr. Squires made an excellent presiding officer, and his speeches were exceptionally inspiring and instructive.

The attendance was about one hundred and twenty. The next meeting is to be held at Grand Falls. Officers for the ensuing year were elected as follows:—President, F. C. Squires; Vice-President, Miss Bessie Fraser; Secretary-Treasurer,

Walter S. Daley; Assistant Secretary, Mrs. Carvell; Additional Members of Executive, Miss Mildred Wallace, Mr. A. D. Jonah, Mr. Dow White.

At the closing meeting, it was unanimously voted that \$20.00 out of the Institute funds should be contributed to the Belgian Relief Fund.

A Y. M. C. A. HIGH SCHOOL.

The Y. M. C. A. in St. John has fallen into line with other branches of the association in many of the large cities in Canada and the States by opening a night school for employed boys.

School in the strict sense of the word is hardly the right term in this case, although this institution of learning resembles the famous Dotheboys Hall, in so far as each pupil receives a practical training, or as Squeers put it, "First he learns a thing, and then he goes and does it."

The idea was to give boys who have left school in the primary grades, and there are many of them, a chance to fit themselves for better positions than they now hold. To this end certain requirements of the public school, to wit, Latin, algebra, botany and the like are omitted from the curriculum and Reading, 'Ritin and 'Rithmitic, are administered in their stead. It is pitiful to see how sadly deficient even the boys who have left some of the advanced grades are in these branches of learning.

Two boys who had gone to the eighth grade and could gaily follow a Latin verb through all its twists and turns, or vivisect an English sentence to a nicety could not even add a column of figures with anything like rapidity and accuracy, and their writing leaves much to be desired in the way of legibility.

Geography plays a prominent part in the work, but it is reduced to a very practical basis, the war being a subject which holds the boys' interest and impresses areas, distance, populations and locations on their minds.

History is compounded in sugared pills and takes the form of fifteen minute talks by the teacher. While for reading, spelling and dictation the editorial columns of the daily papers make an excellent substitute for the sad tale of "Jane's Bird" and other prosy anecdotes which darkened our childhood.

The class has now been formed for about two months, and so far has proved a great success. —Contributed.

"HANDS ACROSS THE SEAS" 1914.

When the news of the safe arrival of our Canadian soldiers at Plymouth reached us the other day, it brought vividly to mind that sunny July afternoon, when we of that other "Overseas" contingent sailed gaily into Plymouth Sound.

Though war clouds had not then lowered, and ours was a mission of peace and pleasure, still it was a movement prompted by that spirit of imperialism, which has quickened our soldiers into action.

The Hon. Organizer, Mr. F. J. Ney, and the Hon. Chaplain, Dr. Crummy, were realizing a dream of Empire building, when together as definer and promoter they had worked out the "Hands Across The Seas" movement. This movement has made it possible for the rank and file of our teachers to visit the Mother Country under the happiest conditions, and to come in contact with those institutions and traditions that have made England great. Thus with a loyalty deepened and broadened, the teachers ought to become a greater inspiration to the youth of Overseas Dominions.

Of those first days of our pilgrimage one feels tempted to give a very minute account. From the tender that came out to meet us floated the strains of "The Maple Leaf Forever," and many and oft were the times it was played in our honour before we sailed for Canada. Our Newfoundland and New Zealand friends were not honoured in this way, and must have longed for their native airs.

As we passed two cruisers in the Sound our band struck up the National Anthem. Little did we then think that cruisers would be doing patrol duty for us on our return voyage, or that two would be sunk by the enemy on our very day of sailing.

Those days in "Glorious Devon!"—The Purser of "The Grampian" had said we would take Devon by storm, but in fact it was the other way about, and the invaders became the captives.

As we rode up from Plymouth to Torquay, our eyes, like the Kaiser's, became phosphorescent with happiness. The roses, the hedge-rows, the quaint stone houses, the vivid green of the cultivated fields, contrasting with the rich terra cotta of the newly ploughed, made a series of

moving pictures that will long delight our inward eye.

Torquay, the Italy of England, with its subtropical beauty, its geological interest and its hospitable people must have more than a passing notice. The garden party at Torre Abbey, the fine old seat of the Carys, was not the least of the many attractions arranged for our entertainment. Here we had our first entrance into one of the "Stately Homes of England." Colonel Cary had been in Canada with his regiment in 1861, and cherished a fond memory of Canadian kindness and hospitality.

In the beautiful dining room of the Abbey, once the Abbot's apartments, our attention was called to a full length portrait of the Colonel's only son, who lost his life during the Boer war, aged twenty-nine. In England one realizes the price of Empire.

A sail to Brixham, where William of Orange landed in 1681, was another feature of the Torquay programme. Here our overseas party landed in 1914, and had an official welcome from the chairman and the members of the district council, the school children being given a half holiday to mark the event, and to leave their teachers free to entertain their visitors.

It was while labouring at Brixham that the Rev. H. F. Lyte wrote his beautiful hymn, "Abide with Me." We visited his former home and were shown the original manuscript. Then in chorus we sang this hymn, that has been a solace to so many wayfarers.

From Torquay to Exeter, that ancient and loyal city, we travelled next. As in the play of "Richard III" the Mayor in courtesy showed us Rougemont, or what is left of it, entertaining us at a garden party in its beautiful grounds. The town clerk gave us a most interesting lecture on the historic Guild Hall, where we were also entertained. The Rev. Dean ciceroned us through the beautiful Cathedral, built in the 13th century, with its twin towers, built by the nephew of William the Norman, at a still more remote time. Exeter vibrates with history, and no one could be more conversant with it than the town clerk, who gave us so generously of his time and knowledge.

We had the privilege of visiting schools, here, which we also had at Oxford.

