

**PAGES**

**MISSING**



Educational Review Supplement, December, 1911.



**ALICE IN WONDERLAND**

*From a Painting by S. Sidley.*





# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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## THE EDUCATIONAL REVIEW.

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It is expected that the Duke of Argyll (a former governor-general of Canada) will open the Imperial Conference of Teachers' Associations to meet in London July 12-16 of the coming year. The Federal Magazine states: The largest of the overseas parties will probably be that from Canada where, for the convenience of the teachers and their friends, a special train will be run from Vancouver, Calgary, Winnipeg and Halifax. The whole of the accommodation on the Allan Line Steamship "Scotian" has already been reserved for this party.

## Good-Will to Men.

If we our willing hearts incline  
To that sweet life which is the law,  
All round about our feet shall shine  
A light like that the wise men saw.

So shall we learn to understand  
The simple faith of shepherds then,  
And kindly clasping hand in hand,  
Sing "Peace on earth, good-will to men."

For they who to their childhood cling,  
And keep their natures fresh as morn,  
Once more shall hear the angels sing,  
"To-day the Prince of Peace is born."

—James Russell Lowell.

In every school section there should be a literary and musical organization of which the teacher should be the leader, and to which parents, pupils and the students who have left school should contribute for the pleasure and instruction of all. Debates, discussions, readings, recitations, music, vocal and instrumental, should be included in the programmes of which a competent committee should have charge. Dancing and card parties should not be the only recreations of village communities. These promote social intercourse but have little cultural value.

As a direct result of the meeting of the Summer School of Science in Fredericton, better teaching has been done in the schools of the Atlantic Provinces during the past few months. Let our teachers talk this over with their friends during the coming vacation and resolve to attend the meeting at Yarmouth next year. Where there's a will there's a way.

Dalhousie University is making an active canvass to add \$350,000 to its endowment fund, and is meeting with gratifying success.





### "Alice in Wonderland."

All young readers (but age is not a matter of years) will be delighted with the REVIEW's supplement picture this month. The picture is a familiar one. Who has not seen a child completely absorbed in a book, whether it is "Alice's Adventures in Wonderland," or some other that is equally suited for the child's fancy,—of course a story book with pictures in it. "For what is the use of a book without pictures or conversations?" thought Alice as she peeped into the book her sister was reading, before starting on her adventures in Wonderland.

We all, grown people as well as children, like a good story. Who does not follow Alice in her adventures "through a land of wonders wild and new," without entering into the spirit of the story. To get this spirit, read the introduction to "Alice in Wonderland."

Imperious Prima flashes forth  
Her edict "to begin it" —  
In gentler tone Secunda hopes  
"There will be nonsense in it!"—  
While Tertia interrupts the tale  
Not *more* than once a minute.

Anon, to sudden silence won,  
In fancy they pursue  
The dream-child moving through a land  
Of wonders wild and new,  
In friendly chat with bird or beast—  
And half believe it true.

And ever, as the story drained  
The wells of fancy dry,  
And faintly strove that weary one  
To put the subject by,  
"The rest next time—" "It is next time,"  
The happy voices cry.

Thus grew the tale of Wonderland:  
Thus slowly, one by one,  
Its quaint events were hammered cut—  
And now the tale is done,  
And home we steer, a merry crew,  
Beneath the setting sun.

Alice! A childish story take,  
And with a gentle hand  
Lay it where Childhood's dreams are twined  
In Memory's mystic band,  
Like pilgrim's wither'd wreath of flowers  
Plucked in a far-off land.

McGill University recently collected over a million and a half dollars chiefly among the business men and institutions of Montreal.

### To Our Subscribers.

Statements of account are enclosed in this number to many of our subscribers, others will be sent in January. We send these reminders at least once a year, so that subscribers may know their standing with the REVIEW. A prompt remittance will be greatly appreciated.

It is a good plan to pay in advance or nearly in advance, and a constantly increasing number of our readers do this. This practice is of advantage to publisher and reader. The latter may easily see how the account stands by consulting the notice which always appears on the first page.

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It is a very simple thing for a subscriber to notify us either of a change of address or a wish to end the subscription. A prompt businesslike message by letter or postal card is a thoughtful and considerate act and saves us 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 trouble or annoyance to either party.

The following letter, received a few days ago from one who has been a subscriber to the REVIEW for many years, leaves a pleasant impression:

DEAR SIR:—Enclosed please find one dollar, subscription to the REVIEW up to January, 1912. Please discontinue the paper as I am not teaching. I am sorry to part with an old friend. If I resume teaching be sure that the REVIEW will be the first friend on whom I will call. E. G.

Webster's New International Dictionary is both a dictionary and an encyclopedia. It gives trustworthy and accurate information, of use to all intelligent readers. If every school board this Christmas would present a copy to the teacher of the school, it would prove a boon to the whole community. Let the board or some liberal friend of the board consider this and act.



**Botany for Public Schools.—V.**

L. A. DEWOLFE.

Among suggestions left unanswered last month were, (1) whether red maple twigs differed in structure from those of rock maple; and (2) the nature of *lenticels*.

On examination, I find, very often, two or three buds in one leaf-axil of the red maple. I have not noticed the same in the rock maple. Have you? These extra buds are called *accessory* buds. What is their probable use?

Lenticels are the so-called "breathing pores" of the twig. When a twig is very young, it takes part in the work of the leaves. Have you not noticed that young twigs are often green? Later in the season, these openings expand with the expanding twigs, and cork cells form. These cork cells crowding out through the openings make the spots visible. You will notice that on the trunks of birch trees, these lenticels are much elongated crosswise on the stem. This is due to the fact that the tree grows in diameter, but does not grow lengthwise. [How, then, can a tree grow tall?] Have your children observe that the lenticels can be traced through the whole thickness of bark. Then show them the pores through an ordinary bottle-cork, which is the thick bark of an oak tree.

Every living thing, whether plant or animal, needs air. The trunk of a large tree is living. Therefore, it needs air. How does the air enter? Possibly through the lenticels. Can you find lenticels on the main trunk of an elm tree? No. But we notice the bark is deeply furrowed; and the new or inner bark has lenticels. These lenticels and the cracks in the outer bark together allow passage of air to the growing sap-wood.

In teaching lessons on twigs, any tree or shrub can profitably be used. One could teach a good lesson with alder branches; for, here, one may find four kinds of buds on the same branch. The small, pointed leaf-buds are, perhaps, most abundant. Nearly every branch has, however, the cylindrical staminate flower-buds—catkins—about an inch long. The pistillate catkins are shorter and stouter. Besides these, one can readily find the old pistillate catkins of last year. Their scales are now spread open. They resemble pine cones; but are only about three-fourths of an inch long.

You will see I have called these catkins "buds." A bud is an undeveloped branch; and always

grows in the axil of a leaf. Is there not a leaf scar below each catkin? [Read the Botany article in the October number again.]

No lesson on twigs will be of great value in itself. But if it leads to further observation for comparison and contrast, both in the growing and the dormant seasons, the work of teaching the lesson will not be wasted. After studying the alder twigs, therefore, put some of them in water in the school-room, to see if the catkins will open before spring. Study them again after they open. Try the same with willow twigs. How many kinds of buds can you find on a single branch of willow?

If any reader is unacquainted with willow flowers, I suggest getting the objects and a text-book; and, with the aid of these, learn to distinguish the staminate and pistillate catkins. Put both kinds in water. When they open, notice the yellow stamens on some twigs and the greenish pistils on others. Don't gather all your twigs from the same tree.

