

THE EDUCATIONAL REVIEW.

FOR THE ATLANTIC PROVINCES OF CANADA.

VOL. XV. No. 7.

ST. JOHN, N. B., DECEMBER, 1901.

WHOLE NUMBER, 175.

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To Our Subscribers.

With this number we send statements of account to many of our subscribers. This is our custom twice a year—in June and December. Some of our readers anticipate us by paying in advance. Others wait to be reminded. In any case the presentation of a bill when a subscription is due should meet with as ready a response as possible.

The *REVIEW* is sent to an address until ordered to be discontinued. A notice to this effect is always printed on the first page of the paper above the reading matter. If a subscriber wishes his or her copy of the paper discontinued, at the expiration of the subscription, notice to that effect should be sent. Otherwise it is assumed

that a continuance of the subscription is desired. This is the custom among the best and most widely circulated newspapers and periodicals, whose subscribers would think that they were treated curtly, even ungenerously, if their names were erased on the expiration of their subscription.

It is a very simple thing for a subscriber to notify us either of a change of address or a wish to terminate the subscription. A prompt, business-like message on a postal card will often save trouble and expense. Naturally we wish to keep our subscribers as long as possible, but if they wish to discontinue, it can be done without dissatisfaction to either party, by some such notice as in the following letter which was received recently:

DEAR SIR,—My subscription to the *REVIEW* expired with the last number. As I do not wish to continue, kindly erase my name from your books. Thanking you for the much good done by your paper in the past, and wishing you continued success for it in the future,

I am, yours sincerely, F. H. B.

We regret that a paragraph inserted in the November *REVIEW*, as it was going to press, has given considerable trouble to the Nova Scotian Educational Department, necessitating answers to a great many inquiries. The paragraph in question stated that as the King's birthday, a school holiday, fell on Saturday this year, "teachers may observe any other day agreed upon by them and their trustees." The words, "in New Brunswick," should have been inserted after "teachers" in the above, as in that province the *teaching days* are lessened, in proportion, for every holiday. In Nova Scotia this is not the case, as least so far as the King's birthday is concerned, as the following notice from Superintendent MacKay will show:

"In Nova Scotia, when the King's birthday anniversary falls on a Saturday or Sunday, there is no school holiday. That is, there is a holiday only when the anniversary falls on an otherwise regularly authorized teaching day. No substitute day is allowed under any circumstances, unless there is a legal proclamation."

ENTHUSIASM is catching. A correspondent writing to the *REVIEW* from Lunenburg, N. S., says: As a direct result of the meeting of the Summer School of

Science here this year, we now have departments of mechanical science and domestic science of the manual training schools. They have now been running for several weeks, and great interest is taken in them. Mr. V. Messenger, a graduate of the Macdonald Manual Training School for Nova Scotia, has charge of the mechanic science (woodwork), and Mrs. B. Turner, a graduate of the Truro School of Domestic Science, is in charge of the domestic science course.

CHIEF SUPERINTENDENT DR. INCH has contributed to the N. B. *University Monthly* an interesting account of the King Alfred Millenary Celebration, in which he took part as a representative from New Brunswick.

THE sad drowning accident at Ottawa recently, by which two bright young lives were suddenly closed, has caused a widespread feeling of sympathy for the bereaved families. Miss Bessie Blair, daughter of Hon. A. G. and Mrs. Blair, had many school friends in St. John and Fredericton who will cherish the memory of a bright, frank and lovable character. She was a graduate of the Girls' High School, St. John, in the year 1896.

THE *Carleton Sentinel*, a valued exchange, has recently appeared in an enlarged form and new dress, which must add to the pleasure of its readers.

The St. John *Monitor* has commenced the second year of its existence without a dollar of debt and with excellent prospects of success for the future. At the outset it laid down for itself a firm and consistent policy from which it has not departed, a course which its readers have evidently appreciated. It deserves success.

A MERRY CHRISTMAS and a Happy New Year to all our subscribers. May greater sympathy and encouragement in your work be extended to you the coming year, and may you ever be animated by higher ideals and a truer conception of that work.

OUR advertising pages are always worth reading, and this month they are particularly interesting.

Christmas.

Christmas is the children's day—the season of mirth and gladness, of games, festivity and gifts. It carries the thoughts of the older people back to the time when they too were young; and the heart must be small and the life narrow indeed that does not share in the joy of the children's Christmas and feel its gentle influence.

The day recalls the sacrifice that was made for us when Divine Goodness gave a marvellous token of its love to mankind. There can be no thought of self, in the narrow sense, at this season, if we regard the greatness of this sacrifice. Our thoughts and our deeds must be for others, and especially for the destitute, the outcast, the mourner, if we would realize the full meaning of the day.

The spirit of Christmas will pervade the school-room during these December days in anticipation of the joys it will bring. Busy brains are conning over and busy hands framing the gifts that are to call forth expressions of wonder and gladness and gratitude. It is better to forego the home lessons and make the school lessons shorter on these days. Make the children acquainted with some of the beautiful stories, the gems of literature that have been written about this season. "Peace on earth, good will toward men," is the burden of every story and song. Aim to make the children realize the full meaning of this. If they do, the "good will" will shape itself, not only in kind words and wishes, but in numberless little deeds for others. Christmas will then be something more than a round of festivities, games, and wishes. It will be a season that will leave pleasant memories of good done to others, of making others happy, and thus, year after year, coming nearer to the likeness of the Christ who loved little children.

Educational Review Teachers' Bureau.

The scarcity of teachers and the increasing difficulty that many districts are experiencing to obtain them, has induced the REVIEW to establish a Bureau, by which it hopes to be of service to both teachers and trustees. Circulating as it does throughout the Maritime Provinces of Canada, the REVIEW has exceptional advantages in reaching all teachers and putting them in communication with trustees needing their services. During the past year many districts, in New Brunswick particularly, have had difficulty, or have failed altogether to secure teachers, and it is believed, if a better means of communication were established, that this difficulty would largely disappear. To this end boards of education, inspectors, trustees and teachers are invited to co-operate with the Bureau, which will make an honest and energetic attempt to supply schools with teachers, and to provide teachers with positions.

It is not proposed to supply inefficient teachers with positions, nor to provide parsimonious districts with cheap teachers; but diligent enquiry will in all cases be made as to the standing of districts and competency of teachers. For further particulars see the advertisement on another page.

A Successful Experiment.

Inspector Carter writes the REVIEW that the first experiment in the centralization of schools to be attempted in all Canada is now being successfully carried into effect at Welchpool, Campobello, Charlotte County, in the Province of New Brunswick. The pupils are being conveyed from Snug Cove to the Central graded school at Welchpool. In addition to the educational advantages, the cost up to this time has been little more than half that of maintaining the separate school. The plan at the outset did not commend itself to all the rate-payers, but its advantages are becoming apparent to all—the advantages of the graded system combined with the environment of the country district.

The trustees of this progressive district are John J. Calder, Silas Mitchell and L. P. Simpson. The teachers are A. W. Hickson, principal, and Mary Mitchell, primary.

Much educative work has been done along these lines in Charlotte County and other sections of New Brunswick, and a few object lessons are all that is necessary to bring about a more general participation in the advantages of consolidation of schools.

For the EDUCATIONAL REVIEW.]

Manual Training.

Encouraging reports of the rapid progress of the movement for the introduction of manual training into the school systems of the Dominion are to hand. The question of some special provision for the establishment of manual training schools, has been, and is, engaging the attention of the various provincial authorities, and in some cases proposals are to be submitted to the local legislatures in the near future.

Professor Robertson, the enthusiastic administrator of the Macdonald Fund, to whom Canadians owe a deep debt of gratitude for his whole-hearted efforts in this and other directions for the welfare of our children and schools, must be extremely gratified with this. It is well under two years since that the first of the schools under the fund provided by the bounty of Sir Wm. Macdonald was opened, the large majority of them not having been in existence for half that period. The object lessons provided by these schools have had an excellent effect, and they are proving for themselves much of what their enthusiastic advocates claim for them. In places where they have been established, the ordinary subjects of the school course have not suffered. Indeed, on the testimony of some of the teachers of these subjects, the literary and other studies have been positively improved. The welcome change afforded by the

manual training lesson, the increased intelligence and interest displayed by the children, and the reaction on the brain of the carefully co-ordinated drawing and practical work with the hand, account largely for this.

It is with pleasure we have to record the fact that a maritime province leads the dominion in the practical adoption and establishment of manual training departments, in its public schools. We have before referred to the liberal grant offered by the government of Nova Scotia to school sections starting and maintaining these departments of school work, and we are glad to learn that it is being widely taken advantage of. At the moment of writing, Nova Scotia has seven public manual training schools in full operation, and others are in course of establishment. Halifax, Truro, Lunenburg and Bridgewater, have dual departments, providing woodwork for boys and domestic science for girls. Wolfville, Pictou and Yarmouth have opened their woodwork departments and propose starting domestic science next year.

The demand for teachers of woodwork was met by the provision of a special training course in the Macdonald school for Nova Scotia, at Truro, the 1901 graduates of which are nearly all employed in the schools of the province, in this work. From the syllabus of the course for 1902, which has just been published, it appears that Truro has been chosen by the Macdonald fund as the training centre for teachers of the Maritime Provinces. Another centre has been established in Ottawa for mid-Canada, and a third is to be located in Winnipeg for the western teachers.

The syllabus gives full particulars of conditions of admission, etc., and it is noted with satisfaction that "successful teaching experience," or "Normal School training," is essential for those wishing to become students. Copies of the syllabus and full information can be obtained from the undersigned,

T. B. KIDNER,

Director for N. S. of the Macdonald Fund, Truro.

[And now the REVIEW would like to report progress all along the line. What is being done in New Brunswick and Prince Edward Island to take advantage of the splendid experiment in manual training so generously founded by Sir William Macdonald? The public school children of Fredericton (and perhaps in Summerside) receive instruction in manual training. But what about such an important industrial and commercial centre as St. John? What about Moncton, Sackville, Chatham, Newcastle, Campbellton, St. Andrews, St. Stephen, Woodstock, Sussex? What about Charlottetown and other towns? Is it not time there was a waking up?—EDITOR.]

NATURE STUDY AND SCIENCE.

JOHN BRITTAIN, NORMAL SCHOOL, FREDERICTON.

Chemistry in the High Schools.