At one of the elementary schools, a girls'

school, scenes from "Joan of Arc" and "Midsummer Night's Dream" were given by the pupils in our honour. Though the children were of the poorer class, and though there was the simplest of stage setting, they entered with such a spirit of appreciation into the plays, and recited their parts with such perfect enunciation and purity of tone, that we were all charmed. Their dancing and singing were a delight both to themselves and onlookers. The manual work at this school was also excellent.

We asked a little girl, who bent over her needle work with a funny little brown eared cap on her head, what her part in the play was to be. She rose to her feet, and said in the demurest of tones, "Puck, Miss,"

Farewell to Devonshire, with its cream, its mariners, and all its fair scenes.

Oxford looms up and begs more than a passing word.

In the dingy little alley off "The High," known as "The Turl," lodged sixteen as happy "hands" as there were in the whole party.

Three colleges, Exeter, Jesus and Lincoln, were within almost arm's length, grim looking colleges, with their beauty hidden from the public eye. Exeter's William Morris tapestries were so jealously guarded from the ravages of suffragettes, that not even the Ney Party could gain admission, lest haply, a suffragette might appear in the guise of an overseas teacher.

Christ Church, Magdalen, University, Trinity, New College, St. John's, other colleges and the Bodleian Library opened their hospitable doors.

To tell of their "quads," their gardens, their walks, their meadows, and the treasures of the Bodleian, space does not allow.

Our guides were ladies and gentlemen of Oxford, members of the Victoria League, who spared no pains to make our visit at Oxford a memorable one.

The Mayor of Oxford received us at Christ Church, where we were both lunched and "teed" in the beautiful banqueting hall. The warm words of welcome were ably responded to by Dr. Crummy and others.

The afternoon light, through the richly coloured windows of that beautiful hall, where portraits of distinguished Oxonians eyed us from every side, leaves another treasure picture on

that inward eye, which is the "bliss of solitude."

All roads in Britain lead to London, and there we found ourselves one July noon. Goldwin Smith has called it "the sitting room of the Empire," and it is astonishing how soon one begins to feel at home there.

To be in London at any time is quickening, but to be there, when the world's greatest war was declared, intensified the interest. Flushed with nationality, to use a borrowed expression, we hurried one night to St. James Park, there to join the crowd, cheering and singing the National Anthem. An hour and a half spent in this patriotic company, and we were rewarded for our patience. The King and Queen and Prince of Wales appeared on the balcony; graciously acknowledging the people's expressions of loyalty in an hour of national crisis.

Upon the news that war was declared eight nurses, members of our party, sent in their names to the War Office, volunteering for service.

In the Abbey at a parade service of the Queen's Westminster Rifles, soon to go to the front, (though like Pepys at the coronation of Charles II it was our great grief that we could not see the High Altar) we were deeply impressed with what the war would mean to those men. The sermon was preached by the Ven. Archdeacon Wilberforce, and never did the benediction seem to be more impressively pronounced. Then reverently the long line filed out from the sacred place to most solemn music. Our realization of the gravity of the situation was intensified at St. Paul's Cathedral in the evening, when the Bishop of London preached to 10,000 people, from the text, "The cup, that My Father hath given me, shall I not drink," and the vast congregation sang, "Oh God, our help in ages past."

Of the reception given at the Hotel Metropole by the Colonial Institute, the Earl and Countess Grey receiving the guests, one must speak but briefly. War had not then been declared, but the speeches were of a most patriotic character, as on all similar occasions. Earl Grey congratulated Mr. Ney on his part in the work of Empire building. It was on this occasion that Dr. George R. Parkin electrified his hearers with all his old-time power.

Days out of London at Kew, at the Royal

Caledonian School, Bushy, at Harrow, Windsor and Eton, Aldershot, Portsmouth and the Dukeries, were full of interest. Those great lorries in which we were trundled through Aldershot, with the men who operated them, now know what active service is. On that day at Portsmouth when the fleet was mobilizing for the North Sea we witnessed many a sailor returning to the dock-yards, called in for his country's defence.

Stratford, with its sight-seeing, its theatre-going, its Educational Conference and its School of Morris Dances and Folk-Song would fill many a page.

The Conference itself, which met in the old Grammar School of Shakespear's day, was enough to engross one.

A morning session, which many of our party attended, was presided over by Professor Trench of Dublin University, and teachers from all over Great Britain were present. A paper on "Training in the Appreciation of Poetry," read by a lady of rare culture, was followed by a most animated discussion. The discussion brought out a great difference of opinion, as to whether or not Robert Louis Stevenson's poetry was appreciated by children; also as to the value of paraphrasing in the teaching of literature.

A lady with a very Scotch accent denounced paraphrasing by the pupils with great vehemence.

One felt tempted to rise and give as an argument in its favour, a pupil's interpretation of the passage,

"Kind hearts are more than coronets,
And simple faith than Norman blood."

The pupil's words were to this effect, that it was better to be kind than play in the band, and to have simple faith than kill a lot of Normans. That pupil, it is quite evident, had not had paraphrasing enough. The point of difference seemed to be in the understanding of the word paraphrase. Our Scotch friend must have had a metrical version in her mind. Surely no one could object to a pupil's expressing a passage in other words to show that the meaning was understood. We saw this point nicely illustrated in a lesson given on Wordsworth's "Daffodils" in a literature class at Oxford. The teacher read, and the pupils interpreted in their own words as the teacher asked for the meaning.

As for children enjoying Robert Louis Stevenson's poetry—one teacher seemed to put her finger on the place, when she said that children like Stevenson's poetry because it lends a glamour to common experiences. Another teacher gave a pupil's rather wise comparison between Tennyson and Browning. "Tennyson," she said, "thought things would come out all right, Browning knew they would."