Rub a staminate catkin (when the pollen shakes out easily) over a pistillate one, and leave another pistillate one untouched. To insure pollination, repeat this once or twice. Then watch for a week or two the growth of the pollinated and of the unpollinated catkin. From this experiment, do we learn the use of pollen? Such work could better be carried on next spring; but it is worth trying now. If not satisfactory, try it again next spring. Exercises on artificial pollinations in the field would be useful in spring or early summer. [See Bailey's *Beginners' Botany*, page 153 for suggestions.]

Further reference to buds and twigs is, I think, unnecessary. I take for granted that those interested in Botany have Bailey's book referred to above. It is worth having. Surely, however, no teacher is so mechanical as to follow the order of subjects found in that or any other book. Rather use the book for supplementary reading, after the real objects have been studied in class. Following this and the preceding lesson on twigs, I suggest Bailey, page 111-120.

A logical sequence to lessons on branches would be a study of the whole tree. To distinguish trees in winter is more difficult than in summer. No leaves aid us now. From observing the general shape of the tree as seen at a distance, would it not be well to examine in detail its mode of branching? For, after all, that decides its shape. Notice the arrangement of buds, and the angle at which branches meet the main stem. If the terminal bud



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

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

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

### Character.

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

—C. E. Lund.

### Primary Department.

#### Preparing for Christmas.

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

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

#### Why Do Bells for Christmas Ring?

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

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

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

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

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

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

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

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



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

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

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

Your loving  
DOROTHY.

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

Stories describing Christmas customs of other lands are here quoted:

#### Christmas in Sweden and Norway.

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

#### Christmas in Denmark.

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

#### Christmas in Holland and Belgium.

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

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

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

#### Christmas in England.

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

#### For Coming Citizens to Think Of.

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

ALFRED MACDONALD.

Belyea's Cove, Queens Co., N. B.

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

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



### A Soliloquy.

It was her first school. The last day of the second month was over and she stood in the doorway of the school house, watching the children as they disappeared across the fields or down the road. Then she turned into the room. How strangely quiet it seemed. One by one things were put in order. How quickly a woman's hand and a woman's taste can touch a soiled schoolroom into cleanliness and beauty. Of course it was all very plain and simple, but when she was done it looked and felt so clean, so wholesome and so homelike.

Now she is standing by the window and thinking aloud: "Is it possible that I have passed two months in this remote country district? How different it all seems as I look backward. I dreaded the emptiness, the loneliness of the country life. I have found it quiet and peaceful, but full of interest and joy. I pictured myself amongst coarse, ill-bred children. I find them frank and independent, but genuine and appreciative. How quickly those vague fears which I entertained about living with these strange country folk have given way to confidence and respect. The open fields, the wide skies, the large freedom, the wholesome work with living, growing things—all these help to keep men and women as God made them,—natural, simple and direct in their thought and in their life. Of course, I can't blame them for laughing at my huge bits of ignorance on some things most familiar to them. How could they avoid it? I, who had never spent a week outside of the city, attempting to teach boys and girls born and reared upon the farm. How busy I've kept them teaching me. It has all seemed so new and fresh and interesting to me that they have shown delight rather than amusement in removing my ignorance. And here I am receiving pay for the blessed privilege of being instructed in the new field of experience by such a group of specialists.

"But, may it not be true that my keen appreciation of this farm life, which some of them think stale and commonplace, will rekindle their interest and love for it? After all it may be sentiment and appreciation that they need more than knowledge. It is barely possible that my new found joy in the country life and work may have more influence upon these boys and girls than the exhortation of those to the 'manor born.' Who knows but that a city girl is of all others the best fitted to help these

children to see that while the city contains many good and desirable things it also shuts out many good and desirable things; that there are thousands of people crowded in our cities, looking eagerly, longingly towards the open, free, wholesome life of the country? Who knows but that it is the very best thing for them, as well as for me, that a city girl has come to teach them and to be taught by them? At any rate for my own good and theirs I shall assume that it is so in this case and then do my best to make it so."—*The School News*.

### Helping Nature to Fight Disease.

The earliest clue to one aspect at least of the problem of immunity was given by the classical researches of Elie Metchnikoff, of the Pasteur Institute in Paris. His studies had to do with the white blood corpuscles. Every one who has ever viewed a drop of blood through a microscope will recall that there were to be seen in the midst of the flood of red blood corpuscles a certain number of larger bodies of somewhat irregular shape, practically colorless, that seemed to be endowed with the power of movement. These are the white corpuscles, or leucocytes. They have been familiar to physiologists since the first microscopic lenses were made, but their function had been an utter mystery. It was early learned that the red corpuscles are the carriers of oxygen. But what useful purpose the white corpuscles subserve no one had been able to surmise.

Metchnikoff turned his microscope on this interesting but mysterious corpuscle, and watched its activities under varying circumstances and conditions. And he was presently able to report that he had detected the leucocytes in the act of devouring all manner of foreign particles that chanced to come into their neighborhood as they floated about in the blood stream. These foreign particles included, among other things, the organisms called bacteria. These tiny but highly important particles were seen to be taken into the bodies of the leucocytes and presently dissolved or digested. Moreover, even though the bacteria were disease-engendering species, they seemed to produce no ill effect upon the leucocytes.

Thus it appeared that at least one function of the white blood corpuscle is to act as a scavenger in the blood—a sort of department-of-health officer keeping guard over the hygienic conditions of the



blood, and promptly using its efforts to remove any noxious foreign substances that obtrude themselves into that all-important highway.

Just why the leucocytes gathered at a wound in such numbers had never been understood. But now it seemed clear that their presence is exactly comparable to the presence of an army at a port subject to foreign invasion by a hostile host. The object of antiseptic dressings, with which every one is now familiar, is to shut out this host of noxious bacteria. In proportion as the dressings effect this purpose, there remains no need to aggregate leucocytes at the seat of war; and in point of fact, the absence of pus shows that they are not called upon when the modern method of surgical treatment has rendered them superfluous.

The external dressing applied by the modern surgeon has in effect warded off the enemy, just as a line of submarine torpedoes or coast batteries off New York Harbor might keep an invading naval force at a distance, making it unnecessary to call on our land forces.—*H. S. Williams, M. D., in Harper's Magazine, for December.*

### Christmas Trees are Shipped via I. C. R.

At many places along the line of the Intercolonial Railway spruce saplings intended for Christmas trees are being delivered for shipment to cities in the United States. The shipment of trees for the little ones of the neighbouring republic has become quite an industry during the past few years, and it is evident that the forest resources in the States will not supply the demand, so the Americans have to look to Canada for their Christmas decorations. The trees being green and flexible are packed on flat cars in large quantities and sent to dealers in Boston, New York, Chicago, Detroit and even as far as St. Louis.

A law recently passed makes it necessary for each child in school to have its own drinking cup unless a sanitary fountain is provided. There will be little gained by the use of the individual cup if the open water bucket is still used. Every country school should provide a water can or earthen jar containing a faucet and cover. There should be a bucket for bringing water for the can or jar and another into which the surplus water may be thrown.—*Illinois Educational Press Bulletin.*

### Civil Service Examinations.

The REVIEW will from time to time publish the examination papers of the Civil Service of Canada. The Examinations are held throughout the Dominion twice a year—in November and May. These papers furnish good exercises for pupils in advanced grades, and will be the means of turning the attention of teachers and young students to the important branch of the Civil Service, which holds out many inducements for profitable and permanent employment to alert and competent young men and women throughout Canada.