Judging by the papers written at the matriculation and high school leaving examinations in New Brunswick, it is evident that in some schools chemistry is carefully and systematically taught by the laboratory method. Many of the pupils have performed most of the experiments with their own hands, and have learned the chemical reactions involved.

But there is a tendency to employ the experiments merely to *illustrate* the lesson—to aid the *memory* in retaining chemical formulas and equations—and not as a means of training the observing and reasoning faculties of the pupils, while they, at the same time, are gaining a knowledge of elementary chemistry. This is a great educational loss without any compensating gain.

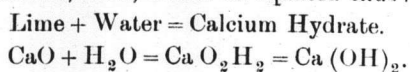
Let me explain my meaning with the help of some of the questions given in the departmental examinations for 1901.

Deduce (reason out) and then equate the reactions which occur when lime is treated with water and the product mixed with a solution of hydrochloric acid.

Lime is used so largely in various manufacturing processes—in building and in agriculture—that a knowledge of its chemical properties should be of interest to all. An intelligent candidate who has been well taught would probably take, in answering the above questions, such a line as this:

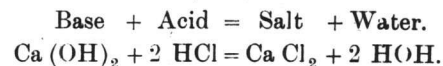
We know that lime, since it lacks the metallic lustre and other distinctive properties of the metals, is not a *metal*; but chemists have found that it is the oxide of the metal *calcium*, and give CaO as its formula. When a piece of lime is treated with cold water, much heat is produced, and the water rapidly disappears. The dry product thus obtained we find to be heavier than the original lime; and if some of it be heated in a closed tube water collects above it, and a white substance, resembling powdered lime, remains in the bottom of the tube. We, therefore, conclude that the water must have disappeared by uniting chemically with the lime, thus increasing the weight—that the heat was produced by this union—and that the soft, dry, white product is composed of the elements of lime and water—Ca, H, and O, and is properly named *calcium hydrate*, the chemical formula for which, as given by chemists, is $\text{Ca}(\text{OH})_2$.

The reaction, then, would be equated thus:



We find that $\text{Ca}(\text{OH})_2$ has an alkaline taste, and that its solution (lime-water) turns red litmus blue. Besides, it is a compound of a metal and OH. It is therefore a base.

Now we have noticed before that when a base and an acid are mixed the metal of the base took the place of the H of the acid, and that the displaced H united with the OH of the base to form water; HOH. Hence I conclude that when $\text{Ca}(\text{OH})_2$ is treated with the acid HCl, a similar reaction follows. As the valence of Ca is two and of H one, one molecule of the base would react with two of the acid, thus:



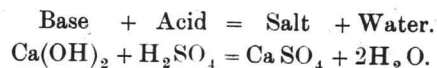
Deduce and equate a reaction which will yield chlorine, or one which will yield calcium sulphate.

The reaction for chlorine can be reasoned out like the preceding reactions, but in fewer words, by a candidate who has watched the experiment (given in the text-book) performed by the teacher, and has carefully considered the theoretical and qualitative proofs of the correctness of the equation.

But suppose the second reaction is chosen, the following argument might be given:

Calcium sulphate, since it consists of the metal Ca in union with the negative radical SO_4 (the sulphate radical) is a salt. Now we have noticed in other cases that when a base and an acid are mixed a salt is produced by the metal of the base changing places with the H of the acid. A base consists of a metal and OH; so the base of calcium sulphate would be $\text{Ca}(\text{OH})_2$. The acid of a salt consists of H united with the negative part of the salt; so the acid of this salt would be H_2SO_4 . As Ca and SO_4 are bivalent, one atom of the former would probably unite with one of the latter.

Hence the reaction would be:



Other points in regard to the teaching of high school chemistry will be discussed in the next number of the REVIEW.

Questions for December.

(Answers should be sent to editor of this department by January 15, 1902. Several new schools began to send answers last month. The editor hopes they will continue their efforts. Their answers will be duly examined, and reported on in June next.)

1. Find, by watching some convenient branches, whether deciduous trees grow any in winter, and whether evergreen trees do. Give proofs.

2. Find a leafless tree whose branches spread out widely and nearly horizontally from the main trunk which runs up through the middle of the tree to the

top; and another whose main stem seems to divide into large branches which grow slantingly upward and thus add to the height of the tree. Name each tree, and tell where you found it.

3. What wild birds did you see out of doors in the latter part of December and early part of January?

4. Make an outline drawing from memory of the full moon in December, showing the so-called "Man in the moon," as it appears to you. Give the date.

5. Find, by observation, where the sun is when the full moon is rising, and where it is when the full moon is setting. Tell how you reached your conclusions.

Story of a Golden-crowned Kinglet.

The following incident is related by Mr. W. C. Jonah, Principal of the Superior School at Hopewell Cape:

A short time ago one of my pupils, on the way to school, caught a Golden-crowned Kinglet. He brought it to the school and placed it on the window. When school was called in, the bird did not seem inclined to stay on the window, but would fly from person to person catching flies. It would allow itself to be handled, and showed no fear of the pupils; but would fly from the window to meet them and back again to the window.

I brought it to the house where I am boarding, and it renewed its old habits as shown in the school. Perched on my finger it would look around for a fly, and as soon as one was seen it would fly away and catch it, making an audible *snap* with its bill.

I have met these birds in the woods, and find they are very tame. It seems very strange that birds like the Kinglets, Yellow Warblers, Cedar Wax-wings, and others of brilliant plumage, which have the greatest reason to fear the bird-hunter, should be so tame, while others which have dull unattractive plumage should be so very wild.

Nature-Study for Public Schools.

At this time of the year the cricket is an interesting little creature to study and it has a delightful story to tell of itself. It can be made very happy in captivity and will afford much pleasure if given close observations. Children find much instruction and amusement by having cages in the schoolrooms and the homes.

It is interesting to know that the male makes music for the pleasure of the female. Like other artists for whom we pay good money to hear, each male thinks his own music best and can not bear rivalry with good grace. Quarrels are not uncommon among them—just as we have heard is sometimes the case with church choirs. It is well for the children to determine by observation whether the cricket is a singer or a fiddler. It also interests them to locate the ears which are on the legs. There are many other observations worthy of note which space forbids to mention. If the reader is interested in children, schools or teachers, he can do them a service by asking the Bureau of Nature-Study, Cornell University, Ithaca, N. Y., for a Junior Naturalist monthly lesson that will put children at work in this line. Bureau of Nature-Study, Cornell University, Ithaca, N. Y.

For the EDUCATIONAL REVIEW.]

The Real Shakespeare.

SIR,—Has the N. B. Reader:

"O hard condition twin born with greatness,

What infinite heart's ease must kings neglect
Which private men enjoy?"

And did Tennyson really say Shakespeare wrote so? Just listen to the second line. Wretched. What a lesson in the effect of 'proper words in the proper places,' Swift's definition of style, to see what Shakespeare wrote:

"O hard condition,
Twin born with greatness
What infinite heart's ease
Must kings neglect, that private men enjoy."

And it is beautiful. The difference is infinite. And indeed an ease of heart is in that noble style, that half pause, in those 'unstopped' lines, without which, or the feeling of which, it cannot be loved as it deserves.

There was once a critic who said very wisely that it is a law of all good poetry that the music is in the most intimate alliance with the thought. . . . Take for instance Shakespeare's line (*sic*), "Canst thou minister unto a mind diseased." In prose the ordinary arrangement would be, 'Canst thou minister unto a diseased mind'; but the arrangement which Shakespeare substitutes is not simply a gain in 'music,' or poetic rhythm, etc., etc.

So it is. But Shakespeare's arrangement is:

"Canst thou not minister to a mind diseased"

—with its awful warning sound, half earnest, half threatening in despair; not the confused jumble quoted as Shakespeare's line.

It is well to call attention to Shakespeare's music and all that. But let us learn the right tune first. Small blame to us not to like the other. W. F. P. S.

The University of N. B.

The Broken Wing.

In front of my pew sits a maiden,
A little brown wing on her hat,
With its touches of tropical azure,
And the sheen of the sun upon that!

Through the bloom-colored pane shines a glory,
By which the vast shadows are stirred,
But I pine for the spirit and splendor
That painted the wing of that bird.

The organ rolls down its great anthem,
With the soul of a song it is blent;
But for me, I am sick of the singing
Of one little song that is spent.

The voice of the curate is gentle;
"No sparrow shall fall to the ground;"
But the poor broken wing on the bonnet,
Is mocking the merciful sound.—*Anon.*

FOR THE EDUCATIONAL REVIEW.]

Christmas Talks and Stories.

BY MRS. S. B. PATTERSON.

December brings to children the all-absorbing thought of Christmas. Whenever the subject is mentioned they are eager to tell what they got last Christmas, and what they want this year, etc. But from this babel of voices there comes little evidence of any knowledge or thought as to the real meaning of Christmas-time. What does Christmas mean? Why do we hear so much about gifts just now? From time to time during the month there should be special reference to the season, sometimes by a story, at other times by a song, or a chat, or a recitation given the children to learn. In this way, by a carefully planned scheme, the true idea of the meaning of Christmas may be developed, and a spirit of giving and of sharing good things aroused, instead of the mere desire to get.

Birthdays,—we all enjoy having our friends remember us on our birthday, even if merely to wish us many happy returns. We give presents to show our love on a person's birthday. How many children have a baby brother or sister? That baby was a present from God to the people in that home. They are to keep it and love it, and as each year its birthday comes round, they may give it some present to show their love.

We keep as holidays the birthdays of some people whom we have not seen, such as King Edward's birthday, and also the twenty-fourth of May, in memory of our good Queen Victoria. They, too, were once tiny babies whom God sent into the world to grow up and do work for Him.

But the most precious baby whom God ever gave this world was Jesus. And we like to think of Christmas as His birthday. Tell the story of the shepherds watching their sheep that night near Bethlehem, how, perhaps, they took turns staying awake to see that no bear or robber came stealing through the darkness to hurt the sheep. Then, suddenly, the strange light shone around them,—a soft, bright light that came from neither sun nor moon nor candle; more beautiful than any of these, for it shone right down from heaven as the angel came through to bring the gladness to the earth. Describe the shepherds' fear, passing away as they heard the good tidings, and tell of the song of the angels after the news was heard. Then, as they went back into heaven, and the light grew softer, the shepherds looked at each other in wonder, and said, "Let us go quickly into Bethlehem and see for ourselves the child the angel has been telling us about." Describe

their haste, and their happiness in finding the infant Jesus. In what kind of a cradle did they find Him?