In the churchyard of Holy Trinity (the church of Shakespeare's christening, marriage and burial) one may still sit on the stone seat overlooking the Avon, where Longfellow sat in 1865; but whether an Ode to the Avon will be the outcome is another thing.

A walk across the fields to Shottery at "high noon" brought us to Ann Hatheway's cottage. There it was, with its thatched roof, sunning itself in the old garden as it did over three hundred years ago, when Shakespeare was young.

Goodbye to Country and Morris dances on the green of the beautiful Memorial Theatre, and to all that made Stratford so fair. The English Lake District, with its hospitable mountains and shores and all that endeared it to the poet Wordsworth awaits us next.

The sail on Lake Windermere, the climb up Wansfell Pike, picking heather on its summit, the ride to Keswick, passing Grasmere, where we visited the poet's grave, the Helvellyn range, and Thirlmere are all visions of loveliness to be called up, when the actual horizon is dull and narrow.

Entraining at Keswick it was not long till we found ourselves "ayont the Tweed," where the pawky wit is found.

At Melrose in the gray light of the early evening we first set foot in Scotland. The gray Abbey, built in the dim ages of David I of Scotland, and receiving many a blow from English invaders, still stands in the beauty of decay, a mute witness to the "elder days of art" and religion.

Then came Edinburgh, the ancient northern capital, its great castle looming up in the murky atmosphere, and frowning down on the town, like a huge personality that will not be ignored. We covered what is known as its "historic mile." Passing Salisbury Crags, and Arthur's Seat, and alighting at Holyrood Palace, we entered the oldest part, sacred to the memory of Mary

Queen of Scots. Among the many relics was the Oratory in the Queen's Audience Chamber where, the guide told us in his own vernacular, she married her third "maun" very early in the morning. The High Street with its "lands," once the home of the great, now, as there is striking evidence, of the "great unwashed." The narrow "closes" running in between the "lands," looking as if they did not lead to paths of virtue, and John Knox's house were all neighbours. Then came world-famed Princes Street, with its gardens, its statues, its shops. We had little time to study this city of such striking contrasts.

Of Scotland generally we have recollections of ripened grain fields with poppies raising their impertinent heads, grim stone walls or dykes, not the hedge-rows of England, rowan trees and castles and ruins. The trip up Loch Lomond from Balloch Pier to Ardlui brought us into the home of Scottish songs and romance. Ayr and "Bonnie Doon," a run back to Glasgow, and our steamer is boarded.

Three things marked our trip home; a farewell dinner on the eve of sailing, in honour of Mr. Ney, whom we were to leave behind us; "A call to Prayer," on our first Sunday out; and the work for the Red Cross Society. The order of service of the Call to Prayer was most fittingly arranged by Rev. A. J. W. Crosse, Vicar of St. Cuthbert's, Carlisle, and Mr. F. J. Ney. Service at sea at any time is most impressive, but in time of war it seemed doubly so. To be idle on the return trip was to be ashamed. The result was that forty shirts and twenty-eight pairs of stockings were sent back by the Scandinavian for the soldiers.

Now that our beautiful summer is seen in perspective we cannot express too warmly our gratitude to the Hon. Organizer and his associates, for all that was done to make our official visit to the old land one of the greatest profit and pleasure.

CANDLEMAS DAY,

(February 2.)

If Candlemas Day be cold and clear,
The worst of the winter is yet to appear.

If February brings the rain,
'Tis neither good for grass nor grain.

THE RED CROSS.

We have received from the Central Committee of the Canadian Red Cross Society a little pamphlet, setting forth reasons why the society should be supported, with a request to publish in whole or in part, the information thus supplied, for the benefit of the Canadian Overseas Contingent.

We gladly accede to this request, and believing that many people who freely give time and money to the Red Cross are yet not very definitely informed about the beginnings and working of this famous organization, we preface our extracts from the society's booklet by a very brief outline of its history, most of the facts in which are gathered from a full and interesting article by Henry C. Shelley in the "Edinburgh Review."

"The true and only begetter," says this writer, "of the Red Cross Movement was a Swiss philanthropist, Henry Dunant." An accidental experience at the battle of Solferino, 1859, so deeply impressed M. Dunant with the need of organized help for wounded soldiers, that he never rested until by writing, speaking, and interesting already existing organizations, he succeeded in bringing about an international conference to deliberate on the matter. This conference met at Geneva, in September 1863, with thirty-six delegates representing fourteen governments, and led to the famous Geneva Convention of 1864, to which we may look back as the real beginning of the Red Cross Societies. The convention laid down, among other principles, that all hospitals and ambulances were to be regarded as neutral and to be protected and respected by combatants; and that wounded and sick soldiers should be entertained and taken care of, to whatever nation they may belong.

The conference of 1863 had already decided upon the adoption of an identical, distinctive sign for the medical corps and an identical flag for the field and stationary hospitals of all armies. The sign thus adopted was the Red Cross, chosen as a compliment to the Swiss originators of this beneficent conference, for the Red Cross on a white ground is simply the flag of Switzerland with the colours reversed. In the convention of 1906, it was expressly declared that this sign has "no religious significance." Turkey, however, claimed the right to substitute a Red Crescent for the Red Cross.

Prussia, Austria and Denmark established National Red Cross Committees in 1864. In England there was some confusion of societies. In 1870, at the beginning of the Franco Prussian war, there was founded "The National Society for aid to the sick and wounded in war," and in 1898, a kindred organization called "The Central British Red Cross Council" was officially recognized by the war office. These two societies in 1905 joined forces under the name of "The British Red Cross Society."