For the Preliminary or Lower Grade Examination a fee of two dollars with an application must be sent forward at least one month before the Examination is held. Blank application forms may be obtained by addressing Wm. Foran, Esq., Secretary of the Civil Service Commission, Ottawa.

#### Preliminary Examination—Outside Service.

##### WRITING.

Value, 100. November, 1911. Time: 30 minutes.

Prince Edward Island, the smallest of the provinces of Canada, is an island south of the Gulf of St. Lawrence. It is called the "Garden of the Gulf." It has a land area of 2,184 square miles, of which more than 600 square miles are still in forest and woodland. The island is separated from the adjacent provinces of Quebec, New Brunswick, and Nova Scotia by the Straits of Northumberland. It is 150 miles long, and varies from 9 to 30 miles in width, and has a population of about 104,000. During the summer daily communication is maintained with the mainland by two steamship lines, and during the winter, by steamers specially built for winter navigation. The climate is moist and cool in summer, while in winter the temperature never drops to a very low point. The total precipitation in rain and snow is from 35 to 40 inches annually.

##### SPELLING.

Value, 50. November, 1911. Time: 30 minutes.

NOTE.—This exercise is purposely misspelled. The candidates are required to correct the errors. For every mistake in spelling 3 marks will be deducted.

No young man can afford to lose money. Neither can he afford to lose time, for time means money. If he wishes to make his way in the world, he must make the best possible use of his time. In other words, he must always be industrious. No matter how busy a man may be at his particular line of work, he has some time which he can devote to bettering himself in the qualities in which he is weakest. If he devotes all his time, all his thoughts, all his energies, to only one kind of work, he will become one-sided. But if he will do his chosen work with all his might, and, at the same time, keep his leisure hours open to the wisdom which he can find all around him, he will



speedily overtake the older kumrad who has eyes onley for his own work. Musick, books and nature are frends that no young man can afoard to despize. Pleasure after work is one of the necessities of life, but the greatest pleasure is found in those things which develope and create the qualitys of sweetness, inteligence and sinserity. The young man who wishes to suxceed can do no better than to seek to lern from all things and all peeple, "to find sermunns in stones, books in the running brookes and good in evrything."

DICTATION.

Value, 50. November, 1911. Time: 30 minutes.

NOTE.—This paper should not be seen by the candidates.

The Examiner will read over the whole extract once, and then re-read it slowly and distinctly, indicating to the candidates the occurrence of each full stop. A third reading of the whole extract may be given if sufficient time remains. The whole time occupied should not be more than half an hour.

The constitution of Canada is contained in an Act of the British Parliament, passed in 1867. Under the authority then vested in the Canadian people they now enjoy what has been well described as the most unfettered government on the globe.

The British North America Act was passed to unite the provinces of Quebec, Ontario, Nova Scotia and New Brunswick, and to provide for the future admission of other parts of British North America. Prince Edward Island, British Columbia, Manitoba, Alberta and Saskatchewan have since entered the confederation of provinces.

Executive government and authority is vested in the Sovereign of Great Britain and Ireland, who governs through the person of a Governor General, appointed by him but paid by Canada and advised by a Cabinet chosen from the representatives elected by the Canadian people.

ARITHMETIC.

November, 1911. Time: 1½ hours.

NOTE.—The work of each question must be given.

Values.

- 5 1. Write in figures: Five million eighteen thousand and ten.
- 5 2. Write in words: 764010009.
- 10 3. Add 7645319, 6743519, 4765391, 6473591 and 1,000,000,000.
- 10 4. Subtract 78903246 from 90361572, and multiply the remainder by 701.
- 10 5. Divide 89034567 by 542.
- 20 6. A man buys 10 lbs. sugar at 9c. a lb.; 3 lbs. tea at 25c. a lb.; 2 lbs. coffee at 35c. a lb.; 1½ doz. oranges at 40c. a dozen, and 6 bunches celery at 3 for 10c. How much change does he receive out of a \$5 bill?
- 20 7. A man wishes to stamp 17 letters and register 3 of them. If the letter-rate is 2 cents and registration costs 5 cents in addition, how much will he have to spend?
- 20 8. If A is 5 feet 6 inches tall, B is 5 feet 5 inches, and C is 4 inches taller than B, how much is C taller than A?

### A Christmas Story.

The following Christmas story, "The Sabot of Little Wolff," is translated from the French of Francois Coppee, a French poet, dramatist, and novelist, by Nellie Spangler-Mustaine, in *Popular Educator*.

#### The Sabot of Little Wolff.

Once upon a time there was a little boy of seven, named Wolff. He was an orphan in charge of an old aunt who was hard and avaricious, who only kissed him on New Year's Day, and who breathed a sigh of regret every time that she gave him a porringer of soup.

But the poor little lad was naturally so good that he loved his aunt just the same, although she frightened him very much; and he could never see her without trembling, for fear she would whip him.

As the aunt of Wolff was known through all the village to have a house and an old stocking full of gold, she did not dare send her nephew to the school for the poor, but she obtained a reduction of the price with the school-master whose school little Wolff attended. The teacher, vexed at having a scholar so badly dressed and who paid so poorly, often punished him unjustly, and even set his fellow-pupils against him.

The poor little fellow was therefore as miserable as the stones in the streets, and hid himself in out-of-the-way corners to cry when Christmas came.

The night before Christmas the school-master was to take all his pupils to church, and bring them back to their homes. As the winter was very severe that year, and as for several days a great quantity of snow had fallen, the children came to the master's house warmly wrapped and bundled up, with fur caps pulled down over their ears, double and triple jackets, knitted gloves and mittens, and good, thick-nailed boots with strong soles. Only little Wolff came shivering in the clothes that he wore week-days and Sundays, and with nothing on his feet but coarse Strasbourg socks and heavy sabots, or wooden shoes.

His thoughtless comrades made a thousand jests over his folorn looks and his peasant's dress; but little Wolff was so occupied in blowing on his fingers to keep them warm, that he took no notice of the boys or what they said.

The troop of boys, with their master at their head, started for church. As they went they talked of the fine suppers that were waiting them at home.



The son of a burgomaster had seen, before he went out, a monstrous goose that the truffles marked with black spots like a leopard. At the house of one of the boys there was a little fir tree in a wooden box, from whose branches hung oranges, sweetmeats and toys.

The children spoke, too, of what the Christ-Child would bring them, and what he would put in their shoes, which they would, of course, be very careful to leave in the chimney before going to bed. And the eyes of the little boys, lively as a parcel of mice, sparkled in advance with the joy of seeing in their imagination pink paper bags filled with cakes, lead soldiers drawn up in battalions in their boxes, menageries smelling of varnished wood, and magnificent jumping jacks covered with purple and bells. Little Wolff knew very well by experience that his old aunt would send him supperless to bed; but, knowing that all the year he had been as good and industrious as possible, he hoped that the Christ-Child would not forget him, and he, too, looked eagerly forward to putting his wooden shoes in the ashes of the fireplace.

When the service was ended, every one went away, anxious for his supper, and the band of children, walking two by two after their teacher, left the church.

In the porch, sitting on a stone seat under a Gothic niche, a child was sleeping—a child who was clothed in a robe of white linen, and whose feet were bare, notwithstanding the cold. He was not a beggar, for his robe was new and fresh, and near him on the ground was seen a square, a hatchet, a pair of compasses, and the other tools of a carpenter's apprentice. Under the light of the stars, his face bore an expression of divine sweetness, and his long locks of golden hair seemed like an aureole about his head. But the child's feet, blue in the cold of that December night, were sad to see.