At some other time tell the story of the wise men from the East, who came with their rich gifts to worship the wonderful child. Picture to the children the long, slow journey across the desert; no steam-cars or electric railways, not even a carriage-road, and no horse could travel over that desert of sand. How did they travel? Have the children ever seen a camel, or a picture of one? Why is it better than a horse for such a journey?

Describe their visit to Herod, as they went to him to enquire whereabouts in his country the child was to be found. Tell of his pretended pleasure, asking them to be sure to come back to tell him, so that he could go and see the baby too, while all the time his heart was full of fear and hatred and evil plans. The wise men need not have gone to him at all, for the beautiful star guided them right to the house where the infant Jesus was.

What rich presents they brought! Gold and costly perfumes! How the whole house would be filled with the odour of frankincense! Then, before the wise men left Bethlehem, God sent them a message—they were not to return to the King, but to go quietly home by some other way. They thought Herod was true, but God knew what evil thoughts were in his heart.

After telling a story to little children, it is well, occasionally, to let them draw pictures illustrating the story. The results of such work are, of course, very crude; but the occupation is a good one, exercising the memory, arousing imagination, and giving room for originality.

A chat about Christmas Trees may be made both interesting and instructive. Apart from the subject of gifts, there is the tree itself, which is generally very little thought of by the children, but which has probably been selected with some care, its size, proportion, and symmetry having been carefully considered in the choice. Where did the tree grow? What kind of a tree is it? Why would not a maple do as well? Or an elm? Have a number of trees pointed out and named whose leaves turned red, yellow, or brown in the autumn and then fell off, leaving the branches bare. Have these trees lost all their beauty? Notice the outline of the branches and twigs against a clear winter sky, also the general character of the outline of trees of different kinds, the drooping of the elm and the firm, decided uprightness of the maple. See the birds' nests which were hidden all summer among the leaves! Yet, these trees, even with all their charm, would not suit us for Christmas. Have a few short talks about evergreen trees, having specimen branches brought, on different days, of spruce, fir,

pine, hemlock, etc. Let the children examine these minutely, handling, testing, and smelling them, so learning to distinguish one from another. If possible, have some hemlock, or other evergreen decoration in the school-room during December.

A guessing-game may be introduced, in which, with closed eyes, a child tries to decide by sense of touch alone what kind of tree a certain branch or twig belongs to.

The last afternoon before vacation may be given up to a Christmas entertainment of some sort given by the children for their friends. Some recitations, a few songs, and a short story or two may form the programme. If possible to have a Christmas tree, it may be decorated by the children themselves with their own work. Paper chains make a light, pretty decoration, and many dainty things may be made of tinted cardboard as presents for the visitors. Do not let children's minds be filled with the greed of *getting*,—teach them to *give*, even if they only have ever so little to bestow. Encourage them to bring last year's Christmas cards, or play-things, or picture-books, to send to children who are too poor to buy such things.

One class in a certain school sent a lot of picture-books of their own manufacture one Christmas to an Indian school a few miles away; and this without any cost, except that of brushes and mucilage. Even that trifling expense might have been avoided, as flour paste would do as well, and it could be applied with a little stick flattened at the end. The teacher secured from a bookstore an old sample book of wall-paper. From this were cut sheets in size about 8 x 12. These were then folded once, and a few of them sewed together into book form, the outside sheet in each case being one that showed some pretty pattern for a cover. Then these books were filled with pictures pasted in by the children, the pictures coming from different sources, but chiefly from the advertisement pages of magazines.

Jack Frost came to the window pane
And gently tapped with his icicle cane
"Excuse me," I said, "but the door is shut tight
And I'd rather you wouldn't come in to-night."
So he scratched his name all over the glass,
And the baby sneezed as she heard him pass.
Selected.

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.

Close by the jolly fire I sit
To warm my frozen bones a bit;

Or with a reindeer 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.

R. L. Stevenson.

Snowball Game.

Tune—"Lightly Row."

Lovely white, from a height
Falls the snow in flakes so light,
Spreads the ground
All around,
Fun flies far and wide.

Let us now some snowballs make
At each other aim to take;
Oh' what fun!
Do not run!
Dodge them every one!

Selected.

1. (Children standing. First verse sung slowly.) Lift the hands high, then bending the wrists and letting the fingers droop, bring them down slowly, twinkling the fingers as they descend to represent the falling snow.
2. Hands outstretched, palms down, touching at first, then separating and giving a slow, sweeping movement to right and left to indicate the snow-covered ground.
3. (Faster.) Pretend to pick up snow, making balls and taking aim, throwing them at others, while dodging to avoid being struck. (If children are allowed to leave their places during this game it should be insisted on that they return at once and quietly at its close.)

Papa came hurrying home one night,
The lamp was lit, and the fire was bright,
And there in the bed by Mamma's side
Was a flannelly bunch that squirmed and cried,
Such a queer little thing!
But it grew, and grew,
And we kept it and loved it,
And now it is *you!*

Selected.

The Bells.

• BY LOUISE P. WARNER.

Ding-a-ding-a-ding, dong, ding, dong bell,
How I love to hear you tell,
With your merry, merry chime,
Of the happy Christmas time.
Ding-dong, ding-dong, ding-dong, bell,
Ding-dong, ding-dong, ding-dong bell,
Listen to the ringing of the merry, merry chime,
Telling of the joyful Christmas time.

Selected from "A Dozen and Two" Songs for Kindergarten and Nursery.

Santa Claus and the Mouse.

By EMILIE POULSSON.

One Christmas eve, when Santa Claus
Came to a certain house,
To fill the children's stockings there,
He found a little mouse.

"A merry Christmas, little friend,"
Said Santa, good and kind.

"The same to you, sir, said the mouse:
"I thought you wouldn't mind

"If I should stay awake tonight
And watch you for a while."
"You're very welcome, little mouse,"
Said Santa, with a smile.

And then he filled the stockings up
Before the mouse could wink—
From toe to top, from top to toe,
There wasn't left a chink.

"Now, they won't hold another thing,"
Said Santa Claus, with pride.
A twinkle came to the mouse's eyes
But humbly he replied:

"It's not polite to contradict—
Your pardon I implore—
But in the fullest stocking there
I could put one thing more."

"Oh, ho!" laughed Santa, "silly mouse.
Don't I know how to pack?
By filling stockings all these years,
I should have learned the knack."

And then he took the stocking down
From where it hung so high,
And said; "Now put in one thing more;
I give you leave to try."

The mouse chuckled to himself,
And then he softly stole
Right to the stocking's crowded toe
And gnawed a little hole.

"Now, if you please, good Santa Claus,
I've put in one thing more;
For you will own that little hole
Was not in there before."

How Santa Claus did laugh and laugh!
And then he gayly spoke:
"Well! you shall have a Christmas cheese
For that nice little joke."

If you don't think this story true,
Why! I can show to you
The *very* stocking with the hole
The little mouse gnawed through.

Selected from "In the Child's World."

Christmas Decorations and Legends.

December was called by the Saxons the winter month, or holy month, in honor of Christmas.

The use of flowers and green trees and boughs for decoration is as old as the human race. The Jews decorated their tabernacles and homes with branches and leaves of the olive, pine, myrtle and palm. The holly is popular for decoration on account of its dark, glossy leaves, and red berries. The Canadian or Winter Holly (*Ilex verticillata*) is so called because its beautiful scarlet berries resemble those of the English Holly, and remain on the bush during the early winter, although its leaves fall off in November.)

The spruce and fir are used for Christmas trees and decorations. The juniper used to be held in reverence, it is said, owing to the legend that it once saved the life of the Virgin and the child Jesus. The story is as follows:

When the Holy Family were fleeing from the soldiers of King Herod, the brooms and chick-peas began to rustle, thus betraying the whereabouts of the fugitives. Fortunately Mary was near a juniper; the tree opened its branches like arms, and enclosed the Virgin and the Child, affording them a safe hiding place. She gave the juniper a special blessing; hence its use at Christmas time.

The Christmas tree, laden with gifts and glittering with light, is of German origin. In the pagan days of Germany, the people believed that the universe was supported by a huge pine tree, whose roots extended deep in the earth, and whose branches were high among the shining stars. When the Germans became Christians, they could not bear to give up their dear old tree, so they made the pine a symbol of the new-born Saviour.

In the very early days of England the oak was considered a sacred tree. Since the mistletoe grew upon it, that was supposed to be sacred, too, and when the old Druidical priests found a vine they cut it with a golden knife, and let it fall upon a white cloth, on which it was carried from the forest to the town. The old veneration is commemorated in the custom of fastening a sprig of mistletoe to a doorway or chandelier, so that every maiden who passes beneath must pay the penalty with a kiss.

Our Saxon ancestors also held the mistletoe in awe. According to their bible, Balder, the most beautiful and dearly beloved of all their Gods, was killed by a bough of mistletoe, which was hurled at him in play, by the blind God Hoder (the darkness). Balder came back to them in the spring-time again.

Now after a long time had elapsed the Christian Bible took the place of the old bible of these Saxons. They continued their religious festivals as before, but they were not held to celebrate the return of Balder, but the birth of the Saviour. Balder was the sun—that is he was the physical *light* of the world. Jesus was the Saviour—the spiritual light of the world.

Jes' 'Fore Christmas.

BY EUGENE FIELD.*

Father calls me William, sister calls me Will,
 Mother calls me Willie—but the fellers call me Bill!
 Mighty glad I ain't a girl—ruther be a boy
 Without them sashes, curls, an' things that's worn by
 Fauntleroy;
 Love to chawnk green apples, an' go swimmin' in the
 lake;
 Hate to take the caster-ile they give f'r belly-ache!
 Most all the time the hull year round' there ain't no flies
 on me,
 But jes' 'fore Christmas I'm as good as I kin be!

Got a yaller dog named Sport—sick 'im on the cat;
 Fust thing she knows she doesn't know where she is at!
 Got a clipper-sled, an' when us boys go out to slide
 'Long comes the grocery cart, an' we all hook a ride!]
 But, sometimes, when the grocery man is worried and
 cross,
 He reaches at me with his whip, and larrups up his hoss;
 An' then I laff and holler; "Oh, you never teched me!"
 But jes' 'fore Christmas I'm as good as I kin be!