The Geneva Convention of 1864 has been superseded by the Geneva Convention of 1906, when the principles laid down by the earlier convention were somewhat altered in the light of experience. The conference of 1906 was attended by seventy-seven delegates, representing thirty-seven governments. The position of voluntary aid societies was defined and legalized. It was agreed that each state should notify to the other the name of the authorized society which is to render assistance to the regular medical service. And as the Red Cross has been agreed upon as the name and distinctive sign of such an authorized society, it will be seen that all relief work for the sick or wounded in war must pass into the Red Cross category instead of working independently.

The position and objects of the Canadian Red Cross Society are officially stated as follows:

"The Canadian Red Cross Society was first established in the year 1896, and acted throughout the Boer War. It was subsequently incorporated in the year 1909 by an Act of the Dominion Parliament.

"The British Red Cross Society, acting under a Charter given by His Majesty, King Edward the Seventh, is the parent society, and represents the British nation under the International Treaties of Geneva. The Canadian Red Cross Society is in affiliation with it.

"The principal aims and objects of the Society are to collect funds and material and to provide assistance to the sick and wounded in time of war, supplementary to that furnished by the Official Naval and Medical Departments."

We quote now from the appeal of the Central Committee:

Basing our probable casualties on the statistics of former modern wars, there will probably be in this greatest of all wars, 140,000 men killed

and wounded. Allowing 20 per cent, the average disability in war, as an average number of sick, it would mean that we shall have 400,000 sick in the armies in Europe. This is a modest estimate. With the Canadian Contingents there are hospitals and ambulances containing 2,090 beds. These hospitals are equipped by the government, but in addition to the official and regular supplies the Canadian Red Cross Society is supplying large additions of reserve and supplementary stores. These stores are under the direct control of the officers commanding the Canadian Hospitals. It will be necessary for the society to supplement these stores from time to time as occasion offers. Since the beginning of the war the Canadian Society has already (September 1914) remitted to the Central British Red Cross Society, in London, the sum of £10,000 for the general use of the sick and wounded.

"Our object in doing this is to bring as quickly as possible, through the agency of the parent Society, which is near the front, aid to the unfortunates of the armies and to avoid the necessary delay in the transport of stores from this country. It seemed to the Committee the most effectual way of giving immediate aid.

"It has been previously stated that 50,000 Canadian troops are being sent to Europe to take part in the great war. It is our duty as well as our privilege to provide for the sick and wounded of this contingent all comforts which may be possible, either directly through our own Society or indirectly through the British Red Cross Society. To accomplish this we must have first, MONEY, with which to purchase the necessary articles which cannot be made at home, to contribute cash to wounded and sick soldiers, and to pay the running expenses. Therefore, give as your heart dictates. The widow's mite and the millionaire's cheque are equally welcome, and will be faithfully applied.

"Money and goods should be sent to the Treasurer, Canadian Red Cross Central Committee, 77 King Street East, Toronto, or to the local committees of your district."

All the air was flat with snow,
All the air was thick with snow;
More than this no man could see,
For all the world was snowing.

WHO, WHAT AND WHERE.

NO. IV.

FRIENDS AND FRIENDSHIP.

1. What two friends were pardoned by a tyrant because of their devotion to each other?
2. Who explained that the telling of unpleasant truths was a mark of true friendship?
3. Who had no friends because she was a favourite?
4. Who said of or to whom—?
 - (a). A friend should bear his friend's infirmities.
 - (b). Thy love to me was wonderful.
 - (c). He makes no friend who never made a foe.
 - (d). Meantime, how much I loved him,
I find out now I've lost him.
5. Where do we find the following mention of some of the joys of friendship:
 - (a).—how often you and I
Had tired the sun with talking and sent it down
the sky.
 - (b).—each by turns was guide to each
And Fancy light from Fancy caught.
 - (c).—bright hours together told,
And blissful dreams in secret shared,
And thoughts of good together done?

ANSWERS TO DECEMBER QUESTIONS.

1. William the Conqueror was crowned on Christmas Day, 1066.
2. Good King Wenceslas ministered to the poor "on the feast of Stephen" (December 26th).—*Old Carol*.
3. Caspar, Melchior, Balthasar.
4. Dickens.—Mrs. Fezziwig.—*A Christmas Carol*.
Thackeray.—Prince Bulbo.—*The Rose and the Ring*.
Dickens.—The Tetterbys.—*The Haunted Man*.
Kate Douglas Wiggin.—Sarah Maud Ruggles.—*The Birds' Christmas Carol*.
Clement Moore.—Prancer and Dancer.—*A Visit from St. Nicholas*.
5. (a). Hamlet I.—Some say that ever 'gainst that
season comes
Wherein our Saviour's birth is
celebrated
The bird of dawning singeth all
night long.
- (b). Milton.—But peaceful was the night
Wherein the Prince of light
His reign of peace upon the earth began.
—*Hymn on the Morning of Christ's Nativity*.
- (c). Heap on more wood, the wind is chill,
But let it whistle as it will,
We'll keep our Christmas merry still.
—*Marmion, Introduction to Canto VI*.
- (d). Again at Christmas did we weave
The holly round the Christmas hearth.
—*In Memoriam, 76*.
6. The Treaty of Ghent, December 24th, 1814, concluding the war of 1812.

COMMENTS ON DECEMBER ANSWERS.

The Christmas holidays brought the best set of answers we have had yet. Were the questions easier, or did people have more time? Two new contestants, Peggotty and Zaire, have gallantly come into the field. M. V. L. and Jill get perfect marks. We are glad that Prince Bulbo is a familiar friend.

An error crept into the comments on November answers. It was No. 6, on Wordsworth's sonnet, that was not attempted. More than one correct quotation from Longfellow's "To the River Charles," came in answer to No. 5. Marks for December—20 allowed. M. V. L., 20; Jill, 20; Peggotty, 17; M. L. L. Club, 17; Zaire, 18; Morleena Kenwigs, 15.