The children, so well clad and shod for the winter, passed heedlessly before the unknown child. One of them, the son of one of the principal men in the village, looked at the waif with an expression in which no pity could be seen.

But little Wolff, coming the last out of the church, stopped, full of compassion, before the beautiful sleeping child. "Alas!" said the orphan to himself, "it is too bad that this poor little one has to go barefoot in such bad weather. But what is worse than all, he has not even a boot or wooden

shoe to leave before him while he sleeps to-night, so that the Christ-Child could put something there to comfort him in his misery."

And carried away by the goodness of his heart, little Wolff took off the wooden shoe from his right foot, and laid it in front of the sleeping child. Then, limping along on his poor blistered foot and dragging his sock through the snow, he went back to his aunt's house.

"Look at that worthless fellow," cried his aunt, full of anger at his return without one of his shoes. "What have you done with your wooden shoe, little wretch?"

Little Wolff did not know how to deceive, and although he was shaking with terror, he tried to stammer out some account of his adventure.

The old woman burst into a frightful peal of laughter. "Ah, monsieur takes off his shoes for beggars! Ah, monsieur gives away his wooden shoes to a barefoot! That is something new! Ah, well, since that is so, I am going to put the wooden shoe which you have left in the chimney, and I promise you the Christ-Child will leave there to-night something to whip you with in the morning. And you will pass the day tomorrow on dry bread and water. We will see if next time you give away your shoe to the first vagabond that comes."

Then the aunt, after having given the poor boy a couple of slaps, made him climb up to his bed in the attic. Grieved to the heart, the boy went to bed in the dark, and soon went to sleep, his pillow wet with tears.

On the morrow morning, when the old woman went down stairs—oh, wondrous sight!—she saw the great chimney full of beautiful play-things, and sacks of magnificent candies, and all sorts of good things; and before all these splendid things the right shoe, that her nephew had given to the little waif, stood by the side of the left shoe, that she herself had put there that very night, and where she had meant to put a birch rod.

As little Wolff, running down to learn the meaning of his aunt's exclamation, stood in artless ecstasy before all these splendid gifts, suddenly were heard loud cries and laughter out-of-doors. The old woman and the little boy went out to learn what it all meant, and saw the neighbors gathered around the public fountain. What had happened? Oh, something very amusing and extraordinary! The children of all the rich



people in the village, those whose parents had wished to surprise them with the most beautiful gifts, had found only rods in their shoes.

Then the orphan and the old woman, thinking of all the beautiful things that were in their chimney, were full of amazement. But presently they saw the curé coming toward them, with wonder in his face. In the church porch, where in the evening a child, clad in a white robe, and with bare feet, had rested his sleeping head, the curé had just seen a circle of gold incrustated with precious stones.

Then the people understood that the beautiful sleeping child, near whom were the carpenter's tools, was the Christ-Child in person, become for an hour such as He was when He worked in His parents' house, and they bowed themselves before that miracle that the good God had seen fit to work, to reward the faith and charity of a child.

### Christmas Language Stories.

#### The Christmas Tree.

Away out in the forest were two trees. One was very tall. One was very beautiful. And they were both waiting for Santa Claus.

One day a tired little bird flew into the forest. First it went to the tall tree. "Oh, get off my branches, get off quick! I'm waiting for Santa Claus." Poor little bird!

Then the bird flew to the beautiful tree. "Oh, get off my branches, get off quick! I'm waiting for Santa Claus!" Poor little bird!

Then it flew to a kind little tree, and soon it began to sing.

In a minute, down came Old Santa. "Whoa. Whoa! There are the trees," said Old Santa. "Let me see, which one shall I take? Oh, here is the one I want; the kind little tree that made the bird so happy." So he chopped it down, put it into his sleigh, and away he went.

#### Santa Claus's Little White Kitten.

Everything was hustle bustle in Santa Claus land. Mrs. Santa Claus was busy dressing dolls, Mr. Santa Claus was busy painting the drums, tops, and balls.

"Oh my! here comes the postman with more letters," said Santa Claus.

Every toy was finished, and the reindeer were waiting for Santa Claus. Poor Santa Claus was

so very tired that he sat down to rest; but something terrible happened,—he went sound asleep.

"Tick-tock, tick-tock," said the clock, but Santa slept on.

"Meow, meow, meow," said the little white kitten, but Santa slept on.

Good old Santa Claus must be awakened or the children will have no toys for Christmas. So up jumped the kitten and put one soft paw on Santa's cheek, and cried right in his ear, "Meow! Meow!"

Then he jumped and rubbed his eyes, and said, "Well, well, I must be off this very minute."

#### Santa and the Mouse.

It was Christmas Eve. A tiny little mouse said, "I'll just creep out and wait for Santa." In a minute, down the chimney he came. "Merry Christmas, little mouse." "Merry Christmas, Santa; may I watch you fill the stockings?" "Yes, indeed, you may." So he filled them full from top to toe.

Then little mousie said, "Oh, Santa, Santa, I can put one thing more in that stocking!" "Ho! Ho! Ho!" said Santa; "you just try!"

So he crept up to the stocking and gnawed a tiny hole right in the toe. "Ho! Ho! Ho!" laughed Santa. "You shall have a Christmas cheese for that joke, little mouse!"

NOTE.—Tell the stories to the children and have them reproduced.

#### Origin of the Christmas Tree.

Perhaps the oldest sacred idea in existence is of a world tree, a tree of life, whose roots reached into immortality. In the far north the ash tree was typical; in Germany and central Europe the pine was held sacred. Their branches played a prominent part in the rejoicings attendant on the holy season, which was known as yule, gule, iul, and a number of similar names. These people brought the yule tree into their Christianity, the missionaries little protesting, as a rule. In England the skin-clad Anglo-Saxons were made to hew their yule trees to pieces as idolatrous symbols, and every good Catholic was bidden to burn the logs in token that the Holy Child had destroyed heathenism.

The converts asked nothing better. At that time of year a yule log was twice as comfortable as a yule branch, and much more conducive to good



cheer. It has blazed on the Christmas hearth for more than a thousand yule tides since, and went out only when the hearth itself gave way to less poetic but more effective methods of heating. Many of the superstitions and traditions of the pagan yule tree were continued as long as the Christmas log was alight. In some parts of England the log was represented by a bundle of ash fagots bound together. In all cases a brand was kept every year to light the next year's log with. The careful preservation of the brand was a certain preventive of the destruction of the house by fire.

The most beautiful tradition attached to the burning of the yule log was that old wrongs and heart-burnings perished therein, and, as long as the flame was bright on the walls, enemies were at peace with one another. This truce was not always rigidly kept, it is true. There have been dark and cruel yule tides in the history of our race. But in the main the true spirit of Christmas was kept.—*New York Evening Post.*

#### What Way Could Be Better?

A lesson from Christmas may not come amiss if it have a wide application. We are asked not to destroy the faith of the child and his enjoyment of the Christmas delusion, but truth and poetry can go together. To a merry group of little children watching the distribution of the gifts of the Christmas tree it was plainly stated that there is no such person as Santa Claus. "But," said the father of the family, "I am going to be Santa Claus." He then, in the presence of the children, put on the robes and white hair, the beard and the artificial snow which transformed him in appearance into the typical St. Nicholas. As the transformation took place before their eyes, the attitude of the children changed, and they were just as ready to accept and enjoy the truth as they would have been to accept and enjoy the fiction.—*Christian Register.*

#### Early Christmas Morning.

Four little feet pattering on the floor,  
Two tangled curly heads peeping at the door,  
Hear the merry laughter, happy childish roar,  
Early Christmas morning.