Gram'ma says she hopes when I get to be a man
 I'll be a missioner like her oldes' brother Dan,
 As wuz et up by the cannib'ls, that lives in Ceylon's isle,
 Where every prospeck pleases, an' only man is vile!
 But gram'ma she had never been to see a wild-West
 show,
 Or read the life of Daniel Boone, or else I guess she'd
 know
 That Buffalo Bill and cowboys is good enough for me—
 Excep' jes' 'fore Christmas, when I'm good as I kin be!

Then ol' Sport he hangs around, so sollum like an' still—
 His eyes they seem a-sayin'; "What's er matter, little
 Bill?"
 The cat she sneaks down off her perch, a-wonderin'
 what's become
 Uv them two enemies uv hern that used ter make things
 hum!
 But I am so perlite, and stick so earnest like to biz,
 That mother says to father: "How improved our Willie
 is!"
 But father, havin' been a boy hisself, suspicions me,
 When jes' 'fore Christmas I'm as good as I kin be!

For Christmas, with its lots an' lots uv candies, cakes,
 an' toys,
 Wuz made, they say, f'r proper kids, and not f'r naughty
 boys!
 So wash yer face, and brush yer hair, an' mind yer p's
 and q's,
 An' don't bust out yer pantaloons, an' don't wear out yer
 shoes;
 Say yessum to the ladies, an' yessir to the men,
 An' when they's company don't pass yer plate f'r pie
 again;
 But, thinkin' uv the things you'd like to see upon that
 tree,
 Jes' 'fore Christmas be as good as you kin be!

*From "Field Flowers," published for the Eugene Field Memorial Fund.

Mr. and Mrs. Santa Claus on the Day After
Christmas.

(Santa Claus in bed; Mrs. Santa Claus seated at his side, mending his coat.)

Mrs. S. C.—Why, Santa, that must have been a bad chimney, to catch and tear such a hole as this. I should think people might keep their chimneys in better repair; especially so near Christmas time.

Mr. S. C.—Yes, some people are very careless. That's how I came to lame Prancer, my very best reindeer.

Mrs. S. C.—You're very tired, aren't you, dear? I declare! your work is too much for any man to do alone. Next year I believe I shall positively forbid your going out at Christmas time.

Mr. S. C.—Oh, no, my dear; we couldn't disappoint the children, you know!

(Door opens; heavy mailbag is thrown in.)

Mrs. S. C.—Here comes the mail. There seems to be a good deal of it, as there usually is the day after Christmas. Read the letters to me, Santa; I want to know how the children enjoyed their presents.

Mr. S. C.—Well, here's the first one. (Reads.) "To Santa Claus: Why did you send me a fascinator with a blue ribbon, when I told you all the time that I wanted a pink one? Mary's is ever so much more stylish than mine, too. Annie Smith."

Mrs. S. C.—Well, I wouldn't bother to send her a fascinator with any ribbon at all in it next year.

Mr. S. C.—Here's another letter: (Reads.) "Santa Claus: That music-box you sent me wasn't any account. It is broken already. It won't stand thumping, and it didn't play but three tunes, anyway. I wish you'd take it back and get me a better one. John Brown."

Mrs. S. C.—I guess that music-box went to the wrong place.

Mr. S. C.—I guess it did. I've a mind to take it back and keep it myself. Now, let's try this one: (Reads.) "For Santa Claus: Why didn't you bring me something nicer than a velocipede? When people are ten years old, and other boys have bicycles, do you suppose they're going to be seen wheeling around such trundle-bed trash? James Tucker."

Mrs. S. C.—I'd give him a rattle next time. Dear me, Santa, can't you find any decent letter at all?

Mr. S. C.—Perhaps this one will be more encouraging: (Reads.) "Santa Claus, Dear Sir: Please do not send our son, grandson, and nephew any more tin horns. Respectfully, his mother, grandmother, and aunt."

Mrs. S. C.—Oh, Santa, Santa, don't read any more of those abominable letters! Didn't anybody write and

thank you for all the pains and trouble you took? They're selfish and greedy people; that's what they are!

Mr. S. C.—Wait a minute, my dear. Here's one I want to read to you. Though it isn't written or spelled very well, it's the sweetest, dearest, best letter I ever got: (Reads.) "Dear old Santa: You *did* get out to our house, didn't you? I was afraid you wouldn't; most people think it's too far. I hope it wasn't too much trouble; thank you ever so much for the lovely present you left me. It keeps me warm at night, and plays and sings to me all day. When my knee is worse, it keeps me from thinking about the pain. I've always wanted one, but I never s'posed I'd have one for my very own. It's the loveliest Christmas I ever did have.

"I hope you and Mrs. Santa are well. Good-by, Dear Santa. Lots of love from your little friend, Mary Serviss."

Mrs. S. C.—Why, Santa, what did you bring the child?

Mr. S. C.—Only a forlorn, starved little pussy cat that I found in the street.

Mrs. S. C. (wiping her eyes)—Bless her little heart!

Mr. S. C.—I've a great notion to take this letter down to Annie Smith, James Tucker, and John Brown, and then maybe they will be ashamed of themselves. They live not so very far from her, on the same street, and perhaps they will do something for her next Christmas. If they will try it, I am sure there will be a happier Christmas all around.—*Mina C. Denton, in School Journal.*

A Christmas Story.

LITTLE WOLF'S WOODEN SHOES.

Once upon a time, so long ago that everybody has forgotten when, in a village in the north of Europe—the name of which is so difficult to pronounce that no one can remember it—there lived a little boy who was seven years old, and whose name was Wolf. He had lost both father and mother, and was now in charge of an old aunt, who was unkind and avaricious, and who never caressed her nephew except on New Year's Day. She always drew a sigh of regret when she gave him a bowl of soup.

But the little fellow was so amiable that he loved the old woman all the same, although he was afraid of her, and he trembled whenever he looked at the great wart, adorned with four gray hairs, which was on the end of her nose.

As this aunt was known to have a house of her own, and an old woollen stocking full of gold, she was ashamed to send her nephew to a charity school, but she got a reduction on the charge for tuition. The master, vexed at having a pupil so poorly clad and who paid so little,

punished him frequently and unjustly with the dunce cap, and a placard on his back, and even set against him his comrades, who were all sons of prominent citizens, and who made of the little orphan a scape-goat.

Wolf was very unhappy, and often hid himself in a corner to weep.

Christmas approached. The evening before the great day, the master of the school always took his pupils to midnight mass, and then took them back to their homes.

Now as the winter had been very cold this year, and for many days much snow had fallen, the children came to the rendezvous warmly clad in great coats, with fur capes covering their ears, gloves and woollen mittens and heavy shoes, while little Wolf alone presented himself shivering, in his every-day clothes, and having on his feet cotton socks and heavy wooden shoes.

His naughty companions made sport openly of his sad face and his poor attire, but the orphan was so occupied in blowing upon his fingers and suffered so much with the chilblains on his feet that he took no notice of them. And the children, marching two and two, the master at the head, started for the parish church. They found this warm and pleasant, resplendent with lighted candles; and the pupils, taking advantage of the noise of the organ and the singing, began to talk in muffled tones. They boasted of the Christmas Eve supper which awaited them at their homes. The mayor's son had seen in the kitchen a monstrous goose, which the truffles spotted with black points like a leopard. At the home of the first alderman, there was a little fir tree in a box, from the branches of which hung oranges, sweetmeats, and jumping jacks.

The cook at the broker's had pinned the strings of her cap behind her head, which she never did except on Christmas holidays, when she always made her famous cake.

And the boys spoke also of what Santa Claus would put in their stockings, that all would be sure, you know, to hang by the chimney when they went to bed; and in the eyes of these little scamps, as lively as mice, sparkled in anticipation the joy in seeing when they awoke the pink paper bags of sugar almonds, the lead soldiers ranged in battalions in their box, the menageries smelling of the varnished wood, and the clowns dressed in purple and tinsel.

Little Wolf knew well from experience that his avaricious aunt would send him to bed without any supper; but, artlessly, because he was sure that he had been as good and as industrious all the year as he could be, he hoped that the little Christ-child would not forget him, and he intended when he went to bed to put his pair of wooden shoes on the hearth close by the ashes.

The midnight mass finally came to an end; the older people hastened home, impatient for the supper, and the little band of pupils, two by two, and following the master as before, left the church.

On the porch, sitting upon a stone bench in a Gothic niche, a little child had fallen asleep. It was wrapped in a white woollen cloak, but its feet were bare. The child was evidently not a beggar, for his cloak was clean and new, and near him, upon the ground was a square, a hatchet, and other carpenter's tools tied up in a neat bundle. Seen in the starlight, his countenance had an expression of divine sweetness, and his long, curly, reddish-brown hair, seemed to form a halo around his head. But his feet, blue with the cold of this cruel December night, were a pitiful sight.

The warmly clothed children passed with indifference this little stranger; some of them, sons of the notables of the town, even cast looks of disdain upon him.

But little Wolf, coming out from the church last, paused before this sleeping child, deeply affected.

"Alas!" thought the orphan, "how terrible! this poor little one without shoes or stockings, on such a night! And what is worse, he has not even a slipper or wooden shoe to put near him while he sleeps, so that the Christ-child can leave him something with which to solace his misery!"

And, prompted by his kindness of heart, Wolf took off the shoe from his right foot, placed it before the sleeping child, and as best he could, sometimes hopping on one foot, sometimes limping and wetting his stockings in the snow, he returned to his aunt's home.

"Look at the good-for-nothing!" cried the old woman, full of fury that he had returned in such a plight. "What have you done with your shoe, you little wretch?"

Wolf would not lie, and although he trembled with fear when he saw the four gray hairs bristling from the wart, he tried between his sobs to tell his story. But the old miser burst into a contemptuous laugh.

"Ah! monsieur takes off his shoes for a beggar! Ah! monsieur spoils a pair of shoes by giving one to a vagabond! This is something new, indeed! Oh, well, since it is so, I will put the shoe which is left by the chimney, and will see to it that the Christ-child puts beside it something to whip you with in the morning. And you shall have nothing to eat all day but dry bread and water, and we will see if, the next time, you will give your shoes to the first vagabond you see."

And the cruel woman boxed both his ears and sent him to bed in his loft. In hopeless misery the little fellow groped his way through the dark, and soon dropped asleep on his pillow wet with tears.