THE SNOWFLAKES.

It was a little snowflake,
With tiny winglets furled,
Its warm cloud mother held it,
Above the sleeping world;
All night the wild wind blustered,
And blew o'er land and sea;
That little snowflake cuddled close
As safe as safe could be.

Then in the cold gray morning,
The great cloud-mother said,
"Now every little snowflake,
Must proudly lift its head,
And thro' the air go sailing,
To find a place to light,
For I must weave a coverlet,
To clothe the world in white."

The little snowflake fluttered,
And gave a wee, wee sigh,
But fifty million other flakes,
Came softly floating by;
The wise cloud-mothers sent them
To keep plant babies warm,
Through many a winter sunset,
Through many a night of storm.

—MARGARET SANGSTER

RHYMES FOR CALENDARS.

January brings the snow,
Makes our feet and fingers glow.

February brings the rain,
Thaws the frozen lake again.

Full knee deep lies the winter snow,

Ah, bitter chill it was
The owl, for all his feathers, was a-cold.

O ye Ice and Snow, bless ye the Lord.

TELLING THE TIME.

"Tick, tock, tick, tock," says the big clock,
Tick, tock, tick, tock, almost eight,
Hurry, children, get your school books,
Hurry now, and don't be late.

"Tick, tock, tick, tock," says the big clock,
Tick, tock, tick, tock, almost three;
Put your books away, my children,
Run off home right merrily.

"Here is where my geometry can be put to practical use," said Miss Russell, as she deftly drew a circle sixteen inches in diameter on a piece of white bristol board, by means of a pencil "stub" and a piece of cord.

Upon the circle, in very faint dotted lines, she drew the diameters (vertical and horizontal). About half an inch inside the circle, she drew another circle. At the top of the vertical diameter, with a brush dipped in ink, she made the Roman numeral XII, at the lower end, the VI; at the left end of the horizontal diameter the IX, and at the right end the III.

Dividing the four right angles into three equal parts, she painted on the rest of the numerals, I, II, IV, V, VII, VIII, X, and XI.

The space between the numbers all around the dial was divided on the circle margin, into five equal parts (thus making the minute divisions.)

A long hand and a short hand, cut from cardboard and inked black, were secured to the middle of the dial by means of a metal fastener, and now the clock face was ready, and the hands easily turned this way and that.

Miss Russell took it to school and hung it by a cord from the top of the blackboard, within easy reach of the children.

She taught them the Roman numerals, and the meaning of the minute spaces—what "half" and "quarter" meant, and illustrated it all on the big dial. She taught them to count by fives, and how to move the short hour hand and the long minute hand.

Of course, this took time, but the training in number work was good, and after a while when the children understood about it, as a little recreation and exercise, Miss Russell would call up one of the little pupils, whisper to him to make the clock say a "quarter after ten," whereupon he would go to the dial, turn the hands to the proper place and call upon one of his schoolmates to "tell the time," and this one, if he told it correctly, as a reward, was permitted

to set the clock at some hour, and call upon others to "tell the time."

This is a good and practical exercise, and can be worked out with good results even in the first grade.—*Primary Education.*

DRILL IN MULTIPLICATION.

I have found it advantageous to substitute for drill in the multiplication tables a series of problems. These problems can be prepared rapidly and in great numbers in the following way. The method also has the advantage of giving complete drill in all the combinations.

The selection of the multiplier is dictated by the steps previously developed. Two's and three's having been developed, the multiplier may be 2, or 3, or, if two-place multiplying be known, 23. Four's having been developed, and multiplication by three places known, the multiplier can be 234, or 432, or 423, or 324. A multiplicand is then selected as follows: 369—. Successively around the school I give out to replace the dash the figures 1, 2, 3, 4, etc., up to 9. The first child's multiplicand, then will read 3691; the second child's 3692; the third child's, 3693, etc., a condition that alters the result of each child's example and so puts each child on his own resources. His neighbor cannot help him and he finds the necessity of doing his own work.

Quickly working the first example, I add the multiplier to the product and get the answer to the second example. Adding the multiplier to that answer gives the answer to the third example, and so on.

This is the device partially worked out:

3691	
432	
7382	
11073	
14764	
1594512	First child's answer.
432	
1594944	Second child's answer.
432	
1595376	Third child's answer, and so on.

The facility with which each child can be given a separate example and be immediately examined is the feature that recommends the device for at least examination.—*Western School Journal.*

THE CAT'S TEA PARTY.

- (1) Five little pussy-cats, invited out to tea,
Cried: "Mother, let us go. Oh, do! (2) for
good we'll surely be;
(3) We'll wear our bibs and hold (4) our things
as you have shown us how —
Spoons in right paws, cups as well, and (5) make
a pretty bow;
We'll always say, 'Yes, if you please,' and 'only
half of that.'"
"Then go, my darling children," said the happy
mother cat.
(6) The five little pussy-cats went out that night
to tea,
(7) Their heads were smooth and glossy, their
tails were swinging free;
They held their things as they had learned, and
tried to be polite;—
(8) With snowy bibs beneath their chins they
were a pretty sight.
But, alas, for manners beautiful, (9) and coats
as soft as silk!
The moment that the little kits were asked to
take some milk,
(10) They dropped their spoons, forgot to bow,
and — oh, what do you think?
They put their noses in the cups and all began
to drink!
Yes, every naughty little kit set up a miou for
more,
Then knocked the tea-cups over, (11) and
scampered through the door.

—F. E. Weatherley.

MOTIONS.