Two little stockings full of sweets and toys,  
Everything charming for little girls and boys.  
How could they help, then, making such a noise?  
Early Christmas morning.

Down beside the stockings many gifts were spread,  
Dollies, drums, a cradle, and a brand new sled.  
"Haven't we too many?" little Nellie said,  
Early Christmas morning.

Four little bare feet on the sidewalk cold,  
Two little faces with want and hunger old,  
Peeping through the window where those gifts unrolled,  
Early Christmas morning.

"Yes," says John to Nellie, as he spied the two,  
"We've so many presents, tell you what we'll do.  
I'll give half of mine away. Now, dear Nell, will you?"  
Early Christmas morning.

Two little famished ones in the house were called,  
Favours heaped upon them till they stood enthralled.  
Was not this the angels' song, 'Peace, good-will to all?'  
Early Christmas morning.

#### Quotations for December.

Hearts, like doors, will ope with ease  
To very, very little keys,  
And don't forget that two are these:  
"I thank you" and "If you please."

Dear, tired Mother Earth has gone to sleep;  
Walk tiptoe through the chamber lest she waken!  
Her children faithful watch above her keep,  
While she with slumber sweet is overtaken.

Sing soft! Sing low!  
The time of snow  
Is December;  
Sing loud! Sing strong!  
A "Good Will to Man" song  
To December.

Yet when you come to think of it  
The day is what you make it;  
And whether good or whether bad,  
Depends on how you take it.

He might forget his book or slate  
When he was just a little late;  
But you will never, never find  
A boy who leaves his lunch behind.—*St. Nicholas.*

I have always thought of Christmas time as a good time; a kind, forgiving, generous, pleasant time; a time when men and women and little children seem by one consent to open their hearts freely; and so I say, "God bless Christmas."—*Dickens.*

Bite, frost, bite!  
The woods are all the searer,  
The fuel is all the dearer,  
The fires are all the clearer,  
My spring is all the nearer,  
You have bitten into the heart of the earth,  
But not into mine.—*Tennyson.*

Sleigh-bells are ringing;  
Children are singing,  
Carols that tell of the glad Christmas-tide.  
Do we remember  
The month of December  
Brings us more joy than all months beside?

—*Selected.*



**For the Little Folk.****Johnny's Observations on Christmas Eve.**

Somehow I can't understand  
 What the teacher said today  
 About the seasons, and the way  
 That the earth is tilted, and  
 How the days keep getting short,—  
 Short and shorter in the fall,—  
 Till (she said) the winter brought  
 Us the shortest days of all.

That stumps me—that's what it does!  
 The shortest days I ever saw  
 Came this summer, when I was  
 Camping out at Colton's.  
 Pshaw! Talk about those days being long,  
 Why they went by like a streak!  
 Forty of 'em (or I am wrong)  
 Wouldn't really make a week.

And now, she says the days are short;  
 She made a diagram to show  
 Just how it was; I s'pose I ought  
 To understand—but all I know  
 Tomorrow holidays begin;  
 Tomorrow Christmas 'll be here;  
 But I'm sure today has been  
 The longest day in all the year!

—*St. Nicholas.***Christmas Eve**

Now hang up the stockings and put out the light,  
 The Saint of the children comes riding tonight.

First peer up the chimuey, then scamper to bed,  
 And shut your eyes tight when your good-nights are said.

For over the house tops, through storm and through blast,  
 With prancing of reindeer he's galloping fast.

Not one child may see him, so put out the light  
 And wait for the toys he will leave you tonight.

—*Carolyn T. Bailey.***Our Club.**

We're going to have the mostest fun!  
 It's going to be a club;  
 And no one can belong to it  
 But Dot, and me, and Bub.

We thought we'd have a Reading Club,  
 But couldn't, 'cause you see,  
 Not one of us knows how to read,  
 Not Dot, nor Bub, nor me.

And then we said a Sewing Club,  
 But thought we'd better not;  
 'Cause none of us knows how to sew—  
 Not me, nor Bub, nor Dot.

And so it's just a Playing Club;  
 We'll play till time for tea;  
 And, oh, we have the bestest times!—  
 Just Dot, and Bub, and me.

—*Carolyn Wells, in St. Nicholas.***Gold Medal for Intercolonial Railway.**

The Intercolonial Railway has received notice of the award of a gold medal by the Directors of the Canadian National Exhibition, Toronto, Ont., for the fine display made by the Railway last September, when the "Ocean Limited" express was ingeniously featured in a large illuminated motion picture which attracted a great deal of attention from the throngs of visitors. The whole display made by the I. C. R. of pictures mounted, specimens of fish and game, etc., was very attractive, and the highest award of the Exhibition Management was not amiss. The total attendance of the Toronto Exhibition this year was nearly up to the million mark, the fair drawing people from all over Canada and from many parts of the United States. For next year the Railway is already making preparations on a larger and more elaborate scale. Additional space is being negotiated for, and plans are under consideration calling for some new and novel features, in order to place before the Canadian people the scenic attractions of the Intercolonial, the general excellence of its through train service, the manifold advantages of the line as the only All Canadian Route between Montreal and the Maritime Provinces, and the charm of Eastern Canada as a place of summer sojourn. Efforts will be made also to give publicity to the industrial advantages of the Provinces by the sea, and to show how a part of Canada rich in resources and blessed abundantly by Nature, offers a promising field for new blood, new money, and profitable prospection and development.

I have taken the REVIEW ever since I began teaching and enjoy it very much, even more since coming West. It comes as a refreshing breeze from the "dear homestead." Wishing the REVIEW a prosperous New Year.  
 E. J. M.  
 Gainsboro, Sask.



**Review's Question Box.**

S. J. B.—1. Give a brief account of the imperial services rendered by Rudyard Kipling, Cecil Rhodes and Lord Strathcona. What is the purpose of the Rhodes Scholarships, and under what conditions are they obtained?

2. What is meant by the term "graft" as used by politicians.

3. What reasons could the "Trusts" have for their alleged opposition to the reciprocity agreement.

4. When he saw pieces which he thought had value in them he rewarded the writer.—Please give the general analysis of the above sentence.

1. The first by his stories and poems of the life of the British soldier, "Tommy Atkins," and his tales of the British in India and other portions of the Empire, and by his addresses, letters and other articles written during his travels round the world; the second by his wise statesmanship in South Africa and his aims to remove race prejudice which have been factors in the union of South Africa,—to this may be added his bequest to found the Rhodes scholarships; the third by the part he took in promoting the Canadian Pacific Railway and colonization and in his services as Lord High Commissioner for Canada in London.

The scholarship system founded by the will of Cecil Rhodes provides in perpetuity for the support at Oxford, for a term of three years each, of about 175 selected scholars. Each scholar from the colonies and the United States has an allowance of £300 a year during the continuance of his scholarship; those from Germany, as being nearer to Oxford, of £250. His objects were to promote goodwill among English-speaking people, the unity of the Empire, and a good understanding and educational relations between the three Great Powers (Britain, Germany and the United States). To be a mere bookworm is not a condition for obtaining a scholarship, but literary attainments must be coupled with manly outdoor sports, qualities of manhood, truth, courage, devotion to duty, and leadership.

2. The acquisition of money, position, etc., by dishonest or unjust means, such as by actual theft, or by taking advantage of a public office or any position of trust to obtain fees, profits on contracts, pay for work not done or service not performed, etc. The probable derivation of this word is expressive; improper profit was looked upon as a sort of excrescence or graft upon a legitimate business.