But the next morning when the old woman, awakened by the cold, and suffering with catarrh, went down stairs—O wonders! she saw the great chimney full of sparkling toys, sacks of magnificent bonbons, and presents of all sorts; and before this treasure, the right shoe that her nephew had given away was found by the side of the left one that she had put there the night before, and where she had expected to find a handful of sticks.

While little Wolf, who had run down stairs on hearing the exclamation of his aunt, stood in wondering delight before these beautiful gifts from the Christ-child, a great burst of laughter was heard outside. Wolf and his aunt went out to see what it all meant; they saw the gossips of the town standing beside the public fountain. What had happened? Oh! a very amusing and unexpected thing! The children of all the rich people of the village, those whose parents were wont to surprise them with beautiful presents, had found only switches in their stockings.

The old woman and Wolf, thinking of all the fine things they had received, felt disturbed. Just then they saw the priest coming with a disconcerted look. Above the bench placed near the door of the church, on the same spot where, the night before, the child with the white mantle and bare feet had rested his head against the stones while he slept, the priest had seen a circle of gold.

All now crossed themselves devoutly, for they knew that this beautiful sleeping child, who had near him the carpenter's tools, was Jesus of Nazareth in person, who had become for an hour the child that he was when he worked in the home of his parents; and they bowed before this miracle which God had performed to recompense the faith and charity of the little orphan.—*Translated from the French of Francis Coppee by Mrs. Geo. P. Brown.*

A Merry Christmas.

Of course we all expect to have some sort of a Christmas entertainment in our schools.

It is often hard to decide what to have. A Christmas tree is always pretty, but it is only at its best in the evening, with the candles lighted. It is impossible in almost every school, to have an evening entertainment. The following is a very pretty substitute for the tree:

Across the front wall of your room stretch a turkey-red curtain. I should have it about four yards square. Stretch it smoothly against the wall. This makes a pretty background, and gives a warm, cheerful look to the whole room. Border this with a band of white cotton-batting all round, and on it fasten the motto,

"Merry Christmas," made of cotton-batting, and sprinkled with diamond dust. On the curtain draw a large picture of Santa Claus, with his pack, and his sleigh, and reindeer, with colored chalk.

At the front end of the room have a large table. The work-table, with which most primary rooms are provided, is just the thing. On the floor under the table have fur rugs, if possible. I always find it easy to borrow the things of this kind that I need from the parents of the children. They are always ready to help in giving the children a good time. Two of the gray fur sleigh robes would answer the purpose beautifully. Cover the table with cotton-batting, and trim the edge and legs with evergreen.

Now you will have to press your friends into the service, for you will need a bushel, more or less, of popped corn, and as you want it fresh, it will be more than you can possibly get ready yourself. Get all you can from your friends, and have all of the children that can, the day before the party, or better, the morning of the same day, bring as large a bag of popped corn as possible.

Then prepare some candies and nuts, or whatever you wish to give them for a Christmas treat, by wrapping each one separately in a piece of tissue paper.

In the middle of the table have a great pile of popped corn, and through it scatter your goodies. Scatter them through the pile as evenly as possible. When it is finished, the corn will look like a great snow pile. At the ends of the table, on either side of the snow pile, have pyramids of the reddest apples you can find.

The table will be a pleasure to look at, and very easy to arrange. It will take so little time, that if you wish to have your party in the afternoon, the table can be arranged during the noon hour, while the children are gone for their dinners. In the afternoon, when the time comes for this part of your programme, the children will naturally be all expectancy, to know what is coming. I would tell them some such story as this: Santa Claus could not come himself to school this afternoon. It is so near Christmas time that he is very busy, but he has sent us this picture of himself and his reindeer.

"And Santa Claus has sent something besides this picture. He has sent you some Christmas goodies. You can't guess where they are. They are in this great snow pile, and you will have to dig them out. How many like to shovel snow?"

"Well, we will play that this is a great snow pile, and you can dig in it till you find the things Santa Claus has hidden in it for you."

Then have the children come up, four at a time, two on each side of the table.

Have ready some tiny, wooden snow shovels; you can easily have these made by the boys of the higher grades in school.

Allow the four to carefully shovel the snow from the pile, and hunt for the goodies. Tell them that there are ten little packages for each child, and that they can lay the packages in a pile as they find them, and when they have ten, they may take their packages to their seats, and some one else may take his turn at the shovel.

Have ready some pieces of white tissue paper, and invite two or three little friends to help you. Have these friends put a shovelful of corn into a piece of tissue paper; pick up the corners of the paper, and twist them together, making a white ball. Arrange a line of children within easy distance to catch the balls, and as fast as the balls are ready, toss them to the children. As soon as one line is supplied, call up another. When all are supplied, have the children march around the room, singing a Christmas song. As they pass the table, each takes an apple, and all march back to their seats. Of course none of the packages have been opened up to this time, and now can come the unwrapping, or, if thought best, that can be deferred until they have left the schoolhouse.

The children will have a very merry time with the snow pile.

When all have had their turn, tell them that the best of this snow is, that it is good to eat, and now we are going to have a game of snowball, and each child may have his snowball to take home.

Who Loves the Trees Best?

Who loves the trees best?

"I," said the Spring.

"Their leaves so beautiful
To them I bring."

Who loves the trees best?

"I," Summer said.

"I give them blossoms,
White, yellow, red."

Who loves the trees best?

"I," said the Fall.

"I give luscious fruits,
Bright tints to all."

Who loves the trees best?

"I love them best,"

Harsh Winter answered,

"I give them rest."

Alice May Douglas in the Independent.

From the Guests at the Inn.

The Princess came to Bethlehem's Inn ;
The Keeper he bowed low ;
He sent his servants here and yon,
His maids ran to and fro.

They spread soft carpets for her feet,
Her bed with linen fine ;
They heaped her board with savory meats,
They brought rich fruits and wine.

The Merchant came to Bethlehem's Inn,
Across the desert far,
From Ispahan and Samarcand,
And hoary Kandahar.

Rich orient freight his camels bore ;
The gates flew open wide,
As in he swept with stately mien,
His long, slow train beside.

The Pilgrim came to Bethlehem's Inn ;
Wayworn and old was he,
With beard unshorn and garments torn,
A piteous sight to see !

He found a corner dim and lone ;
He ate his scanty fare,
Then laid his scrip and sandals by,
And said his evening prayer.

The Beggar came to Bethlehem's Inn ;
They turned him not away ;
Though men and maidens scoffed at him,
They bade the varlet stay.

"The dogs have room ; then why not he ?"
One to another said ;
"Even dogs have earth to lie upon,
And plenteous broken bread !"

Maid Mary fared to Bethlehem's Inn ;
Dark was the night and cold,
And eerily the icy blast
Swept down across the wold.

She drew her dark brown mantle close,
Her wimple round her head.
"Oh, hasten on, my lord," she cried,
"For I am sore bestead !"

Maid Mary came to Bethlehem's Inn ;
There was no room for her ;
They brought her neither meat nor wine,
Nor fragrant oil, nor myrrh.

But where the horned oxen fed
Amid the sheaves of corn
One splendid star flamed out afar.
When our Lord Christ was born.

—*Julia C. R. Dorr, in December Atlantic Monthly.*

Twenty Questions.

The following questions were sent out to the school children of Maryland by the Women's Playground Association of that state. It is quite natural to suppose that few children and many grown-up people were able to answer the greater part of the questions. Suppose you try them in your school. It may help the children to become closer observers. Will anyone send answers of as many questions as possible to the REVIEW ?

1. Why has a cat whiskers ?
2. Do robins and chickens walk alike ?
3. How many legs has a garden spider ?
4. How does an elephant dig ?
5. Why does a rabbit wobble its nose ?
6. How does a horse use its legs in trotting ?
7. In what order does a fly move its legs in walking ?
8. Why is a fish dark in color above and light underneath ?
9. How many times does a crow fold its wings after alighting ?
10. When sheep get up from lying down, do they rise with their fore or hind legs first ?
11. Do rabbits run ?
12. Where is the oyster's mouth ?
13. Why do horses turn their ears ?
14. How many legs has a house fly ?
15. How can a fly walk on the ceiling ?
16. Which end does a wasp sting with ?
17. Why is a tiger striped, a leopard spotted ?
18. Do pigs grunt as an expression of pain or pleasure ?
19. Do little pigs show any sign of affection for each other ?
20. What is the difference between the upper and under sides of the leaf of a fern ?

The scholarly teacher is doubtless the ideal. It is quite possible for one to be scholarly and be so utterly devoid of teaching ability that his weakness as a teacher will destroy all respect for his scholarship. We once had a tutor in Latin and Greek—a graduate of Oxford—who could recite his Latin grammar from beginning to end ; could recite the whole of *Æneid*, beginning at any line of any book, and could repeat almost as much of the *Iliad*. Yet he was utterly useless as a teacher.

On the other hand it is entirely possible for one to get good results as a teacher with a meagre knowledge of subject matter. A young man engaged to teach a country school. Some of the large boys wanted to study algebra. He frankly told them that he knew little about it, but he would study it with them, and together they would learn what they could, helping each other. They succeeded. Doubtless much time and effort was wasted, but the inspiration of companionship in discovering truth more than made up for the loss. Now when the scholar, in a companionable spirit, has learned how to direct the effort of his pupils so that they will acquire the greatest amount of knowledge, while gaining power of inquiry and judgment, we have in him the ideal scholarly teacher.—*School Education.*

The Degradation of English.

Our language, both spoken and written, is being gradually permeated with incorrect and sensational novelties which will not bear the light of criticism. Words and phrases now pass current which you will fail to find in the words of Addison, Johnston, Macaulay, George Elliot, and Thackeray. The mediocre novelists must be held responsible for the most part, for the modern degradation of the English language. They put into the mouths of their eccentric characters unusual forms of expression, and these are copied by the general public, who, not being linguists, cannot distinguish the true and correct form from the spurious and false.

Prior is a word which few people use correctly. "Prior to his arrival" is an erroneous form, as *prior* is an adjective and not an adverb. You use the word correctly when you say: "He has a prior claim."

The word *gorgeous* has a little history of its own which must excite our ridicule when we hear it so often misapplied. Most of our readers have seen portraits of Queen Elizabeth in which she is represented as wearing a collar—high, broad and stiff. Now, these collars were gorgeous, the word being derived from the French *gorge*—"the neck." Some of our greatest writers err in the use of this word when they speak of gorgeous scenery, which would be better described as magnificent, sublime, or beautiful.