- (1) Stand erect. Hands by side.
- (2) Fold arms and look very imploringly.
- (3) Place pinafore, to imitate bibs, by raising the bottom and placing it around the neck.
- (4) Place fingers as if to lift a cup to the mouth.
- (5) Make a bow.
- (6) Let children take hold of hands as if to go out.
- (7) Smooth hair.
- (8) Point to chin.
- (9) Point to coats or pinafore.
- (10) Look very sorrowful.
- (11) Raise hands and throw them both forward towards the door.

No school or college discipline can be perfect; but school and college discipline become more nearly perfect according as the teachers possess, beside strong character, unquestioned sympathy with young people, and unquestioned integrity. When I say, "unquestioned." I imply tact, courtesy, and possibly humour; for without at least the first of these qualities no sympathy can be unquestioned, and without the others some sympathy misses fire. Tact, courtesy, and

a sense of humour are in most of us intermittent, and hence most of our failures. Men may be able, upright, and genuinely sympathetic, yet quite unable to make young people know their sympathy or even feel their uprightness, except on long acquaintance. Such men are, among young people, ineffective. A just teacher may be hated, and an unjust teacher loved, if the just man cannot show sympathy at short notice, and the unjust man cannot help showing it.

L. R. BRIGGS.

CURRENT EVENTS.

With incessant fighting in France and Flanders during the last month, there has been little change in the situation. The Allies have assumed the offensive all along the line from Switzerland to the North Sea, and are trying to dislodge the Germans from the positions which they have held since September. The most important successes are at the extreme ends of the line. The French have made some considerable advance in Alsace, and in Belgium the Allies are slowly moving onward towards Ostend. The first Canadians to be sent to the front are now with the British forces in Belgium.

Advance and retreat, with fierce fighting and appalling loss of life on both sides, are reported from the long battle-line in East Prussia, Poland and Galicia. The second German invasion of Poland began in November. Their chief object was to reach Warsaw, the capital of Poland; but their swift onset was checked at the swamps and streams which lie to the west of that city, and their forces divided by the Vistula, which is a broad winding stream like a Mississippi River running north. The Russians at present seem to be holding them in check at this part of the line, while they are again threatening to invade East Prussia, and have defeated the Austrians in Galicia. All the passes of the Carpathians are now said to be held by the Russians.

The most remarkable military event of the month was the rallying of the Serbs, who have recaptured Belgrade and driven all the Austrians out of their territory. It is rumoured that the Czechs (pronounced checks) and other Slavs in the Austrian armies refused to fight against the Serbs, and surrendered in thousands.

The Russians claim to have won a decisive victory over the Turks in the Caucasus. The British and French are preparing to attack Constantinople. Greece is ready to move an army against the Turks if they encroach upon her territory. The British Indian force on the Euphrates has taken possession of the river for one hundred miles from its mouth. Italy's occupation of Albanian territory may bring her into war with the Turks, and there are serious divisions among the Turks themselves. It seems not improbable that both Turkey-in-Europe and Turkey-in-Asia will soon disappear from the map.

The German fleet which sunk two British ships off the coast of Chile in November were met and sunk by a British fleet off the Falkland Islands on the eighth of December. There are now few German warships at large, and British commerce is comparatively safe in any part of the world.

On Christmas Day, British warships, submarines and

aeroplanes made an attack on the German naval base of Cuxhaven. This was in retaliation for a raid of German cruisers on the English coast earlier in the month; but neither of these raids would seem to have been of much military advantage.

The Mexicans are still fighting among themselves, and the outside world scarcely knows or cares which faction is victorious.

Under the new naturalization laws, a person naturalized in Canada acquires all the rights of a British subject, wherever he may go. Heretofore, Canadian naturalization has been recognized only in Canada. It will still be possible for a person to obtain the limited naturalization after a three years residence in Canada. The requirements for the broader naturalization are five years residence in the British Dominions, one year of which must be in Canada; good character; an intention to reside in His Majesty's Dominions, and an adequate knowledge of English or French. It will be seen that an alien who does not speak either English or French is not qualified for naturalization here; but if naturalized elsewhere in the British Dominions his citizenship will be recognized here.

The Argentine Republic claims the ownership of the Falkland Islands, and has just made its annual protest against the British occupation. The islands have little communication with the rest of the world, and are not a very valuable possession. There are about two thousand inhabitants, mostly Scotch shepherds, and wool is the only export.

The addition of less than one per cent of carbon transforms soft wrought iron into steel. Though this is a familiar fact, it is very wonderful; and a prize of £200 has been offered to promote a study of the subject in England and America.

English experimenters have discovered a method of producing steel directly from iron ore.

French engineers discovered, not long ago, in the north of their country, the largest and richest body of iron ore in Europe. This is in the part of France now held by the Germans; and it is said that to obtain these iron deposits was one of Germany's reasons for going to war. Whether Germany wins or loses, Belgium and the north of France will probably be in future the richest manufacturing district in Europe, with the possible exception of the rich country at the head of the Black Sea, where the armies of Russia and Turkey are now in conflict.

Iceland is still looking for a larger measure of self government, although it now has the same home rule that we have in Canada. At the last session of the althing, or local parliament, the constitution was amended; and the question is now raised as to whether this change requires the sanction of the Danish parliament. The king will summon some of the leading politicians of Iceland to confer with him, and see whether some satisfactory settlement can be arranged.

The well known steamship "Empress of India," which belonged to the Canadian Pacific Railway Company, has been sold to the Gaekwar of Baroda, to be used as a hospital ship for Indian troops.

As an outcome of the war, Great Britain has established a protectorate over Egypt. The suzerainty of Turkey is

thus terminated. The Khediv has been deposed, and his relative, Prince Hussein Kemal, has been appointed to succeed him with the title of Sultan.

Italy has occupied the Albanian port of Avlona, in consequence of a revolt against the Turkish ruler, Essad Pasha. It may be the beginning of a permanent occupation which will give to Italy full command of the entrance to the Adriatic.