3. We do not know. Perhaps this was only a *ong-a-boo* of the recent election.

4. Prin. clause A—He rewarded the writer.

Sub. clause a<sup>1</sup> (time) when he saw pieces.

Sub. clause a<sup>2</sup> (attributive to pieces) which (he thought) had value in them.

Sub. clause a<sup>3</sup> (attributive to "which") he thought.

The clause "he thought" = in his opinion, is parenthetical and explanatory of "which," relating to "pieces."

Miss Mobile—"Well Martha, how is your husband now?"

Martha—"Po'ly, miss, po'ly. He's got that exclamatory rheumatism."

Miss Mobile—"You mean inflammatory rheumatism, Martha. Exclamatory is to cry out."

Martha (with solemn conviction)—"That's it, mum, that's it! He don't do nuthin' but holler."

**CURRENT EVENTS.**

That there were unstudied ruins on the eastern slopes of the Andes has been known for years. The Yale University expedition, which has visited the highest source of the Amazon, reports a hitherto unknown Inca city, containing a palace, temples and baths.

A movement for the suppression of the sign and poster nuisance is claiming much attention in Toronto. It is suggested that if the schools give practical training in the appreciation of scenic beauty, the defacement of nature by the bill-board will not be tolerated by the next generation, and that the disfigurement of towns by the same evil will work its own remedy by the lessened value of property in the neighbourhood.

A New York engineer has proved the possibility of overcoming, to some extent, the force of gravity by the application of electricity. In a recent experiment, when the electric current was turned on, the object with which he was experimenting lost one-sixth of its weight.

Arabs in Mesopotamia have accidentally discovered the site of the long lost city of Umma, rival of the famous old Babylonian city of Lagash.

The Moroccan question between France and Germany has been settled, and the German warships have been withdrawn from Agadir, where their presence in July threatened war. France has yielded to Germany about a thousand square miles of territory in the Congo region, by which the latter gains access to the Congo River, and which makes way for a German railway across the equatorial regions to German East Africa. Now only the Belgian Congo lies between. It is admitted that at one time during the negotiations Britain and Germany were on the verge of war.

The Italian forces are meeting with very serious resist-



ance in Tripoli. There are rumors of alternate victory and defeat; but the censorship is so strict that little reliance can be placed in them.

In China, the imperial troops have won an important victory over the rebels at Wu-chang. This seems to have placed the new premier, Yuan Shi-Kai, in a position to dictate terms of peace; for it is believed that the victory was largely due to disagreements between the leaders of the insurgents. If he adheres to terms that he has already offered they should be easy of acceptance, for they grant nearly everything that the insurgents demand except the abdication of the emperor and the end of the Manchu dynasty. Yuan was disgraced and retired two or three years ago, because of the ill-will of the Prince-Regent, but it has been found necessary now to recall him to power. He is of the Chinese, and not of the Manchu race.

Before this issue of the REVIEW reaches its readers, the King and Queen will have reached the shores of India, where, on the 12th of this month, they are to be proclaimed Emperor and Empress at Delhi.

The war in Tripoli will be memorable for one thing. It has seen the first use of the flying machine in warfare.

Russian troops have entered Persia to avenge an insult, and will remain there until the Persian government has made amends.

Foreigners are leaving Mexico, believing that a new revolution is at hand. There are at present three or four small insurrections in different parts of the country; and General Reyes, whose cause is supported by the strongest body of insurgents, has been arrested in Texas by the United States government for plotting against a friendly power.

The speaker of the United States house of representatives continues to talk about the annexation of Canada. It is reassuring to be told by one of the leading journals in the country that he has completely killed his chances of a presidential nomination by doing so.

One hundred years ago last month, President Madison called his advisers together to decide upon the invasion of Canada, though his declaration of war was not made until June, 1812. There will be no celebration of the outbreak of that inglorious war; but there is a strong movement amongst our neighbours to make adequate provision for the celebration of the hundredth anniversary of its close, and Canada, will, no doubt, cheerfully join in such a celebration if the offensive annexation talk shall have ceased before that time.

The survey of the proposed Saskatchewan Waterway from Edmonton to Winnipeg has been completed. The plan is to dredge the Saskatchewan to a minimum depth of six feet and connect it with Lake Winnipeg, giving a through waterway six hundred miles in length. For most of the distance the river has now sufficient depth; but canals would be needed to pass rapids. The estimated cost is not yet announced.

Manitoba is again demanding an extension of its boundaries, and the matter will undoubtedly come up before the close of the present session of parliament. It wishes to reach the shores of Hudson Bay, so that, at least for a small part of the year, it may have a seaport of its own.

An instrument has been devised that will measure accurately the presence of fire-damp in the air to the amount of

one-fourth of one per cent. As less than four per cent. is not dangerous, a wide margin of safety is thus allowed.

The astronomers in Arizona claim to have seen frost on Mars, which, if accepted as true, renews the presumption that conditions there are favourable to the existence of animal life. It is also reported that two new canals have appeared, or two of those curious markings which are known by that name. A French astronomer reports certain changes on the surface of the moon which seem to indicate the presence of clouds or vapour there; but we can hardly imagine any form of life that would withstand the extreme heat and cold of a lunar day.

A metal new to science, and of high commercial value, is reported to have been found in British Columbia. It will be called canadium.

The census shows that the Indian population of the Dominion is increasing. We have about one hundred thousand of them, besides nearly five thousand Eskimos.

A convention of American Indians was recently held in Ohio, delegates from twelve tribes being present. They declare that their race was better off without the white man's civilization.

It is stated that in the Philippines today more people can speak English than Spanish or any one of the native dialects.

Mr. A. Bonar Law, who has been chosen as leader of the opposition in the British parliament on the retirement of Mr. Balfour, was born in Kent county, New Brunswick; and is the first Canadian born statesman to lead either of the great political parties in the old country.

Owing to the decision of the United States government to fortify the Panama Canal, the defences of Jamaica are to be greatly strengthened.

It is stated that German capitalists are planning to build a canal across Nicaragua, to rival the Panama Canal. The latter will probably be ready for use some time next year. It will be controlled and managed by the United States government, which will take full possession for the time being of any ships that are passing through. Such an arrangement would not be acceptable to the commanders of foreign warships; so it practically means that the canal would be closed to the war vessels of other nations, in peace as well as in war. The German canal, if built, will probably, like the Suez Canal, be open to the ships of all the world.

The island that recently appeared between Trinidad and the mainland has again sunk beneath the sea. Such occurrences are not infrequent in volcanic regions. It is not long since an island appeared for a time in Behring Sea.

Many new craters were formed in Mount Etna during the eruption in September last. Over fifty openings have been counted.

A severe earthquake was felt in central Europe last month, and considerable damage was done in some of the cities of Switzerland.

One division of the Italian fleet is at the mouth of the Dardanelles and another in the Red Sea. Evidently the war is not to be confined to Tripoli.

The latest British battleship is remarkable for having so many watertight compartments that it will be almost impossible to sink her.



## SCHOOL AND COLLEGE.

Miss M. A. Nannary, teacher, of St. John, N. B., has retired, and been placed on the pension list. Miss Nannary will long be remembered for her faithful and conscientious spirit, her enthusiasm and interest in her work, and the popularity she enjoyed among her pupils and their parents. The REVIEW hopes that Miss Nannary may long live to enjoy her well-earned rest.

The evening technical schools of Halifax have been opened with an attendance of 400 pupils, which promises to increase to 700 during the winter. Up to December 1st 670 students were enrolled.