The *Yankee*, as applied to a citizen of the United States, is erroneous; the citizens of New York State would reject with scorn the imputation that they were Yankees. The word really means all those who were born in one of the old New England States, to the East of New York. A citizen of Boston is a true-born Yankee, but not so a citizen of Philadelphia.

That ponderous word *discrepancy* is frequently misused for the simple word *mistake*, and it is a great mistake to do so. *Discrepancy* really means a discord in music.

Phenomenal, in the sense of extraordinary, is one of those newly coined words which people unacquainted with the Greek are fond of using. When one says that "the success of that drama was phenomenal," he means that it was unusual or unprecedented. An avalanche overwhelming a village in its onward march is a phenomenon, and the magnificent spectacle of the *aurora borealis* is another. The word *phenomenon* means some striking appearance in nature presented to our senses.

We frequently hear: "You have got to do it." "Got what?" we ask. The educated man would say: "You will be obliged to do it."

Very few people use the word *regret* correctly, for they generally make it equivalent to sorrow. Such an

expression as: "I regret to say that I cannot comply with your request," ought to be changed into: "I am sorry, etc." *Regret* strictly means sorrow for some one lost or absent. You may regret the loss of a friend, either in his departure or decease.

Many educated people who consider themselves good grammarians are caught napping when they say: "A good many people believe that." They would speak better English by saying: "A great many people believe that," as we fail to see any connection between goodness and quality. The folly of the expression lies in the fact that goodness and quantity are in an inverse ratio.

A short time ago I heard the expression "You must get the names of three responsible persons." The speaker meant three respectable persons, and he ought to have said so. A man may hold himself responsible for another's debts.

Many vulgar Americanisms should be avoided. In fact, the educated American never uses such forms as *skedaddle*, *bunkum*, *bogus*, *fizzle*; or that harsh-sounding *scumptious*, in the sense of elegant.

Many people who ought to know better uselessly interlard their conversation with the frequent use of "of course," when really there is no course or consequence in the matter. This phrase should never be used unless you can substitute for it "consequently" or "in due course."

We are, unfortunately, gradually but surely drifting into the use of slang and many other absurdities, employing long Latinized words the derivation of which very few are acquainted with.

In Paris they have the French Academy, whose function it is to offer suggestions and improvements in the French language. What a pity it is that we of the English-speaking race, using a language destined to become the predominant tongue of the world, have not a similar society sitting in London to do a similar service for the King's English!

The late John Bright, orator and statesman, was considered one of the best speakers in the British Parliament of his day. It is remarkable that in all his utterances he confined himself to words of simple Saxon origin, avoiding long Latinized terms. If you would speak with weight, commanding the attention and respect of your hearers, never use a long word the true use and derivation of which you do not thoroughly understand.—*Educational Times*.

The public schools cannot undertake to teach farming, medicine, the law, or the various trades; but they can and should teach the boys and girls to respect honest toil, to live virtuous and upright lives, to find their enjoyment in the study of nature as manifested in the objects about them, to observe the beauty and harmony hidden in the rocks, the trees and flowers, and to find pleasure here rather than in the busy shop and crowded street. The teacher of the country school has, in this respect, a special duty to perform and his opportunities are abundant, but he is not always, in truth not usually, in a condition to improve the opportunities or discharge fully his duty.—*John McBurney in Ohio Teacher*.

MEMORY GEMS: CHRISTMAS.

Shout now! the months with loud acclaim,
Take up the cry and send it forth;
May, breathing sweet her Spring perfumes,
November thundering from the North.
With hands upraised, as with one voice,
They join their notes in glad accord;
Hail to December! say they all,
It gave to Earth our Christ the Lord!

J. K. HOYT—*The Meeting of the Months.*

Blow, bugles of battle, the marches of peace;
East, West, North and South let the long quarrel cease;
Sing the song of great joy that the angels began,
Sing of glory to God and of good-will to man.

WHITTIER—*A Christmas Carmen.*

The time draws near the birth of Christ;
The moon is hid; the night is still;
The Christmas bells from hill to hill
Answer each other in the mist.

TENNYSON—*In Memoriam.*

At Christmas-tide the open hand
Scatters its bounty o'er sea and land,
And none are left to grieve alone,
For Love is heaven and claims its own.

MARGARET E. SANGSTER—*The Christmas-Tide*

At Christmas play and make good cheer,
For Christmas comes but once a year.

TUSSER—*500 Points of Good Husbandry.*

Ring out, ye crystal spheres!
Once bless our human ears,
If ye have power to touch our senses so;
And let your silver chime
Move in melodious time,
And let the bass of heaven's deep organ blow;
And with your ninefold harmony
Make up full consort to the angelic symphony.

MILTON—*Hymn on the Morning of Christ's Nativity.*

For little children everywhere
A joyous season still we make;
We bring our precious gifts to them,
Even for the dear child Jesus' sake.

PHEBE CARY—*Christmas.*

England was merry England, when
Old Christmas brought his sports again.
'Twas Christmas broached the mightiest ale;
'Twas Christmas told the merriest tale;
A Christmas gambol oft would cheer
The poor man's heart for half the year.

SCOTT—*Marmion.*

We ring the bells and we raise the strain,
We hang up garlands everywhere,
And bid the tapers twinkle fair,
And feast and frolic—and then we go
Back to the same old lives again,

SUSAN COOLIDGE—*Christmas.*

How bless'd, how envied, were our life,
Could we but 'scape the poulterer's knife!
But greedy man on turkeys preys,
And Christmas shortens all our days:
Sometimes with oysters we combine,
Sometimes assist the savory chine;
From the low peasant to the lord,
The turkey smokes on every board.

GAY—*Fables.*

At Christmas I no more desire a rose,
Than wish a snow in May's new-fangled shows;
But like of each thing that in season grows.

SHAKESPEARE—*Love's Labour's Lost.*

No trumpet blast profaned
The hour in which the Prince of Peace was born;
No bloody streamlet stained
Earth's silver rivers on that sacred morn.

BRYANT—*Christmas in 1875.*

I heard the bells on Christmas Day
The old, familiar carols play,
And mild and sweet
The words repeat
Of peace on earth, good-will to men!

LONGFELLOW—*Christmas Bells.*

Use all life's powers:
The envious hours
Fly as we talk; then live to-day,
Nor fondly to to-morrow trust
More than you must or may.

—*Juvenal.*

ABOUT CHILDREN'S READING.—What should children between six and twelve years of age read? Answers to this question have lately been given by Kate Douglas Wiggin, Mary Mapes Dodge, Edward Everett Hale, Horace Scudder, Agnes Repplier, Tudor Jenks and others, together with some extremely sensible and interesting suggestions as to the principles underlying the choice of children's books. Here is a single typical list from the ten included in the article which *The Outlook* publishes in its Annual Book Number. The list is that furnished by Mrs. Mary Mapes Dodge, Editor of *Saint Nicholas*.

1. "Alice in Wonderland."
2. Hans Andersen's Fairy Tales.
3. Hawthorne's "Wonder Book" (or the "Tanglewood Tales").
4. "Gulliver's Travels."
5. Kipling's "Jungle Books" (or Seton-Thompson's "Wild Animals I Have Known," or "Harris's "Uncle Remus").
6. Dana's "Two Years Before the Mast" (or Nansen's "Farthest North," or Kennan's "Tent Life in Siberia").
7. Scott's "Ivanhoe" (or Howard Pyle's "Robin Hood," or Lanier's "The Boy's King Arthur").
8. Gibson's "Eye-Spy," or some other good nature-book.
9. Cooper's "Leather Stocking Tales" (or Stevenson's "Kidnapped").
10. Scudder's "Children's Book" (or Miss Repplier's "Book of Famous Verse").

CURRENT EVENTS.

CORRECTION.

"Was Alaska offered for sale by the Russian government? I understood our statesmen would gladly have bought it, had an opportunity been given."—G. H. H.

We must confess that the statement in Current Events in the October number of the REVIEW, to the effect that Alaska was offered for sale, was not founded upon any better information than current newspaper reports. Upon inquiry we find no good evidence that such was the case; and we thank our correspondent for the correction.

An effort will be made to establish reciprocal trade relations between Canada and Australia.

The present population of Labrador is nearly 10,000, of whom 9,000 are whites.

The population of Manitoba and the Northwest has nearly doubled in the last ten years, and is now over 400,000.

A new ice-breaking steamer called the "Scotia" has been built for the winter service of the railway ferry across the strait of Canso.

Parliament will be asked to incorporate a company to build a suspension bridge across the strait of Canso. The proposed bridge, when completed, will be one of the highest in the world, and will have a span of at least 1,000 feet.

The Atlin gold fields, in British Columbia, are now thought to be much richer than was supposed, and may rival the famous gold fields of South Africa.

Recent discoveries of stone implements at Stonehenge lead to the belief that the great stones of its famous group were erected before the Bronze Age, and are now more than three thousand years old.

Discoveries made within the past year at Knossos, in the island of Crete, have revealed a palace of vast extent, with very many valuable works of ancient art, and much that throws light upon the early history of the Mycenaean people.

The famous lost mines of the Spaniards in north-western Mexico, from which much gold was taken in the seventeenth century, have been found in the state of Sonora. In another part of Mexico there has been recently discovered a very extensive underground temple or palace, the inscriptions and ornaments of which are of great interest.

When the novelist, Jules Verne, chose "Around the World in Eighty Days" as a subject for his fanciful tale, it was the humorous absurdity of the notion that gave his title its chief attraction. Now the time limit of eighty days is no longer incredible; and a recent test of a sub-marine boat has brought his "Twenty Thousand Leagues under the Sea" much nearer to the range of credibility. The test took place in Peconic Bay, Long Island; and the little vessel remained under water for fifteen hours, quietly resting at the bottom of the harbor, the men on board quite unaware of the fact that a storm was ranging above them.

On the 8th of November, the day before the king's birthday, the announcement was made that the heir apparent had been raised to the rank and dignity of Prince of Wales. When King Edward ascended the throne in January last, Prince George, then Duke of York, became at once Duke of Cornwall, as the eldest surviving son of the sovereign and heir apparent to the throne; but the title of Prince of Wales is not hereditary. Though usually granted to the heir of the reigning monarch, there have been several instances in which it was not conferred.