British forces have occupied the largest of the Solomon Islands formerly held by the Germans; and have retaken Walfish Bay, a small British colony on the west coast of Africa, which had been taken by the Germans at the beginning of the war.

After the war between Russia and Japan, Russia was compelled to cede to Japan the southern half of the island of Saghalien, which had formerly belonged to the Japanese. By purchase Japan has now again become owner of the whole island. The price was paid not in money, but in big guns which Japan has placed at the service of Russia, and which have been transported across Siberia for use against Germany.

A Norwegian scientist, Dr. Hjort (yort), has been conducting an investigation in the Atlantic Provinces with a view to determining whether the new methods of herring fishing introduced by him in Norway can be successfully adopted in Canada. The new system is said to have produced a tenfold increase in the value of the Norwegian fisheries.

SCHOOL AND COLLEGE.

From the *Acadia Bulletin* we learn that Acadia hopes to have an Officer's Training Corps, 125 students having signed a petition to the Militia Department that such a corps should be organized.

The Emmerson Memorial Library Building has been completed, and handed over to Acadia University, and it is expected to have the Library ready for use at the beginning of the new year. The new Women's Residence is already occupied by forty-four students, there being accommodation for fifty.

The Board of School Trustees, of Fredericton, N. B., has decided to establish a Domestic Science Department in connection with the schools of that city. The Smythe Street School will be opened after the Christmas vacation, with Miss Emily Thompson of the Charlotte Street School, as principal.

Miss Edna Golding has resigned her position as teacher of the primary department of the Model School.

The Alumnae Reading Club of the St. John High School sent a Christmas box of toys to the Belgian minister in London, for distribution among Belgian children.

The children of the Chatham, N. B., schools have raised over \$300 by means of a concert. Of this sum, \$160 was sent to the treasurer of the New Brunswick Belgian Relief Fund, and the rest was contributed to the Chatham Patriotic Fund.

Mr. C. M. Lawson, of the St. John High School staff, has been appointed a lieutenant in the 28th regiment.

Sir William MacDonald has completed a large purchase of land on the slope of the Mountain adjoining Mount Royal

Park and will give the property to McGill University. A new campus and residential buildings will be established upon it. The purchase price was over \$1,000,000. Including the cost of MacDonald College and its endowment, this brings Sir William MacDonald's total gifts to McGill University to \$10,000,000.

The Governor General's Challenge Shield for cadet corps competitions has been won by the Winnipeg Highland Cadet Battalion.

Miss Margaret Grey, who has taught in the Winter Street School, St. John, for the past thirty years, has resigned. Her fellow teachers presented her with a substantial token of their esteem.

The teachers of the primary schools in Yarmouth, N. S., gave the children their annual treat of a Christmas tree before the schools closed for Christmas vacation.

The Ontario Education Department, believing that the present European war, its causes and the reasons for Britain's share in it, should be fully grasped by the school children of the province, has decided to incorporate the study of it in the curriculum of the present school year. It will appear as part of the history course in the grades where it will be understood easily, and questions on it will be given in the promotion examinations. In this connection the Government is sending to each school a copy of the British diplomatic despatches issued at Ottawa.

The circular issued suggests that generously disposed citizens as well as school boards shall under suitable conditions offer prizes for essays on one or more of the phases of the present struggle.

Mr. Harold H. McKiel, who had charge of the school at Greenwich Centre, Kings Co., N. B., recently enlisted for active service abroad, and is now with the Second Contingent at St. John. He attended Normal School last term and is but eighteen years of age. He is a son of Mr. W. W. McKiel, of Brown's Flat, and brother of Miss Nina E. McKiel, the teacher at Oak Point.

Following the example of Toronto, the schools of St. John are beginning to prepare scrap books of newspaper clippings to be sent to the Canadian soldiers in England at short intervals.

The total contribution of the teachers of St. John to the Red Cross Fund will amount to over \$900.

The report of the Halifax School for the Blind shows that during the past year 193 students have been in attendance. It is regrettable that the treasurer should have to report a deficit of over \$3,000. This Institution is worthy of the most generous support from the public.

We regret to record the death at Sackville, on December 24th, of Miss Laura Lathern, for twenty-one years teacher of English and Latin at the Ladies' College, Mount Allison.

BOOK NOTICES.

Causeries en France, by E. E. Patton, is a very practical little book of French conversations, with clear and sensible grammatical notes, intended for travellers, and readers of modern French. It contains in addition, a useful and convenient hand-book, in the good binding and print that we expect from its publishers, D. C. Heath & Co., Boston. [187 pages. 70 cents].

The *Second Year Direct French Course*, by G. A. Roberts and H. J. Chaytor, consists mainly of a reader, with a great variety of questions and exercises on the reading matter, but has also about fifty pages of outlines of grammar, in French. The reading lessons give a good deal of interesting information about the life of a French school boy, and the many illustrations, especially those of scenes in Paris, add much to the value. [216 pages. University Tutorial Press, London].

The cover of *Stories of London* with the arms and motto of the city, at once attracts us, and the promise of the outside is fully kept by the contents. E. L. Hoskyn has told in a very entertaining way some of the many stories which reflect the life of London, and cling around its famous buildings and streets. They are told especially for London children, but all children of the Empire who hope (as who does not?), one day to visit London should know them. The book is beautifully illustrated in colour, and has a preface by Dr. Sophie Bryant. A charming book for teachers to read to children beginning to study English History. [63 pages. 1s. Adam and Charles Black, London, W.].

From the same firm we have a set of travel pictures which we heartily recommend to the consideration of geography teachers. Fifty pictures, half in black and white, the rest in colour, are fastened into a stout paper cover, so that they can be taken out for purposes of study. How they are to be studied so as to stimulate the imagination and impress facts, is directed in a series of problems and exercises. We have sets on Europe and Asia, but others are published. [Black's Travel Pictures—Europe and Asia. 10d. the set. A. & C. Black, London, W.].