Mr. P. F. Morrissy, who has taught school for over forty years and has recently retired on a well-earned pension, was waited on by the Newcastle, N. B., teaching staff a few days ago, and presented with an address and a handsome travelling bag. After the presentation had been made by Principal L. R. Hetherington, to which Mr. Morrissy made an appropriate reply, refreshments were served and pleasant social intercourse followed.

The St. John County, N. B., Teachers' Institute will be held on Thursday and Friday, December 21st and 22nd. The York-Queens-Sunbury Institute will be held on the same dates. Information regarding the programme of each institute will be found in the advertising columns of the REVIEW.

The address of Inspector E. W. Robinson is now Canning, Kings County, N. S., instead of Aylesford, as formerly.

A Christmas present in the form of an increase of salary is very acceptable. Among those receiving this tangible recognition is Miss Ella L. Thorne, teacher of English and history in the Fredericton Collegiate School, who has had an addition of \$70, bringing her salary up to \$800 a year, and entitling her to a pension of \$400. Appreciation of this sort to a worthy teacher the REVIEW is glad to mention, and would be glad to follow it up with other instances.

## Large Potato Shipments via I. C. R.

Potatoes are being shipped in large quantities over the Intercolonial Railway from various points to Ontario and Western Canada. Particularly large shipments of P. E. I. tubers have their origin at Point du Chene, where from the Island boats they are loaded on I. C. R. cars and forwarded to shippers in Montreal. The abundance of the crop in the Maritime Provinces and the great demand for potatoes elsewhere, form a happy combination of trade circumstances. There is great activity in handling the rush from Point du Chene before navigation closes.

I have found the REVIEW a great help during the year. It is a welcome visitor, and I am always glad when it arrives each month.  
M. P.  
Yarmouth, N. S.

## RECENT BOOKS.

*The Cambridge Historical Readers*, five in all, meet the requirements of the latest and most improved methods of teaching history to young people,—viz., by giving to characters and incidents the charm of a story; by connecting the lessons of history with those of geography, and by the use of carefully selected illustrations. These books are illustrated with about four hundred portraits of eminent men and women, drawings of objects of historical and antiquarian interest, representations of great scenes in history from pictures by celebrated artists, and numerous maps and plans showing the correlation between geography and history.

The Introductory Book gives a selection of stories from Greek and Roman history. The chapters are written in simple and picturesque language, and the book will be of real service in awakening a love for all that is noble in the history of the Greeks and Romans. (Pages, viii + 156; price, 1s.)

The Primary Book forms a useful introduction to the later books of the series. The lives of famous men and women of our own land are told as brightly and picturesquely as possible, and their names are connected with some impressive anecdote or some stirring deed. (Pages, viii + 242; price, 1s.)

The Junior Book covers the whole range of British history and will be of great value where children are learning the geography of England and Wales, or of the British Isles. (Pages, viii + 297; price, 1s 6d.)

The Intermediate Book correlates the history of our country with that of some of the European countries. Besides the doings of kings and nobles, and the narratives of wars and battles, the chapters give a graphic picture of the life of the people, and their growth in freedom and liberty. Reference is also made to the influence exercised by such great writers as Erasmus, Shakespeare and Tennyson; and later chapters deal with the changes in Europe during the last century and the part played by Britain in those developments. (Pages, xii + 260; price, 1s 6d.)

The Senior Book is more formal, systematic and continuous in its teaching than the earlier books of the series. It shows the origin of some of our institutions, the work of our great statesmen and the steady evolution of the British Empire from the Britain of the earliest age. From this book, older scholars will learn something about their nationality, and the features which distinguish them from the people of other countries. (Pages, xii + 294; price 2s.)

The books are written in an attractive and simple style, printed on good paper, and in clear type, and are well bound. (The Cambridge University Press, Fetter Lane, London, E. C.)

In the Cambridge Nature-Study Series, the *Lessons on Soil* furnish a simple and excellent guide if local illustrations with apparatus are brought before the class for comparison and study. The children will enjoy experimental lessons if they are permitted to take an active part in them. To make careful provision for that is the first duty of the nature-study teacher. (Pages, xvi + 132; price, 1s 6d. Cambridge University Press, Fetter Lane, London, E. C.)



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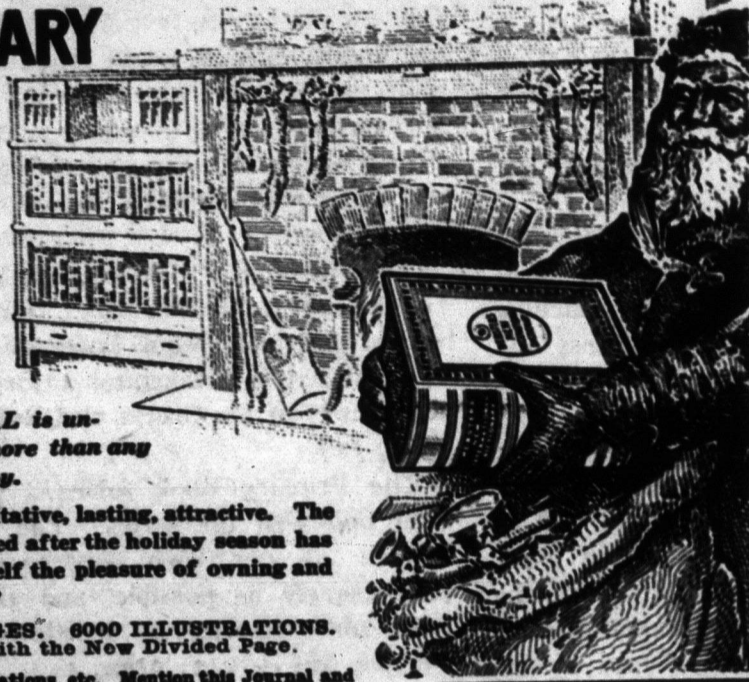
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Will be held in the St. Dunstan's Hall,  
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**Thursday & Friday, Dec. 21 & 22, 1911**

The following subjects will be discussed:

New Geometry, Dr. B. C. Foster; Music, Prof. Frank Harrison; Composition, Miss Ella Thorne; The Needs of the Country School, Inspector Hanson, Mr. Wm. Moore, and a Teacher; The Nature Leaflet, Inspector Steeves.

Addresses will be delivered by Dr. Carter, Dr. Bridges and others. Please come prepared to discuss these Subjects or to ask questions.

JAMES L. HUGHES, President.  
 ELLA L. THORNE, Secretary.

**St. John County  
 Teachers' Institute**

WILL MEET IN

High School Building,  
 St. John,

**Thursday and Friday, Dec. 21 & 22**

Programmes will be forwarded to all teachers of the County.

W. J. S. MYLES, President.  
 IDA KEAGIN, Secretary.

The *Introductory Course of Mechanics and Physics* for technical students gives a sound knowledge of the fundamental principles of mechanics, hydrostatics and heat, and trains the student to make the simpler quantitative measurements with an accuracy as sufficient as his working tools will allow. The course is experimental throughout—useful and practical—with numerous examples to test the student's progress.

Dr. J. George Hodgins, historiographer of the Education Department of Ontario, is doing an excellent work for that province in publishing the *Historical Papers and Documents*, illustrative of its educational system. Volume II contains papers on the records of 1856 to 1872. Among those of more general interest one notices an account of the visit of the Prince of Wales to Canada in 1860, and the welcome extended to him by the school children and educational institutions of the country from the time of his arrival at St. John's, Nfld., to his departure from Portland, Me. Other interesting documents are the report of Dr. Ryerson, former Superintendent of Education, on Systems of Education in Europe, and that of Sir Oliver Lodge on Fifty Years of the Promotions of Science. (Educational Department of Ontario, Toronto.)