The story of Edward I. promising the Welsh leaders a prince "born in their own country, and unable to speak a word of English," and then giving the title to his infant son, born in the castle of Caernarvon, is not well authenticated, and is probably a fiction. It is stated on pretty good authority that the Black Prince, a son of Edward III, was the first English prince who bore the title. The three feathers of the Prince of Wales' crest are usually said to have been taken from the crest of the king of Bohemia, who died in the battle of Crecy; but it is now asserted that the ostrich feathers were not so used by the king of Bohemia, and that he did not fall at Crecy. The only part of the story that is undisputed is that the Black Prince was the first to adopt the crest.

In arranging for the honors to be paid to the heads of states attending the coronation, the king refuses to distinguish between kings or emperors and presidents, saying the honor is intended for the state represented, and not for the individual.

The Dowager Baroness Carew died, November 22nd, at Woodstown, County Waterford, Ireland. She was 102 years old. She danced at the ball given by Lady Richmond at Brussels on the eve of the Battle of Waterloo.

Sixteen thousand trees were planted in the Orange River Colony in honor of King Edward's birthday; by which we are reminded that it is now summer in South Africa.

There are now in the field, it is said, seventy recognized bands of Boers, numbering from fifty to four hundred men each. Twenty-six of these are in the Transvaal, thirty-one in Orange River Colony, and thirteen in Cape Colony. They are confined to certain areas, which are gradually growing smaller with the extension of the system of blockhouses by which the settled part of the country is protected. More men are needed to quickly clear the country beyond the lines of blockhouses; and the government has accepted the offer of a third contingent from Canada, which will sail from Halifax in the course of a few weeks. The third Canadian contingent will probably be known as the Canadian Mounted Rifles. With fresh troops from England, and others from India, they will replace tired ones now in the field. Meantime there are reported rumors of negotiations for the general surrender of the Boer leaders, who must have long since learned that the war which they wantonly commenced can only end in their submission.

The disagreement between France and Turkey has ended, as was anticipated, by the Sultan yielding to the demands of France.

The Russian government is considering the construction of a great waterway from Riga to the mouth of the Dnieper, which will eventually become part of a grand system of canals between the Baltic and the Black Sea.

A recent writer, himself a Jew, thus deals with the project of establishing Jewish colonies in Palestine: Palestine is a country without a people; the Jews are a people without a country. The regeneration of the soil would bring the regeneration of the people. It is marvellous that the country should have remained comparatively empty for eighteen hundred years; but it cannot remain unexploited much longer. The age of electricity is upon us, and the problem of Asia. Now or never is Israel's opportunity. Another generation, and Palestine will be populated by Uitlanders and dominated by Germany. Another generation, and the western Jew will have lost the warmth of Jewish sentiment. In the Jews, as in Palestine, there have been more changes during the last generation than during all the centuries of the Christian era. Neither the Jew nor Palestine can wait longer.

A revolution in our present methods of heating is promised by an American inventor, who claims to have discovered a new method of storing the heat of the sun's rays.

Electrical inventions have almost ceased to excite our wonder. Among the latest announced are a method of sending a large number of messages over the same wire at one time; a method of recording telephone communications on a steel band, from which they can be repeated audibly whenever the person addressed is ready to listen; a method of magnifying telephonic sound; a method of telephoning without wires, and a method of controlling torpedoes or other floating bodies without wires.

After having captured Colon, the Atlantic terminus of the railway across the Isthmus of Panama, the rebel forces at that place have surrendered to the government troops, and the insurrection in the United States of Colombia seems to be at an end.

A riot in Athens, caused by the proposal to translate a part of the New Testament into modern Greek, is one of the strange events of the past month. The Bible, and all the best literature of modern Europe, have already been translated into the form of modern Greek spoken by all but the uneducated classes. The new proposal to translate the gospels into the popular speech is opposed for political reasons, because there is a large admixture of Russian or Slavonic words in the vulgar tongue, and Russian influence is greatly feared by the ruling classes in Greece. The affair has led to the resignation of the ministry.

A new treaty between Great Britain and the United States in reference to the isthmian canal has been signed. By it, it is understood, the United States guarantees the neutrality of the new waterway when constructed, and Great Britain withdraws from all con-

trol and all responsibility for its protection. The exact terms of the treaty are not yet made known; and it awaits the action of the United States senate for its final acceptance.

Wild rumors of a plot to raise an insurrection in the Yukon territory have been in circulation. Whatever foundation they may have in fact, it is probable that the chief conspirators are somewhere in United States territory, where they are safe from arrest and will give no further trouble.

ROUND TABLE TALKS.

A. P.—Kindly have worked in next issue of REVIEW, so that it can be intelligently explained, Question 4, Section III, of Examination Paper, page 185, of Hamblin Smith's Arithmetic.

The first payment is made 6 months before it is due			
" second "	5	" "	
" third "	4	" "	
" fourth "	3	" "	
" fifth "	2	" "	
" sixth "	1	" "	

Therefore the six payments + interest on one payment for 21 months at 5% = \$250 (interest for half year).

Suppose \$1 to be the payment

Interest on \$1 for 21 months at 5% = \$0.0875

\$6 (six equal payments) + \$0.0875 = \$6.0875

\$6.0875 is the half-yearly payment when \$1 is the monthly paym't in advance

\$1	do.	do.	do.	\$1
				6.0875
\$250	do.	do.		$\frac{\$1 \times 250}{6.0875} = \$41 \frac{33}{487}$

R. A. C.—Please print the solution of the following problem from the Academic Arithmetic, in your next issue of the REVIEW:

Example 24, Ex. 29, page 69. A man bought 120 shares of sugar refinery stock at 44, and after holding it a year sold at a premium of 4%. What did he gain, money being worth 5 per cent.

Cost = \$44 × 120 = \$5280

Selling price = \$104 × 120 = \$12,480

Interest of \$5280 for 1 year at 5% = \$264

\$5280 + \$264 = \$5544

\$12,480 - \$5544 = \$6936—Ans.

Your paper has contained many valuable hints for me during the past year. It seems to improve each year. I find many ideas in it to make use of in my school; and as long as I teach, shall certainly want to have the REVIEW each month. I trust you may have success during the coming year.

E. S. C.

Yarmouth Co., N. S.

SCHOOL AND COLLEGE.

The teachers of Sydney, C. B., who now number twenty-two, with the prospect of an increase, have formed an association for the study of all matters relating to the science and art of teaching. The membership, which is already large, is not confined to teachers, but includes all who are interested in education. The meetings are held monthly. At the November meeting a very practical paper on Drawing was read by Miss B. M. Logan, B. A. (Dal.), followed by a useful discussion. At the December meeting a paper on Music will be read by Miss B. M. Ormond, a graduate of the London Tonic Sol-Fa College, and one of its examiners in Music. Miss Ormond has made a specialty of latest methods of teaching Music in Massachusetts and elsewhere.

Teachers in the neighborhood of Sydney are seeking admission to the association. We are glad to hear of this educational movement in Eastern Nova Scotia. There may be other associations in that portion of the province. If so we have not heard of them. We shall be glad to hear that there are others as active as that of Sydney, and also as stimulating as the annual teachers' institute held in Inspector Craig's district.

The many friends of Inspector Colin W. Roscoe, of Wolfville, have heard with regret of the death of his eldest son, Ralph, from smallpox, in Boston recently. The REVIEW extends its sympathy to Mr. Roscoe and his family in their deep affliction.

Here is a choice morsel from one of the Class I papers in last summer's examinations: Q. Which do you consider of greater practical importance to your pupils in their Drawing, rapidity or delicacy? A. I think, for practical purposes, rapidity is the better, provided, of course, that the Drawing is not too indelicate.

The new school at Chatham, N. B., is about finished. It cost about \$40,000, and the school will be removed to it immediately after the Christmas holidays.

The Aberdeen School, and three rooms in other schools in St. John, N. B., have been closed on account of the smallpox.

The Bathurst Village Superior School, C. J. Mersereau, B. A., Principal, has procured a good set of apparatus for teaching elementary science, and a supply of minerals for class use.

A very successful concert was given by the Hillsborough, N. B., Superior School on Thanksgiving evening. The scholars were assisted by a number of ladies and gentlemen, and the results, financially and otherwise, were very creditable, \$47 being raised for the purchase of a cabinet organ for the school.

The Executive of the New Brunswick Educational Institute will meet at Fredericton the 26th December.

The Teachers' Institute of St. John County, which was advertised to meet on the 19th and 20th of December, is postponed until further notice.

The Teachers' Institute of Carleton County will meet at Woodstock on Thursday and Friday, December 19th and 20th. A varied and excellent programme has been arranged for the meeting.

On the evening of Nov 27th, a reception was held by the students of Truro Academy, in the Assembly Hall of that school building. A large number of the former students and friends of the school were present, and a good time was enjoyed by all. This is the sixth year that these annual gatherings have been held.

The Victoria and Madawaska Counties Teachers' Institute met at Andover, N. B., October 24th and 25th. Addresses and papers were given by Inspectors Meagher and Doucet, M. S. Hayward, Miss Bessie Porter, Thomas Rogers. A largely attended public meeting was held on the evening of the 24th October. The officers of the institute for the year are: Wm. M. Veazy, president; M. S. Hayward, vice-president; Bessie M. Fraser, secretary-treasurer; Janet Curry and C. P. Wright, additional members of the executive committee.

The King's birthday, November 9th, was celebrated at Ivey Corner School, Carleton Co., N. B., by a flag raising. A fine programme of recitations and speeches was carried out by the school and prominent people of the district. The teacher, Mr. Murray H. Manuel, had the hearty co-operation of the district in his efforts to procure the flag.

The following figures and facts, furnished by a correspondent, speak well for the educational growth of Sydney, C. B.: Enrolment in schools for the year ending July, 1898, 626; 1899, 683; 1900, 849; 1901, 1093. On the 3rd of September, 1901, the enrolment was 888; on the 30th September it had reached 1157, and is steadily increasing. In 1899 there were 13 departments; now there are 22. A new brick building for the Academy is almost completed to contain eight rooms; a four-room building has been completed and filled in Ward five; and four-room buildings are under construction in Wards three and four. Added to this, \$1,000 has been spent on the Academy laboratory, and an initial sum of \$175, raised in one day by subscription, to start a library. This is progress.