Gulliver's Travels, is a book that every boy and girl should read. A very pretty edition comes from the well known publishing house of Ginn & Company. It contains the voyage to Lilliput, and the voyage to Brobdingnag, edited by Edward K. Robinson, and with interesting illustrations by Charles Copeland. The text is given very nearly in the original form, with only such changes as we should all prefer to see in the interests of good taste. So many classics are reprinted for children with regrettable omissions and changes, upon poor paper, and in bad print, that we are particularly grateful to Messrs. Ginn & Company for an attractive and trustworthy book like this at the modest price of forty cents.

A new volume in the Junior Regional Geography series, written by J. B. Reynolds, is on the Americas, and is more especially adapted for the use of children in English schools, but we can strongly recommend it to Canadian teachers as a supplementary hand-book. The many suggestions, questions and problems at the end of each chapter would be a great help to the teacher who has no special knowledge of geography, and few books on the subject. The eighty-two illustrations are varied and educational. [184 pages. Adam & Charles Black, London. 1s. 4d.].

From Messrs. Black we have also *Outlines of Physical Geography*, by H. Clive Barnard, a convenient little volume covering the ground in that subject required for the Oxford and Cambridge Locals. Very much condensed, it is clearly written, and here again the illustrations, diagrams and thought-compelling problems are very valuable. [160 pages. 1s. 6d.].

To Our Subscribers.

If you are one of the many business-like and considerate readers who have paid their subscription for the current year, we cordially thank you.

If you are among those who agreed to pay not later than December, 1914, we urge you to save us the trouble of sending you a reminder.

If you are in arrears, consult your address label; remember that one of the best ways of meeting the present crisis in our national life is to pay your debts promptly, and remit what you owe us.

We regret to say that we have on our mailing list the names of some subscribers from whom we have not heard for three years or more. We do not propose to keep them there. Beginning 1915, WITHOUT FURTHER NOTICE, ALL SUBSCRIPTIONS THREE YEARS OR MORE IN ARREARS WILL BE DISCONTINUED. We are sorry to have to take this step, but it is foolish to continue to send the paper to people who do not value it enough to pay for it.

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EXCHANGES.

We are glad to welcome a new exchange, *The Memorare*, edited by the students of Mount St. Bernard College for women, Antigonish, N. S. This magazine made its first appearance in December, 1914, and is to be published quarterly. The editors announce that their principal aim is to stimulate the students to a greater interest and activity in the study of literature, and to cultivate in them the power of literary expression. The REVIEW wishes them all success in this work, and congratulates them upon the excellence of their first issue. The expectations roused by the dignified good taste of the cover design, are amply fulfilled by the contents.

The Trinity University Review has especially interesting chronicles of college and alumni work, including a letter from a member of the class of 1914, now a military prisoner in Germany. *The University Monthly* (U. N. B.), contains a good article on the value and necessity of military training. Other college magazines received with thanks are: *Kings College Record*, and *The University of Ottawa Review*. These are Christmas numbers, and excellent ones. We are particularly glad to notice that nearly all are free from the rather vulgar kind of joke sometimes found in school and college magazines, and we hope that this evidence of bad taste will soon disappear altogether.

We have also received a copy of the Christmas number of *The Reveille*, a school paper issued by the children of the Elihu Greenwood district, Hyde Park, Mass., between twelve and fifteen years of age. The children designed, drew and coloured the cover, and all the contributions are original. There is a full and interesting report, illustrated by drawings, of the work of the school gardens, an account of a visit to a museum, reports of a science lesson, current events, and school news. The most interesting thing about the magazines is that it is so obviously the children's own work throughout. The editor in chief is Mr. S. A. Starratt, so well known to REVIEW readers.

NEW BRUNSWICK OFFICIAL NOTICES.

The normal and public schools of the Province will close for Christmas vacation on December 18th, and will re-open after vacation on January 4th.

There are 204 legally authorized teaching days in the school year, ending June 30th, 1915, of which eighty-one days are in the term ending December 31st, 1914, and 123 in the term ending June 30th, 1915.

For St. John City the number of teaching days for the year, is 203, of which eighty-one days are in the first term and 122 in the second term.

W. S. CARTER,
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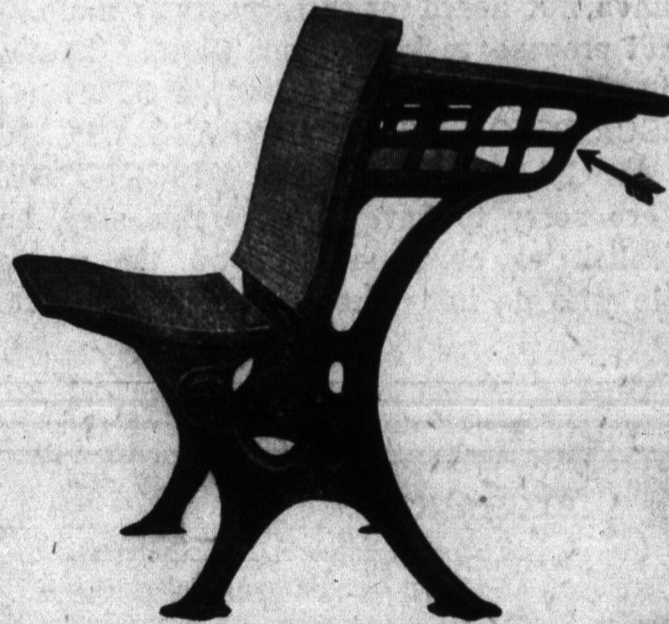
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