*Practical Methods in Teaching Arithmetic*, by John H. Walsh, Associate Superintendent of Schools in New York City, presents in usable form matters of great value to the teachers of elementary schools. Mr. Walsh believes that the object to be secured in the teaching of arithmetic is facility in the art of manipulating numbers and the intelligent interpretation of the arithmetical problems of ordinary life. The book is intended to show the simplest way of

teaching numbers, and that the simplest way is the most scientific. It is skilfully planned to show the work of the different grades, methods of conducting the recitation, and directions how best to economize the time of teacher and pupil. (Cloth; 404 pages; price, \$1.25. D. C. Heath & Co., Boston, Mass.)

*Hallock's History of American Literature* describes the greatest achievements in American literature from Colonial times to the present. The relation of each period of American literature to the corresponding epoch of English literature has been carefully brought out—and each period is illuminated by a brief survey of its history. After each chapter is a summary which helps to fix the period by a brief review. This is followed by extensive historical and literary references, by a helpful list of suggested readings, and by questions and suggestions. The book is attractively illustrated. (Cloth; 432 pages; price, \$1.25. American Book Company, N. Y. Morang Educational Company, Toronto.)

*The Eleanor Smith Music Primer* presents a collection of first year songs, which are varied in character, childlike in spirit, and very simple in structure. Songs expressive of the natural activities and interests of childhood predominate. There are many folk songs, as well as some from well known composers. Part I contains songs to be learned by note, while Parts II and III offer melodies and simple tunes for practice in sight reading and in writing music. (Cloth; 128 pages; price, 25 cents. The American Book Company, N. Y. Morang Educational Company, Toronto.)

*Lucia's Fifty Short Stories of American Discoverers*,





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The Twenty-Sixth Session will be held at  
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THE FOLLOWING COURSES ARE OFFERED:

Botany,	Chemistry,	Drawing,	Manual Training,
Agriculture,	Geology,	English Literature,	Physics and Physiology

Teachers can qualify at the School for the New Brunswick grant for School Gardening.

Teachers can qualify at the School for the Physical Training Certificate.

Forty Scholarships, value from \$10 to \$20, offered for Competition.

Calendar, containing full information, will be sent by the Secretary on request.

J. D. SEAMAN, *Secretary,*  
63 Bayfield Street, CHARLOTTETOWN, P. E. I.



adapted for children of the third grade, tell of explorers from Columbus to Hudson. The style is simple, concise and entertaining, and the vocabulary well adapted to young pupils, making history as interesting as fairy tales. The illustrations are numerous and attractive. (Cloth; 184 pages; price, 40 cents. American Book Company, N. Y. Morang Educational Company, Toronto.)

Gurber's *Story of Old France* gives the story of France from the earliest times down to the death of Louis XIV, laying special stress upon the many interesting and picturesque episodes in which the period abounds. The book is supplied with suitable maps, and with many illustrations, largely from photographs of famous paintings. The style is vivid and attractive, and the work is sure to hold the pupil's attention and to give him a good knowledge of French history. (Cloth; 374 pages; price, 60 cents. The American Book Company, N. Y. Morang Educational Company, Toronto.)

Thomas's *Manual of Debate* is a practical work for the beginner in debate. It presents all the material required by the student and tells him just what to do step by step, presenting enough of the theory of logic and argumentation to make the development of the work perfectly intelligible. Afterwards it treats the debate in its various phases, the order of the argument and the prose style and elocution. The appendix contains fifty pages of briefs for "head-on" debates, and analysis of Burke's Speech on Conciliation, and a list of debatable resolutions. (Cloth; 224 pages; price, 80 cents. American Book Company, N. Y. Morang Educational Company, Limited, Toronto.)

The translation from an Italian version of Patri's *White Patch* tells of the adventures of a little boy who dreams that he is changed into an ant. The wonderful social organization of the ants is interestingly described, and their battles, work and play, their insect neighbors and enemies—the bees, the wasps, the ant-lions, the caterpillars and the grubs. Useful for supplementary reading in the fourth and fifth grades. (Cloth; 216 pages; price, 40 cents. American Book Company, N. Y. Morang Educational Company, Toronto.)

Shirley's *Two-Part Songs for Intermediate Grades* is a book of simple songs for two unchanged voices, intended for sight reading by pupils beginning with the third grade. Both music and words have been selected from a wide variety of authorship. The music is bright and entertaining, and serves as an excellent means for the cultivation of two-part singing through actual sight reading. The harmonizations are simple, and yet harmonically rich in effect. (Cloth; 112 pages; price, 25 cents. American Book Company, New York. Morang Educational Company, Toronto.)

The object of Serl's *Primary Language Lessons* is to lead children of the second and third grades into the habit of speaking and writing the English language correctly. To accomplish this, the author has prepared a drill book which emphasizes the reproduction of many of the short stories current in our literature, and also introduces practice exercises to familiarize the pupils with correct forms. Beginning with simple, graduated exercises, they are continued till a general principle is inductively reached. Attention, through practice, is given to troublesome verb forms. Many of the lessons are designed to awaken and sustain the child's interest in natural objects, and to put

him in sympathetic relations with living things. The author has written from the standpoint of the child, and in language that the child can readily comprehend. (Cloth; 160 pages; price, 35 cents. American Book Company, New York. Morang Educational Company, Toronto.)

*Pictures of British History*, with stories accompanying them, will be especially attractive to children. There are sixty illustrations in all, thirty-two of which are in colour, depicting great events and persons. The stories are in large print and are interesting. (Crown quarto; 64 pages; price, 1s 6d. Adam and Charles Black, Soho Square, London, W.)

*Petits Contes Populaires* is a series of short stories in French, interestingly told, and suitable for those beginning the language. (Paper; 62 pages; price, 8d. Adam and Charles Black, London, W.)

*The Changeful Earth* is a book that will prove interesting to youthful readers, as illustrating some of the changes which the earth has passed through. The language is simple without being childish, and will appeal, not only to children, but to a wide circle of other readers. (Cloth; 223 pages; price, 40 cents. The MacMillan Co. of Canada, Toronto.)

### RECENT MAGAZINES.

The Right Hon. A. J. Balfour, who has just resigned the leadership of the Unionist party in Great Britain, and who is quite as much at home in philosophy as in statesmanship, is the author of the article on "Creative Evolution and Philosophic Doubt" with which *The Living Age* for December 2 opens. The article is reprinted from *The Hibbert Journal*. An enthusiastic admirer of Mr. R. L. Borden, the new Canadian premier, is the author of a sketch of his career, which *The Living Age* for December 9th reprints from *The National Review*.

### OFFICIAL NOTICES.

The following has been ordered by the Board of Education:—

"The school flag shall be flown on every fine day while school is in session, except in the winter and more inclement seasons of the year, and may be displayed on any day."

It has also been ordered that a text-book in Civics be prescribed for teachers' use, and that hereafter a knowledge of that subject be a general requirement for all classes of license.

Text prescribed—"Canadian Civics," The Copp, Clark Co., Ltd.

Teachers, school officers and pupils are requested to cooperate with the agricultural authorities in the work of extirpating the brown-tail moth.

Any inquiries made to Wm. McIntosh, St. John, will receive attention.

The Board of Education has ordered that a text-book in Music be prescribed; the text selected will be announced later.

Education Office,  
Fredericton, N. B.,  
November 27th, 1911.

W. S. CARTER,  
Chief Sup't. Education.