No report has reached us of the Gloucester County Teachers' Institute held at Caraquet on the 17th and 18th October. The following account is condensed from the *Moniteur Acadien*: A cordial address of welcome was given by Mr. Frank Allard on behalf of the teachers and other citizens of Caraquet. A paper, prepared with much care, was read by Mr. P. P. Murray on the Phonic Method of Teaching French. Excellent papers followed, by Mr. C. J. Mersereau on Attention, by Mr. E. DeGrace on Patriotism in the School, and a practical lesson on Geography was given by Miss Eugenie Hachey. The next meeting will be held at Tracadie. The following are the officers for the year: Alfred J. Witzell, president; Miss Eugenie Hachey, vice-president; Frank O. Allard, secretary; Edward DeGrace and J. A. Salter, additional members of the Executive.

A gratifying feature of Indian education, as indicated by the annual report of the Superintendent of Indian Schools of the United States, is the rapid growth of industrial training methods in the schools. Practical industrial training, with elementary literary studies applicable to industrial work, should make the Indian a useful citizen, and this is the aim of the Indian school service under its present management.

RECENT BOOKS.

BRICKLAYING AND BRICKCUTTING. By H. W. Richards. Illustrated. Cloth. Pages 139. Longmans, Green & Co., London. Copp, Clark Co., Toronto.

This practical elementary treatise is designed to cover the City and Guilds of London Institute's Examination in brick work, both theory and practice.

MACMILLAN'S NEW HISTORY READERS—Book II. Intermediate. Illustrated. Cloth. Pages 244. Macmillan & Co., London. Copp, Clark Company, Toronto.

An excellent selection of stories, well adapted to arouse an interest in the most stirring scenes and incidents of the mother country's history.

ELEMENTARY ENGLISH GRAMMAR for use in Canadian schools. By D. J. Goggin, M. A., D. C. L. Pages 190. W. J. Gage & Co., Toronto.

This useful little book contains the elements of English grammar combined with a great abundance and variety of examples for practice. Most of these examples are selected from literature, and the pupil is led at every step to associate his studies in grammar with his reading and composition. An appendix presents a brief but very useful history of the growth of the English language.

A PRIMER OF POLITICAL ECONOMY. By S. T. Wood. Cloth. Pages 149. The Copp, Clark Co., Toronto.

The author shows, in a striking and interesting manner, the complicated economic processes which enter into our modern life, and by a series of simple illustrative lessons, arranged with great skill, analyzes many commercial and industrial transactions and the extent of co-operation in them. It has all the interest of a story book to the student, divesting the subject of the many technicalities which surround it, and imparting a living interest to every day operations and a knowledge of how they are conducted.

OBSERVATIONS ON THE COLORS OF FLOWERS AND LEAVES. By E. Williams Hervey. Paper, 50 cents; cloth, 75 cents. Pages 43. E. Anthony & Sons, New Bedford, Mass.

This is a very attractive book on an attractive subject. Every student and every ordinary observer of plants is alike interested in their colors. Mr. Hervey's researches among our common wild plants reveals results that other observers of nature may well take as a basis for further investigations.

THE KIPLING READER. Selections from the Books of Rudyard Kipling. Cloth. Pages 208. Price 1s. 9d. Macmillan & Co., London and New York.

This contains a series of stories with a few poems, all selected with care and adapted for children. The story of the Mon-goose (Rikki-Tikki-Tavi), which begins the book, attracts the reader at once.

MACMILLAN'S NEW GEOGRAPHY READERS.—America. Pages 256. Price 1s. 6d. Macmillan & Co., London.

The name of the compiler of this book is not given, but it might be suggested to him to visit America and then revise the book as speedily as possible, at least so far as Canada is concerned. The carelessness or lack of information of the compiler is illustrated in such mis-statements as the following: "Ottawa situated at the junction of the Ottawa and Rideau rivers." "The climate (of P. E. Island) is milder and more even than that of New Brunswick or Nova Scotia, or any other part of the Dominion of Canada, except British

Columbia." "One beaver, with the aid of his powerful teeth, can fell the largest tree that ever grew," which is rather hard for the average British school boy to believe after the writer has just told him that the giant trees of the west have a diameter of more than thirty feet! "A ship can be laden on Lake Superior and steam away to Liverpool." Perhaps it "can," but *does it?* "The population (of the United States) amounts to about 70,000,000, mostly concentrated in a few very large towns." It is a pity that a book of this kind, well printed and with very good illustrations, should be carelessly written when correct information is so easily obtainable—if it is looked for.

VALERA'S EL PAJARO VERDE. Edited with Notes, Vocabulary, and English Exercises, by George G. Brownell, Professor of Romance Languages in the University of Alabama. Cloth. 69 pages. Mailing price, 45 cents; for introduction 40 cents. Ginn & Co., Boston.

"El Pájaro Verde" is the most pleasing of Juan Valera's stories, and as a text for early Spanish reading can scarcely be surpassed. It is adapted to school or college use and may be read after only a short study of the grammar, or may follow an easy Spanish reader. The vocabulary is complete in itself.

OUTLINE MAPS FOR AN HISTORICAL ATLAS OF THE UNITED STATES, illustrating territorial growth and development. By Frank Heywood Hodder, Professor of American History in the University of Kansas. Gray manila cover. Oblong 11 x 17. 48 pages. Mailing price, 45 cents; for introduction, 40 cents. Ginn & Co., Boston.

The directions enable the student to construct a series of maps that exhibit the territorial organization of the United States for every year since the close of the Revolution.

A COUNTRY READER. By H. B. M. Buchanan. Cloth. Pages 248. Price 1s. 6d. Macmillan & Co., London.

This contains much useful information and many interesting stories well suited to arouse the observation of children, and to excite an interest in and fondness for the life around them.

PRIMER OF GEOMETRY. By H. W. Croome Smith. Cloth. Pages 100. Price 2s. Macmillan & Co., London.

In this primer the subject matter of Euclid's four books is treated by the methods of pure geometry—a very practical guide to students of geometry.

PAUL JONES. By H. Hapgood. In the *Riverside Literature Series.* Pages 126. Price 50 cents. Houghton, Mifflin & Co., Boston.

This interesting series, which includes sketches of great Americans, such as Benjamin Franklin, Columbus, Champlain, William Penn, Abraham Lincoln, cannot fail to enrich and supplement the school history.

DECEMBER MAGAZINES.

The *Atlantic Monthly* is enlarged for the month and presents a fine table of contents. Miss Johnston's Audrey increases in force and interest; Miss S. Carleton, Susan Lawrence, and Margaret L. Knapp furnish powerful and interesting short stories. Many a popular name is a misnomer, but hardly any are more glaringly so than those of Judge Lynch and Lynch Law as applied to-day. Thomas W. Page shows that the original Judge Lynch was a peaceable, law-abiding citizen and patriotic soldier of the Revolution, who ill deserves the false repute which has attached to his name.... An interesting experiment is being made by *The Ladies' Home Journal.* Each

month the readers of this magazine are asked to answer some questions concerning the contents or conduct of the publication, and in order to make it worth while to answer, cash prizes are given those who write the best letters, be they of praise or criticism. The idea was first put forth in the September issue, and thousands of persons in all parts of the world—even in Turkey—sent in their opinions as to the best feature of that number. The October question as to the least popular article brought a similar response. Aside from giving every reader not only a chance, but an invitation, to express opinions with the inducement of a possible reward in cash, this plan enables the magazine to find out what is wanted by its wide constituency. It virtually gives the public a hand in editing. . . . The Christmas number of *The Delineator* is about the first of the special Christmas issues. The cover is a most artistic production. Two charming love stories, one by Cyrus Townsend Brady, plenty of advice regarding Christmas Gifts, timely pointers on Cookery, Winter-time care of Plants, all the fashions of the day interpreted into simple language, can be found in the Christmas number of *The Delineator*. It is a splendid magazine, satisfactory inside and out. There is no magazine for women at present published that is more practical in all its pages. . . . The Christmas number of the *Century* is, if anything, handsomer than the November number. The cover design, two angels holding aloft the infant Jesus, is printed in eight colors on a creamy background; and the frontispiece is one of four full-page pictures, in tints, accompanying the text of Milton's *L'Allegro*. Following this comes a paper on "Christmas in France." Then, The Mystery Play; Christmas at the Cross-

Roads Farm; The Christmas Angel, a poem; Christmas-Eve; a Fantasy; and How the Christmas Tree was brought to Nome. Pictures by Frederic Remington, and maps, illuminate the text of the second of Emerson's Hough's papers on The Settlement of the West, which deals especially with the "up-stream" movement of the pioneers. . . . In pursuance of its policy of printing a long story in each of its issues in the magazine year which began with November, *St. Nicholas* presents in its December number The Boy and the Baron. It is a romantic tale, appealing to boys and girls alike, and dealing with the time of the robber barons in Germany. . . . The Christmas number of the *Canadian Magazine* has a distinctively native cover, in which colored maple leaves are the leading feature, while every detail of the issue is in keeping with the national character of the publication. The drawings and photographs are by Canadian artists, and the articles and stories, with one exception, are by Canadian writers. The Yukon is represented by one writer, British Columbia by one, the Maritime Provinces by two, Quebec by two, Ontario by seven, and Canadians living in the United States by two writers. . . . The *Chautauquan* has a beautiful Christmas cover design, and a frontispiece portrait of Seth Low, the mayor elect of New York. The contents embrace fine selections of literary, educational and other articles appropriate to the Christmas season. A very suggestive article is the one on "Child-power for School Ground Improvement." . . . John Morley's fine tribute to Mr. Gladstone, on the occasion of the recent unveiling of the Gladstone monument at Manchester, forms the leading article in *The Living Age* for December 7. It derives added interest from the fact that Mr. Morley is Mr. Gladstone's chosen biographer; and the present appreciation of him furnishes a sort of foretaste of the great work upon which Mr. Morley is engaged. A Winter's Walk in Canada, in *The Living Age* for November 23, and Harold Spender's "Ravenna" in the same magazine for November 30, are excellent travel sketches.

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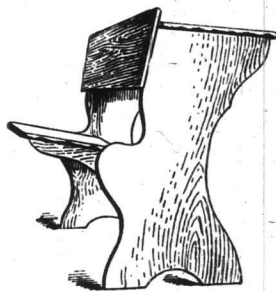
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